Rewards, Behaviour and Sanctions Policy

Policy date:	October 2026
Date of next review:	September 2027
Owner:	Deputy Master
Leadership Team:	Senior Leadership Team
Intended audience:	Pupils, parents and staff
Location:	School Portal and Governor Portal

1. Introduction

1.1 Haileybury ('the School') is a modern school with a Christian ethos and the School's values reflect this. At Haileybury, we aim to:

- provide a spiritual, ethical and intellectual framework within which fundamental issues can be explored and informed choices made;
- promote respect for all individuals (regardless of any protected characteristic including age, gender reassignment, marriage or civil partnership, pregnancy and maternity, disability, race, religion or belief, sex and sexual orientation);
- encourage a willingness to help others;
- foster excellence in scholarship and academic studies;
- be a happy and purposeful school with a culture of inclusivity that celebrates equality and diversity;
- offer an experience rich in variety, challenge and reward.

1.2 We aim to give all of our pupils the opportunity to discover and develop their talents to the full. We also hope they will grow as human beings and that they will develop a sense of self-discipline within a firm ethical, moral and spiritual framework.

2. Expectations of pupil behaviour

2.1 We expect good behaviour from all of our pupils so that they can flourish in a well-ordered community and so that they can achieve success and develop their self-confidence. We are committed to being a welcoming and friendly community, where pupils are encouraged to respect one another and to be helpful and tolerant. It follows that all pupils should be free from discrimination of any kind.

2.2 We provide a comprehensive pastoral support system for all pupils through which good behaviour is taught and modelled. Pastoral support may be provided by any member of staff.

2.3 Our rules and expectations are set out on the Pupil Portal and within the 'Information for Parents' booklet, which is provided to all pupils and parents at the beginning of the academic year and available via the portal. All pupils new to the School and those at key transition points are made aware of the expectations that the School has of them regarding behaviour and discipline.

2.4 Pupils are encouraged to recognise the importance of good behaviour in various ways including:

- in Wellbeing and in Theology and Philosophy classes where the values of friendship and tolerance are stressed;
- in Chapel where Christian values and the importance of love, tolerance and being a good neighbour are regularly taught (pupils have the chance to speak in Chapel as well as to receive these important messages from others);
- in tutorial sessions where groups and also individuals meet with their Tutor and discuss incidents, issues, values and concerns; and
- in House and Lower School, where the Housemaster/Housemistress (HM), Tutor and Matron will regularly praise achievement and will have many opportunities for one-to-one discussion with pupils; HMs also relay news about achievement and good conduct to parents.

2.5 All of these aspects work to support our Countering Bullying Policy (available on the Policies page of the School Portal or website) by raising standards of behaviour and reducing the likelihood of bullying.

3. Behaviour issues and child protection

3.1 In assessing cases of poor behaviour, consideration should be given as to whether the behaviour in question gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Consideration should also be given as to whether poor behaviour could be the result of an unmet special educational need or disability or because a pupil is experiencing other difficulties, perhaps when moving from another country or school. Where these causes of poor behaviour might be relevant, parents, guardians and other agencies may be consulted and the appropriate school policy followed. Consideration will also be given to any mental health or wellbeing need.

3.2 Some behaviour by a pupil towards another may be of such a nature that safeguarding issues are raised. Safeguarding issues can manifest themselves via child-on-child abuse. The School's policy and procedures with regard to child-on-child abuse are set out in the School's Safeguarding and Child Protection policy. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the Designated Safeguarding Lead (DSL) (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and Child Protection policy and procedures will take priority.

4. Rewards and incentives

4.1 Pupils respond best to recognition, appreciation and encouragement and, with this in mind, there is a strong emphasis on praise, encouragement and reward at Haileybury. Staff are encouraged to give praise where it is due, including providing feedback to a Tutor/HM or the Head of Year/Head of Performance when a pupil does well.

