

Behaviour and Discipline Policy – Senior School

Dover College



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Approved by:	Chair of Governors	Date: August 2026
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1. RATIONALE AND AIMS

This policy sets out the principles and expectations that guide behaviour across the Dover College community. It places strong emphasis on recognising and reinforcing positive behaviour and provides a consistent framework for responding to behaviour that falls below the College's expectations. The policy supports a calm, safe, respectful and inclusive environment in which pupils can learn, develop and contribute positively to College life.

Positive relationships, good manners and a secure learning environment are fundamental to pupils' personal development. Through the academic, pastoral, co-curricular and boarding programmes, including the Round Square philosophy, the College seeks to cultivate teamwork, leadership, responsibility and service.

Dover College is an inclusive community. We welcome pupils from diverse ethnic, social, cultural and faith backgrounds and fulfil our duties under the Equality Act 2010. Rewards, support and sanctions are applied fairly and proportionately. The College will consider the individual circumstances of each case and make reasonable adjustments where required, while maintaining high expectations for all pupils.

The aims of this policy are to:

- promote good behaviour, positive relationships and respect for others;
- prevent bullying, discrimination, harassment, intimidation and child-on-child abuse;
- ensure that pupils can learn and staff can work in a calm, safe and orderly environment;
- encourage pupils to work to the best of their ability and contribute positively to College life;
- help pupils distinguish right from wrong and respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, reflect on its effect and make amends where appropriate;
- develop pupils' self-knowledge, self-esteem, honesty and capacity for reflection and self-regulation; and
- provide a clear and effective system of recognition, rewards, support and sanctions which reflects the College's values.

This policy applies to all Senior School pupils, both boarding and day. It applies on College premises, while pupils are under the care or lawful charge of the College, during College activities and visits, while travelling under College arrangements and when representing

the College. It may also apply to conduct outside College or online where that conduct affects the welfare or safety of a pupil, the orderly operation of the College, the learning environment or the reputation of the College.

2. CODE OF CONDUCT

The Student Council establishes and regularly reviews the Student Code of Conduct, which is set out in the Behaviour Policy Protocol and displayed around the College. The Code identifies the core expectations which pupils consider essential to the wellbeing, safety and effective operation of the community.

Education at Dover College is a partnership between pupils, staff, parents and governors. Every member of the community is expected to act with respect, trust and cooperation. Senior and middle leaders are responsible for ensuring that the College's culture, routines and systems support these expectations consistently.

PUPILS

Expectations	Responsibilities
• To receive an engaging and challenging education which meets their individual needs. • To learn in a calm, organised and safe environment. • To receive caring and supportive pastoral guidance. • To be part of a community in which bullying, discrimination, harassment and abuse are not tolerated. • To feel heard, valued and understood. • To contribute to the development and review of the College's behaviour culture through appropriate pupil-voice structures.	• Follow College rules, routines and reasonable instructions. • Make a positive effort in lessons, prep, activities and wider College life. • Treat others with dignity, kindness and respect, both in person and online. • Use appropriate language, tone and behaviour for the setting. • Protect their own physical and emotional safety and that of others. • Report anything that is unsafe, harmful or likely to become unsafe. • Care for College buildings, grounds, equipment and the property of others. • Reflect on their actions, make amends where appropriate and learn from mistakes.

STAFF

Expectations	Responsibilities
• To work in an environment that supports effective teaching, learning and pastoral care. • To be treated with dignity and respect and to carry out their duties without verbal abuse, physical abuse, threats or intimidation. • To receive clear guidance about the College ethos, behaviour expectations, rewards, support and sanctions, including agreed routines and protocols. • To receive relevant induction, training and support, including guidance on SEND, safeguarding, de-escalation and reasonable adjustments.	• Work collaboratively to uphold this policy and foster a positive, safe and inclusive culture. • Treat pupils, colleagues, parents and visitors with dignity and respect. • Teach, model, encourage and recognise positive behaviour and attitudes to learning. • Apply the policy calmly, consistently, fairly and proportionately, considering individual needs and circumstances. • Follow pupil profiles, SENCO guidance and agreed reasonable adjustments. • Use restorative approaches appropriately to support reflection and repair relationships. • Act promptly to protect pupil safety and prevent bullying, discrimination and child-on-child abuse. • Keep parents appropriately informed about behaviour, support and sanctions. • Record behaviour and safeguarding information on the correct system in accordance with Section 7. • Senior leaders will support staff through visible leadership, guidance, training, monitoring and consistent decision-making, and will seek pupil feedback on behaviour systems and culture.

