



Exeter School

Behaviour management policy

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1 Aims

- 1.1 This is the behaviour and discipline policy of Exeter School (**School**), Department for Education number 878/6033, comprising:
 - 1.1.1 the junior school for pupils in Year 3 to Year 6; and
 - 1.1.2 the senior school for pupils in Year 7 to Year 13.
- 1.2 The aims of this policy are as follows:
 - 1.2.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.2 to create, promote and maintain high standards of behaviour amongst pupils;
 - 1.2.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - 1.2.4 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, consistent always with the needs of the School community;
 - 1.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.2.6 to encourage pupils to accept responsibility for their behaviour;
 - 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.2.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - 1.2.10 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.



2 Scope and application

- 2.1 This policy applies to Exeter School. Please refer to the [website](#) for the separate policies for Exeter Pre-Prep School (Department for Education number 878/6046), including the Behaviour management policy of Exeter Pre-Prep School.
- 2.2 This policy (together with the School rules and ICT Acceptable use policy for pupils) and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
- 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips; or
 - 2.2.5 associated with the School at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:
- 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Children Act 1989;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.6 Human Rights Act 1998; and
 - 3.1.7 Equality Act 2010;
 - 3.1.8 Education and Inspections Act 2006, including sections 93 and 93A;
 - 3.1.9 Education Act 1996, including the provisions relating to searching pupils and their possessions; and



- 3.1.10 The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 **Keeping children safe in education** (DfE, September 2026) (**KCSIE**);
 - 3.2.2 **Working together to safeguard children** (DfE, March 2026);
 - 3.2.3 **Information sharing advice for safeguarding practitioners** (DfE, May 2024);
 - 3.2.4 **Behaviour in schools: advice for headteachers and school staff** (DfE, February 2024);
 - 3.2.5 **Restrictive interventions, including use of reasonable force, in schools** (DfE, December 2025, effective from 1 April 2026);
 - 3.2.6 **Searching, screening and confiscation: advice for schools** (DfE, July 2022, in force from 1 September 2022);
 - 3.2.7 **Mobile phones in schools: guidance** (DfE, June 2026);
 - 3.2.8 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (UKCIS, March 2024);
 - 3.2.9 **Mental health and behaviour in schools** (DfE, November 2018);
 - 3.2.10 **Creating a school behaviour culture: audit and action planning tools** (DfE, April 2024);
 - 3.2.11 **Equality Act 2010: advice for schools** (DfE, May 2014, updated June 2018);
 - 3.2.12 **Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2023**;
 - 3.2.13 **Guidance for appropriate adults** (Home Office, April 2003); and
 - 3.2.14 **Relationships Education, Relationships and Sex Education (RSE) and Health Education**: statutory guidance for introduction from 1 September 2026 (DfE, July 2025).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 ICT Acceptable usage policy (pupils);
 - 3.3.2 Anti-bullying policy;
 - 3.3.3 Mobile phones policy;
 - 3.3.4 Online safety policy;
 - 3.3.5 Safeguarding and child protection policy and procedures;
 - 3.3.6 Risk assessment policy;



- 3.3.7 Learning support policy;
 - 3.3.8 Permanent exclusion policy;
 - 3.3.9 Staff code of conduct;
 - 3.3.10 School rules; and
 - 3.3.11 Relationships and sex education policy.
- 3.4 For the Anti-bullying policy, Safeguarding and child protection policy and procedures and Online safety policy for Exeter Pre-Prep School, please refer to the [website](#).

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School reception during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
- 5.1.1 References to the **Proprietor** are references to the Board of Governors.
 - 5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
 - 5.1.3 References to the **Head** may include deputies.
 - 5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.
 - 5.1.5 References to a **Governors' Review** are to the review by a panel of the Head's decision in accordance with the permanent exclusion and removal procedures as per clause 8 of the School's Terms and Conditions.



- 5.1.6 For the specific purposes of the recording and reporting duties relating to significant incidents involving the use of force and incidents of seclusion, restraint or immobilisation, references to a Parent have the meaning given by section 576 of the Education Act 1996 and include a local authority which provides accommodation for the pupil under section 20 of the Children Act 1989 or section 76 of the Social Services and Well-being (Wales) Act 2014. Where the relevant procedure requires information to be provided to each Parent, the School will provide the information to each Parent individually, subject to the significant-harm exception set out in Appendix 5.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
- 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
 - 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 - 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
 - 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within this behaviour and discipline policy;
 - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupils behaviour; and
 - 6.3.6 encourage engagement with experts e.g. education psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.4 School staff will:
- 6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
 - 6.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;



- 6.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
- 6.4.4 communicate school expectations, routines, values and standards (set out in [Appendix 1](#)) both explicitly through teaching behaviour and in every interaction with pupils; and
- 6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conducts.

6.5 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pastoral)	As required, and at least annually
Reviewing induction and ongoing training for staff	Deputy Head (Pastoral)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pastoral)	As required, and at least yearly
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and review of patterns and trends relating to disciplinary measures taken	Governors' Welfare and Safeguarding Committee	Annually

7 Promoting high standards of behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE education, relationships education / relationships and sex education programme(s) and the School's pastoral support systems. Pupils are encouraged to act



responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the School rules, good habits and routines).

- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in [Appendix 1](#).
- 7.3 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.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 7.5 Responding to unacceptable behaviour
 - 7.5.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's behaviour and discipline policy.
 - 7.5.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
 - 7.5.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
 - 7.5.4 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
 - 7.5.5 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.

8 Minor breaches of discipline

- 8.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see [Appendix 2](#) for details of possible sanctions).
- 8.2 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.



- 8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 **Serious breaches of discipline**

- 9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the:

9.1.1 Deputy Head (Pastoral) in respect of senior school pupils; or

9.1.2 The Head of the Junior School in respect of junior school pupils.

- 9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in permanent exclusion or a requirement to leave the School include but are not limited to:

- 9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;
- 9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice -based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
- 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
- 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
- 9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
- 9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
- 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
- 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);



- 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 9.2.10 supply or possession of pornography;
 - 9.2.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos including inappropriate language directed at staff
 - 9.2.13 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes); and
 - 9.2.14 other misconduct specifically provided for in the School's parent contract and School rules.
- 9.3 Sanctions for serious breaches of discipline include:
- 9.3.1 **Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction.
 - 9.3.2 **Removal:** the Parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate the pupil, the Head is of the opinion that:
 - (a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
 - (b) by reason of the pupil's conduct or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
 - (c) the pupil's presence at the School presents a risk to himself / herself and / or to any other pupil and the pupil's removal is considered necessary and proportionate; or
 - (d) the School is no longer able to provide adequately for the pupil's special educational needs; or
 - (e) one or more of the Parents have treated the School or members of its staff or any member of the School community unreasonably or acted in a way which could bring the School into disrepute or contrary to the terms of the School's code of conduct for parents and visitors which is published on the School website.



In these circumstances and at the sole discretion of the Head the Parents may be permitted to withdraw the pupil as an alternative to removal being required. The Head shall act with procedural fairness in all such cases and shall have regard to the interests of the pupil and parents as well as those of the School.