4.2 One way in which pupils can receive recognition for achievement is through the Yellow, Purple, Blue and Green Ticket system. These are registered on iSAMS.

- **Yellow tickets** are used to commend improvement as well as to recognise outstanding achievement in academic work. General guidance is to issue at least one yellow ticket per lesson/piece of work/prep. Examples of yellow ticket awards could include:
  - an outstanding piece of prep or class work;
  - a significant improvement in the quality of a piece of prep or class work (i.e. showing considerable improvement from one task to the next);
  - outstanding progress at a certain stage in a project or extended piece of work;
  - a presentation to the class that demonstrates effort or achievement beyond the expected level;
  - an excellent contribution to a group task;
  - an excellent piece of extension work;
  - an intelligent and thoughtful contribution to a lesson showing that the pupil has done some reading or research outside of class.
- **Purple tickets** are used to recognise and praise pupils using key skills. As with Yellow tickets, Purple tickets can be used to recognise both excellent use of skills and improvement with certain skills. If Yellow tickets are about praising the final outcome of some work, Purple tickets are used to praise the process that the pupil has gone through;

as such they are a good way to get pupils thinking about not just their grades but about how they learn. They can also be used alongside Green tickets in a co-curricular context. Purple tickets can be awarded to recognise any of the following skills: communication, deep-thinking, focus, motivation, organisation, perspective, reflection, self-control, working memory and teamwork. Examples might include displaying:

  - academic motivation beyond the norm;
  - outstanding leadership in a co-curricular, house or academic context;
  - a notable an ability to collaborate well with others in lessons, clubs or on the sports pitch;
  - a significant improvement in focus or motivation within a subject or activity;
  - the ability to reflect on one's own performance and use that to drive improvement;
  - the ability to look beyond the simple or superficial answer to discover more;
  - resilience and perseverance in the face of adversity.

- **Blue tickets** may be awarded to a pupil when they have impressively displayed any of the School values of courage, curiosity, integrity, kindness, respect and service. For example:
  - outstanding support for or kindness to peers;
  - outstanding 'Community Action' work (volunteering, service programme, outreach programme);
  - one-off acts of kindness and generosity;
  - helping others in any school context;
  - exhibiting impressive behaviour and actions in a context where it was hard to do so.
- **Green tickets** may be awarded to a pupil when they have shown outstanding achievement or significant improvement in their co-curricular endeavours, for example:
  - outstanding effort, achievement or improvement in any area of co-curricular activity;
  - an excellent performance for a school sports team, or in a concert or drama production;
- **Colours** are awarded to recognise distinction in the co-curricular field. This will embrace sport, music, drama, service and other conspicuous contributions to the co-curricular life of the School.
- **Academic Exhibitions** are awarded to those pupils displaying the very highest academic standards across the School.

4.3 In addition, other mechanisms exist for the recognition of positive achievement, as follows:

- recognition for individual or team achievements at House meetings; and in year group assemblies and during tutor group meetings;
- announcement of particularly prominent individual or team successes at Lists (School Assembly) on Monday mornings, which will include the award of cups, trophies and prizes as appropriate;
- the presentation of certificates by the Master in Lists on Monday mornings;
- the award of prizes on Speech Day as a result of achievement and involvement in the activities of the School.

5. Pupil leadership

5.1 We are keen for the pupils to express their opinion about how the School is managed through their representatives in the School Senate, chaired by the Heads of School. Each House has representatives from the Sixth Form and the Middle School. Lower School also has its own Senate, which includes representatives from each tutor group.

5.2 Pupils are encouraged to behave well and act as positive role models to each other and to the wider community through a variety of activities. For example:

- in sports and games, where they learn to accept victory and defeat in a sporting fashion and with good grace;
- in community service, where they learn to appreciate their own good fortune and the importance of giving willing and consistent support to others in the community;
- those who are appointed, following application, as College Prefects will be expected to lead by example in setting high standards of behaviour for others to follow. As emphasised in the Countering Bullying Policy, such senior pupils have a significant role in the prevention and reporting of bullying behaviour.

