



St Paul's School  
FOUNDED 1509

# Behaviour, Rewards and Sanctions Policy and Procedures

Author/reviewer responsible:	DHP	Date of last review:	03/26
Consulted:	SPS Exec (various)	Date of authorisation:	04/26
Authorised by:	Edu Committee	Date of next review:	07/26
<b>Applicable</b>	<b>SPS</b>		

**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment, whether in School or in a remote learning environment, where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

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### 1. Policy Aims

- 1.1 To ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School and the community.
- 1.2 To support every pupil, as far as possible, in the development of positive values, personal habits and disciplines to equip them for a happy and successful future.
- 1.3 To support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the School.
- 1.4 To enable the High Master and the Surmaster to carry out their responsibilities of maintaining order and good discipline in the School and setting out a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
- 1.5 To promote good behaviour among pupils by setting out, for pupils, parents and staff:
  - the School's expectations of all pupils, in the Pupil Behaviour Code (section 3 of this policy, hereafter 'the Code'), and the values and character traits that the School seeks to promote and support the development of;
  - details of how expectations are communicated and promoted among pupils, parents and staff;
  - how the School and its staff will promote and reward positive behaviour and achievement;
  - how the School and its staff will act to address instances of poor behaviour, including breaches of the Code.

1.6 The Governors and the High Master intend that the Code, and the sanctions contained within this policy, shall be capable of regulating the conduct of pupils of all age groups and at all times, whether they are on the School site or are away from school premises, as follows:

- at School, representing the School or wearing School uniform or otherwise identifiable as a member of the school;
- During any period of physical school closure, and in any remote learning environment at such a time or any other;
- travelling to or from School;
- in the evenings, at weekends or during holidays;
- on a School field-trip, visit, expedition or holiday;
- involved in any activity associated with the School or communicating with any other member of the School community, in person, on paper or online.

This will normally be where the conduct in question affects the welfare of a member or members of the School community or which brings the School into disrepute.

1.7. In creating this policy, the School has due regard for the following guidance, amongst other sources:

- [Keeping Children Safe in Education \(DfE, 2025\)](#)
- [Behaviour in schools \(DfE, 2024\)](#)
- [Mental health and behaviour in schools \(DfE, 2018\)](#)
- [SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)
- [Searching, Screening and Confiscation \(DfE, 2022\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(DfE, 2026\)](#)

## 2. Communicating Behavioural Expectations [and Supporting Pupils in Attaining Them]

2.1 The Code shall set out the values and principles held by the School and detail its expectations of pupil conduct in three main areas:

- self-respect;
- respect for others;
- respect for property and the environment.

It includes a Pupil Commitment, crafted by the Pupil Values Committee after consultation with all pupils and endorsed by the senior School leadership, and it seeks to endorse and promote the development of character, in accordance with the School's focused character traits.

2.2 The Code shall be set by the High Master. Parents and pupils will receive a copy of this when the pupil joins the School and a link to the Code will be sent out to each parent, member of staff and pupil in writing on an annual basis. The Code shall also be published on the School's website (contained within this policy) and intranet. The Code is necessary:

- to protect the safety and well-being of every member of the School community;

- as a foundation statement of the values and character traits that the School seeks to aid each pupil develop;
  - as a guide for pupils of the standards that they will each be held to;
  - to support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the School;
  - to protect the reputation of the School;
  - to protect School property and the wider environment.
- 2.3 Parents are expected to read the Code with their child before the start of their first term at the School and from time to time thereafter. Pupils are expected to know, understand and comply with the Code, which may be amended from time to time. Behavioural expectations will be reinforced periodically at assemblies and at other times throughout the year.
- 2.4 All staff (including teaching staff and support staff, governors, and vetted volunteers and freelance workers where they are likely to be involved in teaching/supervision of pupils) are made aware of the Code during their induction and through regular training on behaviour. All are expected to comply with this policy at all times in promoting and maintaining good order and discipline in the general course of their work. Non-teaching staff will not normally issue sanctions themselves, but will liaise with senior teaching staff to report poor pupil conduct (and can do so through the flag system). Individual support is provided through Heads of Department and Undermasters.
- 2.5 The Tutors and teaching staff, in conjunction with the Undermasters, Deputy Head (Pastoral) and the Surmaster, are responsible for day to day behaviour management issues and the High Master is in overall charge. The Surmaster, Deputy Head (Pastoral), Undermasters and Heads of Section are the lead staff in the area of pupil conduct. They provide guidance and support to other staff and can access expert advice to provide specific support to any pupil in need.
- 2.6 The School seeks also to ensure that all pupils understand the values and expectations with the Code, so as to best support them in fulfilling those expectations and in contributing to a positive and safe school community. Regular reminders and reinforcement of both values and specific areas of expectation are delivered through assembly programmes. Teachers receive training on the language of the values, commitment and code, and how to ensure behavioural intervention is couched in those values, and helping pupils to fulfil them. The School PSHE Curriculum carefully supports discussion and understanding of the key values within the Code and Pupil Commitment, including providing bystander training to best equip pupils to play a positive role within the school community.
- 2.7 Diversity, Inclusion and Supporting SEND Pupils. The School's whole-school behavioural approach seeks to create a calm environment in which all pupils can learn thrive. The School recognises that pupils with SEND may need specific support in managing their behaviour, and also that the importance of taking all reasonable steps to avoid any substantial disadvantage coming to a SEND pupil as a result of their SEND through the course of their education. SEND pupils may also be more vulnerable to bullying. Teachers receive general training, and also specific guidance from the Head of Learning Support and Undermasters as to how to manage the behaviour and best support the learning of an SEND pupil, as detailed

in the School's [Learning Support and SEND policy](#). An understanding of a pupil's SEND will always inform approaches around behaviour management and any sanctions or process applied.

2.8 A number of other School policies support and are referred to within the Code, including:

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Drugs and Other Substances Policy](#)
- [E-Safety Policy](#) (which includes the ICT Acceptable Use Policy Agreement)
- [Mobile Phone Policy](#)[Learning Support and SEND policy](#)

These policies detail the School's procedures in the named areas and place additional responsibilities on pupils, staff and parents. They should be read in conjunction with, and viewed as extensions of, this Behaviour, Rewards and Sanctions Policy.

### 3. Pupil Behaviour Code

#### 3.1 General Principles

3.1.1 Character traits particularly promoted by the School are:

- Kindness
- Integrity
- Humility
- Respect
- Resilience

These traits and the commitments within Pupil Commitment should guide your approach to all of your actions and interactions with others, whether on or off the School site; in person, on paper or online, including during any period of physical School closure and in any remote or virtual learning School environment. We emphasise their worth because we believe that they underpin the strength and decency of character that can enable each of us to thrive within, and be of positive service to, any and all communities to which we belong – including to the School community.

We also seek to help each pupil develop the positive personal habits and disciplines that will equip them for a happy and successful future. These include courtesy, punctuality, organisation, respectful presentation, scholarly interest and curiosity, thoughtful treatment of the environment around them, service to others, personal responsibility and accountability. We value both effort and achievement in all of these fields, and we seek to encourage and reward every positive development made by each pupil, as well every contribution that they can make to the life of the School.

3.1.2 This Code exists:

- to protect the safety and well-being of every member of the School community;

- as a foundation statement of the values that the School seeks to aid each pupil develop;
- as a guide for pupils of the standards that they will each be held to;
- to support and protect the cultures of kindness, respect and scholarly learning central to the education provided at the School;
- to protect the reputation of the School;
- to protect School property and the wider environment.

3.1.3 Each pupil is required to abide by the Code, and also by the other School policies referred to within it, such as: the Anti-Bullying Policy; Attendance Policy; Behaviour, Rewards and Sanctions Policy; Drugs and Other Substances Policy; Mobile Phone Policy; ICT Acceptable Use Policy Agreement. Compliance with these policies and subsequent amendments to them is a condition of membership of the School. Parents and pupils are expected to read through these policies carefully. The most recent versions of these policies are available via this page of the School Website: [www.stpaulsschool.org.uk/about-st-pauls/school-policies](http://www.stpaulsschool.org.uk/about-st-pauls/school-policies).

3.1.4 The School seeks to achieve all of the above through positive guidance and support as far as practicable but effective disciplinary action may also be required. Any conduct which amounts to a breach of this Code or other rules in place locally or temporarily around the School, or which is prejudicial to good order or school discipline, or to the efficiency or reputation of the School, including during any period of School holiday or remote learning due to physical School closure will render the offender liable to formal School sanctions, even if there is no definite rule forbidding the offence. Such sanctions are detailed below. A serious breach of the Code, particularly when the wellbeing of others in the School community is significantly harmed, may lead to a requirement to leave the School community.

### 3.2 Pupil Commitment

The following Pupil Commitment was created by the Pupil Values Committee, in consultation with all pupils. All pupils commit to these aims.

