

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, SANCTIONS AND REWARDS POLICY

This policy is publicly available on the School website and, on request, from the School Office. It can be made available in large print or another accessible format where required.

Legal Status and Regulatory Framework

- Education (Independent School Standards) Regulations 2014, as amended, including Part 3 paragraph 9 (behaviour and sanctions), paragraph 16A (recording use of force and incidents of seclusion and restraint), paragraph 32A (reporting such incidents), and Part 8 (quality of leadership and management), together with DfE, Independent School Standards: Guidance for Independent Schools (April 2026).
- DfE, Behaviour in schools: advice for headteachers and school staff (updated February 2024).
- DfE, Mobile phones in schools (statutory guidance, updated 29 June 2026; to be followed from 1 September 2026).
- DfE, Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- DfE, Searching, Screening and Confiscation: advice for schools (July 2022, publication page updated July 2023), and any subsequent replacement guidance.
- DfE, Keeping Children Safe in Education 2026 (KCSIE 2026), in force from 1 September 2026.
- Working Together to Safeguard Children 2026, where relevant.
- Equality Act 2010, including duties relating to non-discrimination and reasonable adjustments.
- SEND Code of Practice: 0 to 25 years, as statutory guidance where applicable and otherwise as relevant good-practice guidance, together with pupils' EHC plans and individual support arrangements.
- Statutory Framework for the Early Years Foundation Stage for group and school-based providers, in force from 1 September 2026, where applicable.

Applies to

- the whole School, including the Early Years Foundation Stage (EYFS);
- out-of-school care, educational visits, sports fixtures and extra-curricular activities, including activities outside normal School hours; and
- all teaching and support staff, proprietors and volunteers working in the School, subject to the specific legal limitations on who may exercise search powers or use restrictive interventions.

Related Documents

- Anti-Bullying Policy and Procedures
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Physical Intervention Policy – Restrictive Interventions (Including the Use of Reasonable Force)
- Spiritual, Moral, Social and Cultural (SMSC) Policy, including Personal, Social, Health and Economic Education (PSHEE)
- Educational Visits and Off-Site Activities procedures
- Complaints Procedure

These policies, procedures, working practices and records support the consistent implementation of behaviour management, discipline, sanctions and safeguarding at Old Vicarage School.

Responsibility

The designated members of staff responsible for Behaviour Management, including discipline and sanctions, are Mrs Kerry Wise (Head of School), Mr Richard Crook and Mrs Sarah Grundy.

The practitioner responsible for behaviour management in the EYFS is Mrs Sarah Grundy.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Head of School. The Proprietor will undertake a formal review at least annually, and sooner where legislation, statutory guidance, inspection findings, safeguarding learning or School practice require it.

Policy reviewed and updated: September 2026

Next scheduled review: September 2027 (or earlier if required)

Proprietor: Matthew Adshead

Bursar and Proprietor: Jenny Adshead

Head of School: Kerry Wise

Statement of Intent

This policy is designed to promote good behaviour rather than merely to deter anti-social behaviour. Encouragement, positive relationships, clear expectations and consistent adult responses are the basis for developing acceptable behaviour within the School. Positive reinforcement of good behaviour is central to creating a safe, calm, respectful and purposeful community.

The purpose of this policy is to

- create an environment conducive to the aims of the School and to effective teaching and learning;
- provide clearly defined, age-appropriate limits that are understood by pupils, staff and parents;
- support staff to encourage good behaviour and respond consistently to misbehaviour;
- help pupils develop self-discipline, responsibility, respect and consideration for others;
- ensure sanctions are reasonable, proportionate, lawful, non-discriminatory and applied fairly;
- identify and respond to safeguarding, SEND, disability, pastoral or other underlying needs which may contribute to behaviour; and
- maintain records which allow the School to monitor serious incidents, patterns, effectiveness and any disproportionate impact on particular groups.

Safeguarding and Behaviour

The School recognises that behaviour can be an indicator of abuse, neglect, exploitation, unmet need, distress, SEND, disability, mental health difficulty or another safeguarding concern. Staff must consider whether concerning, harmful, sudden, persistent or unusual behaviour requires a safeguarding response rather than, or in addition to, a disciplinary response. Any safeguarding concern about a child must be reported without delay in accordance with the Safeguarding and Child Protection Policy, normally to the Designated Safeguarding Lead (DSL) or a deputy.

Where a matter is both a behaviour and safeguarding concern, safeguarding takes priority. Disciplinary action may be taken alongside safeguarding action where appropriate, but will never replace it.

Child-on-child abuse

Behaviour which may constitute child-on-child abuse, including sexual violence, sexual harassment, harmful sexual behaviour, bullying, prejudice-based or discriminatory abuse, abuse within intimate personal

relationships, online abuse or abuse occurring outside School, will be managed as a safeguarding matter under KCSIE 2026 and the Safeguarding and Child Protection Policy. It will not be dismissed as banter, part of growing up or an inevitable part of childhood.

