



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

BEHAVIOUR POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Joanna Fox and James Savile

Governor Committee Review: Pupil Welfare

Review Cycle: Annual

Reviewed: September 2025

PRINCIPAL: Joanna Fox, BA (OU), PGCE (Anglia Ruskin).

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Since 1893

1. Introduction

This policy applies to the Harrogate Ladies' College Family of Schools – Highfield Pre School, Highfield and College - hereafter referred to as "the School".

This policy responds to the Independent Schools Standard Regulations 2014, which includes the requirement that all schools must have a behavior policy which must be available to all parents and prospective parents. It also responds to the DfE [*Behaviour in Schools: Advice for headteachers and school staff* \(February 2024\)](#) guidance.

The School also acknowledges its duties and makes reasonable adjustments under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

Associated Policies

- *Anti-bullying Policy*
- *Expulsion, Removal and Review Policy*
- *Online Safety and Acceptable Use Policy*
- *Safeguarding and Child Protection Policy*
- *Smoking, Vaping, Alcohol and the Misuse of Drugs and Substances Policy*

Departmental Advice

This policy was written with regard to advice from the following Department of Education advice:

- *Behaviour in schools: Advice for headteachers and school staff* (updated February 2024)
- *Behaviour and discipline in schools: Guidance for governing bodies*
- *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* (July 2017)
- *Use of reasonable force: Advice for headteachers, staff and governing bodies* (July 2013, minor update January 2025)
- *Screening, searching and confiscation: Advice for headteachers, staff and governing bodies* (July 2022)
- *Keeping Children Safe in Education 2025*
- *Sharing Nudes and Semi-Nudes* (updated March 2024)

Policy Statement

The School's expectations in terms of pupil behaviour and discipline are directly tied to the stated aims and values of the School:

School Aims:

- To inspire and nurture pupils so as to engender in them a deep passion for learning and a love of life;
- Our pupils will be challenged to be the best they can be: responsible citizens of their community and the world; and
- Our pupils will value every individual equally, with respect and openness of mind

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

School Values:

- Hard work and service
- Trust, loyalty, inclusiveness and honesty
- Conscientiousness, decency, forgiveness, compassion and gentleness.

It is our belief that the best way to ensure the highest standards of behaviour in the School is to create a positive culture based on a pattern of relationships where all members of our community treat each other with respect. A school culture that is founded on mutual respect between all members of its community will lead to harmonious relationships. It will help pupils to fulfil their potential, individually; socially as members of the many communities of which, over time, they will be part; and academically. In short, life at the School should encourage our pupils to be good citizens.

2. Policy Aims

The aims of this policy are:

- to actively promote the welfare of all pupils;
- to provide a clear and comprehensive guide for all members of the School community including Governors, School leaders, pupils, teachers and parents/guardians, in line with government guidance (see above)
- to promote good behaviour, self-confidence, self-discipline, respect and academic endeavour;
- to provide an effective learning environment in an orderly community;
- to ensure a safe, positive environment in which pupils have the opportunities to discover and develop their talents;
- to set out the School's expectations in relation to behaviour and regulate the conduct of pupils;
- to clarify the types of support which will be provided to pupils to help them to meet the behaviour standards, making reasonable adjustments for pupils with SEND, as required;
- to promote an inclusive and tolerant community in which pupils and staff treat one another kindly and respectfully;
- to prevent bullying, including cyberbullying, prejudiced-based and discriminatory bullying (in conjunction with the *Anti-bullying Policy*);
- to reward good work and effort in all aspects of pupil life; and
- to work with pupil and parents to resolve behavioural and disciplinary conflicts effectively and supportively.

3. Scope

The School Governors and the Principal intend that the Code of Conduct and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example during half term and in the holidays.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School community or a member of the public, or which brings the School into disrepute.

According to its duties under the Equality Act 2010, the School makes reasonable adjustments to the parameters laid out in its *Behaviour Policy* for pupils with SEND requirements. Tracking a pupil's pattern of behaviour – for example, large numbers of behaviour points for disorganisation – may also assist the School in identifying an Additional Learning Need in a pupil. Equally, it will not be assumed that because a pupil has SEND, it must have affected his/her behaviour on a particular occasion. Judgments will be made with reference to the Equality Act 2010.