6. The role of the teacher

6.1 Teachers play a key role in encouraging and maintaining good standards of behaviour, developing good relationships between adults and pupils at the School; modelling respect and tolerance in their own conduct; and in upholding the School's Countering Bullying Policy. The School's expectations are set out during staff induction when a new teacher joins the School. Additional targeted sessions offering support and further training to staff on various aspects of pupil and staff behaviour are covered within the School's Professional Development Programme.

6.2 The School's expectations of teaching staff are that they will:

- have high expectations of pupils in their behaviour and achievement in lessons;
- provide consistent classroom management of the pupils in lesson time;
- model good behaviour in their own conduct and manner towards the pupils;
- insist on good conduct on the sports field;
- discuss issues with tutees in one-to-one and group sessions;
- challenge examples of poor behaviour, including child-on-child abuse, and any form of unconscious bias or discrimination, in line with the School's 'Responding to Bias and Discrimination' staff document.

7. Sanctions: General principles

7.1 We believe that the essence of all discipline is self-discipline; the aim of the teacher is to develop this quality in pupils. All pupils are asked and expected to:

- co-operate with their teachers and treat them with respect;
- co-operate with their fellow pupils and treat them with respect;
- help to promote a constructive and purposeful attitude in the School;
- speak the truth and act honestly;
- aim to do their best in all they undertake;
- maintain high standards of behaviour and appearance;
- accept reprimand with good grace when they fall short of these expectations.

7.2 Recognising that an important part of growing up is learning to accept that wrong actions attract consequences, we try to keep sanctions to a minimum. Teachers are encouraged to address any unacceptable behaviour themselves with pupils directly in the first instance. If further action is necessary, the next step is to issue a red flag on the Pupil Hub. More serious incidents should be recorded on CPOMS as a 'Behaviour Related Log'. An exception to this is that *all* prejudice-related incidents should also be logged on CPOMS and tagged as 'Diversity and Inclusion Matter', as well as a 'Behaviour-Related Log'. This is so that any patterns in behaviour can be monitored and addressed.

7.3 As part of the follow-up for poor behaviour, we believe that we have a responsibility to educate pupils about why their actions were inappropriate. In certain cases, such as where behaviour might amount to discrimination, and if it is deemed appropriate by the Assistant Head (Pupil Progress and Behaviour), some pupils may be asked to meet with a member of the EDI team to discuss and reflect upon their actions. There will be certain situations where the use of mediation or the principles of Restorative Justice may be appropriate to enhance pupil relationships and behaviour.

7.4 Where a pupil or a group of pupils behaves poorly outside the School grounds and that behaviour is likely to bring the School into disrepute or to cause repercussions for the orderly running of the School, or affect the health, safety, or wellbeing of a member of the School community or a member of the public, the School reserves the right to take action against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to or from school, while at away matches, on a school trip or whilst off-site but in a local town, and also includes online behaviour which brings the School into disrepute. The full range of sanctions may be considered for use in responding to such cases.

7.5 The sanctions below are permitted at the School. This list is not exhaustive and additional sanctions may be issued at the Master's discretion.

8. School sanctions

8.1 School sanctions are issued by the HM, Assistant Head (Pupil Progress and Behaviour), Deputy Master or another senior member of staff. Meal cards and uniform cards may be issued to help individuals attend meals and wear the correct uniform. Staff issuing school sanctions will log incidents using the Pupil Hub.

9. Classroom behaviour management

9.1 There are two categories of flags. Orange is for organisational concerns and Red is for behavioural concerns.

9.2 It is always best for classroom teachers to try to resolve issues with pupils through dialogue. However, in some situations it is necessary for teachers to use sanctions. The School, and all members of staff, hold the highest expectations of all of our pupils. Our belief is that every single pupil has the right to learn in a focused, committed and safe environment. We expect that all pupils will be prepared for their lessons, will focus during their lessons and will be polite and courteous to their fellow learners.