PARENTS AND CARERS

Expectations	Responsibilities
• To receive clear information about behaviour expectations, support and disciplinary procedures. • To be informed promptly of significant concerns and sanctions involving their child. • To receive appropriate updates about their child's progress and wellbeing. • To have reasonable opportunities to discuss behaviour-related concerns and to use the College's complaints procedure where necessary.	• Encourage their child to understand the importance of good behaviour for learning and the wider community. • Reinforce expectations relating to attendance, punctuality, respect, safety, uniform, preparation and academic effort. • Help their child arrive prepared for the College day and meet boarding or day-pupil routines. • Work constructively with the College when support or sanctions are applied.

	• Raise concerns respectfully and continue to support the College's reasonable expectations while those concerns are considered. • Treat all members of the College community with dignity and respect.
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3. REWARDS

Recognition and rewards support motivation, self-esteem, aspiration, effort and enjoyment of learning. The College values the frequent recognition of positive behaviour and achievement across academic, pastoral, boarding and co-curricular life.

Pupils may be recognised for effort, hard work, kindness, engagement, service, leadership, exceptional performance, significant improvement and positive contributions to the community. Staff are encouraged to recognise pupils regularly and in ways that are meaningful and clearly understood.

Recognition and rewards may include the following.

3.1 Informal recognition

- verbal or written praise;
- positive emails or telephone calls home;
- recognition in lessons, tutor time, Houses or assemblies.

3.2 Merits

Merits are recorded on the College's management information system and may be awarded for academic work, effort, improvement, kindness, leadership, initiative, service or any contribution which goes beyond the ordinary expectation.

The number of Merits awarded to each pupil is monitored and celebrated in tutor time. Merits also contribute to the termly Inter-House Challenge Trophy.

3.3 Headmaster's Commendations

A Headmaster's Commendation may be awarded for an excellent piece of work, outstanding effort or a particularly significant contribution to College life. The commendation will be recorded on the College's management information system, relevant pastoral staff and the Headmaster will be informed, and parents will be notified through the College's usual communication arrangements.

A Headmaster's Commendation is worth three Merits.

3.4 Awards in weekly assemblies

- Merit Certificate: for pupils in each year group who have received the highest number of Merits;
- Academic Certificate: for notable effort, progress or achievement in the classroom;
- Lunch Queue Voucher: for pupils in each year group who have received the second-highest number of Merits.

3.5 End-of-term awards

- Certificate of Academic Achievement;
- Certificate of Academic Progress;
- Merit Certificate;
- Certificate for Outstanding Commitment and Contribution to College Life;
- Certificate of Personal Distinction, recognising a positive and supportive attitude, service and kindness;
- Performing Arts Awards;
- Sports Awards; and
- End-of-Term Tea Party with the Headmaster for pupils meeting the published criteria, including high Merit totals, no demerits during the term or more than one Headmaster's Commendation.

3.6 End-of-year awards

- Prizes recognising exceptional engagement or achievement in academic study or another area of College life;
- Colours for Service, Sport, Performing Arts or Creative Arts;
- The Rupert Hill Kindness in Action Award: an annual grant of up to £500 to support an approved pupil-led kindness project. Projects must be safe, appropriately supervised and completed within the agreed timeframe.

4. SCHOOL RULES AND REGULATIONS

The College's rules and routines are designed to promote positive behaviour, protect welfare and support effective learning. The rules are communicated to pupils and parents and are enforced fairly, consistently and proportionately. Pupils, parents and guardians are expected to support the lawful authority of staff in implementing them.

The following conduct is unacceptable. This list is not exhaustive.