The School recognises its responsibilities to ensure that this policy promotes good behaviour amongst pupils and sets out sanctions in the event of pupils' misbehaviour. The policy is available to parents and prospective parents, as well as the Chief Inspector, Secretary of State of an Independent Inspectorate.

4. Specific Roles and Responsibilities

Governors will:

- Ensure relevant policies are up to date, fit for purpose and followed effectively, with regular reviews to ensure there is due regard to guidance from the relevant bodies.
- Act as panel members in the case of an appeal.
- Monitor and review relevant data which has been collated in order to ensure School leaders are identifying possible contributing factors to any trends in poor behaviour.
- The Chair of Governors will be informed in case of expulsion of an individual pupil.
- The Nominated Safeguarding Governor will be informed/consulted in complex cases which may involve external agencies.

The Principal:

- Is responsible for implementing measures to secure acceptable standards of behaviour which are in line with the national minimum expectation. On a day-to-day basis, responsibility is delegated to the Head of Highfield and the Heads of School in College; and
- Will manage any expulsion or suspension process.

School Leaders (Assistant Heads, Deputy Heads) are responsible for:

- Visibly and consistently supporting all staff in managing pupil behaviour by ensuring this policy is followed;
- Ensuring measures are put in place and interventions are used to improve pupil behaviour, making reasonable adjustments for pupils with SEND where appropriate;

- Ensuring pupil behaviour does not disrupt teaching, learning or school routines; ensuring all members of the School community create a positive, safe environment in which poor behaviour is not tolerated and where everyone is treated respectfully; and
- Ensuring any incidents of bullying, discrimination or poor behaviour are dealt with quickly and effectively.

Classroom teachers and all staff are responsible for:

- Developing a calm and safe environment for pupils, and establishing clear boundaries of acceptable behaviour;
- Modelling the School's values and expected high standards of behaviour;
- Attend training;
- Identifying how certain SEND, poor mental health or external factors may affect behaviour; and
- Ensuring concerns are logged and reported in line with policy.

Parents/Guardians should:

- Understand that, by signing the parent contract with the School, they undertake to uphold the School's policies and regulations, including this policy;
- Support the day-to-day work of school staff in their efforts to ensure we are able to maintain the highest standards of behaviour, by reinforcing the School values at home;
- Familiarise themselves with this policy and its principles as well as associated policies, taking care to understand the systems and processes in place; and
- Where appropriate, be included in any pastoral work following misbehaviour and support the work of School staff.

(See also Partnership with Parents in Section 11 below)

5. Pupil Voice

Pupils are engaged through a variety of bodies such as HLC Voice, Highfield School Council, School Prefects, PSHE lessons and tutorial sessions to contribute to the development of this policy.

6. Expectations of the Pupils

High-quality interactions with each other are by far the most powerful ways of promoting good behaviour – whatever our age or stage within the community. There are opportunities for the explicit development of social and relational skills in the PSHE programme.

We expect our pupils to know, understand and follow the school rules and abide by this policy as well as the School's *Anti-bullying Policy* and *Acceptable Use Agreement*. They should also follow our Code of

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Conduct which is set out in Pupil Planners. Form Tutors discuss these guidelines with pupils at the start of the academic year during form time and the first PSHE lessons. At the start of the academic year, Housemistresses also discuss these guidelines with boarders in the first House meetings rules to ensure the smooth running of the boarding community.

The principles on which this policy is based are that all pupils are entitled to:

- a broad and balanced curriculum which is differentiated to age, aptitude and ability
- experiences and pastoral support which promote positive social and personal development
- a school experience which is free from bullying and disruption
- a school environment which upholds the rule of law
- a school environment where each member respects and values others

The School is responsible for responding to the needs of the community it serves and for developing effective policies and guidelines.

Early intervention will increase the likelihood of problems being quickly and effectively resolved.

Some pupils will go through periods in school when they will need particular support or encouragement; the majority of these difficulties will be short-lived and will be responsive to school procedures. We also understand that transition points can be difficult for pupils and look to support them through these phases in particular.

Some pupils may need specialist support, including from external agencies to help deal with:

- emotional and/or relationship difficulties which can prevent effective learning and may require support from other agencies, such as counsellors
- dissatisfaction and/or disruptive behaviour which can interfere with education achievement and progress of peers
- other issues requiring support from external agencies such as speech therapists, occupational therapists and so on

The School acknowledges the need to take a positive approach to pupils' behaviour and their emotional and behavioural management.