9.3 Accordingly, we reward and sanction pupils' behaviour and attitudes during lessons. Where a pupil has completed a single piece of work to a high standard, or is consistently performing to a high level, they should be awarded a yellow ticket as explained above.

10. Academic/prep sanctions

10.1 In the first instance, prep issues should be dealt with within the department and addressed by the teacher in liaison with their Head of Department (HoD) and the Tutor as necessary. Pupils

may be given a second deadline to finish the work in their own time. Notification to be given via orange flag.

10.2 If there is evidence of a deliberate failure to complete a piece of work (i.e. not organisational), then a Departmental Detention is issued at a time convenient for the teacher or HoD. Special educational needs and disability (SEND) pupil requirements must be considered within this.

10.3 If there has been a deliberate failure to complete a number of pieces of work, then a Level 1 School Detention should be given.

10.4 To tackle poor behaviour, teachers may choose to use one or more of the following steps:

- Quickly close down any conversations between pupils that are causing a distraction from learning or may be having a negative impact on behaviour in general.
- Have a quiet word with any pupil who is misbehaving and give them clear expectations for improvement ('praise in public, reprimand in private'). A red flag can be given.
- Give one clear firm warning, outlining probable sanctions, avoiding escalation by continuing to remain calm and speaking quietly.
- Give a further quiet but firm warning with a clear choice e.g. 'you can get on with your work now and we can speak about this at the end of the lesson, or…..' This consequence may be that the pupil moves to another seat in the classroom, or is sent to work in another classroom with the HoD.
- If a pupil fails to improve their behaviour, then they can be sent to the Old Studies corridor and asked to report to the Assistant Head (Pupil progress & behaviour) or another senior member of staff. Teachers should email oldstudiesteam@haileybury.com once the pupil has been sent out of the room. A member of the SLT will speak to the pupil and ascertain the context where possible. The HM and HoD must be informed and a meeting between the member of staff, HM and pupil can be arranged if this is felt to be useful. A repeat offence may be dealt with by the Deputy Master or Master. Pupils in the Lower School should be sent to the Lower School Reception where they will be spoken to by the Head of Lower School or Head of Year. Teachers should email lowerschool@haileybury.com, who will inform the relevant members of staff.

10.5 Where a pupil is inadequately prepared for a lesson, e.g. has not brought their iPad or other equipment, or their iPad is not charged, the teacher will award an orange flag for organisation via the Pupil Hub. It is expected that Heads of Year, HMs and Tutors will monitor trends in pupils' organisation, focus and attitude and take further action if appropriate, such as placing that pupil on an Academic Report Card.

10.6 A Red Flag for focus can be given when pupils are off task, talking, shouting out or distracting each other. Where pupils' attitude is poor, either in being rude to other pupils or to staff, this can be flagged under 'Misdemeanour'. When recording flags on the Pupil Hub, the teacher should note what action has already been taken. This may include putting the pupil into a school detention. Other categories of Red Flag can be awarded for iPad misuse, incorrect uniform and chewing gum. The action taken should be recorded by the teacher on CPOMS for major concerns as a 'Behaviour Related Log' and, if it is deemed appropriate, a 'Diversity and Inclusion Matter'.