4.1 Prohibited items and substances

- knives, weapons and imitation weapons, including BB guns;
- firearms, fireworks, explosives or items intended to create an explosion or fire;

- alcohol;
- tobacco, cigarettes, vapes, nicotine products, lighters and other smoking or vaping equipment;
- illegal drugs, prohibited psychoactive substances, solvents and drug-related paraphernalia;
- stolen property;
- pornographic, extremist or otherwise seriously harmful material;
- any item which has been, or is likely to be, used to commit an offence, cause injury or damage property; and
- any other item identified as prohibited under College rules or a related policy.

4.2 Unacceptable conduct

- rude, disrespectful, aggressive, threatening or intimidating behaviour towards pupils, staff, visitors or members of the public;
- bullying, including cyberbullying, prejudice-based or discriminatory bullying;
- discriminatory, prejudicial or derogatory conduct or language, including conduct related to a protected characteristic;
- sexual violence, sexual harassment, harmful sexual behaviour or abuse within a pupil relationship;
- creating, requesting, possessing or sharing nude or semi-nude images, sexual images of pupils, or AI-generated sexual or indecent images;
- photographing, recording or sharing images or recordings of another person without consent or lawful justification;
- repeated lateness, failure to sign out, incorrect uniform or failure to bring required equipment;
- lack of cooperation, refusal to follow a reasonable instruction, disruption of lessons or activities, or persistent lack of effort;
- unsafe or inappropriate physical or sexual conduct, including conduct which breaches consent, safeguarding, boarding or age-appropriate expectations;
- chewing gum, spitting, gambling, littering or graffiti;
- unauthorised use or possession of a mobile phone during the College day, in accordance with the Mobile Phone Policy;
- unauthorised possession or use of a College key, security fob, access card or code;
- vandalism, deliberate damage to property or theft;
- dangerous or unauthorised driving on College premises;
- leaving the College site without permission or leaving a boarding house after lights out without authorisation;

- online or off-site behaviour which threatens, harms or harasses another person, disrupts the orderly operation of the College, damages the learning environment or brings the College into serious disrepute; and
- conduct which may constitute a criminal offence.

Reports of sexual violence, sexual harassment, harmful sexual behaviour or other child-on-child abuse will be managed in accordance with the Safeguarding and Child Protection Policy. The DSL or a deputy will advise on the safeguarding response. Disciplinary and safeguarding action may proceed alongside one another.

This section should be read alongside the following policies:

- Alcohol Policy for Pupils;
- Smoking, Vaping and Nicotine Products Policy for Pupils;
- Drug and Substance Misuse Policy for Pupils;
- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Discipline, Suspension, Exclusion and Required Removal Policy;
- Mobile Phone Policy; and
- IT Acceptable Use and Online Safety policies.

5. BULLYING

Every pupil has the right to feel safe and to be treated with dignity and respect. Bullying and harassment will not be tolerated. The College's Anti-Bullying Policy sets out the definition of bullying, prevention strategy, reporting routes, investigation procedure and support for pupils affected by bullying.

The College seeks to prevent and respond effectively to all forms of bullying, including cyberbullying and prejudice-based or discriminatory bullying. Particular attention will be given to the boarding context, where a pupil may be unable to leave the environment in which bullying is occurring for long periods.

Reports of bullying or suspected bullying will be recorded on the College Bullying Log. Where the matter also raises a safeguarding concern or may constitute child-on-child abuse, it will also be reported to the DSL or a deputy and recorded on MyConcern in accordance with the Safeguarding and Child Protection Policy. Routine peer disagreement or low-level conflict will not automatically be labelled as bullying, but will be addressed and monitored appropriately.

6. SANCTIONS FOR LESS SERIOUS BREACHES OF DISCIPLINE

The College prioritises encouragement, clear teaching of expectations and positive reinforcement. Where behaviour does not meet the expected standard, staff may use support, restorative action and proportionate sanctions.

Low-level behaviour such as minor disruption, inappropriate language, chewing gum, lack of effort or missing or poor-quality prep should normally be addressed calmly and individually, avoiding unnecessary confrontation or humiliation in front of other pupils.

