Behaviour and Discipline Policy Including EYFS

Abbotsford Preparatory School

Document control

Field	Details
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Contents

1. Purpose, status and scope
2. Legal and regulatory framework
3. Definitions
4. Behaviour principles and expected standards
5. Roles and responsibilities
6. Teaching behaviour, routines and supervision
7. Recognition and rewards
8. Preventing concerns and providing early support
9. SEND, disability, medical and mental-health needs
10. Safeguarding and behaviour
11. Child-on-child abuse, harmful sexual behaviour, discrimination and bullying
12. Online behaviour, artificial intelligence and image-based abuse
13. Mobile phones and smart technology
14. Behaviour outside school and online
15. Responding to incidents and fair investigation
16. Sanctions and proportionality
17. Detentions, removal from lessons and internal arrangements
18. Suspension, permanent exclusion and required removal
19. Searching, screening and confiscation
20. Restrictive interventions, reasonable force and seclusion
21. Police, criminal conduct, weapons, drugs and substances
22. Attendance, reduced timetables, remote education and alternative provision
23. Restorative practice, reintegration and support
24. EYFS arrangements
25. Boarding arrangements
26. Sixth form and older pupils
27. Communication with parents and pupil voice
28. Records, confidentiality and retention
29. Complaints and review
30. Monitoring, proprietor oversight and policy review
31. Policies to be read in conjunction
32. Source register

1. Purpose, status and scope

This policy explains how the school creates a calm, safe, respectful and inclusive environment in which pupils can learn, flourish and prepare for adult life. It describes the behaviour expected of pupils, the support used to help them meet those expectations and the fair, proportionate responses available when standards are not met.

The School will maintain and implement effectively a written behaviour policy which promotes good behaviour and sets out the sanctions available where expectations are not met. As an independent school, the statutory suspension and permanent-exclusion framework applying to maintained schools, academies and pupil referral units does not govern the School's disciplinary decisions. Suspension, permanent exclusion and required removal will therefore be managed in accordance with the Independent School Standards, safeguarding and equality requirements, this policy, the Admissions and Exclusions Policy and the current parent contract. State-school guidance may inform good practice where it is relevant and compatible with the School's legal and contractual framework.

- It applies during the school day, on school transport, educational visits, fixtures, residential activities and boarding time, and to online or off-site conduct where there is a sufficient connection with the school, another pupil, a member of staff or the safety and reputation of the school community.
- Safeguarding, equality, SEND, health, contractual and human-rights duties apply throughout behaviour decision-making.
- Corporal punishment, humiliating treatment, collective punishment and any sanction likely to compromise a child's welfare are prohibited.

2. Legal and regulatory framework

Authority	How it applies
Education (Independent School Standards) Regulations 2014	Requires an effectively implemented written behaviour policy, sanctions, anti-bullying arrangements, safeguarding, health and safety and risk assessment.
Keeping Children Safe in Education 2026	Requires behaviour concerns, sexual violence, harassment, child-on-child abuse, online harms and other indicators to be considered through a safeguarding lens.
Working Together to Safeguard Children 2026	Supports child-centred, multi-agency and Family Help responses where behaviour indicates unmet need or harm.
Behaviour in Schools, February 2024	DfE advice applying to independent schools on culture, routines, support and proportionate responses.
Restrictive Interventions, Including Use of Reasonable Force, in Schools 2026	Applies from 1 April 2026 and includes statutory recording and parent-reporting duties for significant force and seclusion.
Mobile Phones in Schools, June 2026	Statutory guidance to be followed from 1 September 2026; schools should be phone-free by default throughout the school day.
Searching, Screening and Confiscation, July 2022	Statutory and non-statutory guidance applying to independent schools.
Equality Act 2010, Human Rights Act 1998 and SEND framework	Requires non-discrimination, reasonable adjustments, dignity, privacy and proportionality.
EYFS statutory framework, September 2026	Applies where EYFS is provided, including behaviour support, prohibition of harmful punishment and physical-intervention records.
Boarding schools: national minimum standards, May 2026	Applies to residential routines, sanctions, privacy, contact, restraint, complaints and safeguarding where boarding is provided.

3. Definitions

Term	Meaning in this policy
Behaviour	Conduct, choices, communication and participation, including online conduct and conduct affected by unmet need, distress or disability.
Sanction	A fair and proportionate consequence intended to address misconduct, protect others, restore expectations and reduce recurrence.
Child-on-child abuse	Abuse by one child of another, including sexual violence, sexual harassment, bullying, abuse in intimate relationships, physical abuse, initiation or hazing and online abuse.
Restrictive intervention	An action that prevents, restricts or subdues movement, including physical restraint and seclusion.
Reasonable force	No more force than is necessary, used for the least amount of time in limited lawful circumstances.
Seclusion	Keeping a pupil confined away from others and preventing them leaving by obstruction, blocking or threatened punishment.

