

ST DOMINIC'S GRAMMAR SCHOOL

BEHAVIOUR, DISCIPLINE AND UNIFORM POLICY 2026–27

POLICY COMMITMENT

A calm, safe and inclusive culture in which expectations are taught, positive behaviour is recognised, concerns are acted on promptly and sanctions are fair, lawful and proportionate. Applies from EYFS to Sixth Form.

Owner	Approval	Review
Headmaster	Governing Body	At least annually and following material legal, safeguarding or operational change

Document control

Field	Controlled record
Policy title	Behaviour, Discipline and Uniform Policy
School	St Dominic's Grammar School
Scope	EYFS to Sixth Form; School, transport, visits, online and relevant off-site conduct
Policy owner	Proprietor
Operational lead	Headmaster
Safeguarding lead	DSL
Approved by	Governing Body: ___Sir M Griffiths_____
Approval date	__30-8-2026_____
Effective from	1 September 2026
Next review	No later than 31 August 2027
Availability	School website and staff/pupil policy system

Approval record

Role	Name	Date
Chair of the Governing Body	M Griffiths	30-8-2026
Headmaster	P McNabb	23-8-2026

STATUTORY RECORDS

Major sanctions, searches and restrictive interventions must be recorded in the required form. Significant force, restraint, immobilisation and seclusion are recorded and reported in accordance with the requirements in force from 1 April 2026.

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HOW TO USE THIS POLICY

The main policy governs decisions. Appendices give pupil-facing expectations and staff procedures. Safeguarding concerns always follow the Safeguarding and Child Protection Policy even where the same conduct may also justify a behaviour response.

1. Purpose, ethos and aims

St Dominic's Grammar School promotes behaviour consistent with its Christian ethos, its motto Veritas and its commitment to inspiring growth in mind, body and spirit. Good behaviour is taught and supported through respectful relationships, predictable routines, high expectations, meaningful recognition and proportionate consequences.

1.1 Aims

- create a calm, safe, supportive and orderly environment in which pupils learn and flourish;
- teach self-discipline, responsibility, honesty, courtesy and proper regard for authority;
- prevent bullying, discrimination, intimidation, sexual harassment and child-on-child abuse;
- ensure pupils understand expectations, support and consequences;
- apply expectations fairly and consistently while recognising individual need;
- restore relationships and secure sustained improvement after incidents; and
- use reliable records and pupil voice to evaluate behaviour culture.

1.2 Non-negotiable principles

NO CORPORAL PUNISHMENT

Corporal punishment is never used or threatened. No sanction may intentionally cause pain, humiliation, degradation or harm to wellbeing.

- Behaviour that may indicate harm, exploitation, unmet need or mental-health difficulty is considered through safeguarding and pastoral lenses.
- A report is not dismissed as “banter”, “just having a laugh” or “part of growing up”.
- Sanctions address conduct, not protected characteristics, disability-related presentation or a pupil's good-faith disclosure.
- Consistency means a consistent decision-making framework, not an identical response regardless of age, SEND, risk, intent, impact or context.

2. Legal and regulatory framework

- Education (Independent School Standards) Regulations 2014: paragraph 9 behaviour policy and record of sanctions; paragraph 10 effective anti-bullying strategy; paragraph 11 prohibition of corporal punishment; and Part 8 leadership and management;
- Education and Inspections Act 2006, Education Act 1996 and School Standards and Framework Act 1998;
- Equality Act 2010 and SEND Code of Practice: 0 to 25 years;
- Human Rights Act 1998 and common-law duty of care;
- Keeping Children Safe in Education 2026 (KCSIE 2026);
- DfE Behaviour in Schools, Searching, Screening and Confiscation, and statutory Mobile Phones in Schools guidance effective from September 2026;
- DfE Restrictive Interventions, including the use of reasonable force, in schools, effective from 1 April 2026;
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- EYFS statutory framework; and
- current ISI inspection framework and evidence expectations.

3. Scope and core expectations

3.1 Scope

This policy applies to every pupil from EYFS to Sixth Form while on School premises, travelling on School transport, participating in School-organised activities, wearing uniform or otherwise identifiable as a pupil, and where off-site or online conduct has a sufficient connection to another person's safety, the orderly running of the School or the School community.

3.2 Core expectations

Expectation	Pupils will
Respect	Treat others with dignity; follow reasonable staff instructions; reject discriminatory or derogatory language.
Ready to learn	Attend and arrive punctually with required equipment; engage honestly; complete reasonable work.
Safe conduct	Move sensibly; follow site, laboratory, sport, transport and emergency rules; report hazards.
Responsibility	Care for property and environment; tell the truth; repair harm where appropriate; accept proportionate consequences.
Relationships	Respect boundaries and consent; do not bully, threaten, intimidate, harass, abuse or deliberately exclude.
Digital conduct	Follow acceptable-use and phone rules; do not record, share, impersonate, harass or create harmful content.
Appearance	Follow the current uniform and appearance requirements, subject to approved reasonable adjustments.

