READING BLUE COAT

Behaviour, Rewards and Sanctions Policy

1 Aims

1.1 The aims of this policy are:

1.1.1 to encourage all students to behave in a manner that is conducive to the School's common good;

1.1.2 to enable the Headmaster to maintain order and good discipline in Reading Blue Coat (the **School**); and

1.1.3 to ensure that every student is able to learn effectively and to fulfil their potential.

1.2 The School is committed to core values of: **aspiration, compassion, courage, integrity** and **service**. These values are of first importance in considering the behaviours and attitudes of all students and staff, giving a sense of common purpose. The values define what it means to be a member of Reading Blue Coat and should be lived out day-by-day. For example:

- Aspiration – aiming to become the best people we can possibly be
- Compassion – recognising the needs and feelings of others
- Courage – standing up for what is right, even when it is not easy or popular
- Integrity – acting according to principle and admitting to mistakes
- Service – putting the needs of others and of the community first

1.3 Rewards and sanctions exist to help students understand what is meant by good conduct, helping them to make good decisions by drawing boundaries and celebrating successes; consistent good behaviour creates a calm, safe and supportive school environment which encourages good attendance and enables all students to learn effectively and to thrive. The focus of rewards is for students to see what they have done well, feel motivated to pursue further good actions, and to gain a sense of satisfaction when they make positive choices. The focus of sanctions is to discourage poor or dangerous behaviour, provide protection to members of the community, and to educate students to reflect on their mistakes. The aim should always be a school with very few sanctions, but this relies on consistent, clear rules, to help students avoid poor decisions. The most successful sanctions are always the ones that prevent a student from doing something in the first place.

1.4 This policy sets out the rewards and sanctions applied by staff to promote good behaviour.

1.5 The guidelines, rules and routines of the School are further set out in the *Student Manual*. All students are asked to read and sign the *Student Manual* annually, which provides a guide on the types of behaviour that might result in more serious sanctions, so that students fully understand the systems and can avoid making poor choices. The philosophy of this approach is, **'sanctions exist so as not to be used'**. For all members of our community, the ideal scenario would be for serious sanctions to be very rare occurrences. This policy should also be read in line with the *Permanent Exclusion & Required Removal Policy* which sets out the circumstances in which a student may be permanently excluded or required to be removed from the School.

1.6 A copy of the *Behaviour, Rewards and Sanctions Policy* and the *Student Manual* are sent to parents annually. The *Permanent Exclusion & Required Removal Policy* is available online, along with the other relevant school policies referenced in that policy.

2 Scope

2.1 The guidelines, rewards and sanctions provided in this policy apply to all age groups and at all times when a student is at school or representing the School (for example, wearing the School uniform, on a school trip or travelling to and from the School).

2.2 The policy is also capable of regulating student conduct when they are away from the School premises and outside of the School (for example during a weekend, Half Term or the holidays), including online behaviour. This is normally where their conduct could, for example, have repercussions on the orderly running of the School, its reputation, the welfare of the members of its community, or the public.

3 Roles & responsibilities

All ***students*** must:

- Familiarise themselves with the guidelines and rules in the *Student Manual* which sets out the School's behaviour expectations and are required to sign annually to confirm they agree to abide by them
- Ensure they adhere to these guidelines and rules and their behaviour be a credit to them and to the School, regardless whether they are on or off the School site
- Support fellow students by "calling out" inappropriate behaviour in the moment when it happens
- Inform staff if they become aware of inappropriate behaviour so that it can be dealt with in a timely way

All ***parents*** must:

- Familiarise themselves with the guidelines and rules in the *Student Manual* which sets out the School's behaviour expectations
- Support the School in helping their children to live up to these expectations

All ***staff*** must:

- Recognise that high standards and expectations of behaviour are central to the wellbeing of both students and staff
- Promote good behaviour by noticing it, rewarding it and modelling good behaviour themselves
- Familiarise themselves with the guidelines and rules in the *Student Manual* which set out the School's behaviour expectations
- Recognise that effective classroom management, attendance and punctuality is the starting point for high-quality teaching and learning in lessons
- Deal immediately and firmly with poor behaviour, both by addressing it themselves and by referral to the relevant Head of Year

All ***Heads of Year*** must:

- Proactively promote and teach positive behaviours within their year group
- Ensure that good behaviour and achievements are recognised and rewarded
- Keep parents informed of day-to-day conduct, as and when necessary

All ***Directors of Section*** must:

- Oversee day-to-day implementation of this policy
- Conduct investigations into serious breaches of the guidelines and rules
- Ensure that good behaviour and achievements are recognised and rewarded

All ***SLT*** members must:

- Oversee day-to-day implementation of this policy
- Conduct investigations into serious breaches of the guidelines and rules

- Ensure that good behaviour and achievements are recognised and rewarded

The ***Headmaster*** must:

- Determine the School's guidelines and rules and the formulation of an appropriate *Behaviour, Rewards and Sanctions Policy*
- Oversee maintenance of good order and appropriate standards of discipline within the School
- Ensure parents are aware of the School's guidelines and rules and this *Behaviour, Rewards and Sanctions Policy*
- Ensure that guidance on behaviour management strategies is incorporated into staff induction and ongoing in-service training
- Chair meetings relating to exclusions and required removals in accordance with the *Permanent Exclusion & Required Removal Policy*

All ***governors*** must:

- Be familiar with the contents of the *Behaviour, Rewards and Sanctions Policy* and related policies
- Be available for a Panel Hearing when requested having regard to the School's *Permanent Exclusion & Required Removal* and *Complaints* policies

4 Student induction & the behaviour curriculum

4.1 All students, at the beginning of every academic year, receive an induction or re-induction into the guidelines, rules and routines of the School during an extended tutor period, which is based on a review of the *Student Manual*.

4.2 All students are asked to sign electronically to confirm they have read, understood and agree to abide by the guidelines, rules and routines outlined in the *Student Manual*.

4.3 The *Student Manual* lays out clearly what good behaviour looks like in several key areas of school life - assemblies, classrooms and dining halls and lunch queues – in order to provide students and staff a clear understanding of what success looks like.

4.4 Positive behaviours are continually discussed and reinforced to students through the Wellbeing (PSHE) programme, regular assemblies (weekly whole School and Chaplain's assemblies, Year group and Section assemblies) and through tutor group led sessions.

4.5 Staff are frequently reminded to look out for, to notice and to reward students who display these positive behaviours and to reward them using the Plus Points system. Staff are strongly encouraged to reward students who exhibit the School's values: Aspiration, Compassion, Courage, Integrity and Service, in particular.

4.6 When necessary, appropriate adjustments will be made to routines and expectations for students with additional needs to help ensure all students can meet behavioural expectations. These support measures may be temporary and should be made proactively and by design where possible and appropriate. For example, a student who has recently experienced a bereavement may value being pre-emptively excused from a routine to give them time and space away from their peers.

4.7 Staff should be mindful that some students requiring support with behaviour may have identified special educational needs and/or disabilities.

4.8 Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, during tutor time, Wellbeing lessons, performing & creative arts activities, stories and literature, and via the Section Councils which meet twice a term, and the School Council which meets termly. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

5 Staff induction, development and support

5.1 All new staff receive induction from the Deputy Head (Education Development), Director of Equality, Diversity & Inclusion, and Deputy Head (Pastoral) into the School's *Behaviour, Rewards and Sanctions Policy* before they begin teaching at the School.

5.2 In the classroom, teachers are encouraged to hone their skills in classroom management and make use of various strategies to reduce the necessity of challenge and sanction. Examples include: verbal warnings, seating plans and re-seating, class charters, counting down, etc.

5.3 Behaviour within departments and academic lessons is also the domain of the Head of Department, and so teachers should expect to find support and guidance for managing behaviour from them (i.e. their line manager).