All members of staff have a responsibility for managing behaviour during the school day and throughout school trips. Pupils are, however, expected to behave sensibly and responsibly at all times, including when travelling to and from school, and when taking part in school trips and exchanges.

Inside the classroom, staff use their professional expertise to encourage positive behaviour by delivering lessons which are well prepared, appropriately targeted and which take into account the needs of the students. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order to ensure the school environment is one of cooperation, respect and shared responsibility. Behaviour management is a whole school responsibility.

All staff have a responsibility to:

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- Provide a safe, welcoming environment
- Place the emphasis on teaching and learning
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking advice/support when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/needs of the pupil
- Work in partnership with parents and guardians

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual who belongs to our school community
- De-escalate incidents and seek to reconcile

7. Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer, significant harm, whether inside or outside of School, they should follow the procedures set out in the Schools *Safeguarding and Child Protection Policy* and discuss their concerns with the School's Designated Safeguarding Lead (or deputy) without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and discuss concerns with the pupil's parents accordingly.

8. Behaviour addressed by this policy

The School's Behaviour Policy addresses the following:

- a) Shared routines in teaching and learning
- b) Recognition and celebration of achievement
- c) Serious misbehaviour
- d) Sanctions including serious breaches of discipline
- e) Malicious allegations against staff
- f) Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- g) Child-on-child abuse
- h) Child protection
- i) Equality of opportunity
- j) Sexual and racial harassment

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- k) School trips and visits, including misbehaviour outside of school or online
- l) Drugs, Alcohol, Tobacco and Vaping

a) Shared routines in teaching and learning

Staff will:

Ensure emphasis is placed on teaching and learning – staff and pupils should work together to promote an ordered environment to enable effective teaching and learning to take place.

b) Recognition and celebration of achievement

We promote good behaviour through an assumption that this is how we all should conduct ourselves. Recognition of good behaviour can be informal and casual, in the sense that it occurs in response to ordinary everyday situations. Our fundamental assumption is that people will behave well towards each other.

Good work and behaviour in classrooms and around the school will be rewarded with courtesy, praise and encouragement. The School also operates a system of rewards for exceptional work and behaviour, which will receive public recognition through the merit and presentation of awards systems (See Appendix 1 below). 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.

c) Serious misbehaviour

All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion, that the Principal can impose for serious breaches of discipline, including but not limited to behaviour potentially amounting to criminal behaviour. Examples of serious breaches of discipline which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco (including e-cigarettes/vapes) abuse;
- Theft;
- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Child-on-child abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual harassment or assault;
- Racist, sexist or homophobic abuse (on- and off-line);
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

d) Sanctions

The Principal may prescribe and authorise the use of any sanctions as comply with good education practice, to promote good behaviour and modify inappropriate behaviour.

Most examples of inappropriate behaviour can be dealt with by a quiet word and a system of minor sanctions. Again, as with rewards for good behaviour, sanctions are designed to be fitting to the age group at which they are aimed.

For more serious transgressions, there are systems in place to respond appropriately.

Boarding sanctions are awarded according to the Boarding Handbook and are logged on iSAMS. For serious behaviour breaches in boarding, the usual serious sanctions are applied.

Further information about and examples of the sanctions that may be used at the School are set out in Appendix 2.

This sanction could take the form of:

- a behaviour contract if the behaviour of a pupil does not improve with minor sanctions;
- a formal warning that a repeat of such serious misbehaviour could lead to a period of suspension from School; or
- a period of suspension.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

In the most serious cases, the School may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be effective.

The Principal will decide whether the matter should be dealt with according to the procedures in the School's *Expulsion, Removal and Review Policy*.

In these circumstances, the possible sanctions are:

- **Removal:** a pupil may be Removed from the School, or from boarding, if after consultation with the parents and if appropriate the pupil, the Head / Principal, as applicable, is of the opinion that:
 - by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School; or
 - a parent has treated the School, members of its staff or any member of the School unreasonably.

In these circumstances, the parents may be permitted to withdraw the pupil as an alternative to Removal being required.

- **Expulsion:** a pupil is liable to Expulsion for a grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

A pupil or his / her parents may request a Governors' Review of a decision to expel or remove a pupil from the School. See the School's separate Expulsion, Removal and Review Policy.

A pupil may be suspended pending the outcome of an investigation or a Governors' Review.