3.3 What the School will do

- teach and model expectations;
- respond promptly, calmly and predictably;
- listen to pupils and establish facts fairly;
- protect affected pupils and consider support for all involved;
- communicate serious or recurring concerns to parents; and
- review patterns rather than treating repeated incidents as isolated.

4. Roles and responsibilities

Role	Responsibilities
Proprietor	Ensure a compliant policy, resources, training and effective oversight; assure the Standards are met.
Governing Body	Approve and scrutinise implementation, trends, disproportionality, exclusions, searches, bullying and restrictive-intervention data.
Headmaster	Establish culture; authorise staff powers; decide major sanctions/exclusion; ensure records, parent communication, training and review.
DSL	Lead safeguarding assessment, information sharing and referrals; advise on child-on-child abuse, online harm, searches and restrictive interventions.
SLT / pastoral leaders	Support consistent decisions, investigate serious incidents, review patterns, coordinate plans and communicate with parents.
SENCo	Advise on unmet need, reasonable adjustments, triggers, support plans and whether assessment or external help is required.
Staff	Model conduct; teach routines; intervene; use authorised rewards/sanctions; record accurately; report safeguarding concerns immediately.
Pupils	Learn and follow expectations; contribute to a safe culture; report concerns; participate honestly in restorative work.
Parents	Support expectations and attendance; provide relevant information; work constructively with the School; reinforce safe online conduct.

EVERYONE'S SAFEGUARDING RESPONSIBILITY

Staff report concerns to the DSL or deputy and do not attempt to resolve safeguarding risk solely through a sanction.

4.1 Pupil voice

Pupils are taught how to report concerns and are invited to comment on behaviour culture through councils, surveys, tutor/form systems and review conversations. Leaders respond to themes and tell pupils what action has been taken where appropriate.

5. Teaching and promoting good behaviour

- clear induction and re-induction at transition points;
- visible routines for arrival, registration, movement, lessons, breaks, dining, clubs, transport and dismissal;
- adult modelling of calm, respectful language and punctuality;
- PSHE/RSE, assemblies, form time, circle time and curriculum teaching about relationships, consent, equality, online conduct and responsibility;
- pre-correction, reminders, choices, de-escalation and recognition;
- targeted coaching, mentoring, report cards or individual behaviour plans; and
- early collaboration with parents and external professionals where required.

5.1 Transition

Trial/induction days, moving-up activities, teacher handovers, parent events, buddy systems and phase-specific briefings reduce uncertainty. Relevant behaviour and safeguarding information is transferred securely so support starts promptly.

5.2 Attendance and punctuality

Attendance or lateness concerns are addressed under the Attendance Policy. Sanctions may be used for deliberate non-compliance, but the School first considers absence, transport, SEND, caring responsibilities, safeguarding and other barriers. Punitive responses must not obscure the statutory attendance response.

5.3 Support before escalation

- targeted conversation about what happened, impact and next choices;
- adjusted seating, routine, sensory environment or task;
- check-in/check-out, mentoring or pastoral support;
- short-term report or individual plan with clear, achievable targets;
- parent meeting and coordinated home-School approach;
- SEN, medical, mental-health, early-help or multi-agency assessment; and
- risk assessment or safety plan where behaviour presents foreseeable harm.

6. Rewards and recognition

Rewards reinforce effort, kindness, improvement, contribution, responsibility and achievement. They must be accessible and meaningful to pupils of different ages and needs.

Whole School / phase examples	Purpose
Dominican points and phase points	Frequent recognition of effort, conduct and contribution.
Verbal/written praise and positive contact home	Timely, specific feedback.
Proud Board, Golden Book and class recognition	Celebrate visible examples without shaming others.
Learning Powers afternoon tea	Half-term recognition in Prep, currently two children per class.
Class rewards and house/community recognition	Promote shared responsibility and belonging.
Certificates, assemblies, responsibilities and privileges	Recognise sustained contribution and leadership.

Staff avoid rewards that disadvantage pupils because of disability, financial circumstances, attendance affected by protected reasons or needs outside their control.

7. Responding to misbehaviour

7.1 Immediate response

1. Make the situation safe and regulate the environment.
2. Use a calm, brief reminder or instruction; allow processing time where appropriate.
3. Separate behaviour management from fact-finding when emotions are high.
4. Check whether anyone needs medical, safeguarding or pastoral support.
5. Establish facts fairly: listen, record relevant accounts/evidence and avoid leading or public questioning.
6. Consult senior/DSL/SEN staff according to seriousness and need.
7. Decide support, sanction and communication using the framework below.
8. Follow up, restore and monitor.