Removal from class	A supervised educational arrangement away from the lesson following serious disruption or where immediate calm and safety are required; it is not the same as suspension.
Suspension	Temporary disciplinary removal from attendance for a defined period under the school's contractual arrangements.
Permanent exclusion	Termination of the pupil's place for disciplinary reasons; the parent contract may use the word expulsion.
Required removal	Termination of the place for a substantial non-disciplinary reason under the parent contract; it must not disguise disciplinary exclusion or off-rolling.

4. Behaviour principles and expected standards

- Treat every person with dignity, kindness and respect.
- Follow reasonable instructions promptly and allow others to learn, work, rest and feel safe.
- Attend punctually, be prepared and participate constructively.
- Use language, technology, property and shared spaces responsibly.
- Respect personal boundaries, consent, privacy, difference and protected characteristics.
- Reject bullying, intimidation, sexual harassment, violence, racism, sexism, misogyny, misandry, homophobia, biphobia, transphobia, ableism and other discriminatory or derogatory conduct.
- Report safety concerns, harmful behaviour, prohibited items and online abuse to a trusted adult.
- Take responsibility, repair harm where safe and appropriate, and engage with support.
- Sexual harassment, sexist or misogynistic conduct, discriminatory or derogatory language, unwanted touching, image-based abuse and harmful online behaviour will not be dismissed or normalised as banter, part of growing up or an inevitable feature of school life. Concerns will be addressed promptly and proportionately through this policy and, where appropriate, the Safeguarding and Child Protection Policy, Anti-Bullying Policy or Non-Discrimination and Inclusion Policy.

5. Roles and responsibilities

Role	Core responsibility
Proprietor / governing body	Approve the policy; ensure effective implementation; scrutinise exclusions, restrictive interventions, disparities and serious patterns; require improvement.
Headteacher	Lead the culture; communicate expectations; authorise serious sanctions and searches; ensure support, training, records and consistency.
DSL and deputies	Identify safeguarding implications; manage child-on-child abuse and harmful sexual behaviour; liaise with agencies; ensure disciplinary action does not obstruct protection.
Behaviour lead / senior leaders	Teach and monitor expectations; coach staff; coordinate support; review incidents, sanctions and patterns.
SENDCO and medical or pastoral leads	Identify unmet need; advise on adjustments and plans; monitor whether policy affects pupils disproportionately.
All staff	Model standards; teach routines; intervene early; use proportionate responses; record and report concerns; safeguard pupils.
Parents	Support expectations; share relevant information; communicate respectfully; attend meetings; work with agreed support and review.
Pupils	Understand and follow expectations; seek help; report concerns; participate in reflection and repair appropriate to age and need.

6. Teaching behaviour, routines and supervision

- Expectations will be taught explicitly, revisited after transitions and holidays, modelled by adults and adapted so pupils with SEND or communication needs can understand them.
- Staff will use predictable routines for arrival, lessons, movement, breaks, dining, changing, transport, technology, boarding and dismissal.
- Supervision levels will reflect age, location, known risk, staffing, transitions and the vulnerability of individual pupils.
- Staff will correct behaviour calmly, privately where practicable and without sarcasm, humiliation or confrontation for its own sake.
- Supply, agency, visiting and boarding staff will be briefed on the school's expectations and escalation routes.

All staff will receive appropriate induction and refresher or role-specific training on the School's behaviour arrangements so that expectations, sanctions, safeguarding routes, SEND and equality duties, searching responsibilities and restrictive-intervention requirements are understood and applied consistently

7. Recognition and rewards

The school will notice and reinforce effort, contribution, kindness, progress, responsibility and conduct that supports the community. Recognition will be accessible and will not depend only on extroversion, attainment or compliance that masks distress.