5.4 Training and support for classroom management is available when needed and teachers are encouraged to discuss this with the Deputy Head (Education Development).

5.5 All staff receive training to develop awareness of unconscious bias and to promote inclusive practice, with the aim of reducing the risk of discrimination.

6 Promoting good behaviour

6.1 The School is committed to promoting and rewarding good behaviour.

6.2 Recognition of achievement and good conduct should also be made in consideration of a student's circumstances, e.g. a piece of work that is not the best in the class may still represent a considerable piece of effort and improvement for the individual.

6.3 The School recognises that, where challenging behaviour is related to a student's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the student's behaviour more effectively and improve their educational outcomes.

6.4 Directors of Section and Heads of Year have access to data summarising the awards received by students in their sections and year groups respectively.

6.5 Types of rewards:

6.5.1 Verbal praise:

(a) Staff are encouraged to verbally praise students for good conduct at every possible opportunity. It is vital students feel staff notice their good conduct and are prepared to acknowledge it publicly.

6.5.2 Positive communications with parents:

(a) Academic, Co-Curricular, House & Values Plus Points, including the descriptions explaining why they are awarded, are visible to parents via the Parent Portal.

(b) Significant positive feedback to a student could be accompanied by an email home to parents.

(c) Tutors have an important role to play in monitoring their tutees' Plus Points and other achievements, so that they are well-equipped to celebrate achievement within their group and communicate with parents accordingly (for example, congratulatory emails or notecards would be appropriate).

(c) Positive behaviours by students are also highlighted to parents in the School's weekly newsletter - Blues Post - via the School's social media channels and in letters to parents from the Headmaster.

6.5.3 Plus Points:

(a) Academic Plus Points are awarded for good work or academic effort, either on one-off or accumulated occasions. The standard is relative and not absolute; all students should be able to achieve Plus Points regardless of their ability.

(b) Values Plus Points are awarded for positive conduct which demonstrates the School's values:

- *Aspiration*, e.g. setting high expectations for themselves in any area of school life
- *Compassion*, e.g. noticing & supporting another member of the School community
- *Courage*, e.g. volunteering to take part in a public and/or unfamiliar activity or "calling out" inappropriate language or behaviour
- *Integrity*, e.g. consistently "ready to learn" & being honest about mistakes
- *Service*, e.g. putting the needs of others and the School community first

(c) Co-Curricular and House Plus Points are awarded for good effort and/or achievement during co-curricular or House activities.

(d) All Plus Points should be recorded by a member of staff on iSAMS.

6.5.4 Achievement Certificates:

(a) Achievement Certificates are awarded to those students who accumulate a significant number of Plus Points. The Headmaster will award certificates according to the following tallies:

- Bronze – 30 Plus Points
- Silver – 50 Plus Points
- Gold – 75 Plus Points
- Platinum – 100 Plus Points

(b) Achievement Certificates are recognised in Tutor Groups and / or Assembly.

6.5.5 Prizes:

(a) Academic Prizes are awarded annually by each academic department. They are awarded on the basis of "Excellence and Endeavour" by academic departments following consultation between all the teachers involved. Students are awarded their prizes on Speech Day or at a special assembly during the Summer Term.

(b) Progress Prizes are awarded annually by each Section. They are awarded to students who have consistently shown a positive attitude towards learning, worked hard inside and outside the classroom and set a positive example to their peers. Students are awarded their prizes on Speech Day or at a special assembly during the Summer Term.

(c) Spirit of House Prizes are awarded annually by each House. They are awarded to students who have consistently demonstrated pride in their House through participation and leadership and have gone above and beyond in representing their House in a variety of events – both Shield and Sporting. Their behaviour will have been exemplary in events.

6.5.6 Colours:

(a) Colours are awarded annually to students who display high levels of excellence, sustained commitment, leadership and service to a particular co-curricular activity. Full details on the criteria for the awarding of colours can be found in the *Colours Policy*.

- Club Colours
- Half Colours

- Full Colours
- Blue Coat Colours
- House Colours

6.5.7 Positions of Responsibility:

(a) Senior students may become prefects either in the School or within their House; they may also mentor younger students. Some students will be elected co-curricular captains or leaders.
(b) Students in the Lower School may become Lower School Ambassadors and students in the Middle School may become Middle School Leaders.

6.5.8 The table below summarises the rewards which may be awarded by staff. A record will be made on iSAMS and relevant staff will be automatically alerted to the reward.

Rewards issued by staff

Reward	Cause	Reward given by
Academic Plus Point	• Full / excellent mark in a homework or test • Excellent effort on a piece of academic work • Improvement between homeworks / tests	Academic Staff
Values Plus Point	• *Aspiration*, e.g. setting high expectations for themselves in any area of school life • *Compassion*, e.g. noticing & supporting another member of the School community • *Courage*, e.g. volunteering to take part in a public and/or unfamiliar activity or "calling out" inappropriate language or behaviour • *Integrity*, e.g. consistently "ready to learn" & being honest about mistakes *Service*, e.g. putting the needs of others and the School community first	All Staff
Co-Curricular or House Plus Point	• Excellent effort or achievement in a co-curricular or House activity • Player of the Match	All Staff
Achievement Certificates	Certificates are awarded to students who earn: • Bronze – 30 Plus points • Silver – 50 Plus points • Gold – 75 Plus points • Platinum – 100 Plus points Certificates are organised by the School Office team.	Headmaster
Colours	Colours are awarded annually based on commitment, excellence, leadership and service: • Club Colours • Half Colours • Full Colours • Blue Coat Colours • House Colours	Colours Committee
Prizes	• Academic • Progress • Spirit of House • Service • Values	All Staff

Positions of Responsibility	• Co-Curricular Captains or Leaders • Ambassadors • Lower School Ambassadors • Middle School Leaders • Chaplaincy Prefects • Mentors • Prefects • Heads & Deputy Heads of School	All Staff

7 Dealing with breaches of school discipline

7.1 When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the School's *Behaviour, Rewards and Sanctions Policy* and related policies. It is important staff across the School respond in a consistent, fair and proportionate manner so students know with certainty that misbehaviour will always be addressed.

7.2 To achieve these aims, a response to behaviour should have one of these three purposes:

(a) **Deterrence**: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the School.

(b) **Protection**: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example removing a student from a lesson, may be immediate or after assessment of risk.

(c) **Improvement**: to support students to understand and meet the behaviour expectations of the School and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the guidelines and rules. This may be via sanctions, reflective conversations or targeted pastoral support.

7.3 Staff should always take account of any contextual factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including those not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

7.4 SEND, Mental Health & Behaviour:

7.4.1 Staff should recognise and understand the ways in which underlying difficulties such as additional learning needs or mental health issues may affect a student's behaviour. To be clear, high standards of behaviour are expected of all and personal accountability is central to the way the School manages behaviour.

Nevertheless, difficult behaviours may be in part motivated or exacerbated by a variety of additional challenges, which must be addressed through appropriate support given by the School (in consultation and with the cooperation of parents and carers). Examples of additional needs and challenges include:

- Emotional disorders, leading to difficult or unpredictable behaviour
- Conduct disorders, leading to defiant, aggressive, or anti-social behaviour

Where staff suspect underlying issues may be a factor, they should contact the student's Tutor and Head of Year in the first instance, who will build an overall picture and may make a referral to Learning Support. Where there are already established additional challenges, a student's Head of Year will liaise with Learning Support to provide behaviour management guidance to staff. It is the responsibility of individual staff members to have a clear understanding of the SEND profiles of all students they come into regular contact with through, for example, academic lessons, co-curricular activities and tutoring.

Staff in need of further support and clarification are also most welcome to contact the Learning Support department direct. The aim in all such communications is to ensure that staff are well-equipped to manage behaviour positively and can tackle poor behaviour fairly and in context.