7.2 Decision framework

Consider	Questions
Conduct	What happened? Is it proven on the balance of probabilities?
Impact and risk	Who was harmed or placed at risk? Is protection needed now?
Intent / knowledge	Was it deliberate, reckless, impulsive, coerced or misunderstood?
Individual factors	Age, maturity, SEND, disability, mental health, trauma, communication, religion and relevant home context.
Pattern	First incident, recurrence, escalation, peer/group dynamics or previous support?
Safeguarding	Does this indicate harm, abuse, exploitation, criminality or unmet need?
Outcome	What response is lawful, proportionate, educative and likely to prevent recurrence?

FAIR PROCESS

A pupil is told the concern in age-appropriate terms and given a genuine opportunity to explain. The School need not apply criminal rules of evidence, but decisions must be rational, documented and based on available information.

7.3 Early and low-level responses

- non-verbal cue, proximity or redirection;
- private reminder and restatement of expected behaviour;
- change of seat or short, supervised reset;
- completion/repetition of work at an appropriate time;
- restorative action or apology where voluntary, safe and meaningful;
- loss of a directly related privilege; and
- parent contact or short monitoring period.

8. Safeguarding and KCSIE 2026

Behaviour and safeguarding overlap. KCSIE 2026 requires staff to act on concerns, recognise child-on-child abuse and avoid normalising harmful conduct. Behaviour systems must support—not deter—disclosure.

- Bullying, cyberbullying, prejudice-based/discriminatory behaviour, sexual violence, sexual harassment, coercion, abuse in intimate relationships, initiation/hazing, exploitation and sharing nude/semi-nude images are considered under safeguarding procedures.
- The DSL decides safeguarding referrals and safety planning. A behaviour investigation may continue only where it does not prejudice Police or social-care action.
- Victims are not sanctioned for reasonable actions taken to protect themselves without careful senior review.
- Support and risk management are considered for the harmed pupil, alleged perpetrator and other affected pupils.
- A zero-tolerance approach means the School acts; it does not predetermine facts, remove fairness or require the same sanction in every case.
- Staff preserve digital evidence without viewing, copying or forwarding sexual imagery contrary to safeguarding guidance.

8.1 Suspected criminal behaviour

Staff make only the minimum initial enquiries needed to establish facts and protect pupils. The DSL/Headmaster considers Police and children's social care. Once referred, School action is coordinated so it does not interfere with a criminal investigation.

8.2 Bullying

The Anti-Bullying and Cyberbullying Policy contains the preventive strategy required by Independent School Standard paragraph 10. Behaviour records and pupil voice are analysed together to identify hidden, repeated or discriminatory patterns.

9. SEND, disability and individual need

- Anticipate likely triggers and make reasonable adjustments to routines, communication, sensory environment, curriculum and sanctions.
- Implement relevant EHC plan, SEN Support Plan, healthcare plan, PEEP or individual behaviour/safety plan.
- Distinguish wilful refusal from inability, overload, communication difference or unmet need.
- Do not assume that SEND explains every behaviour or removes others' right to safety.
- Review whether support remains suitable when sanctions recur.
- Consult parents and pupil; obtain specialist/multi-agency advice where serious concerns persist.

REASONABLE ADJUSTMENT, NOT EXEMPTION

Expectations remain ambitious, but the route to meeting them and the response to breaches may need adjustment. Any departure from an ordinary sanction should be recorded sufficiently to show fair reasoning.

9.1 EYFS

EYFS staff use developmentally appropriate co-regulation, modelling, routines, praise and boundaries. Responses must protect welfare and must never use or threaten corporal punishment. Significant incidents, patterns and parent communications are recorded in accordance with EYFS and School procedures.

10. Sanctions and restorative follow-up

10.1 Lawful and reasonable sanctions

A sanction is imposed only by the Headmaster, a paid member of staff or another person authorised by the Headmaster; for conduct on School premises or while the pupil is under lawful charge; and where it is lawful, reasonable and proportionate. The School considers age, SEND/disability, religious requirements, safeguarding, travel safety, impact and relevant circumstances.

Level	Illustrative response
1 – reminder / correction	Cue, private reminder, reseating, completion of work, phase-system movement or brief supervised reset.
2 – repeated / disruptive	Loss of break privilege, reflection, restorative work, departmental/form detention, parent contact or monitoring.
3 – serious / persistent	SLT detention, removal, behaviour plan/contract, internal suspension, temporary suspension, restricted privilege/activity and parent meeting.
4 – grave / sustained	Formal investigation; temporary suspension pending decision; final warning; required withdrawal; expulsion/permanent exclusion under contractual procedure.