The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School's Code of Conduct. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

e) **Malicious allegations against staff**

The School recognises there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns. However, when a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance *Keeping Children Safe in Education* (2025), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

f) **Bullying (refer also to the *Anti-bullying Policy*)**

The School believes in equal opportunities: all members of the community are of equal worth and should be treated respectfully and have rights and responsibilities towards each other. Anyone

known to be involved in bullying will be dealt with promptly. Bullying will not be ignored and pupils will be encouraged to share their concerns.

The School works to prevent bullying by including anti-bullying material, rights responsibilities and disabilities as part of the PSHE programme, tutorials and assemblies.

Staff have a responsibility to treat each other and pupils with respect and model good behaviour.

g) Child-on-child abuse (refer also to the *Safeguarding and Child Protection Policy*)

Children of any age can abuse other children and this can happen inside and outside of school as well as online (Please refer to Appendix 3 of the *Safeguarding and Child Protection Policy* for examples of this type of behaviour). Such behaviour is never accepted and will be considered as both a safeguarding issue and, potentially, a disciplinary one. The School has a zero-tolerance approach to such abuse and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the School will be treated as seriously as an incident occurring in School.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the School reserves the right to involve the police.

The staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy so appropriate action can be taken. (See Appendix 3 of the School's *Safeguarding and Child Protection Policy* for appropriate action)

The School recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases, the staff will provide support and intervention, and apply safeguarding procedures as appropriate.

h) Child Protection (refer also to the *Safeguarding and Child Protection Policy*)

All members of the School community will be kept safe through effective procedures for child and adult protection. Staff make provision to consider whether a pupil's behaviour gives cause to suspect they are suffering, or are likely to suffer, **significant harm**. Where a staff member feels this may be the case, they should follow the School's *Safeguarding and Child Protection Policy* and procedures. Staff should also consider whether a child's continuing disruptive behaviour may be as a result of unmet educational needs, disability or other needs: they should consider whether a multi-agency assessment is necessary to support an individual pupil. Consideration should also be given as to whether poor behaviour results from experiencing transitional difficulties such as moving from another country or school.

i) Equality of opportunity

The School believes in equal opportunities for all.

The School acknowledges its legal duties under the *Equality Act 2010*, in respect of safeguarding and of pupils with special educational needs and disabilities (SEND). We make reasonable adjustments, in consultation with parents, staff and appropriate external agencies, when considering the behaviour management of pupils with SEND.

The School has a legal duty under the *Disability Discrimination Act 1995* not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

Other than in exceptional circumstances, SEND pupils should not be permanently excluded.

j) Racial/Sexual Harassment

Racial or sexual harassment will not be tolerated. We are resolutely committed to the promotion of equality and the creation of a learning community free from intolerance, discrimination and unconscious bias. We are clear that ethnicity is a protected characteristic and we support the Black community in the struggle against racism and in tackling matters of inequality.

k) School Trips and Visits

All school trips and visits must be officially approved by the Senior Master (College) or Head of Highfield and should follow the guidelines set out in the relevant policy document. Pupils and parents should be made aware of the expectations.

Managing Behaviour outside of school:

On occasion, the Principal and teachers may apply the provisions of this policy to pupils for misbehaving outside of the school premises or online “to such an extent as is reasonable”.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or is wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

I) Drugs, Alcohol, Tobacco and Vaping (refer also to the *Smoking, Vaping, Alcohol and the Misuse of Drugs and Substances Policy*)

All pupils at Harrogate Ladies' College (HLC) are expected to abide by the law of the land at all times. They should also be aware that, whilst either on site or in the local area, they are representatives of the School and thus should behave as ambassadors. Any pupil in possession of an illegal substance should expect the most serious sanctions.

HLC is a no smoking/no vaping site. Pupils found to be: smoking or vaping; in the company of smokers or vapers; or in possession of smoking or vaping paraphernalia whilst on the School site will face sanctions and possible suspension. Any pupil found smoking inside a building at the School is endangering the lives of others and may face immediate expulsion.

If a pupil is thought to be in possession of illegal substances – cigarettes, vaping equipment, solvents, drugs or alcohol – staff should follow the guidance in Appendix 4, essentially:

Searching pupils

Any searching, screening or confiscation measures will follow the DfE guidance (found [here](#)) and should never be entered into without the express knowledge or permission from the Principal, Senior Deputy or Head of Highfield.