*As a pupil in the St Paul's community, I make a commitment to:*

- *Be respectful and kind to others, myself and our environment;*
- *Challenge and speak out against discrimination, bullying or abuse of any kind;*
- *Be an active and thoughtful contributor to our community;*
- *Be humble, empathetic and understanding in all my interactions;*
- *Act honestly and with integrity;*
- *Use the education I have received in the service of others;*
- *Reflect on the school's predominantly male environment and the pressures this can create;*
- *Uphold these commitments both inside and outside of school, at all times and with everyone.*

*I recognise that my peers and I might not always succeed in meeting these commitments, but we will treat these moments as opportunities for reflection and the improvement of ourselves and our community.*

### 3.3 Pupil Behaviour Code: Conduct and Self-Respect

In this and the following sections, “you” means “pupils at the School”.

- 3.3.1 **Behaviour Generally:** Your behaviour should be a credit to yourself and to the School, whether you are at School, at home, or in public places such as streets, on public transport or in private coaches and whether in or out of School hours, online or offline. Always consider the consequences of your words and actions for yourself and for other people. You must always be prepared to follow the reasonable request or instruction of a member of staff or other responsible adult.
- 3.3.2 **Respect for infection control measures, and for others, during any period of pandemic or crisis.** At all times pupils are expected to respect and comply with any guidance, rules or reasonable requests in the furtherance of any pandemic or crisis control measures, at School or elsewhere. All pupils are expected to show care and understanding for difficulties that others may be facing through any pandemic or crisis.
- 3.3.3 **Commitment:** We trust you will take pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take pride in your conduct and personal appearance and to show commitment to your academic and extracurricular activities. This extends to a commitment to attend School when you are fit and well and arrive punctually for School, your lessons and appointments with others.
- 3.3.4 **Honesty:** The School community relies on each pupil being honest and truthful and showing a good example to others. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible. You must not plagiarise the work of others or infringe copyright.
- 3.3.5 **Attendance and Punctuality:** All pupils are expected to be punctual, both in arrival at School, and for lessons and other activities. The Attendance Policy details the procedures and expectations surrounding attendance and punctuality.
- 3.3.6 **Smoking, Alcohol and Drugs:**
- Pupils are expressly forbidden to be in possession of drugs (and associated paraphernalia), or to use drugs, or to be involved in the sale or purchase of any form of drug (or be involved in group activity involving any kind of drug) except as may be prescribed by the School's Medical Officer, the pupil's own Doctor, or sold to the public without prescription. The School's [Drugs and Other Substances Policy](#) applies to all pupils at all times during their time at the School and details the School's approach to Drugs.
  - Pupils may not smoke or be in possession of cigarettes and associated paraphernalia (including e-cigarettes or vapes) or other tobacco products at School, or on their way to or from School, or on a School activity.

- Pupils are not permitted to bring alcoholic drinks to School or to any School activity or consume alcohol on or near the School site, or before or during any School event or trip. The School [Alcohol Policy](#) applies to all pupils, and prohibits pupils drinking alcohol in School or at any School event.

### 3.3.7 Digital Conduct

You must read and comply with the requirements of the [ICT Acceptable Use Policy Agreement](#), and [Mobile Phones and Other Smart Devices Policy](#). You should take care to keep any digital identity secure, as you will be held responsible for actions taken in your name. During any periods of communal or individual virtual learning, full commitment to School and School activities is expected as far as possible, and all School policies continue to apply. This includes the capacity of the School to apply sanctions for misconduct in breach of this Code. Summary expectations during periods of physical School closure or other periods of virtual learning include:

- a. You must commit fully to your remote learning, including punctually attending your classes remotely as far as you are able, partaking in class discussion and completing all assignments and tasks whether in or out of lesson time to their best of your own ability. Work submissions should be punctual, in the medium requested by staff.
- b. Your conduct in virtual sessions should be excellent - never seeking to distract or derail. You must attend any virtual session in appropriate dress and an appropriate place to log-in, with an appropriate plain background, and away from the possibility of any other person becoming inappropriately visible to others via your device.
- c. You must not record or circulate sound, video or capture images in sessions on any device unless under the direction and with the permission of the supervising teacher. Malicious circulation of any such material, whether of pupils or of staff, will be treated as a serious breach of the Code.
- d. All of your digital interactions with staff and other pupils must be positive, kind and appropriate.

Bringing offensive or improper material to school on a device, whether accessing through the school wifi or not – for instance, the possession or viewing of pornographic or degrading imagery on a device whilst at school, or on a school trip or other school-related activity – would constitute serious misconduct; as would circulating harmful material at school or to anyone in the school community, whether via the school wifi or other network. If staff have reasonable grounds to suspect a pupil has, or has been viewing, such material on their phone at school, they have the power to confiscate and search a pupil device (in accordance with [DfE Searching, Screening and Confiscation guidance](#)). Failure to comply with a search can itself lead to a sanction.

### 3.3.8 Appearance and Dress:

School dress applies at all times during the school day, from 08.30 until 16.15, or whilst using the school facilities within broader school hours (other than boarders), or whilst on a school

activity on or off site, unless otherwise permitted by the supervising staff member. During the journey to and from School pupils may wear non-uniform clothes, and these should be stored in pupil lockers immediately on arrival and (as required) changed back into immediately before departure. Pupils not meeting the standards of the Dress Code may be sanctioned, and/or be required to change before attending lessons, or be required to return home until they are able to meet the standards.

### **Dress for Middle School Pupils (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Form)**

The proper Dress for Juniors, other than when wearing permitted games clothing, is:

- School blazer - the blazer need not be worn during the working day, but it is required for formal occasions, and for certain School matches.
- Trousers – plain black or dark grey trousers (not jeans).
- Shirt – a plain, unpatterned, long-sleeved white shirt, conventional collar. Any vest worn underneath must be plain white/not visible. Should be tucked in and top button done up.
- Shoes. Plain black leather (not suede) shoes, properly cleaned. Boots or trainers are not allowed.
- Socks. Plain dark socks (black or grey).
- Tie - The School tie or a colours tie, obtained from the School Shop.
- Jumpers - if worn, must be a black V-neck.
- Coats – should be of plain, dark colour. Coats must not be carried around or worn during the School day, except when outside at break or lunch time, including when queueing for lunch; coats should be stored in lockers at all other times when in school. In particular, coats should not be worn in tutor time, lessons, assemblies, in the dining hall or inside the school buildings generally. Should not be fur or have a fur-trimmed hood.
- On Tuesdays only, 4<sup>th</sup> Formers should attend school in their Games Kit, as detailed below.

### **Dress for 8<sup>th</sup> Form Pupils**

8th Formers can continue to wear the standard School uniform, or they can opt for ‘smart office dress’ as below:

- Jackets are optional during the School day, but there will be formal occasions for which the wearing of a blazer or jacket is required; all jackets must be in keeping with ‘smart office dress’.
- Trousers should be suit trousers, or chinos or other trousers which are suitably smart and of conventional material. Not jeans or other casual trousers, or trousers of non-standard fitting (e.g. not flared, or excessively baggy or tight).
- Shirts – smart long-sleeved shirt, of conventional collar suitable to be worn with a tie. Light check or stripes permitted; colour may be light or dark but style and colour must not be loud or lurid; patterns or fabric must be modest.
- Tie - A School or other suitable tie must be worn correctly, and visible at all times.

- Footwear - Shoes should be smart, properly cleaned, leather or suede with a conventional sole. A smart, modest boot is permitted (e.g. a leather or suede Chelsea or chukka boot). Trainers or heavy boots are not allowed.
- Jumpers must be smart and enable the tie to be visible. Sweatshirts, hoodies or jumpers with large logos are not permitted.
- Coats should be in accordance with 'smart office dress'. Coats must not be carried around or worn during the School day, except when outside at break time or when queueing for lunch; coats should be stored in lockers at all other times when in school. In particular, coats should not be worn in lessons, assemblies, in the dining hall or inside the school buildings generally. Should not be fur or have a fur-trimmed hood.
- The overriding principles governing "office dress" are smartness and suitability.