SCHOOL REWARD SYSTEM

- Everyday recognition: teacher praise, Class Dojos, Star Jar and Golden Time
- Formal rewards, points or merits: Class Dojos, house rewards, achievement certificates and end-of-year prizes
- Celebration or communication with parents: commendations, including letters to parents, class assemblies and achievement certificates

8. Preventing concerns and providing early support

- Use reliable relationships, high-quality teaching, clear routines, active supervision and an inclusive curriculum to prevent predictable problems.
- Identify changes in behaviour, attendance, friendships, online activity, presentation or engagement as possible indicators of unmet need or harm.
- Speak with the pupil and parent early, while preserving safeguarding confidentiality where necessary.
- Use mentoring, check-ins, reasonable adjustments, communication aids, sensory or environmental changes, counselling, medical support, Family Help or specialist assessment as appropriate.
- Create an individual behaviour-support or risk-management plan where ordinary universal arrangements are insufficient.
- Any individual behaviour-support or risk-management plan will identify relevant needs and triggers, preventative strategies and reasonable adjustments, safe de-escalation and communication approaches, responses to identified risk, pupil and parent involvement and appropriate review arrangements.

9. SEND, disability, medical and mental-health needs

- Behaviour may communicate pain, sensory overload, trauma, anxiety, communication difficulty, unmet SEND, medical need or mental ill health. Staff will seek to understand cause without excusing harm or reducing protection for others.
- The school will make reasonable adjustments to rules, communication, environments, teaching and sanctions where required by the Equality Act 2010.
- A sanction will not be imposed merely because a pupil displays behaviour arising from disability where adjustment or support should reasonably have prevented the disadvantage.
- Leaders will consider whether assessment, EHC plan review, medical advice or specialist involvement is required.
- Plans will be reviewed after serious or repeated incidents and after restrictive intervention.
- Before imposing a serious sanction, the School will consider whether SEND, disability, medical need, mental-health need or another relevant vulnerability may have affected the pupil's behaviour or understanding. Decision-makers will consider what the pupil understood, whether appropriate reasonable adjustments and support were in place and implemented, whether further adjustment or professional advice is required, and how the safety, education and rights of other pupils and staff will be protected. These considerations do not prevent proportionate disciplinary action where it is appropriate

10. Safeguarding and behaviour

Behaviour management and safeguarding are inseparable. A sanction must never replace a safeguarding response, and a safeguarding response does not prevent fair disciplinary action where it is safe and appropriate.

- Staff must report concerns to the DSL without delay where conduct may involve abuse, exploitation, neglect, radicalisation, criminality, self-harm, missing episodes, coercion, harmful sexual behaviour or online harm.
- The DSL will determine referrals, safety planning, information sharing and coordination with police or children's social care.
- Internal questioning will be proportionate and must not repeatedly interview a child or contaminate a safeguarding or police investigation.
- Victims, alleged victims, witnesses and pupils alleged to have caused harm will each receive appropriate support and risk assessment.

11. Child-on-child abuse, harmful sexual behaviour, discrimination and bullying

- All reports will be taken seriously, recorded and assessed under the Safeguarding and Child Protection Policy and Anti-Bullying Policy.
- Immediate safety measures may separate pupils without presuming guilt or using separation as punishment.
- The school will consider power imbalance, age, development, SEND, coercion, repetition, online amplification, group dynamics and impact.
- Mediation or restorative work will not be imposed where it is unsafe, unwanted by the person harmed or likely to minimise abuse.
- A disciplinary decision will be based on the balance of probabilities unless another contractual or legal standard applies.
- Any report or concern involving sexual violence, sexual harassment, coercion, harmful sexual behaviour or other sexualised harm will be reported without delay to the DSL or a Deputy DSL. Immediate safety and support arrangements will be considered for all pupils involved. Relevant evidence will be preserved appropriately and staff will not ask a pupil to delete messages, images or other material. The DSL will determine any safeguarding referral, police or children's social care involvement and the arrangements required to maintain pupils' safety and access to education.

12. Online behaviour, artificial intelligence and image-based abuse

- School expectations apply to online conduct using school systems and, where there is a school connection, personal accounts or devices.
- Prohibited conduct includes cyberbullying, impersonation, harassment, threats, doxxing, non-consensual recording, sharing private information, sexual imagery, deepfakes, deep nudes and AI-generated or manipulated abusive content.
- Pupils must not use generative AI to fabricate evidence, target another person, evade academic rules, create sexual or degrading content, or undermine safety and trust.
- Staff will preserve relevant evidence safely, avoid unnecessary viewing or copying, and involve the DSL where material may be illegal, sexual, exploitative or safeguarding-related.
- Online incidents may trigger sanctions, safeguarding action, account or network restrictions, parent contact and police referral.

Where material may involve nudes or semi-nudes, including digitally altered or AI-generated imagery, staff must not intentionally view, copy, print, share, store, save or delete the imagery, or ask a pupil to send, download or display it. The matter must be referred without delay to the DSL or a Deputy DSL, who will manage the incident in accordance with the Safeguarding and Child Protection Policy and current guidance.