Informed consent: The School staff may search a pupil or his / her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his / her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see **Appendix 4** for the School's policy on searching and confiscation.

9. Modifying Inappropriate Behaviour

Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of Reasonable Force* (July 2013) and as set out in Appendix 3.

Corporal punishment is not used or threatened at the School and force is never used as a form of punishment.

10. Records

The School prioritises reflecting on the efficacy of its Behaviour Policy as well as recording and reflecting on individual pupils' behaviour in order to spot patterns for that child and the School as a whole.

This is carried out in the following ways:

- through the tracking and monitoring of data provided through Interventions and CPOMS for individual pupils;
- through regular reflection by the Heads of School in individual meetings with Tutors and the Senior Deputy, in which behaviour patterns are reviewed to assess pastoral need; and
- Serious sanctions are recorded, with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. This log is reviewed regularly by the Senior Deputy so that patterns in behaviour can be identified and managed appropriately and lessons identified.

11. Partnership with Parents

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The School will, therefore, seek to involve parents/guardians actively on behaviour issues. Approaches will include:

- phone calls
- meetings
- early involvement
- letters
- supporting pupils on report
- pupil academic planners which allow for two-way communication
- invitations to agency meetings
- follow-up and routine communication

Parents will be informed of any behavioural incidents that breach the terms of this policy or require sanction within one day or as soon as practicable. Parents/Guardians are welcome to approach the School for informal or formal discussions about their child's education.

12. Monitoring and Review

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

The School will record all behavioural incidents and sanctions in accordance with this policy, which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils. When patterns are identified, the School will decide upon an appropriate course of action, which may include more staff and pupil training, incorporating learning points into pupils' PSHE/RSE lessons or amending this policy.

This policy is reviewed and updated at least annually by the pastoral lead. The Governors will also undertake an annual review of this policy.

Government guidance is updated from time to time. Reviews and updates will take into account updated government guidance.

Version control

Date of last review of this policy	September 2025
Date for next review of this policy	September 2026
Policy owner (SLT)	Joanna Fox
Policy owner (Proprietor)	Dame Francine Holroyd

APPENDIX 1 Rewards

Virtually all people thrive through the recognition that they are doing things well or appropriately. The form of this recognition will vary according to the age and level of emotional maturity of the individual concerned.

- **Highfield EYFS (Pre-School and Reception)**

- In Highfield EYFS, the teachers and Key People in her (or his) daily interactions with pupils is even more clearly *in loco parentis* than in other parts of the School. Thus the level of praise for ordinary acts of consideration and kindness will be probably more obvious and more vocal than in other stages of the School. There is particular emphasis on the recognition of the importance of sharing and turn-taking.
- There will be a very regular reporting back to parents (or carers) by staff as children are delivered to and picked up from School.
- A child's individual "Learning Journey" is recorded through observations and work by the Key Person. Form teachers and Key Persons will comment particularly in reports on instances of noteworthy behaviour.
- The Head of EYFS is responsible for behaviour management in Highfield EYFS.

- **Highfield Prep**

- In Highfield, there is a much wider age range of children and, by the latter stages of Prep education, many children will have developed a much clearer understanding of appropriate behaviour towards others.
- Levels of praise for ordinary acts of kindness and consideration will remain high.
- The importance of pupils recognising the needs of others and particularly the needs of younger children will be praised.
- The importance of tidiness and personal cleanliness will be acknowledged.
- Appropriate behaviour in class and when moving around will be noted.
- Merits will be used by staff to reward particularly noteworthy aspects of good behaviour. They contribute to further recognition systems operated by the Head of Highfield and through certificates and assemblies.
- Pupils who show outstanding care and concern for others and/or the community are rewarded in assemblies.
- Teachers will comment favourably in reports, both formal and informal, on good behaviour.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- **College**

- **College Rewards**

- Our aim is that rewards should significantly outnumber sanctions.
 - Formal rewards are given in the following ways:

Merits

Form Community Award (termly)