All pupils:

- Dress for Games:
  - Tracksuit - SPS-branded black tracksuit top (not hooded) and bottoms.
  - Top - School or House games top or plain white sports T-shirt (of similar style and fit).
  - Shorts/Socks/footwear – as appropriate to individual sports.
- Hairstyle – should be modest, and natural in colour and appearance. Longer hair should be neatly tied-up when at school and not impair vision or cover the eyes. Excessively showy styles, such as mullets, decoratively-shaved patterns, very closely-shaved, or heavily-dyed hair are not permitted.
- Facial hair – pupils should be clean shaven at all times, except for religious, health or other reasons approved in advance by the Undermaster.
- Adornments. Visible tattoos are not permitted. Pupils should not have visible tattoos, wear jewellery or have piercings, save for a single stud earring (maximum one per ear).
- Hats or caps should not be worn at school, except in cold weather and only when outside at breaks/the lunch-queue. They should be plain, modest and dark in colour.
- Headphones (of any kind including wireless, earbuds, over ear, etc...) must not be worn or visible (including being placed around the neck) in: assemblies; Chapel; the dining hall during lunchtime; formal school ceremonies, including the time spent in the hall waiting for these events to begin; or as pupils move around the school site in between lessons or at break/lunch time unless seated in a communal social area such as the Atrium or U8th Common Room. Headphones (of any kind including wireless, earbuds, over ear, etc...) should not be worn or visible in any lesson or organised school activities without the prior permission of the staff member in charge.
- Whether in uniform or office dress, shirts should be tucked in and top buttons done up.
- Summer Dress is effective from the commencement of the summer term, when pupils may remove their jumper and tie, and undo their top button. All other uniform expectations remain unchanged.
- Dress on virtual platforms. During any virtual interaction in your capacity as a pupil of the school, or with a member of School staff at any time, dress must be appropriately formal: either full school uniform, or, if attending school remotely, clean, day-time casual wear, completely covering the torso and limbs to elbow and knee as a minimum expectation.

Reasonable adjustments may be made to the dress code to permit appropriate gender expression, or in accordance with racial or religious needs or customs, or in response to any need required by any disability, or other protected characteristic. In this regard, exemptions, or appropriate alternatives to the dress code as outlined above, may be permitted to any pupil at any time, at the discretion, and with the prior agreement, of the Undermaster and Deputy Head Pastoral.

### 3.3.9 **Conduct on Trips**

The Code applies at all times during all School trips. On a trip, you must take particular care to follow staff direction, and be respectful to any host or institution that you visit. You should behave in such a way that anyone you meet on the trip should think highly of you and of the School at the trip's end. While cases of serious misconduct will be followed up on a pupil's return to school, in the event of a gross breach of discipline a pupil may be sent home at their parent's expense and/or banned from future participation in trips.

## 3.4 **Pupil Behaviour Code: Respect for Others**

3.4.1 **Effort and Achievement:** At the School we respect and encourage each other as individuals and as members of teams. We also encourage intellectual curiosity, thoughtful inquiry, hard work and high standards. Each pupil is expected to and has responsibility to conform to these values and behaviours, and to contribute to the School's cultures of kindness and scholarship.

3.4.2 **Courtesy and Good Manners:** You should always act towards others with thought and respect – this includes other pupils and any member of School staff, including those who are not teachers. You should take care to address others respectfully, whether in person or in any form of writing, on or off-line. Throughout any period of enhanced infection control measures you must show your respect for others by respecting any social distancing and hygiene rules and requirements in place at School or elsewhere. Should you need to challenge the words or actions of another, you should do so with respect and care – belligerence, belittlement, or contempt are never appropriate. From time to time members of staff, parents, visitors to School premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.

3.4.3 **In the Classroom:** We expect you to participate fully in the classroom (including any virtual learning environment) by listening, making contributions, and co-operating with the teacher and with other pupils. Each pupil has their part to play in creating a positive atmosphere in which all can learn and holds the responsibility not to disrupt or damage the learning environment.

3.4.4 **Sports:** Whether you are acting as competitor or spectator at team events or taking part in some other competitive activity, including in any virtual environment, you are expected to

behave with good manners and always to set an example that reflects well on the School. In particular:

For players:

Sporting conduct in the spirit of fair competition, and which reflects well on the School, is expected. In particular:

- There should be no violent or malicious conduct, or use of foul language, during the course of competition.
- There should be no abuse of any kind to the match official or opposition.
- There should be no attempt to dishonestly or maliciously subvert or affect the outcome of the competition.

Significant formal in-game sanctions (for example, dismissal from the field in football or rugby) or other significant in-game misconduct will always be investigated by the Director of Sport in consultation with the Deputy Head Pastoral. A proportionate School sanction may be set, and this can include, in consultation with the Director of Sport and with consideration for the laws/custom/codes of the relevant sport a fixed-term ban from representing the School.

For spectators:

- There should be no abuse of any kind to the match official or opposition.
- No drums, horns, klaxons or instruments of any kind may be brought to fixtures.
- Face paint is allowed, but should be restricted to a small monogram (e.g. “SPS”) or the School crest on the cheek. Coverage of the whole face is not permitted nor are any symbols, markings or words that might be construed as offensive or intimidating.
- No pushing, jumping up and down or jostling of other supporters.
- Flags or banners with the School crest and/or “SPS First XI”, or similar, may be displayed at the ground but should not obscure the view of others and must not be displayed in the streets before or after the game.
- Standard sporting etiquette always applies – for instance, in rugby you should be silent while players are preparing to kick.
- The decision of any member of staff (whether from SPS or the opposing School) is final and must be obeyed by all supporters.
- Following the match, all supporters are asked to disperse quietly from the ground, disposing of any litter in the bins provided and showing consideration to our neighbours and members of the public on your journey home.
- There should be no inappropriate language, commentary or intervention of any kind in any online/virtual competitive event.
- Pupils should not make or share digital footage of sporting activity, unless as part of an agreed school process for so doing. Any offline or online commentary or

discussion of fixtures, and particularly regarding any participants, must be guided by a spirit of fairness and sensitivity.

- 3.4.5 **Bad Language:** The use of bad language is unnecessary, may be insulting to others and damaging to the person who uses it. It creates an unpleasant environment and so is inappropriate at School, as in any formal or public setting. For these reasons its use is unacceptable and may lead to School sanctions.
- 3.4.6 **Inclusive of others:** It is expected that you will act in a way that *includes* others; that you will be accepting and tolerant of people who are different to you; that you will not take part in, accept or promote prejudicial or discriminatory behaviour, including mockery, bullying, abusive postings, or hate-speech, towards others on the basis of difference (on grounds including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation). Your conduct, including online conduct, at all times should be guided by a spirit of kindness, allyship and inclusivity.
- 3.4.7 **Bullying:** Threats, physical attack, name-calling, mocking, harassment, racism, bi- or homophobia, transphobia, misogyny, ostracism and all forms of victimisation, whether face-to-face or in another forum, are bullying. During any period of pandemic infection control measures, deliberately increasing the risk of infection to another, or causing upset by threatening to do so, is bullying. Bullying has never been tolerated at this School and will not be excused in any circumstances – it can cause great and lasting harm. It is a serious matter which may lead to requirement to leave or expulsion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff or your parents immediately. All pupils are bound by the School's Anti-Bullying Policy.
- 3.4.8 **Fighting and Physical Violence:** Fighting and physical violence, which can harm those involved and create a threatening or dangerous environment for all, are forbidden.
- 3.4.9 **Misogyny and Sexual Violence/Harassment:** the School rejects all forms of sexual harassment and violence, towards any person of any sex or gender. Your conduct towards women and girls in or outside of School is expected to be positive at all times. Misogyny at any level is harmful to individual girls and women; to the culture of the School, including to those males acting in a misogynistic way, and will always be challenged. Misogynistic comments or postings, slut-shaming, pressuring girls for nude images, pressuring or harassing girls for sex are all examples of unacceptable and harmful behaviour and fall under the heading of serious misconduct below.
- 3.4.10 **Appropriate use of digital equipment, mobile and other devices:** The use of personal digital equipment on School premises is permitted only in accordance with the [Mobile Phones and Smart Devices Policy](#) and [ICT Acceptable Use Agreement \(Pupils\)](#) Agreement. In class, pupils may want to use an electronic device for note-taking and research. Such use must be appropriate, agreed with the teacher, relevant to the lesson and must not distract others or prevent pupils from paying attention. Such devices should be on silent within school. Outside of class, they should not be used at inappropriate places such as in assemblies; Chapel; the dining hall during lunchtime; formal school ceremonies, the time spent in the

hall waiting for such events to begin; or when moving around the school site in between lessons or at break/lunch time unless seated in a communal social area such as the Atrium or U8th Common Room. Improper use of electronic devices may also be regarded as a breach of this Code and may lead to appropriate sanctions.

- 3.4.11 **Behaviour in a group or in a crowd:** you should be sensitive to the potential for a group of pupils, whether on or off the School site, to be perceived as loud or threatening and must avoid any conduct when in a group which might be interpreted as such. This includes aggressive informal play on the school fields. You should understand that individuals within a group may be held responsible for the impact of that group's conduct, and so as a member of any group you must take steps to ensure it is not adversely affecting others. You must always listen carefully to any member of staff, or responsible member of the public who asks you to disperse from a group.
- 3.4.12 **Personal Relationships:** School is a place in which it is hoped you will make varied and nourishing friendships. Romantic displays of affection such as kissing or petting (with other pupils or otherwise) are not appropriate on the school site or when on school trips or on other school-related activities. Sexual activity on the school site or when on school trips or other school-related activities is also prohibited and may be treated as serious misconduct.