10.2 Detention

Detention may take place during or outside School hours where reasonable. For after-School detention, the School considers age, SEND/disability, religion, caring duties and safe travel, and gives parents reasonable notice. Parental consent is not generally required where the sanction is lawfully imposed, but practical safeguarding arrangements must be sound.

10.3 Removal from class

Removal for disciplinary reasons is a serious, time-limited and supervised measure, distinct from a brief conversation or non-disciplinary regulation space. Education continues, reasons and duration are recorded, parents are informed where significant, and reintegration/support are planned. Removal is not used as an unrecorded long-term placement.

10.4 Restorative follow-up

- explain the decision and expected improvement;
- repair material or relational harm where safe and appropriate;
- do not compel direct apology/mediation where it may distress or expose a harmed pupil;
- agree support, check-in and review date; and
- monitor recurrence and effectiveness.

11. Removal, suspension, exclusion and required withdrawal

As an independent school, St Dominic's acts under its parent contract, School rules and fair procedure. Statutory maintained-school exclusion guidance may inform good practice but is not automatically the legal procedure governing the School. Terms used in this policy are interpreted consistently with the parent contract.

11.1 Definitions

Measure	Meaning
Internal suspension	Pupil remains on site in supervised alternative provision for a defined period.
Temporary suspension (fixed term exclusion)	Pupil is required to remain away from School for a defined period, including where necessary pending investigation.
Expulsion / permanent exclusion	The Headmaster terminates the pupil's place for grave or persistent misconduct under the contractual procedure.
Required withdrawal	Parents are required to remove the pupil where the Headmaster decides continued attendance is no longer in the pupil's or School community's best interests under the contract; this is not used to evade fair disciplinary process.

11.2 Procedure for major decisions

9. Protect pupils and preserve evidence; consider temporary neutral arrangements.
10. Notify parents of the concern and process; disclose sufficient information for a fair response, subject to safeguarding/confidentiality.
11. Investigate impartially and give the pupil and parents a reasonable opportunity to respond.
12. Consider safeguarding, equality, SEND, support, mitigation, impact, alternatives and proportionality.
13. The Headmaster makes and records the decision and reasons.
14. Notify parents promptly in writing, including duration/conditions, work/support, return arrangements and any available review or complaints route.
15. Plan reintegration and risk/support measures after a temporary suspension.

11.3 Educational continuity and welfare

Appropriate work and pastoral contact are provided during temporary suspension. The DSL considers safeguarding and attendance/CME consequences. The School coordinates safe transfer of records and support where a pupil leaves.

11.4 Confidentiality

Information is shared only as necessary. The School will not publicly identify or announce culpability. General reassurance about action may be given without disclosing confidential disciplinary information.

12. Conduct beyond School and online

The School may respond to off-site conduct where the pupil is on a School activity, travelling to or from School, wearing uniform or identifiable as a pupil; or where conduct threatens a person, has repercussions for orderly operation, or materially affects safety/welfare in the School community. A vague concern about “reputation” alone is not sufficient without a fair, proportionate connection to School interests.

12.1 Online conduct

- The same standards of respect and safety apply online.
- The School may address cyberbullying, harassment, discriminatory abuse, impersonation, doxxing, sextortion, harmful AI/deepfake content, non-consensual recording/sharing and interference with learning.
- Parents retain primary responsibility outside School, but the School acts where impact enters School or safeguarding duties arise.
- Evidence is preserved lawfully; staff do not demand passwords or routinely search devices outside the authorised procedure.
- Police/social-care referral does not automatically prevent proportionate School action, but action must not interfere with external investigations.

12.2 Educational visits, transport and fixtures

Expectations apply throughout travel, accommodation, free time and handover. Sanctions must not leave a pupil unsupervised or create unsafe collection arrangements. Serious incidents follow both this policy and the Educational Visits or Transport procedures.

13. Mobile phones and smart technology

From 1 September 2026, the School implements the statutory guidance that schools should be mobile phone-free by default throughout the School day, including lessons, movement, breaks and lunch. “Phone” includes smart watches and other devices capable of messaging, notifications, calls or audio/video recording where designated by the School.

13.1 St Dominic’s arrangements

- Nursery and Prep pupils should not bring a phone unless an individual arrangement is approved.
- Pupils subject to the Senior School hand-in system hand devices in at the designated point at the start of the day, switched off, and collect them through the 3.40pm form routine.
- Sixth Form arrangements are communicated separately but remain phone-free during teaching, assemblies, supervised study and any other prohibited period.
- Parents contact pupils through the School office during the day.
- Unauthorised use, audible alerts, recording or failure to hand in may result in proportionate confiscation and sanction.