13. Mobile phones and smart technology

The School will operate a mobile-phone-free environment by default throughout the school day, including lessons, movement between lessons, breaktimes and lunchtime. The same principle may apply to smart watches and other communication or recording devices identified by the School. Any exception must be limited to a legitimate educational, medical, disability, safeguarding or other justified need and managed through the School's published arrangements. Where boarding or Sixth Form provision operates, controlled use may be permitted outside the school day or in designated circumstances in accordance with the arrangements below.

SCHOOL ARRANGEMENTS

- Devices may / may not be brought to school: Devices are not requested for school use unless in very exceptional circumstances.
- Storage method: Prep 6 have been allowed to bring in mobile phones which are locked in a cupboard in the office on arrival.
- Medical, disability or safeguarding exceptions: If a child has an EHCP , or there is an exceptional circumstance where the device contributes towards the child's well-being or education, then a device may be allowed.
- Parent emergency-contact route: via the school office
- Sanctions and confiscation process:

- Staff will model the policy and use personal phones only under the Staff Code of Conduct and operational arrangements.
- A pupil will not be required to unlock a device or disclose a password unless lawful authority exists; serious concerns will be referred to the DSL and police where appropriate.

14. Behaviour outside school and online

The school may respond to misconduct outside school where it occurs during a school activity or journey, is connected with membership of the school, affects another pupil or member of staff, threatens safety or order, damages property, involves criminal or safeguarding risk, or may reasonably affect the school community.

- Jurisdiction will be exercised fairly and proportionately, with regard to privacy, evidence, the parent contract and the strength of the school connection.
- The school will not police every aspect of private family life, lawful expression or conduct with no meaningful connection to school.

15. Responding to incidents and fair investigation

1. Make the situation safe and meet immediate medical or safeguarding needs.
2. Record the concern promptly and notify the behaviour lead and DSL where required.
3. Identify whether the matter is disciplinary, safeguarding, criminal, medical, SEND-related or a combination.
4. Gather relevant evidence proportionately, including accounts, records, CCTV or digital evidence where lawful.
5. Explain the substance of the concern to the pupil in an age-appropriate form and allow a meaningful response with support or adjustment.
6. Assess reliability, context, motive, corroboration, impact, previous patterns and the limits of the evidence.
7. Consider safeguarding, equality, reasonable adjustments, support, alternatives, proportionality and consistency.
8. Record the decision, reasons, action, communication and review arrangements.

Immediate action to protect pupils, staff or the wider School community does not amount to a finding that misconduct has occurred. Staff will avoid public accusation, collective punishment, automatic sanctions or promises about a disciplinary outcome before the available evidence and relevant safeguarding, equality, SEND and welfare considerations have been assessed. Decisions will be based on the information reasonably available to the School and the applicable standard of proof.

16. Sanctions and proportionality

Sanctions are used to protect the community, make expectations clear, help pupils take responsibility and reduce recurrence. They are not used to humiliate, frighten, retaliate or cause pain.

- Responses may include reminder, redirection, completion or repair of work, loss of a privilege, reflection task, parent contact, restorative action where safe, detention, removal from a lesson, internal supervision, behaviour plan, suspension or permanent exclusion.
- The response will consider seriousness, intent, impact, age, development, previous pattern, provocation, remorse, safeguarding, SEND, disability, medical need, reasonable adjustments and consistency.
- A pupil will not ordinarily receive multiple punitive sanctions for the same conduct without a fair reason, such as a separate breach or material new evidence.
- Whole-class or collective sanctions will not be imposed where individual responsibility can reasonably be identified.

SCHOOL SANCTIONS LADDER- this ladder provides a pathway that we may or may not use. In general, a single warning is enough but for some pupils this ladder does not work and we employ a bespoke approach to support that child.

- Stage 1: warning
- Stage 2: 5 minutes' time out
- Stage 3: missing breaktime, with the teacher informed
- Serious incident route: SMT informed and parents may be contacted; serious or repeated matters escalate to the Headteacher
- Who may impose each stage: class teacher for the initial stages; SMT / Headteacher for escalated or serious matters

17. Detentions, removal from lessons and internal arrangements

- Detention may be imposed only under the school's published rules and parent contract, by authorised staff, for a reasonable duration and with safe supervision, transport and welfare arrangements.
- Parents will receive the notice stated in the school's arrangements. The school will consider age, travel, boarding status, medical needs, caring responsibilities and safety.
- Removal from a lesson will be supervised, educationally purposeful, time-limited and recorded. The pupil will receive suitable work and a clear route back to ordinary lessons.
- Internal supervision must not become an informal exclusion, hidden reduced timetable or prolonged isolation.