### **3.5 Pupil Behaviour Code: Respect for Property and the Environment**

- 3.5.1 **Vandalism, Graffiti and Litter:** Vandalism and graffiti-writing on School premises and elsewhere are regarded as serious breaches of School discipline. Please report, in confidence, any incident of wilful damage. Please take pride in your School environment and help keep it tidy. Dispose of litter properly, making use of recycling facilities whenever you can. Littering will be considered particularly harmful during any period of infection control measures.
- 3.5.2 **Other People's Property:** You must not interfere with other people's property or open lockers which are not your own. If someone has lent property to you it must normally be returned immediately as agreed or on request. You must not borrow anyone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.
- 3.5.3 **Accidental Damage to, or loss of, Property:** You must report to a member of staff any damage you cause to property which is not your own or if you lose or misplace property that is not your own. You or your parents may be asked to pay for the damage and/or loss.
- 3.5.4 **Ornamental Lawns in Founder's Court and around the Colet Statue:** In order to help maintain the appearance of these areas, pupils are asked to keep to the footpaths and not use the lawns as thoroughfares. During morning break and lunch break in the Summer term, and only following the announcement of Summer Dress, pupils are permitted to sit on the grass. This concession is subject to pupils respecting the areas: no litter should be left on or around the grass, noise should be kept to an acceptable level and games are strictly

forbidden. In addition, during exam leave or private study periods, pupils are asked not to congregate in large numbers on the grass in Founder's Court or on Pitch 1 (Big side) when academic lessons are taking place in the surrounding buildings.

- 3.5.5 **Parking of private cars and motorcycles:** Pupils may not drive themselves to School or other School activities in a motor car or on a motor cycle without permission obtained in advance from the Head of Eighth Form or, at weekends or outside School hours, the member of staff supervising the activity and the Head of Eighth Form.

#### **4 Rewards (including Procedure for Awarding Commendations)**

The School recognises that positive affirmation of pupil effort and achievement in all fields builds pupil confidence and reinforces the merits of the quality behaviour. Specific opportunities and measures for rewarding impressive effort, achievement and character include:

- 4.1 **Grades:** Pupils with particularly good grades may receive congratulation from the High Master, Surmaster, Undermaster or Head of Section.
- 4.2 **Apposition and Junior Prize Giving:** Academic excellence is recognised by the award of Prizes at the annual Apposition and Junior Prizegiving ceremonies. Prizes for service are also awarded at Apposition.
- 4.3 **Whole School Assemblies:** In whole School Assemblies in the Autumn and Summer Term recognition is given to pupils who have excelled in Sport, Drama and Academic competitions such as Olympiads.
- 4.4 **Music Prizes:** Junior and Senior prizes are awarded at the annual Music Competitions.
- 4.5 **Commendations and Distinctions:** Pupils who produce a particularly noteworthy piece of academic work, or community or co-curricular action, or who display praiseworthy character, can be awarded a commendation. Commendations are entered in iSAMS so the pupil, their tutor and their Undermaster will automatically be emailed to let them know that a commendation has been awarded.
- 4.6 **Tutor Praise:** Tutors monitor, praise and celebrate the varied efforts and achievement of their tutees, individually or publicly within the tutor group as appropriate.
- 4.7 **Undermaster's Awards:** An Undermaster may choose to present awards to pupils in their Houses for outstanding effort or contribution to the school community, or to offer public praise at year-group assemblies.
- 4.8 The High Master, Surmaster and Heads of Section write to and/or meet with pupils to congratulate them on exceptional achievements or conduct. Additionally, various prizes are awarded to pupils during the year for contributions made to the School community, and/or for consistently demonstrating traits and attitudes the School deems exemplary, including

leadership, bravery, support of others, commitment to voluntary service and/or charity work.

- 4.9 **High Master's Prize and Symposium:** At the end of L8th and over the Summer break, pupils are encouraged to write a 2,000 word piece of work on a topic of their choosing which is then reviewed by a subject specialist in that area. The High Master writes to congratulate those pupils who have produced highly commendable work.
- 4.10 **Drama Prizes:** Acting and Monologues Prizes are awarded annually and presented at the Whole School Assembly.
- 4.11 **Colours:** can be awarded for Sport (Sports Colours), Music or Drama (collectively 'Arts' Colours), Societies, or contributions to Pauls 4 All, at the discretion of the respective sporting leads in discussion with the Head of individual sports, the Director of Music or the Director of Drama, the Deputy Head Co-Curricular (for Societies' Colours) or the Director of Partnerships (for P4AC Colours). They are awarded to pupils who have shown outstanding individual talent or who have contributed significantly to the success of a team, cast or ensemble, society, or charitable activity. They can also be awarded for dedication and commitment throughout the season or term. Colours may be awarded in exceptional cases to pupils who have contributed significantly to a team other than the 'A' team.
- 4.12 House Colours can be awarded at the discretion of Undermasters. They are normally awarded to pupils who have shown outstanding commitment or who have contributed significantly to the success of their House, whether in sporting or other endeavours. 'Senior' or 'Junior' Colours may be awarded to Eighth Form or Middle School pupils respectively.
- 4.13 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 4.14 **Procedure for awarding Commendations and Distinctions:**
- Tell the pupil you are awarding them a commendation or distinction and mark their work as 'commended';
  - Record the commendation or distinction in iSAMS: Right Hand Menu Bar → SPS Reward → Academic/Community/ECA Commendation/SPS Academic Distinction;
  - The pupil, their tutor and their Undermaster will automatically be emailed to let them know that a commendation or distinction has been awarded. The tutor is expected to share news of commendations and distinctions with their tutees' parents;
  - Pupils can view their commendations and distinctions through the Student Portal.

## 5 Sanctions for the Breaches of School Discipline

The Governors have authorised the High Master (or their Deputy, usually the Surmaster or the Deputy Head (Pastoral)) to apply the below sanctions where appropriate to further the aims of this policy (see sections 6 and 8 for the procedures to be used). A central purpose of all sanctions issued is to help the misbehaving pupil learn from the consequences of their actions, and to develop their personal disciplines and outlook so that they avoid repeating

harmful behaviours. After any significant sanction, the Tutor and Undermaster will therefore carefully consider an array of options for supporting the pupil to that end.

### ***For Serious Misconduct***

- 5.1 **Expulsion:** A pupil is liable to expulsion for a grave breach of the Code, for example a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School.

The High Master (or their Deputy) is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances.

- 5.2 **Requirement to Leave:** For a serious breach of School discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the School community, the pupil may be required to leave permanently. This may include situations where, following repeated warnings and the application of formal school sanctions, a pupil has persisted in breaching the Code. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another School. A boarder may be required to leave the boarding house without necessarily being required to leave the School.
- 5.3 **Suspension:** A pupil may be suspended for a serious breach of School discipline for up to three weeks as the High Master (or their Deputy) may decide. Another serious offence would normally result in requirement to leave or expulsion. During a period of physical School closure, suspension may involve the prohibition of 'real-time' involvement in remote learning or other School activities.
- 5.4 **Exclusion:** A pupil may be excluded for a serious breach of School discipline for up to a week as the High Master (or their Deputy) may decide. Another serious offence would normally result in suspension. During a period of physical School closure, exclusion may involve the prohibition of 'real-time' involvement in remote learning or other School activities.

These sanctions (5.1, 5.2, 5.3 and 5.4) will form part of the pupil's permanent disciplinary record and would be applied only following a formal disciplinary procedure as outlined at section 8 below.

- 5.5 **Temporary Suspension:** A pupil may be temporarily suspended for a short period by the Deputy Head Pastoral or the Surmaster in any situation where the pupil's behaviour or presentation indicates that they pose a risk of harm to themselves or others or where their behaviour or demeanour indicates that they are likely to behave, or may have already behaved, in a manner that is materially contrary to good order and the proper running of the School. A decision to temporarily suspend a pupil will be taken only in exceptional circumstances and only after discussion between at least two members of the Senior Pastoral Staff. The decision will be explained to the pupil, recorded in writing and confirmed with the pupil's parent(s) as soon as possible. This might include a temporary suspension

from School pending the outcome of a disciplinary investigation (which will be undertaken as a neutral act). Assistance will be given to the pupil to travel home where appropriate.