13.2 Exceptions and adjustments

The Headmaster or delegated senior leader may approve time-, purpose- and location-specific access for disability, medical monitoring, young-carer or safeguarding need, or another exceptional circumstance. Flexibility does not create unrestricted use.

13.3 Staff example

Staff do not use personal phones for personal reasons in front of pupils during the School day except where necessary and professional. Authorised educational, safeguarding, emergency or multi-factor-authentication use is permitted.

14. Searching, screening and confiscation

14.1 Principles

- Search only where lawful, necessary and proportionate; never as a routine compliance check.
- Consider safeguarding, age, SEND, trauma, protected characteristics and risk of distress.
- Seek cooperation and explain the reason where practicable.
- The Headmaster maintains a list of authorised searchers.
- Staff never conduct an intimate or strip search. Police searches are challenged and safeguarded in line with DfE guidance.
- Record searches for prohibited items and any search raising safeguarding concern; inform the DSL.

14.2 Searchable items

Authorised staff may search without consent on reasonable grounds for knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images, and articles suspected to have been used or likely to be used to commit an offence, cause personal injury or damage property. The School rules also identify mobile phones/smart devices and the banned items at Appendix A as items for which an authorised search may be conducted, subject to the legal limits.

14.3 Conduct of search

Except where serious and imminent harm makes it impracticable, the searcher is the same sex as the pupil and another staff member witnesses. Only outer clothing and possessions are searched by School staff. Searches occur out of public view, preserve dignity and use the least intrusive method. The pupil is present when possessions are searched unless risk or circumstances justify otherwise.

14.4 Electronic devices

A lawfully seized device may be examined only by authorised senior staff where there is good reason and in accordance with DfE guidance and safeguarding procedures. Sexual imagery is not viewed, copied or forwarded. Data is not erased casually; Police/DSL advice is obtained where criminality or safeguarding is suspected.

14.5 Confiscation and disposal

Item	Action
Ordinary banned/unauthorised property	Retain safely and return to pupil or parent at a proportionate time.
Alcohol, tobacco/vapes, fireworks or harmful consumables	Dispose of safely or transfer as appropriate; do not return to a pupil.
Controlled drugs, weapons, stolen items or evidence of crime	Secure and deliver to Police as required; preserve chain of custody.
Pornographic or safeguarding material	Refer to DSL; secure, delete/transfer only in accordance with guidance.
Medicine	Refer to medical lead; do not dispose of prescribed medicine as a behaviour sanction.

15. Restrictive interventions and reasonable force

Restrictive intervention is an umbrella term including reasonable force, restraint, immobilisation, seclusion and non-force-related restraint. These measures are not punishments. They are exceptional safety responses used only when lawful, necessary and proportionate, with prevention and de-escalation prioritised.

15.1 Lawful use

A staff member may use reasonable force to prevent a pupil committing an offence, injuring themselves or others, damaging property, or prejudicing the maintenance of good order and discipline, within the statutory power and guidance. Force is never used to secure compliance where no safety/order threshold exists, to cause pain, as retaliation or as corporal punishment.

15.2 Before and during

- use calm communication, time, space, change of adult/environment and other de-escalation where safe;
- consider communication, disability, medical risk, trauma and individual plans;
- summon help and protect bystanders;
- use the minimum force for the shortest time;
- monitor breathing, distress and medical safety; never use techniques that restrict breathing or create unreasonable positional risk; and
- stop when the necessity ends.

15.3 Seclusion

A pupil is secluded only within the narrow meaning and conditions permitted by law/guidance, never as routine isolation or punishment. A door must not be locked or held shut merely to enforce time out. Any seclusion is continuously monitored, ended at the earliest safe point, recorded and reported.

15.4 After the incident

16. Check immediate physical and emotional welfare of pupil and staff; provide first aid/medical help.
17. Inform the Headmaster and DSL promptly.
18. Record the incident as soon as possible with the required statutory particulars.
19. Report to parents/carers in writing within the required period, subject only to a lawful exception; retain evidence of delivery.
20. Offer debrief and restorative support separately to pupil and staff.
21. Review the plan, triggers, adjustments, training and environmental controls.
22. Analyse patterns and report assurance to the Governing Body.

1 APRIL 2026 DUTIES

The School records and reports significant force incidents and incidents of restraint, immobilisation and seclusion under the 2025 Regulations and amended Independent School Standards. Appendix F is the operational checklist; the statutory record must be complete.