The School will be mindful of its obligations under the Equality Act 2010 in respect of disabled students.

7.5 Directors of Section, Heads of Year and Tutors have access to data summarising the sanctions imposed on students in their sections, year groups and tutor groups respectively.

7.6 Types of sanctions:

7.6.1 Academic Minus Point:

(a) An Academic Minus Point should be given for academic misbehaviour, such as:

(i) arriving to a lesson without the correct equipment to take full part and without a note from home;

(ii) being "off task" during a lesson after receiving a warning from a teacher;

(iii) this list is not exhaustive.

(b) Academic Minus Points should be entered into iSAMS as soon as practicable.

7.6.2 Behaviour Minus Point:

(a) A Behaviour Minus Point should be given for:

(i) inappropriate appearance (i.e. not adhering to the School's dress regulations in the *Student Manual*);

(ii) significant lateness to a lesson (particularly after break or lunch);

(iii) inappropriate behaviour outside of the classroom;

(iv) inappropriate mobile phone use by a Sixth Form student;

(v) dangerous road crossing;

(vi) poor behaviour during a co-curricular activity;

(vii) missing a scheduled tutorial or House event;

(viii) a phone or smart watch sounding in a Yondr pouch;

(ix) inappropriate behaviour in the Library (talking, gaming, loud headphones);

(xi) this list is not exhaustive.

(xii) Behaviour Minus Points should be entered into iSAMS as soon as practicable.

Three Minus Points (Academic and / or Behaviour) in one week will result in a Friday Lunchtime Detention.

7.6.3 Homework Catch Up & Friday Lunchtime Detention:

(a) A Homework Catch Up should be given for:

(i) failure to hand in homework on time;

(ii) failure to hand in homework of the expected standard;

(iii) all, or a significant amount, of a piece of academic work generated by AI (artificial intelligence).

(b) A Friday Lunchtime Detention should be given for academic misbehaviour or poor behaviour, such as:

(i) copying another student's academic work;

(ii) misconduct during an internal examination;

(iii) significant misbehaviour inside or outside the classroom;

(iv) inappropriate haircut;

(v) persistent inappropriate behaviour in the Library;

(vi) receiving three Minus Points in one week;

(vii) this list is not exhaustive.

(c) Students must be put into a Homework Catch Up or Friday Lunchtime Detention using iSAMS. The deadline for recording this is 16:30 for a Homework Catch Up and 14:30 on the Thursday before a Friday Lunchtime Detention. Teachers should never withdraw or put a student in Detention after the list closes without prior consultation with the Head of Year and Deputy Head (Academic).

(d) Homework Catch Up will take place each day, Monday to Thursday, and be supervised by a member of SLT and are intended to be supportive allowing students time to catch up or improve their academic work. Students are expected to bring the incomplete or below standard piece of homework to the Homework Catch Up to complete.

(e) Homework Catch Up and Friday Lunchtime Detentions take precedence over all other activities.

(e) Students who fail to attend a Homework Catch Up or Friday Lunchtime Detention without good reason will be placed in the next available Homework Catch Up or Friday Lunchtime Detention slot.

(f) Missing **two** consecutive Homework Catch Ups or Friday Lunchtime Detentions will result in a Monday or Friday After School Detention respectively.

7.6.4 Classroom Removal

(a) Classroom Removal is expected to be used very rarely, and is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of classroom removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student.

(b) Classroom Removal may be used as a response to serious misbehaviour. It is a serious sanction and should only be used when necessary and once other behavioural strategies in

the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

(c) The School uses seclusion to protect others from immediate harm when a student is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in the School's *Restrictive Interventions Policy*.

(d) When a student is removed from the classroom parents should be informed on the same day by email, by the relevant Head of Department and cc'ing the Deputy Head (Academic) and Deputy Head (Pastoral). As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

(e) Classroom Removal should only be used for the following reasons:

(i) to maintain the safety of all students and to restore stability following an unreasonably high level of disruption

(ii) to enable disruptive students to be taken to a place where education can be continued in a managed environment; and

(iii) to allow students to regain calm in a safe space.

(f) A student may be removed from a class for the remainder of that lesson.

(g) A student who is removed from a lesson should be taken firstly to either the subject department's office or a classroom where they should be supervised by a member of that department. If no other member of the department is available, the student should be taken to the School Office where they will be supervised by one of the Deputy Heads.

(i) Students should <u>never</u> be locked in the room they are removed to for disciplinary reasons. There may be exceptional situations in which it is necessary to physically prevent a student from leaving a room in order to protect the safety of students and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

(h) Before the student is re-integrated into the class they were removed from, the following should take place:

(i) The classroom teacher and the Head of Department should meet to discuss the events leading up to the Classroom Removal, to encourage the classroom teacher to reflect and to consider how to move forward positively. The need for an assessment of underlying factors of disruptive behaviour must always be considered.

(ii) The classroom teacher and the Head of Department should meet with the student to discuss the events leading up to the Classroom Removal, to encourage them to reflect on their behaviour which led to their removal and what they can do to improve and avoid such behaviour in the future.

(i) Classroom Removals must be logged on iSAMS using the Reward & Conduct Manager as soon as practicable by the member of staff responsible for removing the student, stating clearly why the student was removed.

(j) Classroom Removal data is reviewed regularly by the Deputy Head (Pastoral) to interrogate repeat patterns, the effectiveness of the use of Classroom Removal and to identify

students who may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

(k) Classroom Removal data will also be reviewed regularly by the Deputy Head (Pastoral) to look for patterns relating to students sharing any of the protected characteristics and to ensure the *Classroom Removal Policy* is not having a disproportionate effect on students sharing particular protected characteristics.

(l) Students should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headmaster or Deputy Head (Pastoral). These students should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be re-integrated and succeed within the mainstream school community.

7.6.5 The table below summarises the sanctions which may be awarded by academic staff following an instance of poor behaviour or poor effort. In all instances, the relevant member of staff will inform the student of the sanction and explain the reason for it. A record will be made on iSAMS and relevant staff will be automatically alerted to the sanction. This will often prompt a meeting between the student and their tutor to discuss the incident.

Sanctions issued by staff

Sanction	Cause	Sanction given by
Academic Minus Point	• Arriving to a lesson without the correct equipment to take full part and without a note from home • Being "off task" during a lesson after receiving a warning from a teacher	Academic Staff
Behaviour Minus Point	• Inappropriate appearance • Significant lateness to a lesson • Inappropriate behaviour outside of the classroom • Inappropriate mobile phone use by a Sixth Form student • Dangerous road crossing • Poor behaviour during a co-curricular activity • Missing a scheduled tutorial or House event • A phone or smart watch sounding in a Yondr pouch • Inappropriate behaviour in the Library (talking, gaming, loud headphones).	Academic Staff
Homework Catch Up	• Failure to hand in homework on time or to the expected standard	Academic Staff
Friday Lunchtime Detention	• Copying another student's academic work • Misconduct during an internal examination • Significant misbehaviour inside or outside the classroom • Persistent inappropriate behaviour in the Library • Receiving three Minus Points in one week	Academic Staff
Classroom Removal	• To maintain the safety of students and to restore stability following an unreasonably high level of disruption	Academic Staff