SCHOOL ARRANGEMENTS

- The school does not currently employ detentions across the school. If a child is really struggling, they should have a support plan and this may state a detention as a consequence. At present, this is not the case for any pupil. If a pupil is removed from a lesson, a senior member of staff will speak to them and based on the child's response and emotional state will either return them, or provide alternative education support outside of the lesson. This is an incredibly rare scenario.

18. Suspension, permanent exclusion and required removal

These are serious decisions governed by the Admissions and Exclusions Policy and parent contract. This section summarises the behaviour-policy interface.

- Only the Headteacher may suspend a pupil, or following discussion with a Governor permanently exclude a pupil.
- Suspension will have a defined start and end, written reasons, education and welfare arrangements and a reintegration process.
- Permanent exclusion may be justified by persistent serious breaches or a single exceptionally serious incident after individual, fair and proportionate consideration.
- Required removal is a distinct non-disciplinary contractual process and must not be used to disguise exclusion, unmet need, off-rolling or pressure to withdraw.
- No behaviour category triggers automatic permanent exclusion without consideration of facts, safety, safeguarding, equality and proportionality.

19. Searching, screening and confiscation

The statutory prohibited items for which a search may be conducted include knives and weapons; alcohol; illegal drugs; stolen items; any article reasonably suspected to have been, or likely to be, used to commit an offence or cause personal injury or damage to property; tobacco and cigarette papers; fireworks; and pornographic images.

AUTHORISED SEARCHING

- Staff authorized BY the Headteacher to conduct searches: Headteacher or SLT and always in the view of a second adult.

- Only the Headteacher or staff authorised by the Headteacher may conduct a search under the school's powers. Staff will seek cooperation first and explain the reason and method.
- Searches must be necessary, proportionate, respectful of privacy and adapted for age, sex, SEND, communication, trauma and disability.
- A same-sex searcher and witness will be used where required by law and guidance. Strip searches will not be conducted by school staff.
- The school rules must identify any additional items, including vapes or smart devices, for which a search may be made.
- Weapons, drugs, stolen property, criminal evidence and sexual or safeguarding material will be handled, stored, disposed of and referred in accordance with law and DSL or police advice.
- A device suspected of containing nudes or semi-nudes will be secured and passed to the DSL. Staff must not browse, copy, forward or delete imagery independently.

20. Restrictive interventions, reasonable force and seclusion

- Use force only where lawful, necessary and proportionate, using no more force than necessary for the least amount of time.
- Every significant incident involving the use of force, and every incident of seclusion or restraint, including restraint that does not involve direct physical contact, will be recorded in writing as soon as practicable after the incident and normally on the same day.
- The information required by law or statutory guidance about a significant use of force, seclusion or restraint will be provided to the pupil's parent in writing as soon as practicable and normally on the same day. Where notifying a parent would be likely to result in serious harm to the pupil, the School will follow the statutory alternative reporting arrangements, including reporting to another parent where this can safely be done or, where necessary, to the relevant local authority.
- Never use force, restraint or seclusion as punishment, to obtain compliance where no lawful purpose exists, or in a way intended to cause pain.
- Review the incident, provide medical and emotional support, hear separate pupil and staff reflections, identify patterns and update plans or risk assessments.
- All staff have legal power to use reasonable force in limited circumstances to prevent injury, criminal offending, property damage or disorder. Staff likely to use restrictive interventions will receive suitable training.
- Seclusion is not a disciplinary sanction. It is used only where lawful and necessary to manage immediate risk, with monitoring, shortest duration and senior oversight.
- Where a pupil has SEND or a known likelihood of restrictive intervention, the school will co-produce prevention and behaviour-support plans and maintain risk assessments.

The School will prioritise prevention, early support and de-escalation wherever practicable. Restrictive intervention will be used only where it is lawful, necessary and proportionate and for no longer than necessary. Force, restraint or seclusion will never be used as punishment, to cause pain or simply to secure compliance where no lawful purpose exists. Incidents requiring recording or notification will be documented promptly, appropriate information will be provided to parents in accordance with applicable

requirements, and the School will review significant incidents to identify any medical, emotional, safeguarding, SEND, training or risk-management action required.