16. Malicious allegations

A safeguarding allegation is never treated as malicious merely because it is unsubstantiated, unfounded, withdrawn, mistaken or not proven. “Malicious” requires sufficient evidence that the allegation was deliberately invented or knowingly false. The safeguarding investigation and support for the child take priority.

- A pupil who reports in good faith is not sanctioned.
- Where the authorised safeguarding decision-maker concludes that an allegation was malicious, the Headmaster may consider a proportionate behaviour response.
- The DSL considers why the allegation was made and whether the pupil needs support or is reporting another form of harm.
- Concerns involving a parent are managed under the parent contract/complaints arrangements, not by punishing the child for the parent’s conduct.

17. Recording, monitoring and governance

17.1 Records

- routine and repeated behaviour incidents;
- bullying, discriminatory and child-on-child abuse concerns;
- removal from class, detentions and support plans;
- major sanctions, temporary suspensions, expulsions and required withdrawals;
- searching, screening, confiscation and disposal;
- restrictive interventions, parent reporting and post-incident review;
- online/off-site incidents and Police/social-care referrals; and
- parent communication, complaints and action closure.

17.2 Major sanctions register

The School records the pupil’s name, reason, relevant dates and the person administering each major sanction, as required by Independent School Standard paragraph 9. The record includes sufficient decision rationale, adjustments, support and outcome to permit effective oversight.

17.3 Analysis

SLT reviews data at least termly by whole School, phase, year, location, time, incident type, sanction, recurrence and—where lawful and useful—SEND and protected characteristic. Leaders examine disproportionality, hidden bullying, repeated removal, missed learning, staff consistency, pupil confidence in reporting and whether support works.

17.4 Governing Body assurance

Termly/annual questions	Evidence
Is the policy implemented consistently and promptly?	Sampling, pupil/staff/parent voice, complaints and case review.
Are vulnerable groups disproportionately sanctioned or restrained?	Disaggregated data and adjustment/support review.
Are bullying and safeguarding reports acted on?	DSL/anti-bullying analysis and feedback times.
Are statutory records/reports complete?	Major sanction, search and restrictive-intervention audits.
Do sanctions improve behaviour and preserve learning?	Repeat rates, removal duration, attendance and plan outcomes.

18. Training, communication and review

- All staff receive induction and at least annual refresher training on expectations, de-escalation, SEND, safeguarding, sanctions, recording and mobile phones.
- Only authorised/appropriately trained staff conduct searches or use planned restrictive-intervention techniques.
- Pupils and parents receive accessible expectations and are told material changes.
- Staff receive case-specific briefing on individual plans while confidentiality is protected.
- The policy is reviewed annually and after serious incidents, statutory change, trend concerns or evidence that practice is ineffective.

IMPLEMENTATION PRIORITIES FOR 2026–27

mobile-phone-free routine; train staff on the April 2026 restrictive-intervention duties; confirm authorised searchers; adopt the major-sanction and intervention records; and audit uniform rules/adjustments for equality and consistency.

Appendix A – Pupil code of conduct

A1. Everyday expectations

- Arrive at registration and lessons on time.
- Bring the correct equipment, kit and homework diary; complete work honestly and on time.
- Follow reasonable staff instructions promptly and respectfully.
- Treat every person, their identity, beliefs, boundaries and property with respect.
- Eat and drink in authorised areas.
- Walk quietly and sensibly around corridors and crowded areas.
- Use the library for quiet work, not as a common room.
- Wait safely and orderly for collection and transport.
- Sit on chairs rather than tables and follow classroom routines.
- Attend the 3.40pm form routine, confirm the extended-day club and collect any handed-in phone as directed.
- Only Sixth Form pupils may enter Brewood during the School day and only under the approved arrangements.
- Wear correct uniform/approved Sixth Form business dress and represent the School positively.

A2. Banned items

- knives, weapons or items intended to cause injury;
- illegal drugs, psychoactive substances and drug paraphernalia;
- alcohol, tobacco, cigarettes, vapes/e-cigarettes, nicotine products and cigarette papers;
- fireworks, explosives, flammables or dangerous chemicals;
- stolen items;
- pornographic material or sexual imagery;
- offensive or discriminatory material;
- laser devices or other items assessed as dangerous;
- mobile phones/smart devices not handed in or used contrary to the School routine; and
- any item the Headmaster reasonably identifies in School rules as unsafe, illegal or seriously disruptive.

A3. Reporting

Tell a trusted adult promptly about bullying, harassment, threats, unsafe conduct, weapons, drugs, sexual imagery, discrimination, exploitation or a pupil who may be at risk. Reporting in good faith is responsible behaviour.

Appendix B – Uniform and appearance

B1. Principles

Uniform supports belonging, readiness and equality. Requirements are applied with dignity and without public humiliation. The School makes reasonable adjustments for disability, medical need, religion or other protected circumstances. The current supplier list defines required garments; this appendix sets core standards.