	• To enable disruptive students to be taken to a place where education can be continued in a managed environment • To allow students to regain calm in a safe space	
Friday After School Detention	• Missing an academic lesson or co-curricular activity with no good reason or insufficient prior notice • Failure to attend two consecutive Homework or Friday Lunchtime Detentions • Three Homework or Friday Lunchtime Detentions in a term • Academic misconduct during an internal exam • Dangerous behaviour in a laboratory or workshop • Defiance • Signing out offence • Possession of mobile phone outside a Yondr Pouch, or in a Yondr Pouch that is unlocked • Unreported damage to a Yondr Pouch • Recording (picture, film or sound) students or staff without their consent • The RBC Rhombus (see appendix B) provides an indication of the further types of behaviours which may result in a Friday After School Detention.	Heads of Year / Directors of Section or SLT
Monday After School Detention	• Failure to attend two consecutive Homework Catch Ups.	Deputy Head (Academic)
Saturday Detention	• The RBC Rhombus (see appendix B) provides an indication of the types of behaviours which may result in a Saturday Detention. • Failure to attend two consecutive After School Detentions (either Friday / Monday)	Directors of Section or SLT
Temporary Exclusion	• The RBC Rhombus (see appendix B) provides an indication of the types of behaviours which may result in a Temporary Exclusion.	Deputy Head (Pastoral) or Headmaster
Permanent Exclusion	• See 7.6.10 below. For more detail and information see the *Permanent Exclusion & Required Removal Policy.*	Headmaster
Required Removal	• See 7.6.11 below. For more detail and information see the *Permanent Exclusion & Required Removal* Policy.	Headmaster

7.6.6 After School & Saturday Detention:

(a) After School Detentions may be issued by Heads of Year, Directors of Section, the Deputy Head (Academic) and the Deputy Head (Pastoral) or Headmaster only;

(b) Saturday Detentions may be issued by Directors of Section, the Deputy Head (Academic) and the Deputy Head (Pastoral) or Headmaster only;

(c) The RBC Rhombus (see appendix B) provides an indication of the types of behaviours which may result in a Friday After School or Saturday Detention.

(d) Aggravating and mitigating factors which may affect the level of sanction applied may include the following:

Aggravating	Mitigating
Intent to harm/ causing actual harm Scale (number of people affected) Personal / targeted Power imbalance Discriminatory Endangering / Aggression Breach of trust Lack of cooperation, honesty or remorse Persistence / second offence Reputational damage	Being subject to provocation Pastoral difficulties / impairment Age and level of understanding Duress Being misled / entrapped Cooperation, honesty & remorse Prior good conduct

(e) Parents will be given at least 24 hours written notice before an After School Detention and at least one week's notice before a Saturday Detention;

(f) Failure to attend an After School or a Saturday Detention without prior agreement may lead to an escalation of sanctions.

(g) Three Homework or Friday Lunchtime Detentions in a term will result in a Friday After School Detention. Three Friday After School Detentions in a term will lead to a Saturday Detention, a meeting with a member of the Senior Leadership Team (**SLT**) and the student's Head of Year will contact their parents. Five or more Friday After School/Saturday Detentions in a term is extremely serious; the Headmaster or another member of SLT will write to the student's parents.

7.6.7 Non-Prejudicial Suspension:

A student may be Suspended while a complaint or concern is being managed by the School, for example, to allow a period of time for reflection or discussion with parents, to protect the integrity of any investigation into the alleged conduct or concern, to safeguard the student or others, to allow a 'cooling off' period before a disciplinary meeting is held. This measure is taken when a decision has not been made about a situation so it is therefore 'non-prejudicial' and not disciplinary. However, the School reserves the right to convert a Suspension into a Temporary Exclusion retrospectively, as well as impose any other sanction or outcome it considers appropriate.

7.6.8 Temporary Exclusion:

(a) The Headmaster will decide whether a student is to be Temporarily Excluded, either internally or externally, for a single very serious breach of school discipline or for a repeat of a more minor breach of school discipline.

(b) If Temporarily Excluded, a student will not be permitted on the School site for a specified period of time. They will not attend School for a period but will remain on the School roll. If a Temporary (Internal) Exclusion, the student may attend the School site, but must not interact with other students.

(c) Students who serve a Temporary Exclusion will have a re-integration meeting with the Headmaster on their return to school, accompanied by their Director of Section or Head of Year. This meeting will include discussion of any additional support required to help the student meet the expected standards of behaviour. Parents are welcome to attend this meeting.

7.6.9 Final Warning:

(a) A student may be placed on a Final Warning if the Headmaster considers this appropriate, for example, if their behaviour is:

i) a serious breach of school discipline which is sufficiently serious that any repetition could justify Permanent Exclusion or Required Removal;

ii) the repetition of more minor breaches;

iii) failure to comply with the requirements of an agreed behaviour management plan.

(b) If the student repeats any of the behaviour mentioned in the Final Warning letter sent to their parents, they are likely to be subject to Permanent Exclusion or Required Removal. The School reserves the right to issue a Final Warning alongside other sanctions, such as Temporary Exclusion.

7.6.10 Permanent Exclusion

A non-exhaustive list of the main types of misconduct (including behaviour or conduct outside of School and, where applicable, online) which could result in Permanent Exclusion are:

i) supply/possession/use of alcohol, tobacco, certain drugs or solvents (including their paraphernalia or substances intended to resemble them);

ii) bringing illegal, inappropriate or dangerous items into the School, such as: weapons, firearms, pornographic material etc;

iii) theft or unauthorised possession of any property belonging to the School, another student, or a member of staff;

iv) physical assault/threatening behaviour;

v) fighting;

vi) bullying (including cyber-bullying, prejudice-based and discriminatory bullying);

vii) child on child (including online) abuse;

viii) verbal abuse or threatening behaviour;

ix) abuse on the grounds of a protected characteristic according to the *Equality Act 2010* or any form of unlawful discrimination;

x) sexual violence and sexual harassment;

xi) sexual misconduct (including engaging in sexual relationships, sexting and/or the consensual or non-consensual sharing of nude or semi-nude images and/or videos);

xii) blackmail;

xiii) vandalism or computer hacking;

xiv) wilful damage to property;

xv) hate incidents or hate crime;

xvi) committing a criminal offence;

xvii) serious or persistent refusal or failure to obey the reasonable instructions of a member of staff or to follow the School rules;

xviii) behaviour which puts the safety and wellbeing of the student, or any other person, in jeopardy;

xix) persistent attitudes which are inconsistent with the School's ethos and values or one-off extreme behaviour which falls into the same category; and other serious misconduct, whether one-off or multiple incidents, whether inside or outside the School, which affects or is likely to affect the School's reputation or the welfare of any member of its community.

(a) The relevant procedures are set out in the School's *Permanent Exclusion & Required Removal Policy.*

(b) The responsibility for considering permanent exclusions and required removals rests with the Headmaster.

(c) Very rarely, student behaviour may be subject to Social Services or Police involvement. Under those circumstances, it may be necessary for the School to be guided by those external agencies' processes in terms of how it responds to a particular disciplinary incident.

7.6.11 Required Removal

A non-exhaustive list of the main circumstances which could result in Required Removal (including behaviour or conduct outside of school including, where applicable, online) includes the following:

(a) displaying recurring unwillingness to engage academically;

(b) repeated misconduct or a series of minor misdemeanours;

(c) conduct or behaviour (including conduct or behaviour outside of school or online) which is unsatisfactory, or in the reasonable opinion of the Headmaster the removal is in the School's best interests, or those of the student in question, or other children;

(d) misconduct having received a warning from a member of the Senior Leadership Team that further misdemeanours could result in the student losing their place at the School;

(e) where attendance is unsatisfactory, or in the reasonable opinion of the Headmaster the removal is in the School's best interests, or those of the student in question, or of other children;

(f) circumstances where the School is unable to meet the student's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required; and

(g) any other circumstance in which the School deems the student is unwilling or unable to benefit from the educational opportunity available.

(h) At the Headmaster's discretion, a sanction of Required Removal may be given in place of Permanent Exclusion, where they consider it appropriate to do so including for any of the reasons set out in 5.2.