6.1 Purpose and principles of sanctions

- Educational: to help the pupil understand the rule, reflect on the effect of their behaviour and make better choices;
- Protective: to restore safety, order and effective learning;
- Deterrent: to make clear that unacceptable behaviour has predictable consequences;
- Pastoral: to identify concerns which may require support, assessment or safeguarding action; and
- Restorative: to repair harm and rebuild relationships where appropriate and safe.

Sanctions will be reasonable and proportionate. Staff will consider the pupil's age, understanding, SEND, disability, medical needs, religious requirements, safeguarding circumstances and any other relevant factors. High expectations remain in place for all pupils, and reasonable adjustments do not mean that harmful or disruptive behaviour will be ignored.

Honesty, acceptance of responsibility, remorse and efforts to repair harm may be considered when determining the response. These factors do not prevent a serious sanction where one is justified.

Restorative or school-based service may be used where it is safe, supervised, age-appropriate and connected to reflection or repair. A pupil subject to a sanction must not be given responsibility for younger children or asked to "help in the Prep School" as a punishment.

Where behaviour indicates that a pupil may be suffering harm, at risk of harm or in need of additional support, staff must follow the Safeguarding and Child Protection Policy and inform the DSL or a deputy as appropriate.

6.2 Supportive measures

- Academic monitoring card, where concerns relate to prep, engagement, organisation or preparation;
- Behaviour monitoring card, where concerns relate to routines such as punctuality, uniform, language or conduct;

- Individual support plan, where previous support or sanctions have not secured improvement;
- Mentoring by an appropriately trained pupil or adult;
- Restorative conversation or mediation for suitable low-level conflict; and
- Pastoral, safeguarding, medical, counselling or learning-support intervention where appropriate.

Pupil-led mediation must not be used to investigate or manage bullying, discrimination, sexual harassment, violence, coercion or any safeguarding concern. Such matters must be referred to staff.

6.3 Monitoring cards

Tutor monitoring card

A Tutor monitoring card may be used where a pupil is accumulating negative behaviour points or would benefit from structured support. It may be initiated by the pupil or suggested by the Tutor. The Tutor will monitor the card and parents will be informed.

HSM monitoring card (normally two weeks)

- for a pupil who continues to accumulate excessive demerits despite a Tutor monitoring card; or
- for a pupil who has received more than four after-school detentions or more than one SLT detention.

Senior Leader monitoring card (normally two weeks)

- for a pupil who has not improved during an HSM monitoring period and continues to commit persistent breaches;
- for a pupil who has been formally removed from lessons on more than three occasions;
- as part of reintegration following an Internal Reflect and Reset or Suspension; or
- where a senior leader considers that close monitoring and coordinated support are required.

Parents will normally be invited to meet the Housemaster or Housemistress and the pupil. A support plan may be coordinated with the SENCO, pastoral staff, Medical Centre or DSL according to the pupil's needs. The DSL should not be included solely because a behaviour card has been issued unless there is a safeguarding reason.

6.4 Ordinary sanctions

The sanctions below may be used individually or as part of an escalating response. They do not have to be applied mechanically or sequentially. Staff should consider the circumstances and any relevant support or reasonable adjustment.

1. Lunch Detention

A lunchtime detention may be used for missing or poor-quality prep, inadequate work in class, minor disruption or another suitable breach. Such behaviour may normally result in a lunchtime detention in the relevant department, subject to consideration of illness, SEND, misunderstanding or another relevant circumstance. Pupils must be allowed reasonable time to eat, drink and use the toilet.

2. Removal from the classroom and SLT Lunch Detention

Formal removal from a classroom is a serious sanction used for a limited period where this is necessary to maintain safety, restore stability, allow education to continue in a managed setting or enable a pupil to regain calm. It is distinct from asking a pupil to step outside briefly for a conversation and from a planned sensory or regulation break.

A pupil who is formally removed will be supervised and provided with meaningful work. Parents will normally be informed on the same day. The reason, duration, location and follow-up action will be recorded. A restorative conversation with the teacher may be arranged before or after the pupil returns to the lesson.