11. House-based sanctions

11.1 The HM and House Tutor Team will explain to all pupils the expectation of good, considerate and appropriate behaviour in order for the House to function effectively and for the benefit of all. When a pupil's behaviour falls short of these expectations (e.g. talking after lights out, disrupting study sessions, not signing out when leaving House during free-time, using mobile phones

during study or after lights out) the HM/Tutor/Matron will choose the course of action to take. This may include initially reminding them of the rules, issuing a verbal warning or issuing a sanction. The following list of sanctions is not exhaustive but is indicative of the type and extent of the sanctions issued:

- House gating (confinement to House for a period no longer than 24 hours without authorisation from the Assistant Head (Pupil Progress and Behaviour));
- signing in with the HM/Tutor during free time;
- early bedtimes (only in exceptional circumstances to include loss of weekend exeat privileges);
- early morning registration (no earlier than 7:00am);
- House detention to a maximum of one hour;
- pupil separation (for example to an alternative room) during study period;
- additional confiscation of mobile telephone/iPad/electronic devices;
- House cleaning and tidying.

11.2 HMs will seek authorisation of the Assistant Head (Pupil Progress and Behaviour) to use sanctions not listed above. House staff issuing House-based sanctions will log all incidents using the 'House Sanctions' flag on the Pupil Hub.

12. Digital behaviour

12.1 What is expected of pupils:

- To have a fully charged iPad at the start of the day.
- To have a working Apple pen in every lesson.
- For iPads to only be activated on teacher instruction.

12.2 Photo and iPad consent:

- Pupils should not take and store photos/videos of anyone without consent.
- Pupils should not have a wallpaper of a photo of someone without their consent.
- iPads should only be used in lessons via teacher instruction and only for educational purposes.
- All photos on a pupil device (personal or school iPad) should be with the consent of those who appear in them. Photos without consent will result in a red flag for 'iPad misuse' in the first instance and further investigation and sanctions will occur if necessary.
- Pupils should not be taking photos in lessons without the teacher's permission.
- Staff may ask to check pupils' devices in line with our Searching, Screening & Confiscations policy if required.

12.3 Failure to comply with these expectations may result in a Level 1, 2 or 3 Detention.

12.4 General offences:

- iPad misuse includes either the pupil screen not showing on Apple classroom or the pupil being on a non-teacher directed app. In such cases, the pupil will be issued a red flag under the category of iPad misuse.
- For an iPad (or Apple pen) being forgotten or not charged the pupil will be given an orange flag for organisation.

13. Level 1 (School Detention)

- The pupil will be required to attend a 30 minute detention, supervised by Assistant Head (Pupil Progress and Behaviour).
- The Assistant Head (Pupil Progress and Behaviour) may refer cases back to departments if this is deemed to be the correct route.
- Timing: 1.40-2.10pm, on a weekday lunchtime.
- Possible letter home from HM.

Level 1 detentions may be given for incidents such as, but not limited to: disobedience, dishonesty, swearing,poor behaviour, repeated minor conduct breaches, three red flags for 'misdemeanour' or 'uniform', 5 x late to lessons, being late for a fixture or training session and/or without the correct kit or equipment, three digital offences (minor), out of bounds (minor), leaving at the end of a fixture or activity without permission from the member of staff in charge.

Pupils who have been flagged for chewing gum will attend a 'campus clean'.

14. Level 2/3 (Saturday Evening Detention 1700-1830)

- The pupil to attend a 60/90 minute detention, supervised by the Deputy Master/Deputy Heads on rotation.
- Communication home via HM or Assistant Head (Pupil Progress and Behaviour).
- Possible requirement for further education.

These may be given for incidents such as, but not limited to: child on child low level abuse, discrimination, misuse of social media, missing a school commitment without permission,, academic dishonesty in a formally assessed piece of work, digital offence (major), out of bounds (major), major violations of school rules and regulations, repetition of behaviour already sanctioned with a level one detention, smoking, vaping, drinking.

15. Level 4 (**Meeting with the Master)**

- When deemed necessary or desired by the Master, a pupil can be required to attend a meeting with the Master.
- This might include a formal investigation and potentially result in suspension or expulsion outcomes.
- There will be communication home via HM, Assistant Head (Pupil Progress and Behaviour) or the Master.

These are given for: more serious disciplinary incidents such as physical violence, and those not listed above such as drug related and/or accumulation of detentions.