As set out in the School's *Terms & Conditions*, the School may also require the removal of a student in circumstances where the Headmaster considers in their discretion that the behaviour

or conduct of a parent (or both parents) is unreasonable; or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of school staff, or brings (or is likely to bring) the School into disrepute (among the School community or the general public); or is not in accordance with their obligations under the *Terms & Conditions*. A non-exhaustive list of the main circumstances which could result in Required Removal of a student due to unreasonable parental behaviour or conduct includes the following:

(a) treating the School or a member of staff unreasonably;

(b) making a malicious allegation about the School, a member of staff, or a student;

(c) discriminatory, bullying or harassing conduct or behaviour towards staff (including sexual harassment);

(d) communicating with the School in person or in writing (directly or indirectly), in any manner which is deemed voluminous, relentless, confrontational, unreasonable or overly aggressive;

(e) behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and

(f) behaving in a manner which could or does adversely affect a student's progress at the School; and

(g) breaching the School's *Terms & Conditions (i.e. the Parent Contract)*.

The School reserves the right to impose sanctions for parental behaviour falling short of Required Removal, including but not limited to placing restrictions on a parent's access to the School / School events, communications with the School or the imposition of a warning (up to and including a final written warning).

7.7 Support and education for all parties

7.7.1 In responding to misconduct, the School will also consider the role of education. The objective in any response is to:

- Resolve conflict, and to hold individuals and groups accountable
- Repair and restore positive relationships
- Reduce, prevent and improve harmful behaviour
- Address the needs of the School community – understand and review factors which may have led to conduct

7.7.2 In managing misconduct, the School recognises that:

- Everyone has a unique perspective and it is important to understand the views of all parties
- Our thoughts and context influence what we do and say – the School must be able to unpick what is going on behind behaviour
- Students may need support to understand the impact and consequences of their actions
- Individuals involved in an incident may be best placed to find ways to make positive and sustainable changes to behaviour

7.7.3 In order to achieve the objectives above, the School will typically:

- Involve tutors and parents in discussions regarding misconduct so that the full context can be understood

- Consider the role of education alongside the role of sanctions – both in the way that constructive sanctions are issued and how incidents are discussed with students (for example in assemblies)
- Monitor carefully students involved in serious misconduct in order to provide ongoing support and intervention as required
- Consider whether incidents reveal the need for further training or support for staff

7.7.4 It is important after a student is issued with a sanction, no matter the seriousness of the sanction, for all staff to be aware that the student may be feeling a mixture of emotions.

7.7.5 It is also important a student feels, after the sanction has been completed, the "slate is wiped clean" and they have an opportunity to start afresh.

7.7.6 The Tutor of a student who has received a sanction should follow up with that student to provide an opportunity for the student to reflect on the sanction and to share any concerns or worries they may have. For more serious sanctions, this may be the Head of Year or Director of Section.

7.7.7 Heads of Year, Directors of Section and Tutors monitor patterns of behaviour within their year groups and interventions are put in place to support students who struggle to maintain good behaviour. Pastoral staff must consider the "bigger" picture, for example SEND issues or the student's home life, which may be impacting a student's behaviour and put in place appropriate strategies to mitigate their impact.

7.7.5 It is crucial students understand why they have been awarded a sanction and how to correct their behaviour in the future.

7.8 Communication with parents:

The School will seek to work constructively with parents to understand, support and address the behaviour of students.

7.9 Suspected criminal behaviour

7.9.1 When a member of staff or the Headmaster suspects a student may have been involved in criminal behaviour, the School will make an initial assessment of the incident by gathering enough information to establish the preliminary facts of the case. This initial investigation should be appropriately documented and any relevant evidence preserved as far as is reasonably possible. Suspected criminal behaviour will be reported to the Police.

7.9.2 Once a decision is made to report an incident to the police, staff must ensure any further action they take does not interfere with the police's processes and should liaise with the police as appropriate.

7.9.3 When making a report to the police, it is often appropriate to make in tandem a report to children's social care. In most cases the Designated Safeguarding Lead, or one of their deputies, would take the lead.

7.10 Malicious allegations against staff:

7.10.1 In accordance with the Department for Education's (**DfE**) guidance *Keeping Children Safe in Education* (2024), a malicious allegation is one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation. Where a student makes a malicious accusation against a member of staff, the Headmaster will consider what form of disciplinary action to take in accordance with this policy.

7.10.2 Should an allegation by a student against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with our policy, and the School's *Child Protection & Safeguarding Policy* and *Permanent Exclusions & Required Removals Policy*, as appropriate. Students should be aware that malicious allegations of abuse against staff (or indeed other students) may result in the temporary or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

7.10.3 Where a parent has made a malicious allegation, the Headmaster will consider whether to require the removal of the student from the School on the basis that they have treated the School or a member of staff unreasonably, with reference to the *Terms & Conditions* and *Permanent Exclusion and Required Removal Policy*.

7.11 Use of restrictive interventions:

7.11.1 The School's approach to the use of restrictive interventions is set out in the *Restrictive Interventions Policy*, available on the Parent Portal. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

7.12 Searching and Confiscation:

7.12.1 Any searches for and confiscation of prohibited items will be made in accordance with the DfE's guidance *Searching, Screening and Confiscation* (July 2022) and the School's *Searches and Confiscation Policy* which is set out in Appendix A.

7.13 Safeguarding:

7.13.1 Where behavioural issues suggest that a student is suffering (or is likely to suffer) significant harm or otherwise raises welfare concerns in respect of that student or others, the School's safeguarding procedures will be followed. Please see the School's *Child Protection and Safeguarding Policy* for further information.

7.14 Records:

7.14.1 All sanctions will form part of the student's disciplinary record. These records will be kept for as long as the School deems necessary in the case of a dispute or future query.

7.14.2 Any major sanctions are recorded in a centralised log on iSAMS, with the names of the student and staff member administering the sanction, the student's year group, the date of the offence and the reason for the sanction. Responsibility for overseeing this log lies with the Deputy Head (Pastoral).

7.19.3 All data is retained in accordance with the School's 'Data Protection' policies.

7.20 Review:

7.20.1 A student or their parents may request a Panel Review of the Headmaster's decision to permanently exclude a student or require their removal. Please see the School's *Permanent Exclusion & Required Removal Policy* for further details.

7.20.2 There is no right for a student or their parents to request a Panel Review of other sanctions, but a student who feels aggrieved may ask their Head of Year to take up their concerns with the member of staff who imposed the sanction. Parents may use the School's *Complaints Policy*.

8 Inclusive behaviour and tackling discrimination

8.1 Reading Blue Coat prides itself on being a kind and welcoming community. At all times, students are expected to include others and make them feel welcome. Friendship, trust, and support will always be celebrated; students who make a particular effort to include others and make them feel welcome will be rewarded. Diversity within the Blue Coat community is to be welcomed and celebrated.

8.2 There is no place for discrimination of any kind in the School and this message is given clearly by those in positions of responsibility. Education is always the best approach, but the School's *Behaviour, Rewards and Sanctions Policy* will also be in effect to deter discrimination and highlight the damage it causes. This includes both discrimination targeted against an individual and general discriminatory language (e.g. of a racist, homophobic, transphobic, sexist, ableist, ageist nature or religious hatred - antisemitism, Islamophobia). The School's approach to offences of this kind will always be consistent and cases of discrimination will never be minimised or ignored;

8.3 Discrimination is defined as behaviour which targets an individual or group of people based on the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. However, discrimination is not limited to protected characteristics. Any negative behaviour towards someone due their characteristics, e.g. appearance, socio-economic background, ideals etc., could be defined as discriminatory;

8.4 All instances of prejudice-based bullying or discriminatory behaviour should be logged by staff on iSAMS as soon as practicable and be followed up by the appropriate Head of Year;

8.5 Victims of bullying that is discriminatory in behaviour will be given appropriate and specific support for the type of discrimination they have experienced

8.6 Staff reporting the behaviour will follow the 4Es framework to ensure that the behaviour is challenged and the education is provided;

8.7 The reporting member of staff will issue a lunchtime detention for naive use of discriminatory language, which causes limited harm, as well as having an educational conversation with the student;

8.8 If the discriminatory language is directed towards an individual and / or causes significant harm, it will be followed up by the appropriate Head of Year and/or Director of Equality, Diversity and Inclusion (EDI) and could lead to a more serious sanction, such as a Friday After School Detention;

8.9 Repeat reports of discriminatory behaviour will be followed up by the appropriate Head of Year and/or Director of EDI;

8.10 The Director of EDI will review the discrimination log on a regular basis to ensure consistency of sanctions, identify areas for further education and look for patterns which will inform school policy;

8.11 A report based on the discrimination log is presented to the governors at the Safeguarding Committee at least termly and shared with Full Governing Board meetings.