Suspected criminal behaviour

Where behaviour may constitute a criminal offence, the School will first consider the safety and welfare of the children involved. The DSL will be involved where there is a safeguarding concern and will consider, in accordance with KCSIE 2026, local safeguarding arrangements and relevant police guidance, whether and when the police and/or local authority children's social care should be contacted. Any disciplinary action taken by the School will be coordinated, so far as necessary, with safeguarding agencies and the police and will not prejudice an external investigation.

Aims

Our aim is that, through this policy, pupils are motivated and supported to:

- work hard and engage positively in learning;
- be kind and behave well;
- follow School rules and reasonable instructions;
- treat all members of the community with respect;
- show self-respect and care for property and the environment; and
- develop increasing independence, self-regulation and responsibility.

Old Vicarage School believes that pupils should feel safe and free from bullying, harassment, sexual harassment, sexual violence, discriminatory behaviour, cyber-bullying and prejudice-based bullying. The School does not tolerate such behaviour and responds promptly and appropriately when concerns arise.

School Ethos

Old Vicarage School is expected to be a place where:

- all individuals are respected and their individuality is valued;
- pupils are encouraged to achieve and take pride in their progress;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly, consistently and proportionately;
- bullying, disruption, harassment and discriminatory behaviour are not tolerated;
- early intervention and support are the norm; and
- adults model calm, respectful and caring behaviour.

The School community values each child as an individual. Pupils are given clear guidance as to what is and is not acceptable behaviour and are helped to understand the reasons for School rules, the effect of their behaviour on others and how to repair relationships where appropriate.

Implementation

The Head of School has overall responsibility for behaviour, discipline and the consistent implementation of this policy. The School uses DfE, Behaviour in schools: advice for headteachers and school staff (updated February 2024), together with current statutory safeguarding, mobile-phone and restrictive-intervention requirements, to inform practice.

The School:

- maintains a consistent whole-School approach to behaviour management;
- provides clear routines, expectations and adult modelling;

- uses regular staff discussion, pastoral information and behaviour records to coordinate support;
- keeps appropriate records of serious incidents, serious sanctions, searches and restrictive interventions and reviews them for patterns and trends;
- ensures strong leadership oversight and support for classroom management;
- uses rewards and sanctions within a positive behaviour strategy;
- provides support to help pupils understand and self-manage their behaviour;
- considers the whole child and possible reasons for behaviour, including safeguarding, SEND, disability and pastoral factors;
- provides staff development and support;
- liaises with parents and, where appropriate, external agencies;
- supports pupils through transitions;
- maintains clear and well-organised working practices and a safe, orderly environment;
- where, following appropriate safeguarding consideration and investigation, an allegation is shown to have been deliberately invented or malicious, considers whether a proportionate disciplinary response is appropriate; no pupil will be sanctioned merely because an allegation is unsubstantiated, unfounded or does not result in further action; and
- fulfils its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

Roles and Responsibilities

The Head of School

The Head of School determines the detail of the standards of behaviour expected at Old Vicarage School and has responsibility for maintaining discipline and securing the effective implementation of this policy. The Head of School is expected to:

- promote self-discipline and proper regard for authority;
- encourage good behaviour and respect for others;
- prevent, identify and respond to bullying and other harmful behaviour;
- ensure standards of behaviour are appropriate to pupils' ages and needs;
- ensure sanctions are fair, proportionate and consistent with this policy; and
- regulate the conduct of pupils within the lawful scope of the School's authority.

All staff

All staff are expected to encourage good behaviour and respect for others, teach and reinforce expectations, and apply rewards and sanctions fairly and consistently. Staff must use professional judgement, avoid humiliation or sarcasm, consider safeguarding and SEND factors, make reasonable adjustments where required and seek support from senior staff when behaviour is serious, persistent or difficult to manage.

Pupils

Pupils are expected to take increasing responsibility for their own behaviour. Expectations, School rules, rewards and likely consequences are explained in an age-appropriate way. Pupils are encouraged to reflect, repair relationships, seek help when worried and contribute to a respectful School community.

Parents

Parents are expected to support the School's standards and behaviour arrangements, communicate constructively with staff and reinforce respectful behaviour. The School aims to build a supportive dialogue with parents. Parents will be informed promptly, where appropriate, if there are significant concerns about their

child's behaviour or welfare. Where a matter raises a safeguarding concern, parental communication will be determined in accordance with the Safeguarding and Child Protection Policy and by the DSL; a parent will not be informed where doing so would place a child at additional risk or otherwise conflict with safeguarding procedures.

Parents and visitors must behave respectfully on School premises and in communications with staff. Concerns and complaints should be raised privately and through the appropriate School procedures. Aggressive, threatening, abusive or intimidating conduct towards staff, pupils or other members of the School community will not be accepted and may be addressed under the School's visitor, safeguarding and complaints arrangements.

Standards of Behaviour and the School Environment

The School expects high standards of behaviour and encourages good habits of work, courtesy and self-discipline from the moment a child enters the School. All pupils have a right to learn in a calm, safe, supportive and purposeful environment.