Area	Requirement
Arrival/departure	Pupils arrive and leave in School uniform or approved Sixth Form business dress. After a School match, the full School tracksuit may be worn for the journey home.
Shirts and ties	Shirts/blouses are tucked in; top button fastened when a tie is worn; tie at appropriate length.
Skirts / tights / shoes	Skirts are worn at approximately knee length and not rolled. Tights are natural or black and up to 100 denier. Years 10–11 may wear low, stable chunky heels up to 2 inches where safe.
Hair	Hair is clean, neat, off the face and suitable for learning/safety. Long hair is tied back where required using navy, black or uniform tartan. Colouring, braiding and styles must be consistent with safety, professional appearance and equality; natural colours only from Year 9 unless an adjustment is agreed.
Make-up / nails	From Year 9, subtle make-up is permitted; false eyelashes are not. Nail art, extensions and polish are not permitted where they create safety, hygiene or uniform concerns.
Jewellery / piercings	A single small stud in the lower lobe of each ear is permitted. Other visible jewellery/piercings are not worn unless required by religion, medical need or approved adjustment.
Labelling	All uniform and kit is clearly named.
Sixth Form	Business suits are required with trousers; Detailed Sixth Form dress requirements are issued separately.

B2. Response to non-compliance

Staff use a discreet reminder and allow reasonable correction. Repeated or deliberate breaches may lead to a uniform warning/strike, parent contact, temporary replacement item or proportionate sanction. Staff check financial hardship, sensory need, disability, religion, gender-related safety/wellbeing and availability before sanctioning. Pupils are not sent home unsupervised or denied essential education solely for a minor correctable breach.

Appendix C – Prep behaviour systems

C1. Years 1–3: Behaviour Rocket

Children start each day on green. Learning and positive behaviour may move a child up the rocket and earn a Dominican point. A warning moves the child to red so they can reflect and correct the behaviour; improvement allows return to green. Continued difficulty may lead to a five- or ten-minute supervised loss of play. Three missed playtimes in a half term trigger concern and parent contact by the class teacher.

C2. Years 4–6: Good to be Green

Every child starts each day with a green card and a fresh start. Remaining green may earn a Dominican point. An orange warning invites reflection and correction. Continued behaviour may lead to a yellow consequence (for example five minutes of play) or red consequence (loss of part/all play or lunch). Three red cards in a half term trigger concern and parent contact. Persistent serious behaviour is referred to senior staff under the main policy; exclusion is never automatic from a card total.

C3. Prep rewards

- Dominican points;
- class rewards;
- Proud Board and Golden Book;
- Learning Powers afternoon tea;
- positive parent contact; and
- weekly “thumbs up” for orderly playground lining-up, with the leading class receiving five extra minutes of play.

C4. Safeguards

- Charts are used to teach and reset behaviour, not to shame. Staff avoid announcing sensitive reasons publicly.
- A child's disability-related need or distress is not displayed as moral failure.
- Loss of play remains supervised and proportionate; pupils retain food, toilet, movement and regulation needed for welfare.
- Repeated cards trigger assessment and support, not only escalating punishment.

Appendix D – Sanctions framework

Illustrative behaviour	Possible response (not automatic)
Low-level disruption: calling out, not listening, leaving seat, running indoors, poor organisation	Cue; private reminder; movement/reseating; task completion; phase warning; brief supervised reset.
Repeated disruption, rough play, interfering with property, minor damage, persistent unkindness	Reflection; loss of directly related privilege/play; restorative repair; parent contact; monitoring.
Defiance, offensive language, intentional hurt, discriminatory name-calling, threats, bullying, significant damage	Senior referral; safeguarding assessment; parent meeting; detention/removal; report/plan; internal or temporary suspension where proportionate.
Violence causing injury, weapon/drugs, serious sexual misconduct, sustained bullying, grave damage, serious criminal conduct	Immediate safety/DSL/Police consideration; formal investigation; temporary suspension; final warning, required withdrawal or expulsion after fair procedure.

D1. Serious misconduct indicators

- violence or credible threat;
- bullying, harassment, abuse or discriminatory conduct;
- theft, drugs, alcohol, weapons or dangerous articles;
- sexual violence/harassment or harmful sexual imagery;
- serious online abuse, impersonation, doxxing, sextortion or harmful deepfake;
- deliberate/reckless serious damage;
- serious examination malpractice;
- repeated refusal after support and clear warning; and
- conduct causing or risking serious harm to safety, welfare, learning or lawful School operation.