3. After-School Detention

An after-school detention may be used for failure to attend or poor conduct during a lunchtime detention, repeated poor behaviour or work habits, repeated missing prep, unauthorised absence from an activity or another comparable breach. Staff must consider transport, boarding arrangements, medical needs, caring responsibilities and pupil safety.

4. SLT Detention

An SLT detention may be used for persistent failure to improve, truancy, unauthorised absence from site, repeated failure to attend other detentions, a significant accumulation of demerits or a first more serious offence which does not require a formal sanction under Section 8.

Where smoking, vaping or nicotine products are involved, the response will be determined under the relevant policy. A pupil will not be sanctioned solely for being present; there must be evidence of possession, use, knowing facilitation or another breach.

A reflective task may be set. Any presentation to peers must be appropriate, non-humiliating and carefully supervised.

5. Monday Late Detention

A Monday late detention may be used for possession or unauthorised use of a mobile phone in accordance with the Mobile Phone Policy, or for another breach identified in the Behaviour Policy Protocol.

6. Internal Reflect and Reset

An Internal Reflect and Reset is an on-site sanction during which a pupil is removed from normal lessons and activities for a specified period, normally one school day and not exceeding two school days. It is not a contractual Suspension.

The pupil will work under supervision in a designated location, complete academic work and undertake appropriate reflective or restorative activity. Parents will be informed promptly. An Internal Reflect and Reset may be imposed by the Headmaster, Deputy Head, Pastoral or Assistant Head, Boarding and Behaviour.

A reintegration conversation and appropriate support or monitoring will normally follow.

A pupil will not be required to spend a disciplinary “Reflect and Reset Day at home” outside the formal Suspension procedure. Any disciplinary requirement to remain away from the College will be treated, authorised, recorded and communicated as an External Suspension under Section 8.

Persistent breaches, serious misconduct or failure to respond to support and ordinary sanctions may lead to a formal Suspension, Required Removal or Expulsion under Section 8. The Behaviour Policy Protocol contains the operational procedures and templates.

7. RECORDING, MONITORING AND INFORMATION SHARING

Behaviour information must be recorded on the system appropriate to its purpose. Routine behaviour information should not automatically be placed on a safeguarding system.

- Routine behaviour, demerits, ordinary sanctions, monitoring cards and rewards will be recorded on the College’s behaviour-management or management information system.
 - Internal Reflect and Reset, External Suspension, Expulsion, Required Removal and other sanctions for serious misbehaviour will be recorded in the serious-sanctions record, with the decision, duration, reasons and relevant follow-up.
 - Reports and findings of bullying will be recorded on the College Bullying Log.
 - Safeguarding concerns, including child-on-child abuse or behaviour indicating that a pupil may be at risk of harm, will be recorded on MyConcern and managed under the Safeguarding and Child Protection Policy.
 - Use of force, restraint or seclusion will be recorded and reported in accordance with Section 10 and the College’s restrictive-interventions procedures.

The same incident may require entries on more than one system, but records should be relevant, accurate, proportionate and cross-referenced where appropriate. Access will be limited according to role and need to know.

Senior leaders will monitor behaviour data and major sanctions regularly to identify patterns, repeat concerns, locations or times of increased risk, training needs and possible disproportionality, including in relation to SEND, protected characteristics and boarding status. Monitoring will inform support, supervision, policy and practice.

Records will be retained and disposed of in accordance with the College's Data Protection Policy, privacy information and Record Retention Policy.

8. SERIOUS BREACHES OF DISCIPLINE AND FORMAL SANCTIONS

Serious breaches of discipline may warrant a formal sanction. It is not possible to define every circumstance, but examples include:

- possession, use, purchase, handling or supply of a prohibited item or substance identified in Section 4 or a related policy;
- serious violence, fighting, threatening behaviour or conduct creating a significant risk of harm;
- serious or persistent bullying, discrimination, harassment, intimidation or child-on-child abuse;
- sexual violence, sexual harassment, harmful sexual behaviour or abuse within a pupil relationship;
- accessing, creating, possessing or distributing indecent images or videos, including nude or semi-nude images of pupils and AI-generated sexual images;
- serious theft, vandalism, dishonesty or damage to property;
- leaving the College or a boarding house without permission in circumstances creating a serious safeguarding risk;
- serious online or off-site conduct which harms another person or seriously affects the College community; and
- persistent or repeated breaches demonstrating a serious disregard for College rules or the welfare of others.