We aim to maintain an environment in which:

- pupils move around the School calmly, safely and punctually;
- pupils come prepared for learning with appropriate books and equipment;
- positive self-esteem and concern for others are encouraged;
- School rules are stated positively, understood and applied consistently;
- the values of PSHEE and SMSC permeate School life;
- high expectations create a positive attitude to learning;
- pupils can attend School without fear of bullying or harassment;
- praise and constructive guidance are used more readily than blame;
- pupils respect the School environment and property; and
- School uniform and appearance expectations are followed in a fair and non-discriminatory way.

Pupils may wear a watch, one necklace with a religious pendant and one pair of small stud earrings worn in the earlobes. Jewellery must be removed for PE or other activities where required for safety, subject to any reasonable adjustment and appropriate consideration of religious requirements. Smart watches or other wearable devices capable of communication, internet access or recording are subject to the School's mobile-device rules.

Expectations

- to promote the wellbeing of self and the School community;
- to encourage personal independence and responsibility;
- to promote an atmosphere conducive to learning; and
- to respect the rights, safety, dignity and property of others.

The School will not discriminate unlawfully and will apply this policy consistently with its duties under the Equality Act 2010, including duties towards disabled pupils and the requirement to make reasonable adjustments.

Unacceptable behaviour

Unacceptable behaviour includes behaviour which:

- causes or risks physical, emotional or reputational harm to a person;
- damages, takes or misuses property;
- is offensive, discriminatory, harassing, threatening, intimidating or inconsiderate;

- interferes with the right of teachers to teach or pupils to learn;
- undermines safety, good order or the reputation of the School; or
- breaches School rules, including reasonable rules concerning online behaviour, mobile devices, substances or prohibited items.

Rules are deliberately few, clear and positively expressed where possible. Pupils are helped to understand why the rules exist and staff reinforce them consistently.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The School has a zero-tolerance approach to sexual harassment and sexual violence: such behaviour is never acceptable and will not be tolerated or dismissed as banter, part of growing up or “boys being boys”. Every sign, report or concern will receive an appropriate safeguarding response under the Safeguarding and Child Protection Policy and KCSIE 2026 Part Five, taking account of the children’s ages, developmental stages and individual circumstances. Behavioural sanctions may be considered alongside, but never instead of, safeguarding action.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that it will be passed to the police. Other suspected criminal behaviour will be considered by the DSL in accordance with KCSIE, local safeguarding arrangements and relevant police guidance. All concerns, decisions and their rationale will be recorded. The wishes and safety of the child who has experienced the behaviour will be central to the response, and appropriate support will also be considered for the child alleged to have caused harm.

Code of Conduct and Care for Others

To maintain a happy, safe working environment in which staff and pupils can perform to the best of their ability, all members of the School are expected to show consideration, courtesy, respect and sensitivity to one another, to visitors and to members of the public.

The School will not tolerate bullying, teasing, discriminatory abuse, rudeness, threatening or abusive language, harmful physical contact, sexual harassment or other behaviour which causes harm. Any pupil who experiences or witnesses bullying or harmful behaviour is encouraged to tell an adult immediately. The School will take prompt steps to protect and support those affected and to address the behaviour, including support for the pupil who has caused harm where appropriate.

Pupils must not use inappropriate, harmful or unwanted physical contact. Appropriate physical contact by staff, including the lawful use of reasonable force where necessary, is governed by the Physical Intervention Policy – Restrictive Interventions (Including the Use of Reasonable Force).

Intentional damage to School or personal property may result in a proportionate sanction and contact with parents. The School may seek reimbursement for deliberate damage in accordance with the Parent Contract and the circumstances of the incident.

Rewards

Good behaviour is promoted at all times. The School considers it important to acknowledge and reward positive effort, kindness, responsibility, progress and contribution. Staff should ensure that quiet consistency and sustained effort are recognised, not only conspicuous achievement.

Rewards may include:

- verbal praise and congratulations;
- house coins/house points for effort, work, conduct, kindness, art, music, sport and contribution;
- recognition of academic and extra-curricular achievement at prize-giving and assemblies;
- responsibility and leadership roles, including Prefects, House Captains and School Council membership;

- recognition by the Head of School for outstanding service or achievement;
- sharing excellent work with the Head of School, peers and parents; and
- displaying work and celebrating achievements in and outside School.

House System

The School has four Houses: Amber, Derwent, Dove and Wye. Each child is assigned to a House on entry to the School. The House system encourages belonging, teamwork, positive contribution and healthy competition. House Captains and other pupil leaders are elected or appointed in accordance with School arrangements.

Sanctions and Consequences

Consequences should be logically related to the behaviour, proportionate to its seriousness and appropriate to the pupil's age, understanding and individual circumstances. Staff should distinguish between deliberate misconduct and behaviour arising from distress, developmental need, disability, SEND or other underlying factors. Reasonable adjustments will be made where required.

Under no circumstances will a whole group be punished for the identified misconduct of an individual. Staff may, however, use whole-class teaching, reminders or restorative discussion where this is genuinely appropriate to reinforce shared expectations without imposing collective punishment.