15.1 All detentions will be logged by the Assistant Head (Pupil Progress and Behaviour) in iSAMS.

16. Gating (restriction on movement)

16.1 This applies from the start of the School day until 6.30pm. Breaking the following rules will lead to an extension of the gating period. For those staying at the weekend it may continue through the weekend to finish 6.30pm Sunday. The gated pupil will:

- Only leave their House for lessons and teacher led/official activities.

- Not be allowed their mobile phones during the week during gating times (the School's mobile phone and electronic devices policy sets out the times pupils are normally permitted mobile phones/electronic devices).
- Sign in to the Sixth Form Centre for any study periods.
- Not be allowed to go to the village shop ,the Grubber or Lower Malthus Grubber.
- Meet with a senior member of staff on the final day to show the gating card.

16.2 Gating will be used as an alternative to a detention when it is considered to be a more appropriate sanction. The length of any gating is decided by Assistant Head (Pupil Progress and Behaviour) and HM, but is usually for three days, with the pupil to wear school uniform.

17. Lower School sanctions

17.1 Pupils in the Lower School should be held to the same expectations as those in the Senior School and, as a result, should expect to receive the same level of sanction. However, due to the differences in school routines and structure of the School, these sanctions have different timings and procedures as detailed below:

- **Level 1 Detention (School Detention).** The pupil will be asked to catch up on the missing work, or set other work to complete (as determined by the Head of Lower School).
  - The pupil will attend a 30 minute detention supervised by either the Head of Lower School or Head of Year.
  - The Head of Lower School may refer cases back to departments if they feel this is the correct route.
  - Detentions to take place on a Friday between 4:40 pm and 5:10 pm.
  - The pupil's Tutor may contact home. The Head of Lower School or House Parent of Highfield may contact home in the case of repeat offences.
- **Level 2/3 Detention**
  - The pupil will attend a 60/90 minute detention supervised by the Head of Lower School or a member of SLT.
  - Detentions will take place on a Friday from 4:40 pm:
    - Level 2 Detentions will end at 5:40 pm.
    - Level 3 Detentions will end at 6:10 pm, and will allow for time to go to supper and to get the bus
  - Communication with parents and a letter home will come from the Head of Lower School.
  - There may also be a possible requirement for education and further training.
- **Level 4** (Meeting with the Assistant Head (Pupil Progress and Behaviour)/Master)
  - When deemed necessary or desired by the Master, a pupil can be required to attend a meeting with the Master/Assistant Head (Pupil Progress and Behaviour).
  - This might include a formal investigation and potentially result in suspension or expulsion outcomes.
  - There will be communication home via the Head of Lower School, Assistant Head (Pupil Progress and Behaviour) or Master.

17.2 All Lower School detentions will be logged on iSAMS by the Head of Lower School .

18. Uniform

18.1 Uniform misdemeanours should ideally be sorted by discussion with the member of staff at the time if possible (e.g. please remove your earrings, tuck your shirt in etc…). Staff will report incidents through a Red Flag for uniform or to the Assistant Head (Pupil Progress and Behaviour) as necessary.

18.2 Persistent offenders will be issued with a uniform card, which must be checked by the House team daily. Further failure to follow uniform rules will be escalated to Deputy Master or Master. Letters home will be sent as required.

19. Poor attendance rates and unauthorised absence

19.1 The School expects pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. Instructions for staff on how to complete the registers and document attendance, what to do in the event of unauthorised absence, and the "Missing Pupil Procedure" are detailed in the *Instructions for Registering Pupils* document, which can be accessed via the Staff Portal.

19.2 The Deputy Head (Pastoral) and the Assistant Head (Pupil Progress & Behaviour) will work closely with HMs to address poor attendance rates, and may escalate the matter to the Deputy Master or the Master. Where absence reaches thresholds defined in School Attendance (Pupil Registration) (England) Regulations 2024 the School will report this to the Local Authority in accordance with the statutory requirements.