Safeguarding and disciplinary responses may proceed alongside one another. Where conduct may constitute child-on-child abuse, the DSL or a deputy will advise on the safeguarding response.

8.1 Authority to impose sanctions

Internal removals from lessons and ordinary sanctions may be imposed by staff in accordance with this Behaviour Policy and the Behaviour Policy Protocol.

An Internal Reflect and Reset may be imposed by the Headmaster, Deputy Head, Pastoral or Assistant Head, Boarding and Behaviour.

A disciplinary Suspension may be imposed by the Headmaster or by the Deputy Head, Pastoral or Assistant Head, Boarding and Behaviour acting under the Headmaster's express delegated authority.

A Suspension exceeding five school days may be imposed or extended only by the Headmaster.

Expulsion and Removal from the College or boarding may be decided only by the Headmaster.

In the Headmaster's absence, the powers of Expulsion and Removal may be exercised only by the formally appointed Acting Headmaster, where permitted under the College's governance arrangements.

8.2 Investigation and decision-making

Before a formal disciplinary decision is made, the College will conduct an investigation appropriate to the seriousness and circumstances of the matter. The pupil will normally be informed of the concern or allegation and given a reasonable opportunity to provide their account. Relevant evidence, safeguarding information, SEND, disability, medical needs, reasonable adjustments, mitigation, aggravating features and the interests of the College community will be considered.

Parents will normally be consulted or informed at an appropriate stage. Where police or children's social care are involved, the College may need to adjust the timing or scope of its investigation to avoid prejudicing another process.

Formal sanctions do not have to be imposed sequentially. A sufficiently serious single incident may lead to Suspension, Required Removal or Expulsion even where no previous formal sanction has been imposed. Repeated breaches or persistent failure to respond to support and sanctions may also place a pupil's continued membership of the College at risk.

Acceptance of responsibility, honesty, remorse and restorative action may be taken into account, but do not prevent the College imposing a serious sanction where this is justified.

8.3 External Suspension

An External Suspension is a formal disciplinary sanction during which a pupil is required to remain away from the College for a specified period.

A disciplinary Suspension will be imposed for a specified and proportionate period. It will normally not exceed five school days.

In exceptional circumstances, the Headmaster may impose or extend a Suspension beyond five school days where this is reasonable and necessary. The reasons, educational

provision, welfare arrangements and review date will be recorded and communicated to the parents.

The written notification will normally state the reason for the Suspension, its start and end dates, educational work, welfare arrangements, expectations during the period, arrangements for return and any right to request a Governors' Review.

For a boarder, safe collection, travel and accommodation arrangements will be agreed with the pupil's parents, guardian or another authorised adult. The College will continue to consider the pupil's medical, safeguarding and welfare needs during the period of Suspension.

Academic work will be set for completion during the Suspension, alongside an appropriate reflection task where suitable. A reintegration meeting will normally take place before or promptly upon the pupil's return and may involve the pupil, parents, Housemaster or Housemistress and an authorised senior leader. The meeting will clarify expectations, support, monitoring and any restorative action.

8.4 Governors' Review of a Suspension

Parents may request a Governors' Review where a Suspension is for 11 school days or more, or would prevent the pupil from taking a public examination.

The request and review will be managed in accordance with the Discipline, Suspension, Exclusion and Required Removal Policy. The Suspension letter will explain the applicable process, time limit and contact details.

8.5 Expulsion and Removal

Expulsion is the permanent exclusion of a pupil from the College as a disciplinary sanction. Required Removal is the removal of a pupil from the College or from boarding in the circumstances set out in the Discipline, Suspension, Exclusion and Required Removal Policy and the College's contractual terms.

Expulsion or Required Removal does not need to be preceded by an Internal Reflect and Reset or Suspension. The investigation, decision, notification and Governors' Review arrangements are set out in the Discipline, Suspension, Exclusion and Required Removal Policy.