Typical responses to low-level misbehaviour may include a reminder, redirection, change of seat, restorative conversation, loss of a privilege, completion or repetition of work, a behaviour report, lunchtime detention or, for older pupils, an after-School detention where reasonable and safely managed. Parents will be informed where appropriate, particularly where a detention takes place after normal School hours.

Where appropriate, a pupil may be asked to provide an apology or a developmentally appropriate reflection or explanation concerning their behaviour.

The safety of pupils is paramount. If a pupil's behaviour endangers others, a member of staff may stop an activity and, where necessary, remove the pupil from that activity for the remainder of the session. Any response will be proportionate and followed by appropriate education, support, safeguarding consideration and reintegration.

Unacceptable behaviour will be addressed firmly but without humiliating or degrading the pupil. Sarcasm, ridicule, public shaming and degrading punishments are not acceptable.

Removal from the classroom

If a pupil's behaviour seriously disrupts learning, the pupil may be removed from the classroom for a proportionate period. Removal is a serious response and will be used only where necessary to maintain safety or restore stability following serious disruption, to allow education to continue in a managed environment, or to support a pupil to regain calm. The pupil will be supervised in a suitable setting with continued access to education so far as reasonably practicable. The duration will be no longer than proportionately necessary; the reason and duration will be recorded; underlying safeguarding, pastoral or SEND factors will be considered; and an appropriate reintegration process will be used. Repeated removals will be reviewed for patterns and additional support needs.

Where a pupil is removed from class or asked to work elsewhere, the pupil will remain appropriately supervised and education will continue so far as reasonably practicable. Removal from class must not amount to seclusion. Any intervention which amounts to restraint or seclusion will be managed, recorded and reported under the Physical Intervention Policy.

Serious misbehaviour

Major breaches of discipline, for example physical assault, serious bullying or discriminatory abuse, serious sexual misconduct, deliberate significant damage, theft, possession of prohibited items, serious verbal abuse, persistent disruptive behaviour, or conduct placing a pupil or others at risk, are dealt with by the Head of School or a senior leader acting on the Head's behalf. Parents will normally be contacted promptly, subject to safeguarding considerations.

In serious cases, the Head of School may consider suspension, permanent exclusion/expulsion or any other formal contractual sanction available to the School, strictly in accordance with the School's published Exclusions Policy and Parent Contract. A pupil will not be sent home or asked to remain away from School as an informal or unofficial disciplinary exclusion.

Early Years Foundation Stage (EYFS)

The School recognises that behaviour management in the EYFS must be developmentally appropriate and consistent with the EYFS statutory framework. Practice emphasises positive relationships, co-regulation, clear routines, modelling, specific praise and teaching children the language and skills needed to manage feelings and behaviour.

Key principles include:

1. Adults model the behaviour expected of children.
2. Adults use attentive eye contact and supportive body language.
3. Requests are phrased positively and clearly.
4. Specific praise is used to reinforce positive behaviour.
5. Where safe and appropriate, low-level attention-seeking behaviour may be responded to neutrally and redirected rather than inadvertently reinforced. Behaviour which may indicate distress, unmet need, SEND, abuse or another safeguarding concern will never be ignored.
6. Independence and responsibility are promoted in age-appropriate ways.
7. Staff use their knowledge of each child as an individual.
8. Staff do not make assumptions about a young child's understanding.
9. Children are supported to make safe, kind choices and repair relationships.
10. Adults seek to understand the need or communication behind behaviour.

If unacceptable behaviour persists, a child may be supported away from the group for a short, developmentally appropriate period, under appropriate direct supervision, to regulate and regain calm. A child will never be locked in, physically prevented from leaving, or caused to believe they will be punished for leaving as a behaviour-management technique. Any intervention which amounts to restraint or seclusion will be managed, recorded and reported in accordance with the Physical Intervention Policy and applicable statutory requirements.

For further detail, staff should refer to Managing and Modifying Behaviour through Positive Language in the EYFS.

Pupils with Special Educational Needs and Disabilities

Particular consideration will be given to pupils with SEND or disabilities when considering behaviour, discipline and sanctions. The School recognises that behaviour may be connected to a pupil's needs, communication profile, sensory processing, disability, trauma, executive functioning or other barriers. Staff will seek to identify and address such factors rather than assume wilful defiance.

The School will make reasonable adjustments where required under the Equality Act 2010 and will take account of EHC plans, individual support plans and professional advice. Preventative support may include differentiated

routines, visual supports, movement breaks, seating adjustments, regulation strategies, reduced sensory load, additional adult support or changes to how instructions and sanctions are communicated. Any adjustment will be proportionate to the pupil's individual needs and the safety and learning of others.

Repeated or escalating behaviour will prompt review of whether additional assessment, pastoral support, SEND provision or external-agency involvement is needed.