21. Police, criminal conduct, weapons, drugs and substances

Nothing in this section prevents a pupil from receiving or using prescribed or otherwise authorised medication in accordance with the School's Supporting Pupils with Medical Conditions Policy and the pupil's agreed medical arrangements. Misuse, unauthorised possession or supply of medication may, however, be addressed as a behaviour, medical and safeguarding matter as appropriate.

- The school will make immediate safety and safeguarding decisions and will not delay contacting emergency services where required.
- The DSL and Headteacher will consider police referral, children's social care, contextual safeguarding, exploitation and support for all pupils involved.
- School disciplinary action may proceed alongside or after a police investigation where this is fair and does not obstruct the criminal or safeguarding process.
- A police decision not to prosecute does not prevent the school reaching its own decision on the balance of probabilities.
- Substance incidents will be managed in accordance with the procedure set out below, including immediate medical response where required, searching and confiscation, secure handling and disposal of substances, safeguarding assessment and referral, drug testing where appropriate, disciplinary action and education or support.

Alpha Schools has adopted a group-wide framework for the proportionate use of drug testing where there are reasonable grounds to suspect drug or substance use. Each school will implement the framework set out below and maintain appropriate arrangements for access to testing and local professional support

Where a pupil is suspected of possessing, supplying, misusing or being under the influence of alcohol, illegal drugs, controlled drugs, solvents, psychoactive substances, vapes or another potentially harmful substance, the school will prioritise immediate safety, medical need and safeguarding.

- A pupil who appears intoxicated, impaired or medically unwell will remain appropriately supervised. A trained first aider will assess the immediate need for first aid or emergency medical assistance, and emergency services will be called where required.
- Parents or carers will normally be contacted promptly, unless doing so would create or increase a safeguarding risk or statutory agencies advise otherwise. A pupil will not simply be sent home or permitted to leave unsupervised where there remains a medical or safeguarding concern.
- Suspected controlled drugs or other prohibited substances will be secured, recorded and dealt with under the school's searching and confiscation arrangements. Police advice or attendance will be sought where required or appropriate.
- The DSL will be informed where the incident may indicate exploitation, coercion, county lines, trafficking, neglect, harmful peer influence, parental substance misuse or another safeguarding concern. Children's social care will be contacted where the safeguarding threshold is met.
- The school will consider the circumstances of the individual pupil, including age, intent, possession or supply, quantity, previous incidents, coercion or exploitation, SEND, disability, medical or mental-health needs and the risk posed to others.
- Any disciplinary response will be fair and proportionate and will follow this policy and, for suspension or permanent exclusion, the Admissions and Exclusions Policy. A drug- or alcohol-related incident does not automatically result in suspension or permanent exclusion.
- Appropriate education, pastoral support, assessment or referral to specialist services will be considered alongside any disciplinary response.

Drug Testing

The School reserves the right to arrange drug testing where there are reasonable grounds to suspect that a pupil may be under the influence of, or may have recently used, an illegal or unauthorised drug or other substance. Drug testing will not be used routinely, randomly or as a general screening measure. A decision to test must be based on specific information, observable behaviour, signs of impairment or other reasonable evidence giving rise to the concern.

The immediate safety and welfare of the pupil and others will always take priority over testing. Where a pupil appears intoxicated, impaired or medically unwell, the situation will first be assessed as a potential medical emergency. First aid will be provided and emergency medical assistance sought where required. Drug testing will not delay necessary medical treatment or safeguarding action

Any decision to arrange a drug test will be made by the Headteacher, or a senior leader expressly authorised by the Headteacher, following consultation with the Designated Safeguarding Lead where there is any safeguarding concern. The reasons for the decision will be recorded

Testing will be conducted in a manner that is proportionate to the concern, respects the pupil's dignity and privacy, and takes account of the pupil's age, maturity, SEND, disability, communication needs and any relevant medical information.

The School will explain to the pupil, in an age-appropriate manner, why testing is being proposed, what the test involves, how the result may be used and what will happen following the result. Parents or carers will normally be informed and involved unless there is a safeguarding reason why doing so would place the pupil at increased risk or statutory agencies advise otherwise.

Appropriate consent will be obtained having regard to the pupil's age, understanding and capacity and the rights and responsibilities of those with parental responsibility.

Testing will normally be undertaken using an appropriately recognised testing method and, wherever practicable, by or with the support of a suitably trained professional or testing provider. School staff will not undertake an intimate examination or use force to obtain a sample.

Where an initial screening test produces a non-negative or positive result and that result may materially influence a serious disciplinary decision, the School will consider whether confirmatory testing is appropriate before treating the result as established evidence. The test result will be considered alongside all other available evidence and will not automatically determine the outcome of the disciplinary process.