9.3.3 Permanent Exclusion: the Head may permanently exclude a pupil where, following the procedure in this policy, the Head is satisfied on the balance of probabilities that the pupil has committed a serious breach of School rules or discipline for which permanent exclusion is a fair and proportionate sanction. This may include conduct which may also constitute a criminal offence. Persistent lower-level breaches may amount cumulatively to serious misconduct where, in all the circumstances, permanent exclusion is proportionate.

- (a) A pupil will not be permanently excluded merely because an allegation is suspected or because a police investigation or criminal proceedings are taking place. Subject to safeguarding considerations and any advice from the police or other statutory agency, the School may make its own factual findings under this policy applying the civil standard of proof.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 3](#).

9.5 Complainants will be taken seriously, and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

9.6 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in [Appendix 4](#).

9.7 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:

9.7.1 the factual findings made;

9.7.2 whether or not they constitute serious misconduct; and

9.7.3 the sanctions under consideration.

9.8 Sanctions imposed will be fair and proportionate to the breach.

9.9 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves



the right to report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

10 Intervention, support and reintegration

- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 10.2 The range of intervention strategies that the School may put in place include as appropriate but are not limited to:
- 10.2.1 frequent and open engagement with parents;
 - 10.2.2 providing mentoring and coaching;
 - 10.2.3 short-term behaviour report card (junior school) or short-term behaviour support books or longer-term home-school agreements in the senior school; and
 - 10.2.4 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 10.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
- 10.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom or suspension.

11 The role of Parents

- 11.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School conventions and rules and this policy.
- 11.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.
- 11.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.



11.4 Parents will be notified of disciplinary sanctions:

11.4.1 imposed for significant minor breaches of discipline (i.e. more serious sanctions or persistent minor breaches such as demerits); and those

11.4.2 imposed for serious breaches of discipline and any rights of review;
as required and / or within School reports.

11.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

12 The role of pupils

12.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour management policy and uphold the school rules and should contribute to the school culture.

12.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

13 Additional needs

13.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

13.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

13.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

13.1.3 whether in the light of conclusions reached in respect of **13.1.1** and **13.1.2**, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
- (b) the fair exercise of powers;
- (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child protection policy and procedures);



- (d) maintaining academic and behaviour standards; and
- (e) ensuring the well-being and dignity of pupils.

13.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Junior School Learning Support, or the senior school Learning Support Co-ordinator and further action in accordance with the School's Learning Support Policy will be considered.

14 Safeguarding and child-on-child abuse

14.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach to abuse¹ in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- 14.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
- 14.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
- 14.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
- 14.1.4 causing somebody to engage in sexual activity without consent;
- 14.1.5 upskirting and / or attempts to commit upskirting;
- 14.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (including digitally manipulated or AI-generated images and or videos. This is also known as sexting or youth produced sexual imagery; and
- 14.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

¹ This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.



14.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in child School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the safeguarding and child protection policy and procedures will take priority).

15 **Unsubstantiated, unfounded, false or malicious allegations and reports**

15.1 Where an allegation or report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead or a deputy will consider whether the pupil or other person who made the allegation is in need of help or support, or may have been abused by another person and the allegation represents a cry for help. A referral to local authority children's social care or another appropriate service may be required.

15.2 The fact that an allegation is unsubstantiated or unfounded does not mean that it was deliberately false or malicious and will not, by itself, be a basis for disciplinary action.

15.3 Where the School is satisfied, following an appropriate investigation and on the balance of probabilities, that a pupil has deliberately invented or deliberately made a false or malicious allegation or report, the Head may consider disciplinary action under this policy. Any response will be fair and proportionate and will take account of the pupil's circumstances and any safeguarding considerations.

15.4 A malicious allegation is one where there is sufficient evidence to disprove the allegation and sufficient evidence that there was a deliberate act to deceive or cause harm. A false allegation is one where there is sufficient evidence to disprove it. An unsubstantiated allegation is one where there is insufficient evidence either to prove or disprove it; it does not imply guilt, innocence or dishonesty on the part of the person making the allegation.

16 **Use of reasonable force**

16.1 Corporal punishment is not used at the School. Force, restraint, immobilisation or seclusion must never be used as a form of punishment.

16.2 The School seeks to minimise the need for restrictive interventions through effective behaviour support, early intervention, prevention and de-escalation. Any restrictive intervention must be lawful, necessary and proportionate to the circumstances and must be used for no longer than is necessary.

16.3 Members of School staff may use reasonable force in the limited circumstances permitted by law, including where this is necessary to prevent or stop a pupil from:



- 16.3.1 causing injury to themselves or another person;
 - 16.3.2 committing a criminal offence;
 - 16.3.3 causing damage to property; or
 - 16.3.4 causing disorder among pupils at the School.
- 16.4 In deciding whether, and how, to use a restrictive intervention, staff will consider whether a less restrictive alternative is available and will have particular regard to the pupil's age, communication needs, SEND, disability, medical needs, mental health, previous experiences and any other relevant vulnerability. Reasonable adjustments will be made where required by the Equality Act 2010.
- 16.5 No restraint may be used in a way which affects a pupil's airway, breathing or circulation. Staff must not cover a pupil's mouth or nose or apply pressure to the neck or abdomen. Ground restraint carries particular risk and must be avoided. If a pupil is unintentionally held on the ground, staff must release or reposition the pupil into a safer position as quickly as possible.
- 16.6 Seclusion is not a disciplinary sanction. It may be used only as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. A pupil who is secluded must be in a safe and non-threatening environment, must be supervised continuously and must be permitted to leave as soon as the immediate risk of harm has reduced.
- 16.7 The definitions of a significant use-of-force incident, seclusion, restraint and immobilisation, and the School's procedures for recording, reporting, review and parental notification, are set out in **Error! Reference source not found..**

17 Searching pupils

- 17.1 School staff may search a pupil or their possessions for any item if the pupil agrees. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 17.2 If a pupil refuses to co-operate with a search the Head, and staff authorised by the Head, may use reasonable force to search a pupil or a pupils' possessions, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited item" in their possession. Please see **Appendix 6** for the School's policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

18 Staff training

- 18.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 18.1.1 how staff can support pupils in meeting high standards of behaviour;



18.1.2 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way; and

18.1.3 where applicable to reflect the need of particular pupils.

18.2 The level and frequency of training depends on the role of the individual member of staff.

18.3 The School maintains written records of all staff training.

19 Risk assessment

19.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

19.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education Health and care plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

19.3 The Head of the Junior School (for junior school pupils) and the Deputy Head (Pastoral) (senior school) have overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.

19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the:

19.4.1 The Deputy Head of the Junior School in respect of junior school pupils;

19.4.2 The Assistant Head (Lower School) in respect of lower school pupils in the senior school;

19.4.3 The Assistant Head (Middle School) in respect of middle school pupils in the senior school;

19.4.4 The Assistant Head (Sixth Form) in respect of sixth form pupils in the senior school,

all of whom have been properly trained in, and tasked with, carrying out the particular assessment.