Further Behaviour Strategies for Staff

- Plan for behaviour and routines as carefully as for curriculum content.
- State expectations clearly and positively.
- Use calm, proportionate assertion rather than anger or argument.
- Focus on the behaviour and the right or rule affected, not on the pupil's character.
- Give a clear direction towards the behaviour required.
- Use questions which support reflection rather than public confrontation.
- Avoid being drawn into secondary argumentative behaviour.
- Seek support when reasonable classroom strategies have not resolved the issue.
- Record and escalate serious, persistent or safeguarding-related concerns.

If behaviour continues to be disruptive after reasonable strategies have been used, the staged sanctions and escalation arrangements set out in the "Sanctions and Consequences" and "Serious Misbehaviour" sections of this policy should be followed.

Managing Pupil Transition

The School carefully manages transition from the EYFS through Key Stage 1 and Key Stage 2 and into senior school. Relevant behavioural, pastoral, safeguarding and SEND information is shared lawfully, proportionately and on a need-to-know basis to support continuity, safety and successful transition. Pupils are encouraged to attend taster days and visits, and staff liaise with receiving schools where appropriate.

Record of Serious Sanctions

The School will maintain a central written record of sanctions imposed for serious pupil misbehaviour. The record will identify the pupil, date, nature of the serious misbehaviour, sanction imposed and relevant follow-up. The Head of School and Proprietor will use the record, together with other behaviour and safeguarding information, to monitor consistency, effectiveness, repeated patterns and any disproportionate impact on particular groups.

Suspension and Permanent Exclusion / Expulsion

Old Vicarage School will apply its behaviour arrangements in a consistent, rigorous and non-discriminatory way. Ultimate disciplinary sanctions are:

- Suspension – a temporary exclusion from School under the School's formal procedure; and
- Permanent exclusion / expulsion – removal from the School roll in accordance with the School's contractual and exclusions procedures.

Neither sanction is used lightly. The power to suspend or permanently exclude/expel a pupil is exercised by the Head of School in accordance with the Exclusions Policy and Parent Contract, including any applicable review or appeal arrangements. Parents are informed of the decision and reasons in accordance with those procedures. Safeguarding, SEND, disability, reasonable adjustments and the pupil's individual circumstances are considered before a decision is made.

The OVS Way – Pupil Support and Raising Worries

1. The Three Knock Rule

A child may ask a teacher to use the “Three Knock Rule” when worried. The teacher will respond supportively and help the child access an appropriate trusted adult, including the Head of School, with a friend if the child wishes and this is suitable.

2. The School Listener

A pupil may speak with the School Listener for impartial pastoral support. The role is to listen, reassure and help the pupil identify appropriate next steps. It is a pastoral listening role and does not replace the DSL or the School’s safeguarding procedures.

3. Speaking to any member of staff

Pupils understand that they may approach any trusted adult in School for help. Staff must listen, take concerns seriously and follow safeguarding procedures where appropriate.

4. Speaking to parents

Pupils are encouraged to involve their parents in worries or concerns. Where a pupil finds it difficult to speak directly to School staff, parents may raise the concern on the pupil’s behalf, subject to safeguarding procedures.

5. Writing a note

The School provides an age-appropriate route for pupils to submit a written worry or request to speak with a trusted adult. Such messages are checked promptly and responded to appropriately.

6. House Captains, Prefects and Older Pupils

Pupils are encouraged to look out for one another and may approach a House Captain, Prefect or older pupil for reassurance. Older pupils are not expected to investigate, keep secrets or manage safeguarding concerns; they must seek help from an appropriate adult when a concern is disclosed or appears significant.

A pupil will never be promised absolute confidentiality. If information shared with the School Listener, a member of staff, Prefect, House Captain or another pupil raises a safeguarding concern, it must be passed promptly to the DSL or a deputy in accordance with the Safeguarding and Child Protection Policy.

Liaison with Parents and Other Agencies

The School works in partnership with parents and, where appropriate, with external agencies and professionals. Support may include pastoral work, counselling or therapeutic support, SEND advice, health services, early help, children’s social care or other specialist input. Referrals will be made in accordance with safeguarding, data-protection and consent requirements, recognising that safeguarding information may be shared without consent where lawful and necessary to protect a child.

Malicious or Deliberately False Allegations

Where, following appropriate safeguarding consideration and investigation, an allegation is shown to have been deliberately invented or malicious, the School may consider a proportionate disciplinary response in accordance with KCSIE 2026 and this policy. A pupil will not be sanctioned merely because an allegation is unsubstantiated, unfounded or does not result in further action. The DSL will consider whether the child who made the allegation requires help, support or safeguarding intervention.

Educational Visits

Behaviour expectations apply on educational visits, residential visits, fixtures and other off-site School activities. Serious misbehaviour during a visit will be managed in accordance with this policy, the School's Educational Visits procedures and safeguarding requirements. Where, following an individual risk assessment, it is no longer safe or reasonably practicable for a pupil to remain on the visit, the School may arrange for the pupil to return home, taking account of the pupil's age, SEND or disability, safeguarding needs and the safety and practicality of the arrangements. Any liability for additional costs will be determined in accordance with the Parent Contract and the published terms of the visit.