A refusal to participate in testing will be recorded and the reasons for the refusal considered. Refusal will not, by itself, be treated as proof that the pupil has used drugs. The School may nevertheless make decisions about safeguarding, supervision, behaviour or discipline on the basis of the other evidence available and the risk presented.

Where a test indicates drug or substance use, the School will:

- assess whether the pupil requires medical attention;
- consider whether there is a safeguarding concern, including possible child criminal exploitation, county lines activity, coercion, trafficking, neglect or harmful peer influence;
- inform parents or carers unless there is a safeguarding reason not to do so;
- consider whether police or children's social care involvement is required;
- consider appropriate pastoral, educational or specialist drug and alcohol support; and
- consider any disciplinary response under this policy and, where suspension, permanent exclusion or required removal is contemplated, the Admissions and Exclusions Policy.

A positive drug test will not automatically result in suspension or permanent exclusion. Any disciplinary decision will take account of the full circumstances, including the reliability of the evidence, the pupil's age and understanding, whether the incident involved possession, personal use or supply, previous incidents, safeguarding factors, coercion or exploitation, SEND or disability, and the risk posed to the pupil or others.

All testing decisions, consent arrangements, results, actions and referrals will be recorded securely. Drug-testing information will be handled confidentially and in accordance with the Data Protection Policy and Privacy Notice, with access limited to those who need the information for safeguarding, medical, behaviour or legal purposes.

For pupils of an age or developmental stage where school-arranged drug testing would not be appropriate, including very young children, suspected ingestion or exposure will be treated primarily as a medical and safeguarding matter and appropriate health professionals and parents or carers will be involved.

22. Attendance, reduced timetables, remote education and alternative provision

- A pupil will not be sent home to cool off without a formal suspension or a clearly recorded welfare or safeguarding basis.
- Remote education, study at home or a reduced timetable will not be used as a disciplinary sanction or to disguise exclusion.
- Any temporary reduced timetable must be in the child’s best interests, agreed with parents, time-limited, reviewed, coded accurately and consistent with attendance and safeguarding guidance.
- Alternative provision must be suitable, safe, quality-assured and monitored for attendance, progress, welfare and staffing. The school retains safeguarding responsibility.

The School will not pressure or encourage a parent to withdraw a pupil, elect home education or accept required removal in order to manage behaviour, SEND, attendance, academic outcomes, inspection concerns, capacity or the School's reputation. A pupil will not be sent home informally as a disciplinary response, and remote education, study at home or a reduced timetable will not be used to conceal or avoid a formal suspension or exclusion decision. Any proposed change to a pupil's education arrangements will be considered in accordance with the Attendance and Punctuality Policy, Admissions and Exclusions Policy and Safeguarding and Child Protection Policy.

23. Restorative practice, reintegration and support

- Restorative approaches may help pupils understand impact, repair relationships and restore trust, but participation must be safe, voluntary and appropriate.
- A pupil returning from removal or suspension will receive a structured welcome, clear expectations, needed adjustments and a review of what will reduce recurrence.
- Victims or pupils affected by harmful conduct will not be required to forgive, mediate or meet the other pupil.
- Support may include mentoring, counselling, SEND or medical review, risk management, curriculum work, parent meetings and external services.

24. EYFS arrangements

- EYFS responses will be developmentally appropriate, relational and focused on co-regulation, language, routines, modelling and understanding unmet need.
- Practitioners will not use isolation, food, toileting, sleep, comfort items or access to a trusted adult as punishment.

Where the EYFS applies, practitioners will support children's behaviour in a developmentally appropriate, relational and consistent manner, with emphasis on co-regulation, communication, routines, modelling and understanding individual need. Corporal punishment, threats of corporal punishment and any punishment likely to adversely affect a child's wellbeing are prohibited. Physical intervention will be used only where lawful and necessary to avert immediate danger of personal injury or, where absolutely necessary, to manage behaviour. Any required record and parent notification will be completed promptly. Food, toileting, sleep, comfort items, isolation or access to a trusted adult will not be withheld or used as punishment.

25. Boarding arrangements

Not applicable. The school does not provide boarding or residential accommodation.

26. Sixth form and older pupils

Not applicable. The school does not provide sixth-form provision.

27. Communication with parents and pupil voice

- The policy and school rules will be explained at admission, transition and whenever materially changed.
- Parents will be informed of serious or repeated concerns, significant sanctions, searches where required, significant force, seclusion and safeguarding matters subject to lawful confidentiality.
- Pupils will be consulted on culture, safety, routines and accessibility, but adults retain responsibility for lawful and safe decisions.
- Communication will remain respectful. Aggressive or abusive conduct by any adult may be managed under the parent contract, complaints procedure or staff procedures as appropriate.