20 Record keeping

20.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

20.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.



- 20.3 In accordance with paragraph 9(c) of the Independent School Standards, the School will keep a written or electronic record of sanctions imposed upon pupils for serious misbehaviour. The record will identify the pupil, the date and nature of the serious misbehaviour, the sanction imposed and, where appropriate, the decision-maker, relevant individual circumstances or reasonable adjustments considered, and any follow-up action.
- 20.4 The School will maintain appropriate records of suspensions, permanent exclusions, removals and pupils taken off roll.
- 20.5 Significant use-of-force incidents and all incidents of seclusion, restraint or immobilisation will be recorded and reported in accordance with Appendix 5.
- 20.6 Searches will be recorded in accordance with Appendix 6.
- 20.7 Behaviour, sanctions, searches and restrictive-intervention data will be reviewed regularly to identify patterns, repeated incidents, disproportionate impact upon particular groups and opportunities for preventative or supportive intervention. The School will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.
- 20.8 This record is reviewed regularly by the Deputy Head (Pastoral) and Head of the Junior School so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the School.
- 20.9 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.



Appendix 1 School rules

Senior School rules, expectations and pupil code

At Exeter School, we expect pupils to behave well and contribute to an inclusive, productive, and safe environment where every pupil can flourish. Pupils must be respectful to others and should demonstrate our school virtues by acting with kindness and integrity; being intentionally welcoming and of service; endeavouring and collaborating in the classroom and during co-curricular activities; and inspiring others and challenging themselves to be the best they can be.

In a busy school it is essential that each pupil is clear about their responsibilities, as well as the expectations of behaviour. These are outlined here.

There is also a general expectation that pupils will behave to a high standard in lessons, respond positively to instructions and advice from the teachers and give their best effort so that they make good progress.

If a pupil does not follow the school rules, it is likely that a sanction will be given. Ordinarily, the first level of sanction is a lunchtime detention, followed by after-school detention or Head's (Saturday) detention for more considerable breaches of the school rules. In the most serious instances, a pupil could be suspended or permanently excluded.

1. Hours

The school is responsible for pupils throughout the normal school day. Pupils are welcome to be on site from 8.00am until 5.15pm (5:30 in the junior school if staying after school in Late Room); parents are responsible for them outside these times.

During the school day, no pupil in Third Form – Upper Fifth may leave the site without permission. Pupils in Sixth Form do so at the discretion of the Head, and not before 11:05am. They may go off site providing they do not have a lesson, private study, or school activity or event. When off site, Sixth Form pupils are expected to behave safely and sensibly, acting as representatives of Exeter School.

Pupils staying on site after 4.10pm should be in a supervised co-curricular activity, or the Wolfson, or the library (which are open until 5.15pm).

Pupils are not allowed to leave site at 4pm and return later for their bus or collection.

2. Movement

a) Space inside the school buildings is restricted. Running in passages or on staircases is dangerous and therefore not allowed.

b) Pupils carrying bags should be careful not to obstruct the passage of others, nor leave them in places where they will cause an obstruction.

c) Pupils should keep to paths when walking round the school, and regard grassed areas, other than the playing fields as out of bounds.

d) Bicycles and motorcycles, scooters and skateboards may not be ridden anywhere within the school grounds. Pupils cycling to school must store and lock their bicycle in the designated area.



e) When playing during break and lunchtime, any games (e.g., football) must be played within the same year group, i.e., there must be no games with pupils in an older or younger year group.

3. Changing room / toilets

Changing rooms and toilets must be a safe place for all. Any unacceptable behaviour in these areas should be reported immediately to a member of staff. Any behaviour to intentionally embarrass someone or make them feel uncomfortable will be sanctioned.

- a) Pupils may only enter their own (year group) changing room.
- b) Phones must never be out or used in the changing room or toilet areas.
- c) The changing rooms should always be kept tidy.
- d) Eating is not allowed in the changing rooms.
- f) The changing rooms are for changing before and after games/PE and may not be used as an indoor space/common room/meeting point.
- g) Pupils' possessions should always be locked in their games lockers, and nothing should be left out in the changing rooms, other than when a class is using the facilities. Pupils should not take or interfere with others' possessions.

4. Property

- a) Pupils must look after their property, including materials and equipment lent by the school, by having their name on it and storing it safely. Large sums of money or valuables should not be brought into school; money and personal items which are brought into school or taken on trips must be kept secure.
- b) Trading (e.g., selling sweets) on the premises is not allowed.
- c) Borrowing people's property without their permission is not allowed. Any incident of theft will be treated as a serious breach of School rules.
- d) Any damage to school property must be reported at once to a member of staff. Deliberate damage to the property of the school or of other people is a serious offence.
- e) Pupils are expected to care for the school environment. Litter should not be dropped in classrooms or around the site. Pupils may eat their morning breaktime snack in their form room, but they should refrain from eating in corridors. Pupils must clear up after they have eaten (morning snack or packed lunches outside for example). Chewing gum is not permitted on the school site.

5. Electronic devices

The school's ICT Acceptable use policy outlines clearly the expectations regarding pupils' use of school IT equipment and pupil-owned, school-managed iPads.

Electronic devices must not contain any material that may be inappropriate, offensive, harmful or illegal. The school filters internet access on its networks. Filtering prevents users from accessing inappropriate content on school systems (including via Wi-Fi).



Mobile phones

Rules regarding the use of phones are made in the interests of pupils' wellbeing and school experience.

Third Form to Upper Fifth:

- a) Phones must be switched off and stored in book lockers throughout the school day. Phones must be locked in the book locker before the start of morning registration and collected at 4pm (or the nearest lesson changeover if leaving school site early). When collecting, pupils should transfer their phone directly to their bag and must not use the phone until they have exited the building to leave the site / be collected.
- b) Phones should not be taken to the library, Wolfson, or any other Period 8 / after-school activity (unless off-site). Lockers will be accessible until 5:30pm Monday – Friday.
- c) Pupils must hand their phones in at the start of a bus journey when travelling to fixtures / activities and collect them when they arrive back in school. If this is before the end of the school day, phones should be put into lockers during the nearest lesson changeover.
- d) When away on school trips, pupils must follow the phone rules as set out by staff.
- e) If a pupil needs to use their phone for a medical reason (e.g., blood sugar monitoring) they should inform their form tutor.
- f) If communicating online with other Exeter School pupils outside of school hours (this includes year group or class group chats), pupils must be respectful, responsible, and kind.
- g) Pupils must not share or show any image(s) of other pupils without their permission.
- h) If a pupil needs to contact a parent, they should ask to do so at the Head's reception.
- i) (*iPads*) Pupils may not photograph or film others using their iPad, unless it is for a legitimate school activity; and then only if they have permission from the other pupil(s).