4Es Framework

	What?	Who?	When?
Explore	• Call out discriminatory behaviour but try to understand where the behaviour is coming from in a non-confrontational way.	**Staff present**	**In the moment**
Educate	• Provide support to educate the student there and then, including other students present in the conversation. **Give a sanction if appropriate.** • **If it is not possible to educate at the time**, make it clear to the individual/s and others	**Staff present**	**In the moment**

	present that a conversation will take place at another time. • Reiterate behaviour expectations at the start of the next lesson/activity.		
Evaluate	• Meet in the near future to evaluate what has been learnt.	**Tutor, HoY, DoS, EDI**	**In the following days**
Escalate	• Loosely monitor to see how the student engages and conducts themselves going forward. • Where they display repeat behaviours, escalate.	**HoY, DoS, EDI**	**Ongoing**

9 Child-on-child abuse

9.1 The School is committed to providing students with a learning environment free from child-on-child abuse, ensuring all students are treated, and treat others, with dignity and respect. The School takes a 'zero tolerance' approach to any form of child-on-child abuse. Abuse must always be challenged and never excused, minimised, or normalised, by staff or any other member of our community. Suggesting that 'boys will be boys,' or that unacceptable behaviour is 'part of growing up,' or portraying harassment as a 'joke' or 'banter' is never acceptable.

9.2 Any student who has been the victim of child-on-child abuse, or who has witnessed unacceptable behaviour from another student(s), should report this to their Tutor or another trusted member of staff. The School will take all reports very seriously and will investigate and act as appropriate and according to the processes laid out in the *Child Protection and Safeguarding Policy*. This includes allegations that have taken place away from school or online.

9.3 If staff become aware of incidents of child-on-child abuse this must be reported to the Designated Safeguarding Lead (or DDSL) immediately. All staff must operate under the assumption that child-on-child abuse can and does occur at Reading Blue Coat.

9.4 Cases of suspected child-on-child abuse will always be passed on to the Designated Safeguarding Lead (Deputy Head [Pastoral]), in addition to the relevant Director of Section. Sanctions of an appropriate level will be consistently applied, most likely with significant sanctions for established cases of child-on-child abuse (with severe cases leading to Temporary or Permanent Exclusion). Where appropriate, the School will liaise with external agencies such as the police and children's services. Further details on how cases of child-on-child abuse will be managed is contained in Part 5 of KCSIE (2024).

9.5 There is significant overlap between the problem of child-on-child abuse and bullying, and therefore this policy should be read in conjunction with the *Anti-Bullying Policy* which contains details on pro-active measures taken by the School to prevent bullying.

10 Child-on-child sexual violence and harassment

10.1 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline and both inside and outside of school. Sexual harassment can take a wide variety of forms: sexual comments, physical behaviour or online. Further details can be found in the *Child Protection and Safeguarding Policy*.

10.2 Sexual violence includes acts such as sexual assault, assault by penetration, rape and causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party). A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity.

10.3 Sexual harassment and sexual violence can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBTQ+ pupils are more likely to be victims of these types of abuse. Evidence shows that boys are more likely to be perpetrators and girls to be victims.

10.4 Sexual violence and harassment are never acceptable, and will not be tolerated, at Reading Blue Coat. Students whose behaviour falls below expectations will be sanctioned. The sanction imposed will be proportionate to the offence and the circumstances in which it took place. Proven cases of rape and assault will constitute a serious breach of discipline and are highly likely to result in the permanent exclusion of the perpetrator(s). Where appropriate, students may be sanctioned whilst investigations by the police and/or children's services are ongoing.

10.5 All staff are required to challenge any instances of sexually abusive language or behaviour between students. It should never be excused, minimised, or normalised as 'banter,' 'an inevitable fact of life,' 'part of growing up' or 'boys will be boys.' Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. All staff are also expected to demonstrate and model manners, courtesy and dignified, respectful relationships.

10.6 It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual harassment or sexual violence. Nor should a victim ever be made to feel ashamed for making a report, or their experience minimised. It is also important to emphasise that the law is in place to protect children and young people rather than criminalise them. Section 17 of the *Child Protection and Safeguarding Policy* provides general guidance for listening to students and record-keeping, and section 15.7 provides specific guidance on how to respond to claims of sexual harassment or sexual violence.

10.7 The School will respond appropriately to all reports and concerns about sexual harassment and/or sexual violence both online and offline, including those that have happened outside of the School. All reports and concerns should be passed on to the Designated Safeguarding Lead (or DDSL) who will respond on behalf of the School swiftly, on a case-by-case basis and in accordance with the procedures in the *Child Protection and Safeguarding Policy* and the principles laid out in Part 5 of KCSIE (2024). Where appropriate, the School will liaise with external agencies such as the police and children's services.

10.8 If a report of sexual violence or sexual harassment is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider if disciplinary action should be taken against the student who made the allegation and/or whether a referral to local authority children's social care is appropriate.

11 Online behaviour

11.1 All students are expected to adhere to the same high standards of behaviour online as apply offline. Everyone has the right to be treated with kindness, dignity and respect.

11.2 Inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in the same way as offline behaviour.

11.3 The *Child Protection and Safeguarding Policy* will be followed and the Designated Safeguarding Lead informed when an incident raises a safeguarding concern.

11.4 When an incident involves nude or semi-nude images and/or videos (including those generated by AI), staff should immediately refer the incident to the Designated Safeguarding Lead or one of their deputies. Staff should never look at the images or videos.

11.5 Many online behaviour incidents occur outside the School day and off the School site. The School reserves the right to sanction students when, for example, their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the School, when the student is identifiable as a member of the School or if the behaviour could adversely affect the reputation of the School.

12 Mobile Phones

12.1 The School is a mobile phone free environment. The School has regard to the DfE guidance *Mobile phones in schools* (January 2026) and ensures that students do not have access to their mobile phone throughout the School day including during lessons, the time between lessons, breaktimes and lunchtime. Further details can be found in the School's *E-Safety, Digital Communications and Student Device Policy*

12. 2 Students may bring mobile phones into school.

12.3 Students in Years 7, 8, 9, 10 and 11 are not permitted to use their mobile phones during the School day (08:35-16:10). Students may bring mobile phones to school for the purpose of safe travel to and from the School. The expectation is mobile phones will be placed in the student's Yondr pouch until the end of the School day. If students need to call home due to an emergency, they may request permission to do so from a member of the Lower or Middle School teams.

12.4 Students in Years 12-13 may use their mobile phones in the Sixth Form Centre or Annexe or on the direct instruction of a member of staff. They must be switched off during academic lessons, study periods and whilst using the Library.

12.5 Students are not permitted to make recordings (picture, film, sound) of students or staff without the direct instruction of a member of staff.