The list is illustrative. Seriousness depends on facts, impact, intent, risk, individual circumstances and pattern. "Questioning" an adult is not misconduct by itself; the issue is whether conduct is disrespectful, obstructive or unsafe.

Appendix E – Search procedure

23. Identify the specific item, reasonable grounds and urgency.
24. Consider alternatives, safeguarding, SEND/medical need and whether Police should act.
25. Obtain Headmaster/delegated authority unless delay risks serious harm; identify authorised searcher and witness.
26. Explain the reason and seek cooperation where practicable.
27. Move to a private place; apply same-sex/witness rules unless the statutory urgent exception applies.
28. Search outer clothing and/or possessions only; minimise distress; do not require removal beyond outer clothing.
29. Seize, secure, label and decide return/disposal/Police transfer lawfully.
30. Inform DSL of prohibited-item or safeguarding searches and consider support/referral.
31. Inform parents unless a safeguarding/police reason requires delay.
32. Record grounds, time/place, staff, pupil, scope, item, outcome, force (if any), disposal, parent notification and follow-up.

Search record	Details
Pupil / date / time / place	
Reasonable grounds / item	
Authority / searcher / witness	
Consent/cooperation and explanation	
Scope and outcome	
Item handling / Police reference	
Safeguarding / DSL action	
Parent informed / reason for delay	
Restrictive intervention record required?	
Follow-up / signatures	

Appendix F – Restrictive-intervention procedure

BEFORE FORCE

Prevent • communicate • de-escalate • summon help •
consider individual need • use force only if lawful,
necessary and proportionate

Required record	Details
Pupil; date/time/location; staff/witnesses	
Events and behaviour immediately before	
Risk requiring intervention and alternatives attempted	
Type of intervention: force / restraint / immobilisation / seclusion / non-force restraint	
Duration, position, technique and degree of force	
Pupil communication, distress and monitoring	
Injury/damage/medical or first-aid response	
How and why intervention ended	
Pupil and staff debrief/support	
Headmaster/DSL notification	
Written parent report: method/time/content or lawful exception	
Plan/RA/adjustment/training review	
Manager review and action closure	

F1. Parent report minimum

- that an incident occurred and when/where;
- the nature and duration of the intervention in understandable terms;
- the reason it was considered necessary;
- injury/medical response;
- support and follow-up; and
- a contact for discussion, subject to lawful confidentiality/redaction.

Complete the School's statutory form and current reporting workflow; this appendix is a content guide and does not replace any prescribed system.

Appendix G – Major-sanction record

Field	Record
Pupil / year group	
Incident / date(s) / location	
Allegation explained to pupil / date	
Evidence and pupil response	
Safeguarding / Police / external-agency involvement	
SEND, disability, medical, religion and reasonable adjustments	
Previous support / pattern	
Findings and decision standard	
Sanction and reasons / proportionality	
Person administering sanction	
Parent communication	
Education, welfare and reintegration arrangements	
Review / complaints route provided	
Follow-up date and outcome	
Senior sign-off / date	

G1. Quality check

- The record distinguishes allegation, evidence, finding and sanction.
- Language is factual, respectful and free from unsupported labels.
- A safeguarding disclosure is not reframed as misconduct without DSL review.
- Any adjustment or departure from usual response is explained sufficiently for oversight.
- Closure includes support and learning, not only punishment.

Appendix H – Reference framework

Links verified during drafting in August 2026. The controlled policy must be checked against current versions at review.

- **Independent School Standards Regulations 2014:** <https://www.legislation.gov.uk/ukxi/2014/3283/schedule>
- **DfE – Behaviour in Schools:** <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **DfE – Keeping Children Safe in Education 2026:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **DfE – Mobile phones in schools (statutory from June 2026; follow from September 2026):** <https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools>
- **DfE – Searching, screening and confiscation:** <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- **DfE – Restrictive interventions / reasonable force:** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- **2025 Seclusion and Restraint Regulations:** <https://www.legislation.gov.uk/ukxi/2025/1348>
- **Equality Act 2010:** <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **EYFS statutory framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **ISI inspection framework:** <https://www.isi.net/inspection-explained/inspection-framework/>

Related School policies

- Safeguarding and Child Protection Policy
- Anti-Bullying and Cyberbullying Policy
- Staff Code of Conduct
- Low-Level Concerns and Allegations procedures
- Online Safety, Data Protection and Acceptable Use Policy
- SEND Policy and Accessibility Plan
- Attendance and Punctuality Policy
- Missing Pupil Policy
- Educational Visits and Transport procedures
- First Aid, Medical, Allergy and Anaphylaxis Policy
- Complaints Procedure and parent contract

Detailed uniform garment lists, named postholders, authorised searchers and recording systems should be confirmed before issue.