Sixth Form:

- a) Pupils in Sixth Form may use their phones exclusively in the 6F centre, the gym (when supervised), on the second floor of the library in the Sixth Form-only area, or on occasion in certain subjects with the teachers' permission (e.g., in the creative arts to listen to music).
- b) Pupils may not use their phone in any other location and phones must always be kept out of sight until returning to the aforementioned areas.
- c) Sixth Form pupils must recognise their position as role models in their use of phones, such that younger pupils are not tempted to follow their behaviour.
- d) Phones, iPads or cameras must not be out of bags / pockets in toilets and changing room areas (or any area where a pupil might be changing).
- e) Pupils may not photograph or film others on any device, unless it is for a legitimate school activity; and then only if they have permission from the other pupil(s).
- f) Pupils must not share or show any image(s) of other pupils without their permission.



g) If communicating online with other Exeter School pupils outside of school hours (this includes year group or class group chats), pupils must be respectful, responsible, and kind.

6. Uniform and appearance

Pupils are expected to wear their uniform smartly and with pride, following school dress regulations. These apply during normal school hours, on the way to and from school and when pupils are members of representative teams. Full details of uniform and sixth form dress regulations can be found in the parent handbook, and posters are displayed in classrooms and the sixth form centre.

Pupils are not allowed to chew gum in school or during school activities or trips; neither are they allowed to wear headphones unless permission has been given by staff.

Tattoos are forbidden. Whilst earrings are allowed, no other forms of body or face piercing jewellery are allowed, visibly or hidden beneath clothing.

Reasonable adjustments or exceptions to these requirements will be made where required by the Equality Act 2010 or otherwise considered appropriate by the School, including where relevant because of a pupil's disability, race, religion or belief or another protected characteristic.

7. Drugs, alcohol, cigarettes, e-cigarettes / vapes and nicotine products.

a) Pupils are not allowed to smoke on the way to or at school, in the vicinity of school, on the way home, or on school organised trips. They should not be in possession of cigarettes; cigarette lighters or matches at school.

b) Pupils are not allowed to drink alcohol on the way to or at school, in the vicinity of school, on the way home, or on school organised trips. They should not be in possession of alcohol at school.

c) Pupils are not allowed to vape or use e-cigarettes or any nicotine products (e.g., pouches) on the way to or at school, in the vicinity of school, on the way home, or on school organised trips. They should not be in possession of vaping materials / nicotine products at school.

d) The possession, selling or taking of drugs or other banned substances is against the law and will incur the severest school punishment if pupils engage in such activities in the areas referred to above. If the Head feels there is reasonable cause, they reserve the right to call for a medically supervised test to establish the presence or absence of any illegal substance.

The school operates a zero-tolerance approach to smoking and the use of drugs, alcohol, nicotine products or e-cigarettes. If a pupil is found to have contravened the above rules (7a, 7b, 7c or 7d) they can expect the most severe of sanctions which will be treated by the School as a serious breach of discipline pursuant to clause 9 of this policy. This could include permanent exclusion.

8. Safety

Nothing dangerous or destructive may be brought to school. Due care and attention should be given to all school safety procedures.



9. Motor vehicles

Pupils may not drive motor vehicles to or from school or receive lifts from other pupils, except in accordance with the Sixth Form Guidelines for the use of motor vehicles. Pupils may not park their cars in the school grounds.

10. Out of bounds

Pupils must not go out of bounds (e.g., behind the Daw, science, music, sports hall and swimming pool buildings) and must follow the specific rules regarding the use of all sports facilities and items of specialist equipment.

Access by boys to girls' changing rooms and vice versa is prohibited. Similarly, other single sex facilities are strictly out of bounds to members of the opposite sex. Staff rooms, offices and laboratory preparation areas must not be entered without specific permission.

11. Standards

The school reserves the right to be the final judge of the standards it expects from pupils in matters concerning attendance, academic study, behaviour and appearance, and will impose sanctions on those who do not follow these rules.

12. Representation

Pupils who are chosen to represent the school in officially organised sporting and other activities are required to fulfil their obligations both in the week and at weekends.

13. Relationships

Pupils are expected to always behave with dignity and respect. There should be no public displays of direct physical affection or other behaviour likely to cause embarrassment or offence in or around the site or on school activities offsite.

14. Absence

Pupils may not be absent from school, except through illness or in emergency, unless the Head's permission is obtained three days beforehand. Leave of absence is normally given for educational purposes only. Extended holidays will be recorded as unauthorised absence. Parents or carers should contact the school first thing in the morning on any day a pupil is absent. Please refer to the School's Attendance policy for further details.

15. Procedure for pupils arriving late

Pupils arriving too late for registration should report immediately to the Head's reception and sign in before going to their lesson. Pupils who are late frequently without good reason can expect to be sanctioned with a detention.

16. Procedure for missing lessons

Pupils should let their teacher know in advance if they have a planned school activity, trip, or medical appointment which will mean they miss a lesson. Where pupils can foresee that an activity, which they would like to pursue, will clash with normal lessons, then it is their responsibility to seek prior permission from the teachers affected.

Pupils should make every effort to catch up with missed work, using Microsoft Teams and asking their teachers for guidance as required.



SUPPLEMENTARY RULES AND PROCEDURES

17. Book and sports lockers

Senior school pupils are issued with a sports locker in their changing room area. If any pupil has a problem with either the locker or the combination, then they should report this to a member of the sports staff. Pupils must never tamper with or access another pupil's locker.

Pupils are also provided with a book locker, located in the form group base or sixth form centre. Pupils should bring in their own padlock for these. We encourage pupils to use their locker regularly during the day rather than carry too much around with them at any one time.

Use of Facilities

18. Assembly hall

The assembly hall all is out of bounds to pupils except for specific, authorised activity. The stage and scenery docks, behind and below the stage, are out of bounds to all pupils except under the supervision or specific instruction of a member of staff. Pupils may not operate the technical desk / stage lighting except for those who are part of the school technical team.

Pupils may not play the piano in the assembly hall without the permission of staff. Care should be taken to see that it does not suffer damage through other activities.

19. Butterfield and Andrews Halls

These are out of bounds to pupils unless supervised.

20. Dining hall

All school lunches must be eaten in the dining hall and food may not be taken out of the hall. Pupils should follow the instructions of prefects and staff when queuing for lunch. All pupils must be signed in or have a ticket which is to be given to prefects. Each pupil is responsible for clearing the space that he or she has occupied, including any cutlery, crockery and water glasses.

Pupils are expected to be in school uniform in the dining hall. Games kit is only allowed with teacher permission.

Pupils bringing packed lunches use the assembly hall (or other designated space) or outside spaces. Sixth formers may eat their packed lunches in the sixth form common room.

No food is to be eaten in classrooms.

21. Library

Pupils can borrow books and other resources, making sure they return items by the due date. Borrowers with overdue items will not be permitted to borrow any further items until the overdue items are returned. Lost or damaged items must be replaced, or the replacement cost will be billed.



During break and lunchtime pupils are welcome to come to the library for reading, working, or for activities provided by the library. Silence is not expected, but pupils may be asked to talk more quietly. iPads may be used in the library for educational activities (e.g., homework) but pupils are not allowed to play games on them. No eating or drinking is allowed in the library, except for bottled water, unless staff give permission as part of a celebration.