12.6 Students should not bring other electronic devices into school (e.g. gaming devices, speakers, etc.).

12.7 Staff may search a student for a mobile phone, or any other electronic device

13 Update Schedule

Author(s):	Guy Williams (Deputy Head [Pastoral])
Date:	June 2026
Review Frequency:	Annually
Next Review Date:	June 2027
References:	• Anti-Bullying Policy • Child Protection & Safeguarding Policy • Complaints Policy • Drugs & Drugs Testing Policy • Permanent Exclusion & Required Removal Policy • Restrictive Interventions Policy
Agreed by:	 Clare Freeman (Safeguarding Governor) *on behalf of the Full Governing Board*
Date of Agreement:	June 2026

APPENDIX A – Searches and Confiscation Policy

All schools have a general power to impose reasonable and proportionate disciplinary measures on students (*Education and Inspections Act 2006*). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation complies with the DfE's guidance, *Searching, Screening and Confiscation* (July 2022).

The School will balance students' right to respect for private life with the need to conduct a search, seeking the student's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

The Headmaster can carry out searches and retain or dispose of items in accordance with this policy. They have also authorised the following staff members to do so:

- Members of the SLT
- All Directors of Section and Heads of Year
- All members of the teaching staff

The School will always consider the age of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's *Child Protection & Safeguarding Policy*.

1 Prohibited items

1.1 The School deems the following to be "prohibited items" in accordance with Section 550ZA(3) of the *Education Act 1996* and Regulation 3 of *the Schools (Specification and Disposal of Articles) Regulations 2012*:

1.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

1.1.2 smoking and vaping paraphernalia, fireworks and pornographic images;

1.1.3 any article that a member of staff reasonably suspects has been (or is likely to be) used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the student); and

(c) any item banned by the School's 'Guidelines' in the *Student Manual* or the *Drugs & Drug Testing Policy*

1.2 The School has banned items that are reasonably believed potentially to cause harm or disruption. Students must not have these items in their possession on the School site or when they are in the lawful charge and control of the School (for example, on a school trip).

2 Searching with consent

2.1 The student will usually be asked to consent before any search is undertaken. The age, maturity and any special needs of the student will be taken into account when considering their ability to consent. Written consent will not usually be required.

2.2 If a student refuses consent, and staff believe they are in possession of a *banned item*, the School can reasonably assume they are in possession of the item and act according *to* the School's *Behaviour, Rewards & Sanctions Policy*.

2.3 Before a search with consent begins the member of staff conducting the search should seek another member of staff to act as witness to the search and to affirm that the student freely gives consent. Where possible, the searcher and the second member of staff present will be the same gender as the student. At least one of these members of staff present should be a member of the Senior Leadership Team or a Director of Section, unless urgency dictates this is impractical (in which case, a note should be made of the search and shared with the Deputy Head (Pastoral) as soon as practically possible).

3 Searching electronic devices

3.1 In response to an allegation of cyberbullying, or some other significant behavioural or safeguarding concern that involves electronic devices, certain staff are permitted to conduct a search for and of electronic devices.

3.2 Searches take place where there is a reasonable suspicion that an electronic device may be used to commit an offence or cause personal injury (including the emotional harm of bullying) or damage to property. Parent consent is not required, but they will be informed after the event unless doing so presents a further risk to the child.

3.3 If there is a suspicion that the device contains pornographic images or nude or semi-mude images of children, please see 4 below.

3.4 The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, where the files should not be deleted and the device must be given to the Police without delay.

3.5 If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, or are advised by the Police following a report to them that they will not take any further action to investigate an alleged offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this policy and the *Behaviour, Rewards & Sanctions Policy* (or any other relevant policy governing student conduct). The School may then take steps to sanction students, where appropriate. In the event that the search highlights a safeguarding concern in respect of any student, the School will follow the procedures set out in the *Child Protection & Safeguarding Policy*.

3.6 School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

3.7 These devices should be delivered to the School Office as soon as is practical with a clear explanation of the behaviour. An appropriate sanction should be given.

3.8 Details of any search, including the results of any search, and the actions taken following that search must be passed to the Deputy Head (Pastoral) using this form. The School will keep a record of all searches carried out. Responsibility for overseeing this record lies with the Deputy Head (Pastoral).

4 Pornographic images and/or indecent images of a child:

4.1 Staff who suspect they may discover or discover pornographic images and/or indecent images of a child must report this immediately to the Designated Safeguarding Lead (DSL). Staff must not intentionally view any such images and must never copy, print, share, store or save such images under any circumstances. If these

are viewed accidentally, the circumstances should be reported and explained verbally and in writing to the Designated Safeguarding Lead (DSL) without delay. The copying or storing of suspected pornographic images or suspected nude or semi-nude images of children is prohibited and could potentially constitute a criminal offence.

4.2 The DSL will make a referral to children's social care and/or the police immediately to report the suspected or alleged discovery of pornographic images and/or indecent images of children.

5 Searching for prohibited items

5.1 Where the Headmaster or an authorised member of staff have reasonable grounds to suspect that a student may have a prohibited item, no consent is required and the search will be carried out. Reasonable force may be used during such a search, with the exception of searches for items only banned by the 'Guidelines' in the *Student Manual*.

5.2 No search will be conducted without having first sought permission from the Headmaster or Deputy Head (Pastoral) in the first instance, or another member of the Senior Leadership Team (SLT) when they cannot be contacted. A member of the SLT or Director of Section should be present when a search is conducted, unless urgency dictates this is impractical (in which case, a note should be made explaining why this was impractical and shared with the Deputy Head (Pastoral) as soon as practically possible).

5.3 Searches will be carried out on School site or where the member of staff has lawful control or charge of the student (for example, on a School trip or in training settings).

5.3.1 When students travel outside England on a School trip, a condition of participating in the trip will be that students give written consent to any search considered necessary by an authorised member of staff when they are outside England.

5.4 The student should be informed a search will take place and the *grounds* for doing so. Staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. The student should be given the opportunity to make a comment, prior to the search being carried out, about whether or not any property may be found.

5.5 If there are reasonable grounds for suspecting that a student has a prohibited item, it may be appropriate for a member of staff to carry out:

5.5.1 a search of outer clothing;

5.5.2 a search of School property (for example, a locker or a desk); and/or

5.5.3 a search of personal property (for example, a bag or pencil case).

5.6 Searches will be conducted in a manner that minimises embarrassment or distress. Unless the circumstances are immediately dangerous, searches will be carried out in the presence of another member of staff. Where possible, the searcher and the second member of staff present will be the same gender as the student.

5.6.1 Where it is reasonably believed that serious harm may be caused to a person if the search is not immediately carried out, a member of staff may carry out a search of a student of the opposite sex and/or in the absence of another staff member.

5.7 Under no circumstances may a student be requested to remove clothing down to their skin (i.e. they should not take off their shirt or trousers / skirt). It is, however, reasonable to request that pockets are turned out and articles of clothing, such as jackets, are removed and searched.

5.8.1 If a student refuses consent and staff believe they are in possession of a *prohibited item* the police should be called.

5.9 Where authorised staff 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.

5.10 There is no legal requirement for the School to inform parents before a search takes place or to seek their consent, and it is not generally practical to do so. However, the School will inform parents of any search that has taken place and provide details of any items found at the earliest possible opportunity.

5.11 The School will keep a record of searches which can be inspected by the parents of the student(s) involved, subject to any restrictions under the School's *Data Protection Policy*. Responsibility for overseeing this record lies with the Deputy Head (Pastoral).

5.12 The Designated Safeguarding Lead, or one of the Deputy Designated Safeguarding Leads, should be informed of any searches related to prohibited items because possession of such items may raise concerns that the student (or any member of the School community) is, or is at risk of, being harmed. Under such circumstances, the procedures for making a referral to children's social care outlined in the School's *Child Protection & Safeguarding Policy* will be followed.

5.13 Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that students and staff receive support and debriefing where needed

6 Confiscation

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

6.2 Confiscation may take place whether or not a student has consented to a search.

6.3 In appropriate cases, we will consult parents about how the School should dispose of certain items.

6.4 The School will take reasonable care of any items confiscated from students. However, the School does not accept responsibility for loss or damage to property (unless negligent or guilty of some other wrongdoing causing injury, loss or damage).