***For Other Breaches of the Pupil Behaviour Code***

- 5.6 **Teacher Action + Low Level Misconduct Flag:** Staff will challenge and correct low-level misconduct in breach of the Code that falls short of requiring a formal sanction, but nevertheless requires formal discouragement. In such a situation, staff will challenge the behaviour, inform the child that they will 'Flag' incident with their tutor and Undermaster, and then do so using the iSAMS Rewards & Conduct module. Where appropriate, teachers may also apply a minor restorative sanction at this stage, for example: a stern reprimand; requiring a pupil to apologise, or to clear up a mess they have made; to repeat a piece of substandard work; to remain after class for a short period (no more than ten minutes, and not impinging on any other lesson, on the pupil's capacity to take appropriate breaks/refreshments or complete lunchtime commitments, or on their need to access School transport). Any such minor sanctions must always be recorded together with the flag on iSAMS using the Rewards and Conduct module, and thereby shared with the tutor and Undermaster of the pupil concerned. Flags in themselves do not constitute a sanction. Their purpose is to ensure low level behavioural interventions are shared with the pastoral leads around each child, so that they can respond holistically to emergent behaviour/academic patterns. This will include consideration of any pastoral, social or learning need; and also consideration of whether a formal sanction is appropriate based on a single or accumulation of flags.
- 5.7 **Detention:** A pupil may be placed in detention where, in the opinion of a teacher, the sanction is a reasonable response to a breach of School discipline. A detention may also be given for persistent low-level breaches of the Code, as indicated by the receipt of multiple Flags. Varied detentions, detailed in the table below, enable a proportionate response to differing breaches of the Code.
- **Midweek Detention.** Can be awarded by all staff. Can be awarded, among other reasons, for repeat failure to complete work adequately; repeat low-level misconduct in a class; repeat late attendance; individual instances of misconduct that fall short of a higher level detention. A staff member setting the sanction for academic reasons can set an item of work for completion. For lates or behavioural misconduct, this will be a set piece from the Undermaster.
  - **Friday Detention.** Can be awarded by all staff. Can be awarded among other reasons, for individual instances of significant misconduct that fall below the threshold for a Saturday detention, for instance including inappropriate conduct toward a staff member, or unkindness toward a pupil; more persistent low-level misconduct, including persistent late attendance; failure to comply with lower level sanctions. Tasks are set for pupils by the Head of Friday Detentions.

- **Saturday Detention.** Awarded by an Undermaster in consultation with the Deputy Head Pastoral. For major misconduct below the threshold of serious misconduct, including substantial persistent misconduct, misconduct that significantly harms another or a failure to complete, or respond to, lower-level sanctions. Work tasks will be set by the Undermaster.

5.8 **Classroom Removal.** As outlined in [Behaviour in Schools \(DfE 2024\)](#), removing a pupil from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (as distinct from a pupil being asked to step briefly out of the classroom for a conversation with a member of staff). It should be used only when necessary and when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme it warrants immediate removal. It can be used for the following reasons only:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

The process for removal will be for the teacher to warn the pupil that they will arrange their removal from the class unless they are able to amend their conduct, and give them an opportunity to do so. If the pupil does not, the teacher should seek support from a second teacher (ideally the Head of Department, or Undermaster/Deputy Head Pastoral) or senior staff by using the emergency contact email group. The teacher should not leave the room to do so, and so should either call for assistance from a nearby classroom; email staff seeking support (including Head of Department, Undermasters, Deputy Head Pastoral. The pupil should then be asked to leave the room, and should move into the care of that second teacher; and be supervised in a space where they can continue to work, and also assess their readiness to return to subsequent lessons (or indeed the same lesson, if this is appropriate). The teacher, tutor, Undermaster and Head of Department will meet swiftly after to agree a re-integration plan around that pupil's return to the teacher's classes, including considering any SEND requirements; requiring the pupil reflect on their conduct; considering whether an additional sanction is appropriate to address the underlying conduct; supporting and preparing the teacher concerned to receive the returning pupil. The Undermaster will communicate the removal to the parents that day. The Deputy Head Pastoral must be informed any time a pupil is removed from a lesson and will record and monitor any patterns in its use, and the indication of any additional school supports or actions for any individuals or cohorts. The pupil should then be asked to leave the room, and should move into the care of that second teacher; and be supervised in a space where they can continue to work, and also assess their readiness to return to subsequent lessons (or indeed the same lesson, if this is appropriate). The teacher, tutor, Undermaster and Head of Department will meet swiftly after to agree a re-integration plan around that pupil's return to the teacher's classes, including considering any SEND requirements; requiring the pupil reflect on their conduct; considering whether an additional sanction is appropriate to address the underlying conduct; supporting and preparing the teacher concerned to receive the

returning pupil. The Undermaster will communicate the removal to the parents that day. The Deputy Head Pastoral must be informed any time a pupil is removed from a lesson and will record and monitor any patterns in its use, and the indication of any additional school supports or actions for any individuals or cohorts.

- 5.9 **Other Sanctions, including Boarding Sanctions:** The High Master (or their Deputy) may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of School Policy and compliance with the Code. Additional sanctions that can be applied within the boarding context are detailed in the School House Rules. These include an Early Rise, or being 'gated', when the sanction is a reasonable response to a breach of School or House discipline.
- 5.10 **Behaviour Related to a Disability:** The School will consider whether reasonable adjustments need to be made for managing behaviour which is related to a pupil's disability. Further, the School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Where expulsion needs to be considered, the School will ensure that a disabled pupil is able to present their case fully where their disability might hinder this.
- 5.11 **Sanctions during Periods of Physical School Closure/other Remote Learning Periods**

The conduct expectations and thresholds for each of the above disciplinary interventions will remain. Sanctions at the detention level or above, but short of serious misconduct, will be replaced by the below equivalents, as appropriate.

- Undermaster Reprimand: It is acknowledged that lower-level detentions will likely be inappropriate/ineffective sanctions during a period of remote working (unless School is set to physically reopen shortly after the misconduct, such that the sanction can effectively be served). Undermaster Reprimands will be awarded in their stead, will be noted as equivalent to either a Midweek or a Friday detention as appropriate, and will be communicated by the Undermaster to both pupil and parent.
- Deputy Head Pastoral Reprimand: For major misconduct where the award of a Saturday Detention is not practicable. This reprimand will be equivalent in gravity to a Saturday Detention and will be accompanied by a formal letter to parents from the Deputy Head Pastoral. As appropriate, it may also be accompanied by: the deferred completion of a Saturday Detention, or (particularly where the sanction is related to either persistent disruption to online learning, or to major inappropriate digital conduct that falls short of serious misconduct) by a remote learning prohibition of not more than one half a day, or from attendance at the lessons of a particular staff member for not more than one half-week's equivalent of the lessons with that staff member. A Deputy Head Pastoral Reprimand will only be awarded after consultation between the investigating Undermaster and the Deputy Head Pastoral. Any element of lesson prohibition will be included only after discussion between the Deputy Head Pastoral and the Surmaster.

## 6 Procedures to be Followed When Awarding Detentions or Other Sanctions

### 6.1 *Introduction*

Staff must act reasonably given all the circumstances when imposing a sanction, and account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. Training and the guidance in this policy should inform staff decisions, as must the duties within the staff Code of Conduct to treat all pupils with dignity and respect when managing behaviour, in no circumstances acting in a way that might degrade or demean a pupil. If in any doubt about awarding any sanctions or detention, the Undermaster, Deputy Head Pastoral or Surmaster should be consulted (and the pupil may be told such). A minimum of 24 hours' notice should normally be given for any detention, both to ensure parents are informed regarding later return times, and also for the tutor or Undermaster to ensure any additional contextual concerns have been considered. Staff must consider in all cases whether the behaviour of a pupil gives cause to suspect that a child (including the pupil themselves) is suffering, or is likely to suffer, significant harm. Where this may be the case, School staff should follow the safeguarding and child protection policy and procedures. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether a multi-agency assessment is necessary.

Pupils can view their detentions through the Student Portal.

### 6.2 *Detention Policy and Procedure*

All disciplinary actions above an informal redirection must be recorded on iSAMS, using the Rewards and Conduct module for the flagging of low level concerns or minor teacher actions, or the Discipline Manager module for the awarding of formal detentions. Midweek Detentions and Friday Detentions should be entered by the awarding teacher; Saturday Detentions by the Undermaster after consultation with the Deputy Head Pastoral. In periods of remote learning, reprimands will be entered into iSAMS by the awarding Undermaster or Deputy Head Pastoral only, who will also inform parents of the award. Undermaster and Tutor will then work to support the pupil in achieving appropriate standards using the methods discussed below.

**6.2.1 Low Level Misconduct Flag:** The awarding teacher should inform the pupil that they are going to Flag the incident before doing so, where possible. It should be recorded ('Flagged') using the Rewards and Conduct iSAMS module (whether for behavioural or academic issues). Boxes should be ticked noting the nature of the concern, and a brief description given. The pupil's tutor and Undermaster will receive an email notification of the Flag. The Tutor should then follow up with pupil, and with parent as appropriate.