Pupils who do not follow the library rules may be asked to leave the library.

During lesson times pupils are expected to work quietly, and pupils should work in silence if requested by a member of staff.

Games

22. Route to astroturf, netball courts and pavilion

Pupils should use the designated paths down to the astroturf and pavilion.

23. Unofficial games (break times)

- During break times unofficial games may be played on the field unless the red flag is flying. Any games must be non-contact and played sensibly and safely. Rugby, 'bulldog', and 'piggy backs' are not allowed. Pupils must play within their own year group; year group v. year group or mixed year-group games are not allowed. For safety reasons, the maximum size of a game of football / similar is 20.
- Ball games should not be played near buildings, and if playing on hard areas around the site, pupils may not play with a ball larger than tennis ball size (cricket balls are not allowed on hard areas / near buildings).
- Pupils must always wear suitable footwear for protection (socks / barefoot play is not allowed).

24. Pupils off games

If a pupil is injured / unwell and cannot participate in PE or games lessons, their parent / carer must inform staff by sending an e-mail to offgames@exeterschool.org.uk. Pupils who are off games may be involved in the session as coach / helper or may be sent to work in the library.

25. Use of sport hall facilities

- During the school day, staff will supervise pupils' use of the sports hall, fitness rooms, squash courts, mezzanine and changing rooms.
- Pupils may only use the facilities as part of lessons or in an organised and supervised activity. Pupils are responsible for checking that they have permission to use the facility.
- Clean, sports trainers must be worn; white-soled trainers must be worn in the squash courts.
- Pupils should wear the correct Exeter School sports kit.
- The climbing wall must not be used unless under the supervision and direction of a qualified person.
- No food or drink (other than a water bottle) should be brought onto the premises.
- Valuables must not be left in the changing room or in any of the sports facilities.
- Entrances and emergency exits must not be blocked with school / games bags (pupils must either take them with them into the changing rooms or leave them in their lockers).



26. Astroturf

- Pupils are only allowed to use the astroturf pitches with the permission of a member of staff. The facilities are normally kept locked.
- The following are prohibited from the astroturf: dogs, food, bicycles, cans / cartons, chewing gum, cigarettes, spiked or studded shoes.
- Players should wear sportswear and suitable clean footwear which will not damage the astroturf.
- It is forbidden to attempt to climb up/over the wire fencing.

27. Swimming pool

- The pool may only be used under the direct supervision of trained school staff and lifeguards. Pupils may not enter the pool area or the water without permission.
- No running around the poolside and no pushing or jumping.
- Swimmers must wear proper swimwear (face masks, flippers, etc. may be worn with permission).
- Pupils must follow the instructions displayed on the noticeboards / instructions from staff.
- No food is allowed in the swimming pool area or the pool changing rooms.

28. Safety in all sporting activity

Pupils should always follow the rules and behave sensibly and with good judgement in order that they never allow any event or action to take place that may endanger themselves, other participants or spectators.



Exeter School Pupil Code

Virtue	As an Exonian, I commit to:
Kindness and Integrity	Caring for those around me, for our environment, and for the school community as a whole. Standing up for what is important to me and to others. Doing what I say I will do and taking responsibility for my actions. Acting honestly and fairly towards others and in my academic studies.
Endeavour and Collaborate	Being punctual and organised for lessons and activities. Giving my best effort to schoolwork, collaborating with my peers. Responding positively to teachers' feedback and advice. Behaving well so that everyone can learn in a purposeful and positive environment.
Welcome and Serve	Fostering an inclusive, welcoming, and safe community where all are respected and valued. Contributing to my house's success in events and competitions. Seeking opportunities to make a difference beyond the school gates through partnerships, charity work, and volunteering. Wearing my uniform smartly and with pride.
Inspire and Challenge	Acting as a role model for other pupils inside and outside of the classroom. Approaching school life with enthusiasm and curiosity. Having the courage to show initiative, develop independence and take risks in my learning. Being prepared to persevere, reflect on and learn from my mistakes.



Junior School

These rules must be observed by all pupils in order to promote the general harmony of the School community. Other specific regulations are published in separate notices.

It is essential that all members of the community, both at School and away from it, should act at all times responsibly and with consideration for others, and for the good of the School and their families.

Courtesy: Children should be courteous to adults and to each other at all times. Politeness and good manners are an important feature of life at Exeter Junior School.

Hours: The school is responsible for pupils throughout the normal school day. Pupils will not be supervised on the premises before 8.00 am, and it is expected that all pupils will be off site by 5.30 pm unless for sports matches or school events. Pupils should not leave the premises during school hours except with permission from the junior school Head and be accompanied by an adult. A late room operates each day until 4.00 pm and an extended late room is available until 5.30 pm at the latest. Any child staying until this time is encouraged to participate in one of the many after school clubs. From 4.00 – 5.30 pm there is supervision of pupils not involved in clubs available.

Property:

- a. All property must be treated with respect. Pupils must look after their own possessions, including books and equipment lent by the school, by making sure that it is clearly marked with their names. Any found property should be handed to a teacher. Money and valuables must not be left in changing rooms.
- b. Borrowing other people's property, without their permission, is not allowed. Any incident of theft will be treated as a serious breach of school rules.
- c. Any damage to school property or possessions must be reported at once to a member of staff. Deliberate damage to the property of the school, or to that of other people, is regarded as a serious offence.
- d. Pupils should not bring expensive toys, sweets or money to school without the permission of a teacher.
- e. Boys and girls should not trade or 'swap' any items at school.

Bounds: The normal bounds, for Junior School pupils, encompass the tarmac playground, the astro lawn and the 'paddock'. Ball games may be played during break times only. Other parts of the Exeter School buildings and grounds may be visited for tuition purposes or with the specific permission of a teacher.

Clothing: School uniform must be worn with pride during normal school hours and on the way to and from school. All items should be clearly marked with the pupil's name. Children will need appropriate clothing/kit when representing the school. Details are in the Junior School Parents' Handbook

Safety: Nothing dangerous or destructive may be brought to school. Due care and attention should be given to all school safety procedures, especially fire precautions.



Bullying: Any form of bullying, either verbal or physical, is totally unacceptable. Pupils should inform a teacher at once if others are being unkind to him/her.

Mobile phones: Pupils in the junior school are not allowed to have a mobile phone on them during the school day. Some pupils who travel on the bus carry a mobile phone and in these cases they must be handed in to the school office immediately on arrival. Pupils are allowed to pick them up again from the office when they then go home on the bus. Any pupil who is found to be using the phone on school premises will be dealt with by the deputy head, a demerit given, and parents informed. If this happens twice then the pupil will no longer be allowed to travel with a mobile phone. When pupils travel on a school bus for fixtures the phone must be handed to the teacher in charge and collected when the parents pick their child up.

Internet/website: Permission of the school is required in order to publish anything about Exeter School.

ICT – Use of computers: Please refer to the whole school IT acceptable use policy.