Awards/rewards in assembly each week including Principal's Honours

Speech Day Prizes

- **The Merit System**

- Credits and Merits are awarded electronically via ISAMS and may be awarded to girls from Upper 3 – Upper 6, by teaching staff;
- Guidance on how to award Credits and Merits (as well as Misdemeanors) is available to staff through the College Staff Guide.
- Merits contribute to the Merit Cup awarded in final assembly at the end of each term;
- 5 credits = 1 merit;
- A significant piece of work/special achievement/major contribution to the community may be awarded a merit immediately, or in exceptional cases a Principal's Honour;
- Certificates are awarded in house or final assembly at the end of each term:

Certificate Color	Merit Value
Blue	10 Merits
Yellow	20 Merits
Red	30 Merits
Green	40 Merits
Purple	50 Merits
Pink	60 Merits
Orange	70 Merits

Merits are translated into House points for the Merit Cup. The Senior Deputy and Senior Master will monitor the system to ensure consistency of application across departments.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

APPENDIX 2 Sanctions

- **Highfield EYFS**

- While praise has to be foremost, young children do need guidance as they learn to interact with others. The quiet word, the reasoned explanation, the seeking of understanding from the child about her/his misdemeanour, are the best and most common methods of improving behaviour.
- Explanations of the sadness an unkind act might bring to someone and processes of apology and reconciliation are used to help build appropriate social interactions.
- Recognition of anger is provided, but there is also the need to talk through the nature of such reactions.
- An instance of more serious misbehaviour and how it was dealt with is noted in an incident book and discusses fully at the first opportunity with parents or carers.
- All serious breaches will be recorded and the Principal will be informed
- Corporal punishment and forms of humiliation, such as the withdrawal of adult attention, the use of a “naughty” chair or corner, are never used. Physical intervention will only be used to prevent an accident or injury.
- The children in Transition move up the reward ladder when following the Golden Rules, there are also sanctions to move down a space if the Golden rules are not adhered too. When the children reach the top of the ladder they receive a treat from the ‘Treasure basket’.

- **Highfield**

- As in Highfield EYFS, and indeed all parts of the School, the praising of positive behaviour is the most effective way of dealing with inappropriate behaviour.
- Where children are in Key Stage 1 of Highfield, emphasis is placed on the importance of the quiet word, the reasoned explanation, the seeking of understanding from the child about her/his misdemeanour, as means of indicating disapproval and bringing about improvement. Processes of apology and reconciliation remain significant.
- All children in Reception and KS1 follow the merit reward system.
- In Reception and KS1, any child who misbehaves will receive an immediate sanction of withdrawal from an activity / playtime for a few minutes. If the behaviour continues, the parents will be contacted by the class teacher. In Key Stage 2 the following process is used:
 - Initial warning
 - Demerit given

- After 3 demerits, the child will have a talk with the Deputy Head about behaviour and ways forward. A lunchtime “Time Out” session will take place. Parents will receive an e-mail to inform them that this has taken place.
 - After another 3 demerits the child will receive another lunchtime “Time Out” session. Parents will receive an e-mail to let them know that this will take place.
 - If a child receives another 3 demerits a detention will be given by the Head of Highfield on a Friday after school and will be supervised by a member of the Leadership Team. Parents will be informed.
- **College**
 - Although in College pupils often mature quickly and many of them have the status of adults at law, we are acutely aware that they are still very young and can often find the adult world a puzzling and demanding place. Consequently, we place very great importance on the promotion of good behaviour as the best means of dealing with inappropriate behaviour.
 - As in the more junior sections of the School, emphasis is still placed on the importance of the quiet word, the reasoned explanation, the seeking of understanding from a pupil about the misdemeanour, as means of indicating disapproval and bringing about improvement. Processes of apology and reconciliation, when necessary, remain significant.
 - If pupils are persistent in forms of inappropriate behaviour and quiet words and the like have not had the desired impact, the following sanction procedure will apply:
 - **Warnings** can be issued by any teacher;
 - **Misdemeanours** may be given following a warning, or immediately if the member of staff feels the offence is serious enough to warrant this;
 - **Additional schoolwork** or repeating unsatisfactory work until it meets the expected standard;
 - **Email or call to parents** to advise of the behaviour;
 - **Detention:** Friday after school (4.45 – 5.45pm) or Saturdayafternoon:
 - If a pupil accumulates ten misdemeanour points, they will usually be required to sit a **Friday evening detention**. Parents will be informed by the relevant Head of School about the detention in writing and the time and location of the detention to be served and with whom. At least 48 hours' notice of the detention will be given. The detention is likely to include a writing task where the pupil will reflect on past behaviour and focus on improving future behaviour;