Behaviour Outside School, Including Online Behaviour

Behaviour outside School, including online behaviour, may be dealt with under this policy where there is a sufficient connection with the School. This includes behaviour during educational visits, fixtures or other School-organised activities; while travelling to or from School; while wearing School uniform or otherwise identifiable as an OVS pupil; or where the behaviour poses a threat to another pupil or member of the School community, has repercussions for the orderly running of the School, or raises a safeguarding concern. Any response will be lawful, reasonable and proportionate to the circumstances.

Online incidents which raise safeguarding concerns will be managed under the Safeguarding and Child Protection Policy. The School may apply behavioural consequences where online conduct has a clear School connection, while recognising the role of parents in supervising children's use of technology outside School.

Corporal Punishment and Prohibited Sanctions

Corporal punishment is prohibited. The School will not administer or threaten corporal punishment in any circumstances, and no punishment will be imposed that is degrading or humiliating.

The following sanctions or punishments will never be used:

- corporal punishment or any form of hitting a child, including in anger or retaliation;
- deprivation of food or drink as a punishment;
- enforced eating or drinking;
- prevention of appropriate contact with parents or an independent listener/helpline where such contact is required or permitted;
- requiring a pupil to wear distinctive or humiliating clothing as a punishment;
- withholding aids or equipment needed because of disability or medical need;
- leaving a pupil outside a classroom unsupervised; or
- seclusion, restraint or use of force as a disciplinary punishment.

Physical Intervention, Restrictive Interventions and Reasonable Force

The School seeks to prevent and de-escalate behaviour wherever possible. Staff may use reasonable force only in the limited circumstances permitted by law and must use no more force than is reasonable, necessary and proportionate for the shortest practicable time. The School will not use force as a punishment. Staff must follow the Physical Intervention Policy – Restrictive Interventions (Including the Use of Reasonable Force).

Every significant incident involving the use of force, and every incident of restraint or seclusion, will be recorded in writing as soon as practicable in accordance with the School's Physical Intervention Policy and the statutory requirements in force from 1 April 2026. Records will include the names of those involved, relevant pupil needs including SEND status, the time, date, location and duration of the intervention, a brief account of the incident, de-escalation strategies used, the type and degree of force, any injuries, why the intervention was judged necessary and post-incident support.

Information about each reportable incident will be provided in writing to each parent as soon as practicable, ideally on the same day, unless doing so would be likely to result in significant harm to the pupil. Where there is no parent to whom the information can safely be provided, the information will be provided to the local authority within whose area the pupil is ordinarily resident, in accordance with the applicable statutory requirements. The School will comply with paragraphs 16A and 32A of the Independent School Standards and current DfE restrictive-interventions guidance.

Drug, Alcohol, Tobacco and Vaping-Related Incidents

The School prohibits pupils from bringing illegal drugs, alcohol, tobacco, cigarette papers, e-cigarettes/vapes or other prohibited substances to School or School activities. Medication required during the School day must be managed under the School's medicines procedures. Suspected possession, supply or use will be handled in accordance with safeguarding procedures, current search/confiscation guidance, the School's rules and the seriousness of the circumstances. The School will consider whether police, children's social care, parents or external support services should be involved.

Involvement of Pupils

The School values pupil voice and gives pupils age-appropriate opportunities to express views about behaviour, bullying, safety and School life, including through the School Council and pastoral systems. Pupil views inform review and improvement, while the Proprietor and Head of School retain responsibility for the policy and its lawful implementation.

Equal Opportunities

All rewards and sanctions will be applied fairly and consistently and in accordance with the Equality Act 2010. The School will not discriminate unlawfully because of a protected characteristic and will make reasonable adjustments for disabled pupils where required. Consistency does not require identical treatment where a lawful reasonable adjustment or an individualised response is appropriate.

Recording, Information Sharing and Transfer

The School keeps behaviour records that are necessary and proportionate for safeguarding, discipline, pastoral support, monitoring and compliance. Serious sanctions are recorded centrally. Search and restrictive-intervention records are kept as set out in this policy and the relevant safeguarding/physical intervention procedures.

Information about behaviour will be shared with a receiving school only where it is lawful, necessary and proportionate, including where information is required to support the pupil or enable appropriate assessment and management of risk. Safeguarding information will be transferred by the DSL in accordance with KCSIE 2026 and the Safeguarding and Child Protection Policy, separately from the main pupil file where required.

Any safeguarding concern about a child must be reported without delay in accordance with the Safeguarding and Child Protection Policy, normally to the DSL or a deputy. Concerns or allegations about staff, supply staff, volunteers or contractors must be reported through the procedures set out in that policy and KCSIE 2026. A concern or allegation about the Head of School must be reported to the Proprietor, or directly to the Local Authority Designated Officer (LADO) where required because of a conflict of interest or other circumstances specified in the Safeguarding and Child Protection Policy. Staff may also use the School's whistleblowing arrangements.