Exeter JS Pupil Code

Virtue	As an Exonian, I commit to:
Kindness and Integrity	Caring for those around me, our environment, and the school community as a whole. Standing up for what is important to me and to others. Acting honestly and fairly towards others and in my academic work at school.
Endeavour and Collaborate	Behaving well so that everyone can learn in a purposeful and positive environment. Giving my best effort to schoolwork, and working well with my peers. Responding positively to teachers' feedback and advice so I can perform at my best.
Welcome and Serve	Develop an inclusive, welcoming, and safe community where all are respected and valued. Contributing to my house's success through working hard in events and competitions. To strive to make a positive impact and contribute to a culture of kindness and support to the whole school community.
Inspire and Challenge	Acting as a role model for other pupils inside and outside of the classroom. Approaching school life with enthusiasm and curiosity. Being prepared to persevere, show initiative and reflect on and learn from my mistakes.



Appendix 2 Rewards and sanctions

1 Rewards

- 1.1 Prizes are awarded by the School annually for Speech Day. Such prizes include:
 - 1.1.1 class prizes which reward academic achievement and / or progress;
 - 1.1.2 Entrance awards, commendations and scholarships;
 - 1.1.3 subject prizes at GCSE and A-level;
 - 1.1.4 Special prizes in various disciplines;
 - 1.1.5 Exonian prizes which recognise pupils' contributions to school life and modelling of the school virtues.
- 1.2 In the senior school, senior staff recognise and celebrate outstanding pupil performance by meeting relevant pupils and by writing individual cards and issuing house point certificates.
- 1.3 In the junior school, pupils may be awarded a "Good Work" for outstanding pieces of work which are shared with the Head.
- 1.4 In the senior school, pupils from Third form to Upper Sixth may be awarded House points for a wide range of behaviours demonstrating the school virtues. House points are recorded electronically and contribute to the House competition.
- 1.5 In the junior school, pupils are rewarded with merits for work and character which demonstrates positive behaviour, making of good progress, making good choices for behaviour and meeting specific personal targets set by the School. Playtime awards are made weekly for exemplary playground conduct and helpfulness.

2 Sanctions

- 2.1 In addition to the particular sanctions set out in this [Appendix 2](#) the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.
- 2.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.
- 2.3 Examples of sanctions may include:
 - 2.3.1 a verbal reprimand and reminder of the expectations of behaviour;
 - 2.3.2 the setting of written tasks such as an account of their behaviour or behaviour reflection form;



- 2.3.3 loss of privileges e.g. the loss of prized responsibility including a temporary or permanent removal of a scholarship
- 2.3.4 detention - please see paragraph 2.8 below in this Appendix;
- 2.3.5 confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology;
- 2.3.6 removal from the classroom;
- 2.3.7 school based community service, such as tidying a classroom;
- 2.3.8 regular reporting including early morning reporting; scheduled uniform checks; or being placed on a support book for behaviour monitoring;
- 2.3.9 suspension; and
- 2.3.10 in the most serious of circumstances, permanent exclusion.
- 2.4 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 2.5 The school will have regards to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 2.6 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 2.7 It will also consider any special circumstances relevant to its imposition including;
 - 2.7.1 the pupil's age;
 - 2.7.2 any special educational needs or disability they may have; and
 - 2.7.3 any religious requirements affecting them.
- 2.8 Detentions in senior school:

All senior school detentions take precedence over other activities although in exceptional circumstances a detention may be postponed allowing the pupil to participate in a co-curricular activity. Any such postponement will be agreed by School staff and communicated to the pupil and, where relevant, to the pupil's parents.

Academic Detentions

A pupil may be placed into an academic detention for failure to complete work (including homework) by the agreed deadline. The aim of an academic detention is that the work can be rectified on the same day or soon thereafter and handed to the relevant teacher.



Academic detentions are entered on the School's information management system (iSAMS) by School staff and take place Monday to Friday from 12:55 until 13:25 in Room 12.

Behaviour Detention

A pupil may be placed into a behaviour detention for failure to obey School Rules. The aim of a behaviour detention is to act as a deterrent for repeated similar behaviours and to provide opportunity for reflection.

Behaviour detentions are entered on the School's information management system by School staff and take place Monday to Friday from 12:55 until 13:25 in Room 12.

School Detention

A pupil who receives five or more detentions (behaviour or academic) in a term may be placed into a School Detention

A pupil may also be placed into a School detention for more serious standalone behavioural or academic matters contrary to the School Rules - for example, persistent disobedience or serious misconduct, failure to serve another sanction and persistent failure to meet academic deadlines.

School detentions are entered on the School's information management system by School staff and take place each Wednesday from 16:05 until 17:05 in Room 12.

The parents of a pupil placed into a School detention will receive an email to explain the rationale behind the School detention and support in place to help the pupil move forward positively.

A pupil who receives three or more School detentions over the course of any two terms in an academic year may be placed into a Saturday detention.

Saturday detention (Head's detention)

In addition to a pupil in receipt of three or more School detentions over the course of any two terms in an academic year being placed into a School detention, a pupil may also be placed into a Saturday detention for a breach of the School Rules.

A pupil may only be placed into a Saturday detention following agreement between the pupil's head of year and a member of the leadership team.

Saturday detentions are entered on the School's information management system by School staff and take place from 09:30 until 11:30 in room 71.

The parents of a pupil placed into a Saturday detention will receive an email to explain the rationale behind the Saturday detention and support in place to help the pupil move forward positively.

Where a pupil receives three or more Saturday detentions in an academic year, the Deputy Head (Pastoral) will discuss this with the Head as this will likely



constitute a serious breach of discipline and so the appropriate process will be followed and therefore a suspension may be the appropriate and proportionate next sanction.

Saturday Retrieval Programme (SRP)

SRP is not intended as a sanction. A pupil may be placed into SRP where the pupil has significantly fallen behind in their academic work, for a range of possible reasons.

A pupil may only be placed into SRP following agreement between the pupil's head of year and a member of the leadership team.

SRP takes place on a Saturday morning from 09:30 until 11:30 in room 71. The parents of a pupil placed into SRP will receive an email to explain the rationale behind the SRP and the support in place to help the pupil move forward positively.

2.9 Support book in senior school:

A pupil may be placed on a support book to help support their learning, rectify ongoing academic matters or behaviour contrary to the values of School or the School Rules. The pupil's head of year may issue a support book to a pupil and shall inform the pupil's parents when it is issued. A support book ordinarily is for a week to three weeks' use following which a review will be undertaken to inform any subsequent supportive interventions.

The pupil shall take the support book to each lesson where the relevant staff member shall sign and provide a relevant comment to the target based on the outcomes of the lesson for the pupil. The pupil's form tutor will be involved in the process, checking the book regularly and offering the pupil encouragement and guidance as required.

2.10 Sanctions - Junior School:

The majority of day-to-day minor breaches of School Rules or behaviour inconsistent with School values are dealt with via verbal warnings including but not limited to a pupil missing part of their break and/or lunchtime to reflect upon their actions and discuss positively with staff a way to improve moving forward.