Unreasonable conduct by a parent and non-payment of fees are not grounds for a disciplinary Suspension of the pupil under this policy. Any action arising from such matters will be considered under the College's contractual terms and the Discipline, Suspension, Exclusion and Required Removal Policy, as applicable.

9. PUPILS' POSSESSIONS, SEARCHING AND CONFISCATION

The College will conduct searches and confiscate property lawfully, reasonably, proportionately and with proper regard for the pupil's dignity, welfare and safeguarding needs. Staff should first seek the pupil's cooperation wherever practicable.

Staff may confiscate, retain or dispose of a pupil's property where this is permitted by law and College rules. The response should be proportionate and any special circumstances should be considered. Confiscation must not be used arbitrarily or in a humiliating manner.

9.1 Authorisation and grounds

A non-consensual search of a pupil or their possessions may be conducted only by the Headmaster or a member of staff expressly authorised by the Headmaster, and only where there are reasonable grounds to suspect that the pupil possesses an item for which a search is permitted.

Prohibited items include those specified by law and items identified in Section 4 or another published College rule as items for which a search may be conducted.

9.2 Conduct of a search

Before searching, staff will normally explain the reason for the search and how it will be conducted, and ask the pupil to cooperate.

- A search of a pupil must normally be carried out by a member of staff of the same sex as the pupil and in the presence of another member of staff.
- The limited exception to the same-sex or witness requirements may be used only where the authorised member of staff reasonably believes that serious harm may otherwise occur and it is not reasonably practicable to follow the normal arrangements.
- A search may involve outer clothing, pockets and possessions. College staff will not conduct an intimate or strip search.
- Before a search, staff will consider age, maturity, SEND, disability, medical needs, communication needs, trauma, safeguarding concerns and reasonable adjustments.
- A search of possessions should normally take place in the presence of the pupil and another member of staff.
- The College will not ordinarily use force to conduct a search. Any use of force must be lawful, necessary and proportionate and follow Section 10. Force must not be used to search for an item banned solely under College rules.

9.3 Electronic devices and indecent images

Any examination of data or files on an electronic device must be lawful, necessary and proportionate and must follow the College's Searching and Confiscation, Online Safety and Acceptable Use procedures.

Where an image or device may contain child sexual abuse material, a nude or semi-nude image of a child, an AI-generated sexual image of a child or other safeguarding material, staff must not unnecessarily view, copy, print, forward or share it. The device or material

must be secured and the DSL or a deputy informed immediately. Police advice will be sought where appropriate.

9.4 Records, parents and disposal

Every search will be recorded, whether or not an item is found. The record will include the reason and grounds, date, time, location, staff present, extent and outcome of the search, adjustments made, items confiscated, safeguarding action and parent communication.

Parents will normally be informed as soon as reasonably practicable after a search, subject to any safeguarding or police reason for managing contact differently.

Suspected controlled drugs, weapons and other evidence of serious criminal conduct will normally be secured and transferred to the police in accordance with the relevant policy and official guidance. Items presenting a health or safety risk will be handled and disposed of safely. Staff must not directly handle sharps or unidentified hazardous substances.

10. RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE

There may be circumstances in which a restrictive intervention, including reasonable force, is lawful and necessary to protect a pupil or another person, prevent serious damage to property or maintain safety and good order. It will never be used as a punishment.

Staff should use prevention, early support and de-escalation wherever practicable. Any intervention must be necessary, reasonable and proportionate, use no more force than is required and last for the shortest possible time. Staff must consider the pupil's age, SEND, disability, medical needs, communication needs, mental health, trauma and any agreed support plan.

Following an incident, the pupil and staff involved will receive appropriate medical, pastoral and safeguarding support. The DSL or a deputy will be informed where the incident raises a safeguarding concern.

Every incident of restraint or seclusion, and every significant use of force, will be recorded in writing as soon as practicable, ideally on the same day, in accordance with the College's Restrictive Interventions and Use of Reasonable Force Policy. The record will include the reason for the intervention, de-escalation attempted, type and duration of force or restriction, injuries, medical treatment and follow-up action.