28. Records, confidentiality and retention

- Records will be accurate, factual, proportionate and separated appropriately between behaviour, safeguarding, medical, SEND and employment systems.
- Serious sanctions, searches, prohibited items, discriminatory incidents, child-on-child abuse, restrictive interventions and exclusions will be logged in the approved system.
- Information will be shared on a need-to-know basis under UK GDPR, the Data Protection Act 2018, the Data (Use and Access) Act 2025 and safeguarding law.
- Records will be retained under the school’s retention schedule and any safeguarding or legal hold.

29. Complaints and review

- A parent or pupil may raise a concern about the implementation of this policy through the School's Complaints Procedure.
- A complaint does not automatically suspend a sanction, but the school may pause or adjust action where fairness, safety or welfare requires it.
- Suspension, permanent exclusion and required-removal reviews follow the Admissions and Exclusions Policy and parent contract.
- Allegations about staff conduct or excessive force will be managed under the Safeguarding and Child Protection Policy and allegations procedures, including LADO consultation where required.
- Nothing prevents a person contacting children's social care, police, local authority, regulator or inspectorate where they have a legitimate concern.

30. Monitoring, proprietor oversight and policy review

- Leaders will review incidents, rewards, sanctions, removals, detentions, searches, exclusions, discriminatory conduct, bullying, sexual harassment and restrictive interventions for patterns and effectiveness.
- Analysis will consider age, year group, sex, race, disability, SEND, looked-after or social-care status, boarding status and other relevant vulnerability indicators.
- Disproportionality or repeated incidents will lead to review of curriculum, environment, supervision, staff practice, support, reasonable adjustments and policy design.
- The proprietor will receive regular assurance, challenge actions and confirm that the policy is implemented effectively rather than existing only on paper.
- The policy will be reviewed at least annually and sooner after a serious incident, legal change, inspection finding or material change in provision.

31. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Admissions and Exclusions Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Staff Code of Conduct
- Restrictive Interventions Policy
- Searching and Confiscation procedure, where separate
- Internet Policy, Acceptable Use Agreements and Mobile Phone arrangements
- Relationships and Sex Education Policy
- PSHCE Policy
- SEND Policy and Accessibility Plan
- Non-Discrimination and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy and Health and Safety Policy
- Complaints Procedure
- Data Protection Policy and Data Protection Privacy Notice
- Educational Visits, Transport and Alternative Provision procedures
- Boarding policies and National Minimum Standards arrangements, where applicable
- Current parent contract and pupil or parent handbooks

32. Source register

Source	Application
Education (Independent School Standards) Regulations 2014 and DfE guidance, April 2026	Written behaviour and sanctions policy, effective implementation, welfare, safeguarding, anti-bullying and risk management.
Keeping Children Safe in Education 2026	Child-on-child abuse, sexual violence and harassment, online harm, safeguarding indicators, information sharing and DSL action from 1 September 2026.
Working Together to Safeguard Children 2026	Child-centred multi-agency safeguarding and Family Help.

Behaviour in Schools, February 2024	DfE advice applying to independent schools on culture, routines, support, sanctions and SEND.
Restrictive Interventions, Including Use of Reasonable Force, in Schools 2026	Prevention, de-escalation, reasonable force, seclusion, SEND and statutory recording and reporting from April 2026.
Mobile Phones in Schools, June 2026	Statutory phone-free expectations to be followed from 1 September 2026.
Searching, Screening and Confiscation, July 2022	Authorised searches, prohibited items, privacy, safeguarding, recording and disposal.
EYFS statutory framework for group and school-based providers, September 2026	Behaviour support, harmful-punishment prohibition and physical-intervention recording and parent notification.
Equality Act 2010 and EHRC technical guidance for schools	Non-discrimination and reasonable adjustments.
SEND Code of Practice: 0 to 25 years	Identification, graduated support, participation and multi-agency planning.
Mental health and behaviour in schools; supporting pupils with medical conditions	Understanding underlying need and providing appropriate support.
Boarding schools: national minimum standards, May 2026	Residential rules, sanctions, safeguarding, privacy, contact and complaints.
Human Rights Act 1998	Privacy, dignity, fair and proportionate decision-making.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Lawful recording, information sharing, monitoring and retention.
The school's parent contract	Contractual authority for rules, sanctions, suspension, permanent exclusion and required removal, subject to overriding law.