For persistent minor breachers of the School Rules of behaviour inconsistent with the School values or for a relevant standalone breach of the School Rules, 'demerits' may be awarded. Staff will provide the pupil with a verbal warning before issuing a demerit to allow the pupil to reflect in the first instance and make positive choices.

The aim of demerits is to act a deterrent to future similar behaviours and demerits carry twice the weight of merits in the junior school, counting against House totals for termly and yearly calculations.

Demerits may be entered by School staff on the School's information management system (iSAMS) to allow the School, including the Deputy Head



(Junior School) to monitor pupils who may be a cause for concern and require further intervention.

For pupils identified by the pupil's form teacher and / or Deputy Head (Junior School) as a cause for concern based on their demerit accumulation, the pupil may be placed on a report card which will ordinarily be used for a week to three weeks following which a review will be undertaken to inform any subsequent supportive interventions.

On the rare occasion that an incident is deemed by the School to be more serious than issuing a demerit, the pupil may be placed into a Head of Junior School detention. In such cases, the pupil's parents will be informed where the date and time will be communicated.



Appendix 3 Investigations into serious breaches of discipline

- 1 The Head will generally appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline, but if appropriate, the Head may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 2 If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.

Pending the outcome of an investigation, the Head may, where necessary and proportionate, arrange for a pupil to be taught temporarily outside their normal cohort or may suspend the pupil from School as a precautionary measure. Such an arrangement is not in itself a disciplinary finding or sanction and will be kept under regular review. Where a suspension continues for more than five School days, the School will take reasonable steps to support the pupil's continuing education. As an alternative to suspension, the Head may arrange a temporary supervised alternative teaching arrangement on School premises. Such an arrangement will be risk assessed, including consideration of the pupil's welfare, SEND, disability, medical and other needs, and will provide appropriate education, supervision, breaks, meals, toilet access and pastoral support. It will be reviewed regularly and Parents will be informed of the arrangement.

A temporary alternative teaching arrangement must not be operated by locking a pupil in a room, physically obstructing the pupil from leaving or threatening punishment merely for attempting to leave. If, because of an immediate risk of harm, circumstances arise in which the pupil is prevented from leaving and the arrangement amounts to seclusion, restraint or immobilisation within Appendix 5, that Appendix applies in full. Seclusion must not be used simply as a means of managing a disciplinary investigation.

A pupil's space or following appropriate risk assessment belongings may be searched during the course of the investigation. See [Appendix 6](#) of this policy for the School's policy on searching and confiscation.

- 3 It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 4 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate



pastoral and other support for all pupils (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.

- 5 Where the pupil is the subject of a police investigation the DSL will liaise with the Head to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.
- 6 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in [Appendix 4](#) of this policy.
- 7 Considerations when there is suspected criminal behaviour.
 - 7.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.
 - 7.2 The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
 - 7.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
 - 7.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.
 - 7.5 The School will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.
 - 7.6 Nothing in this paragraph displaces the School's safeguarding duties or the requirements of Keeping Children Safe in Education. The DSL or a deputy will take a leading role where suspected criminal behaviour also raises safeguarding concerns.
 - 7.7



Appendix 4 Disciplinary meeting with the Head

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.
- 2 **Attendance**
 - 2.1 The pupil and their Parents (if available) will be invited to attend the disciplinary meeting with the Head. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special 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 Head as soon as reasonably practicable so that appropriate arrangements can be made.
 - 2.4 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, remotely if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) the pupil's conduct record;
 - (c) the relevant School policies and procedures.
 - 3.2 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to them.
 - 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;



3.3.3 the appropriate sanction to be imposed.

3.4 Unless the Head considers that further investigation is needed, the Head will close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing or verbally inform them.

4 **Decision**

4.1 The Head will consider:

4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;

4.1.2 whether the findings constitute serious misconduct; and

4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).

4.2 The Head may permanently exclude or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.

4.3 The Head will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.

4.4 A decision to permanently exclude or remove a pupil shall take effect within seven working days of the receipt of the Head's letter confirming their decision. Until then, the pupil may remain suspended and away from School premises.

5 **Governors' Review**

5.1 The Parents or the pupil may request a Governors' Review of the Head's decision:

5.1.1 to permanently exclude or remove a pupil from the School; or

5.1.2 where the pupil is suspended from the School for 11 working days or more; or

5.1.3 where suspension would result in the pupil missing a public examination.

5.2 A request for a Governors' Review must be made in writing within five working days of the receipt of the Head's letter confirming their decision.

5.3 If such a request is made, the pupil shall remain suspended until the Governors' Review has taken place and either the sanction is upheld or a reconsidered decision made.

5.4 See the **Permanent Exclusion Policy** for further information about requesting a Review and the detail of the procedure.



6 Leaving status

- 6.1 If a pupil is permanently excluded or removed, their leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status to be considered may include:
 - 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
 - 6.2.2 the form of reference which will be supplied for the pupil;
 - 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
 - 6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;
 - 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
 - 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
 - 6.2.7 whether the pupil will be entitled to leavers' privileges;
 - 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
 - 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees. See the Permanent Exclusion Policy for further information.



Appendix 5 Restrictive interventions, including reasonable force, seclusion, restraint and immobilisation

1 Definitions

- 1.1 **Restrictive intervention** means an action which prevents, restricts or subdues movement of all or part of a pupil's body and includes physical and non-physical forms of restraint.
- 1.2 **Reasonable force** means no more force than is necessary for the least amount of time, having regard to the individual circumstances.
- 1.3 **Significant use-of-force incident** means an incident in which the use of force goes beyond appropriate ordinary physical contact between staff and pupils. This includes where physical force is used to implement a non-physical restrictive intervention.
- 1.4 **Seclusion** occurs where one or more members of staff detain one pupil in a place apart from any other person, other than the member or members of staff, otherwise than as a disciplinary penalty, including by:
 - 1.4.1 physically obstructing the pupil's way of leaving;
 - 1.4.2 securing the place so that the pupil cannot leave;
 - 1.4.3 or causing the pupil to believe that they will be punished if they leave.
- 1.5 **Restraint or immobilisation** occurs where a member of staff restricts a pupil's movement otherwise than as a disciplinary penalty. It may involve direct physical contact or may occur without physical contact and includes, for example, holding or binding all or part of a pupil's body, securing the pupil to a fixed or heavy object, or depriving the pupil of an auxiliary aid which they normally use to help them move.

2 Prevention and use

- 2.1 Restrictive intervention will be avoided wherever reasonably possible. Staff should use prevention, communication and de-escalation strategies and should consider less restrictive alternatives before intervening.
- 2.2 Any intervention must be necessary and proportionate to the risk which it seeks to address and must cease as soon as it is no longer necessary.
- 2.3 Force must never be used for punishment.
- 2.4 Seclusion must never be used as a disciplinary response to deliberate or wilful misbehaviour. Where seclusion is used as a safety measure, the pupil must be continuously supervised, the location must be safe and non-threatening and the pupil must be allowed to leave as soon as the immediate risk of harm has reduced.
- 2.5 Where a pupil is known to have needs which create an increased likelihood that restrictive intervention may be required, the School will consider, with the pupil and their Parents where appropriate, a positive behaviour support plan and an individual



risk assessment setting out preventative and de-escalation strategies and any relevant reasonable adjustments.