- Friday detentions can also be issued by the Head of School, Senior Deputy or Principal without the accrual of ten misdemeanour points. It is at the discretion of the member of staff when this is deemed appropriate, but situations likely to result in an immediate Friday detention include failure to hand in a phone when required, rudeness or insolence to a member of staff, repeated warnings about uniform infringements or lateness within a short time frame which are not heeded etc;
- More serious offences, or repeated Friday detentions, may lead to a **Saturday afternoon detention**, which involves two hours' community service and/or detention, supervised by the a senior member of staff. Parents will be informed and at least 48 hours' notice given;
- **Internal or external suspension** for a fixed period; or
- Where it is considered that a pupil has committed a very grave breach of discipline or a serious criminal offence, the Principal will consider permanent exclusion – see *Expulsion, Removal and Review Policy*

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Boarding Sanctions

The following system of sanctions is used in the boarding houses:

Step	Sanction	Some Examples*
1	Verbal Warning	• Being late for check-in (will be asked to check in early until correct), untidy bedroom, not completing a House chore • swearing (first offence)
2	Phone confiscated for 24 hours (with an opportunity to call home)	• If repeated offences for verbal warning • Phone in dining hall • On phone during House meeting
3	Loss of privileges – including phone taken away, devices confiscated (laptop/ipads/tablets), no cooking (if applicable), no weekday leave, no visiting other Houses during the week	• Lying to a member of House staff • Disrespectful behaviour towards House staff • Repeated offences from step 1 and 2 • Not following staff instructions on weekend trip (minor) Not following House instructions (example: using kitchen after lights out)

4	Gated one weekend (including loss of privileges, letter sent home, meeting with Head of Boarding)	• “Risk” to oneself or others – example being found with medications without disclosing to House staff or handing over for safe storage, not following fire evacuation protocol • Repeated or increased behaviours (from step 1-3), for example lying, swearing, untidy bedroom, disrespectful to House staff • Not following staff instructions on weekend trip (major), which puts themselves or others in danger • Low level unkindness (including online) • Intentionally missing curfew with no communication to House staff • Continuing to not follow House rules
5	Gated for the full academic week and one full weekend (including loss of privileges, letter sent home and meeting with pastoral lead). This may be extended dependent on severity of behaviour displayed.	• Suspicion of providing others with alcohol/ cigarettes or vapes • Repeated unkindness (including online) • Theft • Repeated or increased behaviours (1-4) • Unsafe internet usage • Damaging of school property (pupils may be asked to pay for replacement items) • Aggressive behaviour

6	Serious Sanction (including internal suspension, external suspension or exclusion), letter home and meeting with pastoral lead/Principal. Sanction is at the Principal's discretion, in line with school's Behaviour Policy	• Bullying (including online) • Drug/alcohol consumption • Vaping/smoking • Fraudulent behaviour/large thefts • Providing others with drugs, alcohol or vapes • Unwanted physical/sexual behaviour towards another pupil • Compromising safeguarding (including bringing any unknown persons into boarding, intentional unsafe internet usage)
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Appendix 3 Use of Reasonable Force

The School expects the highest standards of behaviour from all its pupils. Staff will encourage positive behaviour, respect for others and a sense of self-discipline. When the need arises, sanctions are followed according to the *Behaviour* Policy. Schools cannot use force as a punishment, so all forms of corporal punishment are forbidden; these include but are not limited to:

- Physical violence e.g. hitting, slapping, punching, kicking, pushing, shaking, pulling limbs, hair or clothing
- Throwing items e.g. objects such as books, pencil cases, rubbers.

Although force must not be used as a punishment, all members of school staff have a legal power to use reasonable force for the purpose of preventing pupils from committing a criminal offence, hurting themselves or others, damaging property or causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Physical intervention is allowable (for example to avert immediate danger of personal injury).

The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with pupils. 'Reasonable' in these circumstances means 'using no more force than is needed', with the force being used either to control or constrain, such as:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 4 below).

In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Force may never be used as a punishment; to do so is unlawful.

Any member of staff who is involved in an incident involving the use of force will provide a written report to the pastoral lead as soon as practicable after the event. The pastoral lead will advise parents of any serious incident involving the use of force. In the EYFS setting, the pupil's parents will be informed about any use of force or intervention on the day of the incident or as soon as reasonably practicable and recorded on a physical intervention record.