Staff Development and Support

The School supports staff in managing and modifying behaviour through induction, INSET, professional dialogue, pastoral meetings, safeguarding training and access to specialist advice where appropriate. Training includes positive behaviour support, de-escalation, safeguarding, SEND and disability, reasonable adjustments, search procedures and restrictive-intervention requirements as relevant to staff roles.

Support Systems for Pupils

The School has procedures for supporting pupils who experience ongoing behaviour difficulties. Support may include an individual behaviour plan, pastoral support plan, SEND review, reasonable adjustments, mentoring, parent meetings, external professional advice and carefully planned reintegration after serious incidents or removal. Plans will be reviewed and adapted in response to evidence and the pupil's needs.

Anti-Bullying

This policy is aligned with the Anti-Bullying Policy and Procedures and the Safeguarding and Child Protection Policy. The School does not tolerate bullying of any kind, including cyber-bullying and prejudice-based bullying. Reports are taken seriously, investigated appropriately and followed by support, safeguarding action and proportionate consequences as required. Repeated incidents and patterns are monitored.

Role of the Class Teacher

Class teachers discuss School expectations with pupils in an age-appropriate way, establish clear classroom routines, model respectful behaviour, use positive reinforcement, address low-level disruption promptly and record or escalate significant concerns. Teachers should seek advice where behaviour may indicate safeguarding, SEND, disability or another unmet need.

Mobile Phones and Smart Devices

Old Vicarage School is a mobile-phone-free environment by default throughout the School day, including lessons, movement between lessons, breaktimes and lunchtime. Pupils are not permitted to access or use mobile phones or smart devices with similar communication functionality during the School day. Any such device brought to School must be switched off and stored in accordance with the School's published arrangements so that it is inaccessible to the pupil during the School day.

Exceptions will be made only where required as a reasonable adjustment or for another exceptional individual medical, safeguarding or welfare need, with appropriate authorisation. Mobile phones will not be used as routine learning devices. Where a pupil needs a phone for safe travel to or from School, this does not alter the requirement that the device is inaccessible during the School day.

Communicating smart watches and other wearable devices capable of sending/receiving notifications or messages, accessing the internet or recording audio/video are treated as smart devices under this policy. A non-communicating watch may be worn subject to School uniform and safety rules.

Where parents need to contact a pupil during the School day, they should contact the School Office. Staff model the School's expectations and should not use personal phones for personal reasons in front of pupils during the School day, save in exceptional circumstances.

A breach may result in a proportionate sanction, including confiscation. The School identifies mobile phones and similar smart devices as items which may be searched for under the School rules by the Head of School or authorised staff, in accordance with the Appendix on Searching, Screening and Confiscation. Reasonable adjustments and exceptional individual arrangements will be respected.

APPENDIX: SEARCHING, SCREENING AND CONFISCATION

This appendix is to be read with current DfE Searching, Screening and Confiscation guidance, KCSIE 2026, the School's Safeguarding and Child Protection Policy and the mobile-device provisions of this policy. Searching must be safe, proportionate, respectful of privacy and implemented consistently and fairly.

Who may search

Only the Head of School or a member of School staff authorised by the Head of School may carry out a statutory search. The Head may authorise individual members of staff to search for specific items or for all items identified in this policy. Other staff, volunteers and contractors must report concerns to the Head of School or an authorised member of staff and must not conduct a pupil search unless they are themselves lawfully authorised to do so. A member of staff will not be required to carry out a search if they refuse, except where a security employee may be directed in accordance with the law and current DfE guidance.

Items which may be searched for

The Head of School and authorised staff may search where they have reasonable grounds to suspect that a pupil has a statutory prohibited item or an item identified in School rules as an item for which a search may be made. Statutory prohibited items 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 to cause personal injury or damage to property;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

For the purposes of the School rules, the following are also identified as items for which an authorised search may be undertaken: e-cigarettes and vapes; mobile phones and similar smart/communication devices used or possessed contrary to the School's published arrangements; and any other item expressly prohibited by the School rules and communicated to pupils and parents as searchable.

Search with the pupil's agreement

Under common law, School staff may search a pupil for any item if the pupil agrees. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that agreement is informed. Written consent is not required.

Search without agreement / statutory search

A statutory search may be conducted by the Head of School or authorised staff where there are reasonable grounds to suspect that the pupil has a statutory prohibited item or an item identified in School rules as searchable. Before any search, the authorised member of staff should assess urgency and risk, explain why and how the search will take place, and seek the pupil's cooperation.

If a pupil refuses to cooperate, staff should consider why and, unless an urgent search is required, seek advice from the Head of School, DSL/deputy or an appropriate pastoral member of staff. A proportionate behaviour sanction may be applied for refusal to follow a reasonable instruction. If a search remains necessary, reasonable force may be considered only where lawful and only to search for a statutory prohibited item, not for an item searchable solely because it is banned under School rules. Any use of force must comply with the Physical Intervention Policy and statutory recording/reporting requirements.