Parents will be informed as soon as practicable after an incident, subject only to the limited exceptions permitted by law and statutory guidance. Senior leaders will monitor incidents, patterns, training needs and the effectiveness of preventative support.

11. BOARDING HOUSE SANCTIONS

The principles, support measures and sanction framework in this policy apply equally in boarding. House staff may impose ordinary sanctions within their delegated authority and should record them in accordance with Section 7.

Examples of boarding concerns include poor behaviour, failure to follow House rules or routines, disrespect towards pupils, staff or property, lateness to or absence from roll call and unauthorised absence from the House.

House staff must consider the seriousness, context and safeguarding implications of each incident. Serious boarding breaches, including fighting, leaving the boarding house without authorisation and theft, are likely to result in consideration of an Internal Reflect and Reset or a disciplinary Suspension. Any such sanction must be authorised in accordance with Section 8; it is not automatic.

Boarding sanctions must be fair, proportionate, properly supervised and compatible with the National Minimum Standards. They must not involve humiliation, collective punishment, deprivation of meals, sleep, medical care, education, reasonable contact with parents or access to the complaints process or an independent person. Restrictions on activities, free time or town leave may be used where reasonable and proportionate.

Where behaviour indicates a safeguarding, wellbeing or additional-needs concern, House staff must involve the appropriate pastoral, medical, learning-support or safeguarding staff.

12. SEARCHING PUPILS' ROOMS

A pupil's boarding room may be searched where there are reasonable grounds to suspect that it contains a prohibited item, evidence of a serious breach or an item presenting a risk to safety or welfare. Searches will be conducted in accordance with Section 9, College rules, contractual terms and applicable law.

A room search will normally be conducted by an authorised member of staff with a second member of staff present and, wherever practicable, in the presence of the pupil. The reason for the search should be explained and the pupil's cooperation sought.

Where it is necessary to search in the pupil's absence, the reasons will be recorded and the pupil and parents will normally be informed as soon as reasonably practicable, unless a safeguarding or police consideration requires contact to be managed differently.

Where there are reasonable grounds to suspect illegal drugs, weapons or another serious criminal matter, the Headmaster, Deputy Head, Pastoral, Assistant Head, Boarding and Behaviour, Head of Boarding or another specifically authorised member of staff will decide whether the College should search, secure the area or seek police assistance. Staff must avoid unnecessary handling of suspected drugs or hazardous items and must not directly handle sharps.

Room searches will be conducted with respect for the pupil's dignity and possessions. Only items which may lawfully be confiscated or are relevant to the concern will be removed.

Every room search will be recorded under Section 7. It will be recorded on MyConcern only where there is a safeguarding dimension.

13. RESPONSIBILITY, MONITORING AND REVIEW

The Headmaster has overall responsibility for the College's behaviour culture and for ensuring that this policy is implemented effectively. The Deputy Head, Pastoral is the policy owner. The Assistant Head, Boarding and Behaviour supports implementation across the Senior School and boarding provision in accordance with delegated responsibilities.

Senior leaders will review behaviour, bullying, serious sanctions, classroom removals, restrictive interventions, searches and safeguarding-related behaviour concerns. They will consider whether practice is consistent, proportionate, inclusive and effective, and whether additional support, supervision, training or policy change is required.

This policy has regard to the current versions of:

- Keeping Children Safe in Education;
- the National Minimum Standards for Boarding Schools;
- the Education (Independent School Standards) Regulations 2014 and current DfE guidance on the Independent School Standards;
- DfE Behaviour in Schools guidance;
- DfE Searching, Screening and Confiscation guidance;
- DfE Restrictive Interventions, including Use of Reasonable Force, in Schools guidance;
- the Equality Act 2010; and
- the SEND Code of Practice, where applicable.

This policy will be reviewed annually and earlier where there is a material change in law or guidance, a significant incident, an inspection finding, a complaint indicating a policy concern or monitoring identifies a need for revision. Changes to authority, Suspension, Expulsion or Required Removal must also be reflected consistently in the Discipline, Suspension, Exclusion and Required Removal Policy, the parent contract and relevant letter templates.