**6.2.2 Midweek Detentions:** Midweek Detentions are held from 4.20pm-5.00pm on a Monday, Wednesday and Thursday. The awarding staff member should inform the pupil that they are going to award the detention before they do so. It should be entered on iSAMS using the Discipline Manager module. Where the misconduct relates to incomplete/inadequately

completed work, work should be set by the member of staff awarding the detention. Pupils awarded a detention for other reasons will be set work by the supervising Undermaster.

6.2.3 **Friday Detention:** The awarding teacher should inform the pupil that they are going to award the detention before they do so and record it using the iSAMS Discipline Manager. Colleagues should not set their work for the pupil to complete during a Friday detention – an educational task will be set by the Teacher in charge of Friday Detentions. Tasks last one hour and are carried out after School on a Friday in Chemistry Lab 4, starting at 4.20pm. During any periods of enhanced infection control measures, Friday detentions may be held along year-group lines in different venues.

#### 6.2.4 **For Major or Serious Offences**

- **Saturday Detention:** This detention can only be awarded by an Undermaster or Head of Section, consulting the Deputy Head Pastoral or Surmaster in advance. It lasts up to 3 hours (9-12, in full school dress). It should be entered into iSAMS by the Undermaster, who will collect appropriate work tasks for the pupil to complete during the detention session. A letter is normally written by the Undermaster to the boy's parents or guardians, with a warning that repeat offences could lead to formal disciplinary action which may result in the application of more serious sanctions, including exclusion or suspension.
- **Serious Misconduct:** The procedure where an investigation has revealed a case to answer of serious misconduct is outlined at Section 9 of this policy.

#### 6.2.5 **Pupils Failing to Attend a Detention**

- The Undermaster will be informed by email and will take appropriate action. If a pupil has missed detention without good reason, it is entirely proper to give a further punishment as well as ensuring that he does the detention he was originally set; or for the level of sanction to be escalated proportionately.

#### 6.2.6 **Cancelling or Moving a Detention**

- By agreement with the awarding teacher, a detention may be rearranged or rescinded. This is done by the awarding teacher (or Undermaster) emailing the Senior School Secretary who will make the change in iSAMS and email the pupil, their tutor and Undermaster.

### 6.3 ***Support Mechanisms***

6.3.1 A central purpose of all sanctions issued is to help the misbehaving pupil learn from the consequences of their actions, and to develop their personal disciplines and outlook so that they avoid repeating harmful behaviours. After any significant sanction, the tutor and Undermaster will therefore carefully consider an array of options for supporting the pupil to that end. They include Daily Reporting, structuring lunch-break time, assisting with work scheduling, mediation in friendship groups, SEND support.

## 7 Restrictive Interventions, including use of reasonable force

7.1 The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. This can particularly be the case for pupils with SEND, who nationwide are statistically more likely to have restrictive interventions applied to them. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. Our policy in this area is derived directly from the DfE statutory guidance document Restrictive Interventions, including use of reasonable force, in Schools (April 2026), and its aims of helping schools proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and helping staff confident in knowing how to use these safely, appropriately and lawfully.

7.2 For clarity, this guidance will use the same definitions as the DfE:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force:** a term used in legislation which includes *physical* restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. It is distinct from 'Removal from the Classroom', a disciplinary measure detailed elsewhere in this policy.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

### 7.3 Restrictive Interventions – St Paul's Strategy

#### (a) Strategic aims

The St Paul's policy has two core aims:

- Seek to minimise the use of restrictive interventions to the absolute minimum, including sustaining a school environment and culture that minimises their necessity.
- To ensure that any use of restrictive intervention is safe and appropriate.

### **(b) Strategic approaches**

Our strategic approaches will be set each year to meet (or develop) the above aims. They will be derived from reflection on past incidents and risk assessments as to what needs exist.

At present, given the historic very low level of restrictive interventions required at either senior or prep school in either general behavioural intervention or intervention in cases of emotional dysregulation, the strategies engaged are low level. They are based around:

- A policy of limited touch, as outlined in the Staff Code of Conduct.
- General training for staff on managing pupil behaviour and relationships.
- Careful planning of duty rotas and staffing across both schools.
- Specific training for any staff assessed as more likely to need it.
- Specific plans to be created for any pupil assessed as of elevated need
- Review of strategy both post any incident and annually post review of data (including reporting to the Governing Body Safeguarding Committee).

## **7.4 Restrictive Intervention – Processes**

### **(a) Determining when the use of a restrictive intervention is appropriate**

Detailed guidance on this area is within the [DfE document](#). The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. The member of staff should consider the following:

- **Is it necessary?** Staff should consider whether there are other more effective, less restrictive ways to manage a situation. Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself. Where possible, staff should communicate with other staff members to understand any broader risks in the environment.
- **Is it proportionate?** Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010

- **Have you considered the pupil's welfare?** Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing. Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond. Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

### **7.5 Giving specific consideration for pupils with SEND**

The School will support its staff in seeking to understand the underlying triggers of challenging behaviour, and will ensure its behaviour and other policies take SEND pupils and their needs into account, and reflect the aim of a proactive, inclusive environment.

On an individual level, school staff will work closely with pupils with SEND and their parents in the co-production of necessary behaviour support plans, should a SEND pupil.

### **7.6 Reasonable Force within a restrictive intervention**

Certain restrictive interventions may require the application of reasonable force. All members of school staff have a legal power to use reasonable force in certain circumstances, namely to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use restrictive interventions strategies, potentially including reasonable force, will be identified by risk assessment and will be adequately trained.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools guidance document](#) for detailed advice on searching a pupil.

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

When considering the use of reasonable force staff should, in considering the risks, carefully recognise the welfare of the child and any specific vulnerabilities, including SEND, mental health needs or medical conditions; and should where possible seek to communicate with other staff about these. When considering the use of reasonable force staff should also consider whether other de-escalation strategies would be more appropriate. Force must never be used as a punishment. **Corporal punishment is prohibited** for all pupils as specified under Section 131 of the Schools Standards and Framework Act 1998.

Where restraint or force is used by staff, the incident and subsequent actions **must** be documented and reported as soon as practicable, and with all endeavours to be the same day, in accordance with s7.7 below ('Recording, Reporting and Reviewing any use of Restrictive Intervention or Reasonable Force).

Further detail can be found within the [DfE Guidance Document](#).

### **7.7 Recording, Reporting and Reviewing any use of Restrictive Intervention or Reasonable Force**

The School notes the recording, reporting, reviewing and other follow-up duties created by the DfE statutory guidance after a restrictive intervention is used. The DfE guidance gives enhanced details for the follow-up after an incident of Reasonable Force, Restraint or Seclusion and should be consulted in all cases. The School chooses to require equivalent treatment for the application of any Restrictive Intervention. The central obligations are also noted in the School's Code of Conduct.

In all cases where any restrictive intervention is deemed necessary, the incident and subsequent actions **must** be documented and reported as soon as practicable, and with all endeavours to be the same day. At SPS, such incidents and actions should be reported to the High Master, or, in their absence, the Surmaster, the DSL, the DHP or a Deputy DSL via the [Restrictive Intervention/Reasonable Force recording form](#). At St Paul's Prep School, such incidents and actions should be reported to the Head, or, in their absence, the Senior Deputy Head (who is also the SPJ DSL) via the [Restrictive Intervention/Reasonable Force recording form](#). All reports should include:

- names of pupil and staff directly involved;

- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code;
- time, date, location and approximate length of time the intervention was used;
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied (if any) the degree of force (if any), and details of physical injuries sustained, if applicable;
- brief account of why any use of force was assessed as necessary in that instance;
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

For each significant incident in which a member of staff uses force on a pupil, it must be reported to each parent of the pupil as soon as practicable after the incident, with all endeavour to be no later than the same day (except where the pupil is aged 20 or over or it appears to the staff member that doing so would be likely to result in significant harm to the pupil – and in such an instance, the School via the DSL must report the incident to the local authority within whose area the pupil is ordinarily resident).

A report of a significant incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention;
- brief account of what type of reasonable force was applied, and the degree of force;
- details of any physical injuries sustained, if applicable;
- brief account of why the use of force was assessed as necessary in that instance.

Best practice would then involve pastoral leads convening due follow up discussion of the incident as outlined in the DfE guidance, to best promote the ongoing welfare of the child.

The DSL (at either senior school or prep school as appropriate) will ensure a record of the incident is also made on the pupil's individual safeguarding file (in CPOMS).

### **7.8 Complaints regarding Restrictive Interventions**

Should be made further to the School's standard complaints policy.

## **8 Searches, Screening and Confiscation**

As part of a disciplinary investigation, in certain circumstances the pupil's private space, belongings and clothing may be searched. Searches can play a critical role in ensuring that schools are safe for all pupils and staff. Headteachers and staff they authorise have a statutory power to search a pupil

or their possessions where they have reasonable grounds to suspect the pupil may have a prohibited item<sup>1</sup> or other item identified by the school rules as one that may be searched for.