Safeguarding and reasonable adjustments

The age, developmental stage, SEND, disability, communication needs, previous experiences and safeguarding needs of the pupil must be considered. Reasonable adjustments will be made where required. The DSL or deputy must be informed of searches for statutory prohibited items and of any search which reveals or raises a safeguarding concern.

During a search

Where possible, a search should take place away from other pupils. Statutory searches may take place on School premises or elsewhere where the authorised member of staff has lawful control or charge of the pupil, for example on a School trip in England.

The member of staff conducting a search of the pupil must be the same sex as the pupil and another member of staff must normally be present as a witness. The limited legal exception applies only where the person conducting the search reasonably believes there is a risk of serious harm if the search is not carried out urgently and it is not reasonably practicable, in the time available, to arrange a same-sex searcher and/or witness. Any search conducted under this exception must be reported immediately to another member of staff and recorded.

A member of staff may search outer clothing, pockets, possessions, desks or lockers. A pupil must not be required by School staff to remove any clothing other than outer clothing. "Possessions" includes items over which the pupil has or appears to have control, such as desks, lockers and bags. A pupil's possessions should normally be searched in the presence of the pupil and another member of staff, subject to the urgent serious-harm exception in current guidance.

Strip searches by police

School staff will never conduct a strip search. A strip search, meaning a search involving the removal of more than outer clothing, may only be conducted by the police in accordance with the Police and Criminal Evidence Act 1984 (PACE) and relevant Codes. Before involving the police where a strip search may result, staff will consider the potential impact on the pupil's mental and physical wellbeing, the risk of not recovering the suspected item and whether less intrusive approaches have been exhausted, unless there is an immediate risk of harm. The School will continue to advocate for the pupil's safety and welfare throughout and the DSL or deputy will be involved.

Unless there is an immediate risk of harm and where reasonably possible, a parent should be informed in advance where police involvement may lead to a strip search. Parents will always be informed after a strip search has taken place. Every strip search on School premises will be recorded, monitored for patterns and followed by appropriate safeguarding and pastoral support whether or not an item is found.

After a search

Whether or not anything is found, staff must consider whether the reason for the search, the search itself or its outcome gives cause to suspect that the pupil is suffering or likely to suffer harm, or requires additional support. Where this may be the case, the School's safeguarding procedures must be followed and the DSL or deputy informed.

Recording searches

Any search by a member of staff for a statutory prohibited item, and every search carried out by police on School premises, will be recorded in the School's safeguarding reporting system whether or not an item is found. The School will also record searches for School-rule-only items where the Head of School determines this is appropriate, including searches for mobile phones/smart devices and vapes where the circumstances warrant a formal record.

The record will include, as appropriate: the date, time and location; the pupil searched; the person conducting the search and anyone else present; what was being searched for; the reason for the search; what, if anything, was found; and the follow-up action taken. Search records will be reviewed for safeguarding concerns, repeated patterns and any disproportionate impact on particular groups.

Informing parents

Parents will be informed as soon as practicable of any search for a statutory prohibited item and of the outcome, including any confiscation and resulting sanction. The School will consider whether parents should also be informed of a search for a School-rule-only item. Safeguarding considerations may affect the timing or manner of communication where informing a parent would create a risk to a child.

Screening

The School does not routinely operate screening of pupils. If screening is considered necessary in future, it will be introduced only in accordance with current DfE guidance. Pupils and parents will be informed in advance of what screening involves and why it is being introduced, and reasonable adjustments will be made for disabled pupils where required. The School will consider consultation with local police before introducing screening technology.

Confiscation

An authorised staff member carrying out a search may confiscate an item where there are reasonable grounds to suspect it poses a risk to staff or pupils, is prohibited or identified in School rules as searchable, or is evidence in relation to an offence. The School may also confiscate property as a disciplinary penalty where it is reasonable and lawful to do so.

Controlled drugs, weapons, evidence of suspected offences and other items which current guidance requires or indicates should be passed to the police will be dealt with accordingly. Alcohol, tobacco, cigarette papers and fireworks will not be returned to a pupil. Other items will be returned, retained, handed to parents, disposed of or passed to the police as appropriate, taking account of safety, value, evidence, safeguarding and current DfE guidance.

Electronic devices

Electronic devices may contain material relating to an offence or which may cause harm. Where an authorised member of staff lawfully confiscates an electronic device as a result of a search, data or files may be examined only where there is a good reason to do so and in accordance with current DfE guidance. Safeguarding takes priority.

If a member of staff suspects that a device may contain an indecent image of a child, including a nude or semi-nude image, they must not intentionally view it and must never copy, print, share, store or save it. The device should be secured, the DSL or deputy informed immediately and the School's safeguarding procedures followed. Material suspected to constitute evidence of an offence must not be deleted and will be dealt with in accordance with DfE guidance and police advice. Any deletion of other material must be lawful, necessary and proportionate.

Complaints

Any complaint concerning searching, screening or confiscation will be dealt with through the School's published Complaints Procedure, without prejudice to the School's safeguarding duties or any separate route required by law.