3 Immediate action following an incident

- 3.1 Following any restrictive intervention, staff will first ensure the safety and welfare of the pupil and others involved. Medical assessment or treatment will be arranged where appropriate.
- 3.2 The member of staff will inform the Deputy Head (Pastoral), in the case of a Senior School pupil, or the Head of the Junior School, in the case of a Junior School pupil, as soon as practicable.
- 3.3 The School will consider the pupil's and staff member's emotional as well as physical wellbeing and will provide appropriate post-incident support.

4 Recording significant incidents involving use of force

- 4.1 A written record must be made of every significant incident in which a member of staff uses force on a pupil.
- 4.2 The record must be made as soon as practicable after the incident and staff should endeavour to complete it on the same day.
- 4.3 The written record will include, as a minimum:
 - 4.3.1 the names of the pupil and members of staff directly involved;
 - 4.3.2 any relevant needs or circumstances of the pupil, including SEND, disability, medical or communication needs;
 - 4.3.3 the date, time, location and approximate duration of the intervention;
 - 4.3.4 a brief factual account of what occurred, including what led to the incident, any known or potential triggers and the preventative or de-escalation strategies attempted;
 - 4.3.5 the nature and degree of force used;
 - 4.3.6 any injury or other adverse impact;
 - 4.3.7 why the member of staff considered the use of force necessary and proportionate; and
 - 4.3.8 any medical, pastoral or other post-incident support provided.

5 Recording seclusion, restraint and immobilisation

- 5.1 A written record must be made of **every** incident in which a member of staff secludes, restrains or immobilises a pupil within the meanings set out above, whether or not physical force is used and whether or not the intervention forms part of an agreed behaviour support plan.



- 5.2 The record must be made as soon as practicable after the incident and staff should endeavour to complete it on the same day.
- 5.3 Where the same incident is also a significant use-of-force incident and is recorded under paragraph 4, a duplicate record is not required provided that the record contains all necessary information.

6 Information to Parents

- 6.1 Information about every significant use-of-force incident and every seclusion, restraint or immobilisation incident must be provided to each Parent of the pupil as soon as practicable after the incident. The School will endeavour to provide the information on the same day.
- 6.2 Information about a seclusion, restraint or immobilisation incident will be provided in writing. The School's normal practice will also be to provide information about a significant use-of-force incident in writing.
- 6.3 The information will include, as a minimum:
 - 6.3.1 the date, time, location and approximate duration of the intervention;
 - 6.3.2 why the intervention was considered necessary;
 - 6.3.3 the nature and degree of any force or restraint used; and
 - 6.3.4 details of any physical injury sustained.
- 6.4 **Significant-harm exception:** information must not be provided to a particular Parent if it appears to the member of staff responsible for reporting that providing the information to that Parent would be likely to result in significant harm to the pupil.
- 6.5 Where paragraph 6.4 applies, the information must instead be provided to any other Parent to whom it can be provided without being likely to result in significant harm to the pupil.
- 6.6 If there is no Parent to whom information can safely be provided, the School must provide the information about the incident to the local authority in whose area the pupil is ordinarily resident.
- 6.7 For these reporting duties, Parent includes a local authority which provides accommodation for the pupil under section 20 of the Children Act 1989 or section 76 of the Social Services and Well-being (Wales) Act 2014.

7 Review

- 7.1 The School will review restrictive-intervention incidents as soon as practicable to consider the reasons for the intervention, its effect on the pupil and staff, whether anything could have been done differently and whether changes are needed to the pupil's risk assessment, behaviour support plan or reasonable adjustments.



- 7.2 The Deputy Head (Pastoral) and Head of the Junior School will monitor the records for patterns and trends, including frequency, repeated use in relation to individual pupils and any disproportionate use in relation to pupils with SEND, disabilities or other relevant characteristics.
- 7.3 Relevant anonymised or aggregated information will be reported regularly to the Governors' Welfare and Safeguarding Committee so that the Proprietor can satisfy itself that the procedures are being complied with and are effective.



Appendix 6 Searching and confiscation

- 1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, July 2022, in force from September 2022).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items"
 - 3.1.1 under Section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - (a) knives or weapons, alcohol, illegal drugs and stolen items;
 - (b) tobacco and cigarette papers, fireworks and pornographic images;
 - (c) any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (i) to commit an offence; or
 - (ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.2 any item banned by the School rules that are identified as being items which may be searched for. (Note that the School will never use force to search for these items: see [paragraph 4.3](#) below).
 - 3.2 The School has banned these items as they reasonably believes them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School
- 4 **Searching pupils**
 - 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
 - 4.2 When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs to learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.



- 4.3 If a pupil refuses to co-operate with a search for a "prohibited item" as listed in section 3.1.1 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for other items banned under the School rules, as set out in section 3.1.2 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are not "prohibited items" as listed in section 3 above, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 4.7 If a search is considered necessary, but not required urgently, the advice of the Head / DSL and /or pastoral member staff should be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings².
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 4.9.1 a search of outer clothing; and / or
 - 4.9.2 a search of School property (e.g. pupils' lockers); and / or
 - 4.9.3 a search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

² The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.



- 4.12 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the DSL or deputy and the pupil will be sanctioned in line with the school's behaviour management policy to ensure consistency of approach.

5 Strip searching

- 5.1 A strip search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (**PACE**) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches and conducted by police in school.

6 After a search

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7 Recording searches

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, items banned by the school rules and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 7.2 Records of the search will include:
- 7.2.1 the date, time and location of the search;
 - 7.2.2 which pupil was searched;



7.2.3 who conducted the search and any other adults or pupils present;

7.2.4 what was being searched for;

7.2.5 the reason for searching;

7.2.6 what items, if any were found; and

7.2.7 what follow up action was taken as a consequence of the search.

7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8 **Confiscation**

8.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

9 **Electronic devices**

9.1 The School has adopted a policy to prohibit all pupils in the junior school and pupils from Third Form to Upper Fifth in the senior school from using mobile phones during the school day.

9.2 Mobile electronic devices (including, but not limited to mobile phones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video) may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

9.3 Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

9.4 Subject to 9.6 below and the requirements set out in KCSIE, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.



- 9.5 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 9.6 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sharing nude and semi-nude- images or videos as set out in Appendix 1 of the Safeguarding and Child Protection Policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*].
- 9.7 The school will comply with data protection law in relation to any search of any electronic device.

10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 10.3 **Other substances:** substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retaining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 10.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff.
- 10.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the



Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **An item banned under School rules:** such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 10.12 Where staff confiscate an electronic device (e.g., mobile phone or iPad) that has been used in breach of School rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.
- 10.13 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyber-bullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

11 Communication with Parents



- 11.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 11.2 Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanction applied.
- 11.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 11.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above.
- 11.5 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 11.6 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.