Prohibited items are:

- Knives and weapons
- Illegal drugs
- Stolen items
- Any article the member of staff reasonably suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property of, any person (including the pupil).
- An article specified in regulations:
  - Tobacco and cigarette papers;
  - Fireworks; and
  - Pornographic images.

Other items the school identifies as items for which a search can be made include:

- Vapes or vaping paraphernalia.
- Alcohol
- Mobile phones or other electronic devices, where these may contain evidence of a breach of school rules or pose a risk to pupils or staff. Such risks may include, among other reasons, the prevention of the effective completion of an investigation.

*Note – items on this school-identified list cannot be sought without consent.*

Searches may only be carried out by the High Master or staff specifically authorised by the High Master to do so, and appropriately trained in search process. Staff authorised generally to search include: Undermasters; the Deputy Head Pastoral; the Designated Safeguarding Lead or their Deputies; the Surmaster; (and the Housemaster, for searches required within the boarding house).

Any such search will be conducted in accordance with [Searching, screening and confiscation \(DfE 2022\)](#). In addition, School process is that any person authorised to conduct a search who believes a search is necessary will first confirm their assessment with a senior pastoral lead (one of the High Master, Designated Safeguarding Lead, Deputy Head Pastoral or Surmaster), and will return to take further guidance should the pupil not consent to the search. A pupil can be sanctioned for refusing to comply with a search.

Any search will be recorded centrally and monitored, to ensure a culture of safe, proportionate and appropriate searching is maintained, safeguarding the welfare of all pupils. The DSL will be informed of all searches, and must be involved without delay if they believe a search has revealed a safeguarding risk. Pupils have the right to refuse to comply with a search, but should be aware that inferences may be drawn from their refusal or, where a refusal is obstructive to a fair disciplinary investigation, a sanction may be applied. In addition, if considered necessary for

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<sup>1</sup> A 'prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996.

pupil safety or for the effective investigation of serious misconduct, and only following DfE process, staff have the right to use reasonable force to complete a search.

## 9 Procedures to be Followed in Cases of Serious Misconduct

### 9.1 Introduction

- 9.1.1 This procedure should be read in conjunction with the School's Drugs Policy and Anti-Bullying Policy. It will be used in cases of serious misconduct which could lead to expulsion, or the pupil being required to leave in any of the circumstances referred to below. In such instances, parents will receive a copy of this procedure prior to the Disciplinary Hearing at which a case of alleged serious misconduct is to be considered.
- 9.1.2 Expulsion in this policy means a dismissal from the School following serious misconduct formally recorded.
- 9.1.3 Removal in this policy means that a pupil has been required to leave, but without the stigma of expulsion.

### 9.2 Serious Misconduct

- 9.2.1 Serious misconduct likely to lead to the application of this procedure is (but is not limited to) conduct of the following nature:
- Supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco.
  - Theft, blackmail, physical violence, intimidation; severe or persistent bullying (online or offline) including bullying based on characteristics protected by the Equalities Act, such as racism, misogyny, homophobia, or other kinds of prejudicial discrimination, and including hate-speech or online abuse; or actions that would make the school the environment harmful or attritional for any person on the grounds of such protected or other personal characteristics, for example comments, harassment or mockery on grounds of race, sexuality, appearance., special educational need (perceived or real)
  - Misconduct of a sexual nature, including sexual harassment, sexual assault, other harmful sexual behaviours, the non-consensual sharing of nude images of another; supply or possession of pornography or other harmful sexualised material; sexual acts on the school site, a school trip or other school-related activity. *The School will always be sensitive to the safeguarding aspects of any such investigation, and be guided by key government documentation including Keeping Children Safe in Education (DfE 2025) and [Sharing nudes and semi-nudes: advice for education settings \(DfE 2020, updated 2024\)](#).*
  - Possession or use of unauthorised firearms or other weapons.
  - Vandalism or significant interference with the property of others. Computer hacking, or other malicious technological interference with the smooth running of the School, including during any period of physical School closure or remote learning. Interference with staff belongings or electronic devices.

- Persistent or malicious breaches of the Code; persistent or harmful attitudes or behaviours which are seriously inconsistent with the School's ethos, including persistent or malicious breach of any pandemic or crisis guidance or control measures; persistent and substantial disruption of the learning environment; improper obstruction of school disciplinary proceedings.
- Refusal to comply with informal behavioural agreements with the school, for instance refusing to comply with preventative behaviour, attendance or drug-testing 'contracts'.
- Malicious allegations against staff; malicious capture, circulation or manipulation of footage or images of staff.
- Other serious misconduct, online or offline, which affects the welfare of a person within or outside the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.
- Involvement in a group action in which the group of members of the group commit serious misconduct as defined within this section.

### **9.3 Investigation Procedure**

- 9.3.1 Complaints or allegations of serious misconduct should be referred to the Surmaster in the first instance. The Surmaster will cause an investigation into the matter to be undertaken with a view to establishing the facts. The Surmaster may carry out the investigation themselves or ask the Deputy Head Pastoral or an Undermaster, or other senior member of staff to investigate if they consider it appropriate. In cases where a significant criminal offence is suspected, the police will be called immediately. In cases where a pupil is suspected of abuse of another pupil, the appropriate local Children's Social Care (CSC) team will be contacted immediately. In such cases, the School will not investigate until the police and/or CSC have discharged the matter, in accordance with the School's Safeguarding and Child Protection Policy and Procedures and Anti-Bullying Policy. There are certain actions, for instance a potential serious crime, the nature of which make it beyond the capacity of the School to effectively investigate. In such a situation, the School may decide to appoint an independent investigator, or may acknowledge that it is unable to investigate and attempt an alternate resolution of the matter.
- 9.3.2 The School will inform the parents as soon as reasonably practicable following an investigation that the pupil may face formal disciplinary action and the reason for it. The Surmaster will inform the High Master, or, if he is not available, the Chair of Governors or, if he is not available, the Deputy Chair of the commencement of the investigation.
- 9.3.3 As part of the investigation the pupil may be questioned and the pupil's private space, belongings, clothing and private spaces may be searched in appropriate circumstances. Any such search will be conducted in accordance with [Searching, screening and confiscation \(DfE 2022\)](#). Outer clothing will only be searched if the pupil removes it voluntarily. No intimate search or physical compulsion of a pupil to remove clothing will be undertaken. Only outer clothing will be searched. All reasonable care will be undertaken to protect the pupil's human rights and freedoms. The findings of such a search may be confiscated. This includes electronic devices if there is reasonable suspicion that they might contain evidence of an

offence, or of a breach of School rules; or that their subsequent use might impede the effective investigation of a breach of School discipline.

- 9.3.4 The pupil shall be entitled to be accompanied and assisted by their tutor, an Undermaster, or another appropriate member of the pastoral staff (e.g. the Deputy Head of Mental Health & Wellbeing, Safeguarding & Welfare Coordinator, Head of Section or the Chaplain) other than the investigator during the investigation and in particular during any investigatory interview. The pupil will be encouraged to make a written statement in relation to the complaint or allegation.
- 9.3.5 During the investigation in appropriate cases the pupil may be suspended from attending the School and from engaging in any, or certain specific, School activities. Reasons for this include but are not limited to the need to protect good order within the School, or the need to protect members of the School community who may have been caused harm by another, pending investigation and disciplinary action. Such a suspension will also prohibit access to any part of the School site, including during weekend and/or evening events. Such a suspension will be a neutral act. Should such a suspension continue for a period of more than 5 School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The tutor will co-ordinate these arrangements with the pupil's parents or guardians.
- 9.3.6 On completion of the investigation the Surmaster (or the investigating member of staff) will prepare a written report on the investigation and advise the High Master (or their Deputy) whether:
- there is a case of serious misconduct which the pupil should answer; or
  - the misconduct is less serious and a disciplinary sanction other than expulsion is appropriate; or
  - there is no case for the pupil to answer.
- 9.3.7 A copy of the investigation report including written statements and evidence will be provided to the pupil, and their parents or guardians. Except as required by law, the School and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which has been acquired during an investigation. Written statements and evidence provided may therefore have names or identifying details redacted.
- 9.3.8 The parents of any child who is an alleged victim of serious misconduct will be contacted by a member of the senior staff to inform them of the concern, the investigation and, where appropriate, that the matter has proceeded to a formal disciplinary hearing.

#### **9.4 Disciplinary Hearing**

- 9.4.1 In a case where the investigator has reported that there is a case to answer, a disciplinary meeting will be convened within 14 days of receipt of the report at which the High Master (or their arranged Deputy, which may include the Surmaster, Deputy Head Pastoral or other senior staff member) will consider the complaints of serious misconduct and the findings of the investigation. The investigator and the pupil's tutor shall be in attendance. The pupil and

their parents shall be entitled to attend but they shall not be entitled to be legally represented. The pupil and the parents shall be given every opportunity to state the pupil's case. They will be entitled to ask witnesses to attend to support the pupil's case and to bring forward such evidence as they consider appropriate but not to cross-examine pupils or members of staff. Notes of the meeting will be taken by the School and the pupil and parents provided with a copy upon request after the meeting. During a period of physical School closure, or enhanced infection control measures, such a hearing may need to be conducted in a virtual forum.