What happens if a pupil complains when force is used on them?

If a pupil makes a complaint when force is used on them, the School will follow the government guidance in [*Use of reasonable force: Advice for headteachers, staff and governing bodies*](#) (July 2013)

APPENDIX 4 Searching and Confiscation

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. The School's policy on searching and confiscation has regard to guidance published by the DfE in *Searching, Screening and Confiscation* (July 2022).

The School will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.

- **Prohibited items**

- The following are "prohibited items" under Section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil) and
 - any item banned by the School rules that are identified as being items which may be searched for.
- The School has banned items that are reasonably believed 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 (for example on an educational visit).

- **The role of the Principal, the Designated Safeguarding Lead and authorised members of staff**

Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal may authorise individual members of staff to search for specific items, or all items set out in the School's *Behaviour Policy*.

The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item (as listed above). The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the DSL (or deputy) finds evidence that any child is at risk of harm, they will make a referral to children's social care immediately (as set out in Part 1 of KCSiE 2025).

- **Searching with consent**

- Before any search is undertaken, the member of staff conducting the search should explain to the pupil why they are being searched and give them the opportunity to ask questions. The pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the pupil must be sought even if he / she is not at the School at the time. If a member of staff suspects that a pupil has an item that is banned by the School, they can instruct the pupil to turn out his or her pockets or bag.
- If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's Behaviour Policy.
- If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. Reasonable force may be used to search for any prohibited items, but not for items which are identified only by the School. (See <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> for further information)

- **Searching for prohibited items**

- Where the Principal, or an authorised member of staff, has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in prohibited items above).
- Searches will be carried out only 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 settings.
- If it is believed that a pupil has a prohibited item and an urgent search is required, it may be appropriate for a member of staff to carry out:
 - a search of outer clothing – **pupils cannot be required to remove clothing that is worn next to the skin or immediately over a garment that is being worn as underwear; they may only be required to remove 'outer clothing' and / or**

- a search of School property (e.g. pupils' lockers or desks, bed studies or dormitories) and / or
- a search of personal property (e.g. bag or pencil case).
- For strip searching, which must **only** be carried out by the police, see para 35 – 41 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- Where the Principal, or staff authorised by the Principal, 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.
- **Confiscation**
 - 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.
 - 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.

- **Searching electronic devices**

- An electronic device such as a **mobile phone or a tablet computer 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.
- If material on the device is thought to contain evidence in relation to an offence, including a pornographic image of a child or an extreme pornographic image, it must be passed on to the police as soon as is reasonably practicable without being deleted. **In the case of a suspected pornographic image of a child, it must not be intentionally viewed by the member of staff.** The member of staff should also never copy, print, share, store or save such images.
- 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.
- 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 of such seriousness that police involvement is required.

- **Recording searches**

Any search carried out by a member of staff should be recorded on CPOMS, whether or not an item is found. This will ensure the DSL (or deputy) can identify possible risks and initiate a safeguarding response if required. The search record should include the following information:

- the date, time and location of the search;
- the name of the pupil searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

- **Disposal of confiscated items**

- **Alcohol:** alcohol which has been confiscated will be destroyed.
- **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal 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.

- **Other substances:** substances which are not believed to be illegal 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 an illegal drug, it will be treated as though it is illegal and disposed of as above.
- **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Principal 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. This is likely to apply to items of low value, such as pencil cases.
- **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal or other authorised member of staff which may include donation to an appropriate charity.
- **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 has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Children's Social Care.
- 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.
- Members of staff should never intentionally view any indecent image of a child (sometimes known as nudes or semi-nudes). Staff must never copy, print, share, store or save such images.
- **Articles used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Principal or authorised member of staff, taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- **An item banned under College rules:** such items may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a pupil persists in using a mobile phone in breach of School rules, the phone will be confiscated and must be collected by a parent.
- **Electronic devices:** see above

- **Communication with parents**

- Parents will be informed of any search that is a prohibited item and the outcome of the search as soon as is practicable: the Senior Deputy will inform the parents of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.
- The School might also consider it necessary to inform parents of a search for an item banned by the school.
- The School will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, and the record may be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of any disposal of items confiscated.
- Complaints about searching or confiscation will be dealt with through the School's Complaints Policy. A copy of the policy is posted on the School website and hard copies are available on request.
- 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.