7 Handling of confiscated items:

7.1 Alcohol will be disposed of by pouring into a drain or being placed into a refuse bin.

7.2 Controlled drugs will usually be delivered to the police as soon as possible. The drugs may be destroyed without the involvement of the police if an authorised member of staff thinks there is an exceptional reason to do so. The staff will use their professional judgement to determine whether the items can be safely disposed of.

7.3 Other substances which are not illegal drugs but are harmful or detrimental to good order and discipline (for example "legal highs"), may be confiscated and destroyed. Where it is unclear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as per item 5.5.2.

7.4 Stolen items will usually be delivered to the police as soon as possible. However, they may be returned to the owner without the involvement of the police if an authorised member of staff thinks there is good reason to do so. This is likely to apply to items of low value (for example, pencil cases).

7.5 Smoking and vaping paraphernalia will be confiscated and may be destroyed or returned to parents.

7.6 Fireworks will be disposed of safely and at the discretion of an authorised staff member (this includes donating the fireworks to an appropriate charity).

7.7 Articles used to commit an offence may be delivered to the police, returned to the owner, retained or disposed of at the authorised staff member's discretion.

7.8 Weapons or items which are evidence of an offence will be passed to the police as soon as possible.

7.9 Items banned under the School's 'Guidelines' in the *Student Manual* may be returned to their owner, retained or disposed of at the authorised staff member's discretion.

8 Complaints about searching or confiscation

8.1 Complaints about searching or confiscation will be dealt with through the School's *Complaints Policy*.

APPENDIX B – The RBC Rhombus

'The RBC Rhombus' – the graphic below - is designed to give a quick overview of expectations for rewards and sanctions. This is inherently a flexible structure and actual rewards may very dependent on the context, while sanctions may depend on the aggravating and mitigating factors.

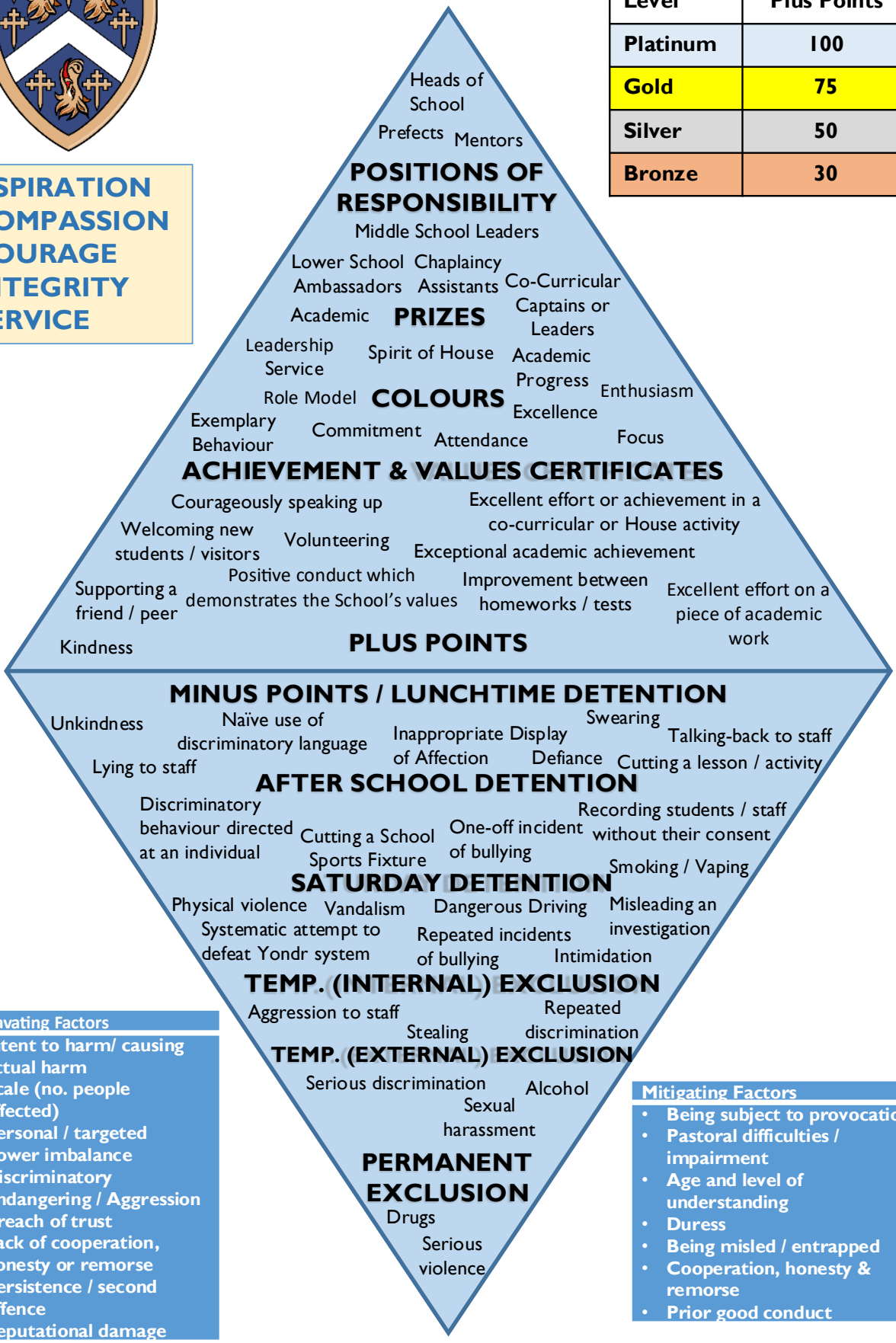
One important purpose of this diagram is to encourage students to consider their behaviour overall and look at good behaviour as something that could be achieved and recognised. A further, important purpose of the RBC Rhombus is to help students understand behavioural boundaries and avoid sanctions. The philosophy is, **'sanctions exist so as not to be used'**.

This diagram must be understood in the context of the aggravating and mitigating factors mentioned above, so the offence may end up leading to a higher or lower sanction than the one identified here. For example, deliberate vandalism leading to serious damage or destruction of property could in theory incur an exclusion, while accidental vandalism through carelessness might lead to a lower level sanction.

N.B. 'Physical violence' is never tolerated. While it is recognised that physical play is typical and understandable among young people, there are clear signs when this has turned violent, i.e. there is one of the following: intent to hurt, lack of consent, causing of physical injury or distress, the context – angry words, etc., an understanding of the situation as 'a fight'. Rarely will the idea that violence is 'a game' or mistaken be accepted as mitigating, as these points may often be used by perpetrators to justify violent behaviour and victims may feel pressured to agree that no harm was intended. Therefore, sanctions will nearly always follow. If students engage in this behaviour, their first expectation should be that they would receive a Saturday Detention. Violence that inflicts harm may be treated more seriously (with a temporary or permanent exclusion).

ASPIRATION
COMPASSION
COURAGE
INTEGRITY
SERVICE

Achievement Certificates	
Level	**Plus Points**
Platinum	**100**
Gold	**75**
Silver	**50**
Bronze	**30**



Aggravating Factors

- **Intent to harm/ causing actual harm**
- **Scale (no. people affected)**
- **Personal / targeted**
- **Power imbalance**
- **Discriminatory**
- **Endangering / Aggression**
- **Breach of trust**
- **Lack of cooperation, honesty or remorse**
- **Persistence / second offence**
- **Reputational damage**

Mitigating Factors

- **Being subject to provocation**
- **Pastoral difficulties / impairment**
- **Age and level of understanding**
- **Duress**
- **Being misled / entrapped**
- **Cooperation, honesty & remorse**
- **Prior good conduct**