- 9.4.2 If the parents or the pupil have any special educational needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Surmaster so that appropriate arrangements can be made.
- 9.4.3 If the pupil or the pupil's parents experience difficulty in attending due to a disability, the School will make reasonable alternative arrangements to accommodate the disability. If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved with the disciplinary process and their child's education.
- 9.4.4 There are potentially three distinct stages of a disciplinary hearing:
- **The complaint(s):** The High Master (or their Deputy) will chair the hearing. They will explain and consider the complaint[s] and the evidence, including statements made by and/or on behalf of the pupil. The pupil will be granted the opportunity to further explain their case with their parents' support. Unless the High Master (or their Deputy) considers that further investigation is needed, they will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. 'the balance of probabilities'. Appropriate reliance may be placed on hearsay evidence but the High Master (or their Deputy) will not normally refer to the pupil's disciplinary record at this stage.
  - **The sanction:** If the complaint has been proved the High Master (or their Deputy) will outline the range of disciplinary sanctions which they consider are open to them. They will take into account any further statement, or offered mitigations, which the pupil and / or others present on their behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 24 hours, the High Master (or Surmaster) will give their decision, with reasons.
  - **Leaving status:** If the High Master (or their Deputy) decides that the pupil must leave the School, he will consult with a parent before deciding on the pupil's leaving status (see below).
- 9.4.5 The High Master (or their Deputy) will consider all that is said at the meeting and, if they feel they then have all the information necessary to make a decision, decide whether the complaint or allegation of serious misconduct has been sufficiently proved and the disciplinary sanction he will impose.
- 9.4.6 The High Master (or their Deputy) will make their decision on the balance of probabilities. If they find that the pupil has committed a very grave breach of School discipline or a serious

criminal offence and there are no mitigating or extenuating circumstances warranting the imposition of a lesser sanction, they will decide that the pupil shall be expelled.

- 9.4.7 If they decide that there are mitigating or extenuating circumstances or that the conduct in question is insufficiently serious to warrant expulsion they may decide on another disciplinary sanction such as suspension or exclusion for a fixed period or suspension from certain School activities or the imposition of a final warning, as detailed in s5.1-5.5 of this policy. Appropriate educative and pastoral support will be provided to all parties in such cases.
- 9.4.8 The High Master (or their Deputy)'s decision shall be communicated to the pupil and the parents promptly, usually within 24 hours of the end of the disciplinary meeting. The High Master (or of their Deputy) will confirm their decision and the reasons for it in writing within 4 working days of the meeting. The pupil or parents may request a review of the decision in accordance with the review procedure set out below.
- 9.4.9 If so required, the pupil shall stay away from the School following the disciplinary meeting pending the outcome of the High Master's decision and during any review procedure. The decision to permanently exclude the pupil will be effective immediately on its communication to the pupil and their parents.
- 9.4.10 Any substantiated victim of serious misconduct, and their parents, will be informed of the outcome of a relevant disciplinary hearing by the Deputy Head Pastoral. The information will include the level of sanction awarded; other details may remain confidential.

## **9.5 *Leaving Status***

- 9.5.1 If the pupil is to be required to leave the school, the leaving status of the pupil will be determined by the High Master (or Surmaster) as part of the decision, as: expelled, required to leave or withdrawn by parents. The High Master (or their Deputy) will confirm such matters as:
- The form of reference which will be supplied for the pupil.
  - The entry which will be made on the School record and the pupil's status as a leaver.
  - Arrangements for transfer of any course and project work to the pupil, their parents or another School.
  - Whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations.
  - Whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil.
  - Whether the pupil will be entitled to leavers' privileges.
  - Whether the pupil will be eligible for membership of the Alumni Association and if so from what date.
  - The conditions (if any) under which the pupil may re-enter School premises in the future.
  - Financial aspects: payment of any outstanding fees and extras: whether the deposit will be returned or credited: refund of prepaid fees.

## **9.6 Appeals**

- 9.6.1 Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons, or to suspend the pupil for 11 consecutive days or more, or where suspension would prevent the pupil from taking a public examination. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.
- 9.6.2 There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the High Master, Surmaster, their Undermaster or their tutor to take up their concerns with the member of staff who imposed the sanction.

## **9.7 Governor's Review**

- 9.7.1 A pupil or their parents may request that the Governors review a decision by the High Master or Surmaster to expel them or require their removal or where a decision has been made to suspend the pupil for 11 School days or more, or where suspension would prevent the pupil from taking a public examination. An application for a review must be made in writing within seven days of the decision being notified in writing to a parent, or longer by agreement. It should be sent to the Clerk to the Governors. If the parents or the pupil have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk so that appropriate arrangements can be made.
- 9.7.2 In their application the pupil or parents must state the grounds on which they seek a review and the outcome which they seek. For the avoidance of doubt, a mere disagreement with the decision will not of itself be grounds sufficient for a Governors' review. It is not the role of the Review Panel (Panel) to overturn the decision but to consider the representations made as outlined below and to make recommendations to the High Master accordingly.
- 9.7.3 The review will be undertaken by a panel of three members of the Board of Governors. The Panel members will have no previous detailed knowledge of the case or of the pupil, parents or guardian and will not normally include the Chair of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the Panel members. Fair consideration will be given to any bona fide objection to a particular member of the Panel.
- 9.7.4 The role of the Panel is to consider the representations made as outlined below and to make recommendations to the High Master accordingly. It is not within the powers of the Panel to reinstate a pupil's place at the School against the wishes of the High Master. The Panel may either uphold the High Master's decision or refer the decision back to the High Master with recommendations so that the High Master may consider the matter further.

## **9.8 Review Meeting**

- 9.8.1 The meeting will usually take place at Mercers' Hall, Ironmonger Lane, London EC2V 8HE. Save in exceptional circumstances, the review meeting will take place within 14 days of the

receipt of the application. The review procedure is a private procedure and all those concerned in it will be required to keep the proceedings of the review meeting confidential and not disclose any details of it save as required by law. Those present at the review meeting will normally be:

- Members of the Review Panel.
- The High Master.
- Parents or those with parental responsibility.
- The pupil, if they or the parents so wish.
- The Clerk to the Governors or their deputy.

9.8.2 If the pupil or the pupil's parents experience difficulty in attending due to a disability or the parent's travel and working commitments prevent them from attending, the School will make reasonable alternative arrangements to ensure the pupil and / or their parents can be involved in the Review.

9.8.3 The pupil and their parents may be accompanied by a friend or relation and by a member of the School's staff selected by them, if desired.

9.8.4 The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. Any statements made at the hearing will not be required to be made under oath. The Clerk will be asked to keep a handwritten minute of the main points that arise. All present will be entitled, should they wish, to write their own notes. The hearing shall be directed at all times by the Chair of the meeting who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments. Each of the grounds given in the parent's request for review will be considered and discussed. The rules of natural justice will apply.

9.8.5 All those attending the hearing are expected to show courtesy, restraint and good manners. The Chair may at their discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.

9.8.6 If the High Master considers it necessary in the interests of the individual or of the School that the identity of any person should be withheld, the Chair of the panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chair at their discretion may direct that the person be identified.

9.8.7 Up to two members of the School staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so, but will not be expected to express an opinion about the decision which is being reviewed.

9.8.8 When the Chair decides that all issues have been sufficiently discussed, he/she will close the hearing. The Review Panel will decide:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or require removal of the pupil on the basis of the balance of probabilities;
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which were found to have occurred and to the legitimate aims of the School in that respect.

- 9.8.9 If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.
- 9.8.10 If, having heard all parties, the Panel is minded to recommend that the High Master (or Surmaster)'s earlier decision should be confirmed, it is open to the Panel, with agreement of the High Master, the pupil and their parents to discuss the pupil's leaving status with a view to reaching agreement.
- 9.8.11 When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, he may adjourn the meeting; alternatively, the Chair may ask those present to withdraw while the Panel considers its recommendations. The Panel's recommendations will be notified in writing, with reasons, to the High Master and the parents by the Chair of the Review Panel or the Chair of Governors within three days of the meeting. The High Master will provide their response to those recommendations in writing within 24 hours. In the absence of a significant procedural irregularity, the High Master's decision will then be final.

## **10 Records**

- 10.1 Administration of major punishments will be recorded with the name of the pupil concerned, the reason for the punishment and the name of the person administering the punishment. The records will be kept in the central confidential file. A separate central record will be kept of all bullying incidents, in accordance with the Anti-Bullying policy.