20. Serious breaches of discipline

20.1 Serious breaches of school discipline are those where, should the allegation be fully upheld, the outcome of the disciplinary process could result in permanent exclusion or a requirement to leave the School. The main categories of misconduct which are likely to be considered serious breaches of discipline and which may therefore result in exclusion or a requirement to leave the School include but are not limited to:

- use of illegal drugs;
- alcohol and tobacco abuse;
- persistent vaping or e-cigarette use;
- actual or attempted theft, blackmail and intimidation;
- bullying (including cyber-bullying, prejudice-based bullying and discriminatory bullying);
- child-on-child (including online) abuse;
- physical violence/threatening behaviour;
- physical or emotional abuse or harassment;
- initiation/hazing type violence and rituals;
- abuse in intimate relationships between peers (teenage relationship abuse);
- sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour;
- any form of abuse or unlawful discrimination on the grounds of sex, race, religion, disability or Special Educational Need, sexual orientation and gender reassignment etc.;
- sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- behaviour which may constitute a criminal offence, such as: possession or use of firearms, knives or other weapons; vandalism, defacement and/or destruction of school property;
- persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
- other misconduct which affects the welfare of member(s) of the School community or which brings the School into disrepute (single or repeated episodes);
- persistent or serious breach of the School health and safety guidance and;

- other misconduct specifically provided for in the School's parent contract and the School's rules.

20.2 It is for the School to determine whether a breach of discipline is serious or not, and which part of the disciplinary process will be followed. In making this determination, the School will act in a reasonable manner, including consideration of the context; whether unsatisfactory behaviour has continued despite previous sanctions. A serious 'one-off incident may justify exclusion even where a pupil has not been previously disciplined.

20.3 The following additional sanctions may be used:

- **Permanent exclusion:** A pupil may be permanently excluded from the School in serious or persistent cases where the Master considers that the pupil's conduct is unsatisfactory and / or that permanent exclusion is in the School's best interests and / or those of the pupil or other pupils. Where the decision depends on disputed facts, the Master will determine those facts on the balance of probabilities. Permanent exclusion may include cases involving a serious breach of School discipline or a criminal offence, or cases of persistent or repeated misbehaviour, including where written warnings have been issued to parents that further offences may result in permanent exclusion.Cases of potential permanent exclusion will be dealt with under the School's Permanent Exclusion, Suspension, Removal and Review Policy and Procedures.
- **Removal:** Parents may be required to remove a pupil from the School if, after consultation with one or more of the parents and if appropriate, the Master is of the opinion that:
    - the pupil 's conduct or behaviour (including conduct or behaviour outside School) is unsatisfactory and/or removal is in the School's best interests and/or those of the pupil and/or other pupils; or
    - by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
    - the parent(s) have treated the School or members of the School community unreasonably.

  For the avoidance of doubt, removal may be required in circumstances which do not involve a serious breach of school discipline.

  Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school.
- **Suspension:** A pupil may be suspended from School for up to ten days as a disciplinary sanction in its own right. Separately, a pupil may be required to remain away from School as a neutral act while a complaint is investigated. A second smoking/vaping, drinking or 'out of bounds' offence may result in a suspension, as does smoking inside a building, or bringing into school, or possessing, a bladed article or weapon. Any offences may be escalated as necessary by the Master according to the seriousness of the offence. Engaging in sexual activity may lead to a suspension or permanent exclusion at the Master's discretion.
- **Internal suspension:** This is issued for the same reasons as above but when the incident occurs towards the end of the term or circumstances dictate that the pupil needs to remain in school. The length of time of the internal suspension will be at the Master's discretion.

21. Self-referral for addiction/self-harming behaviours

21.1 If a pupil refers themselves to the School and asks for help, then the School will provide support. Any sanction that might be imposed will be mitigated by taking into account the fact that the pupil has self-referred, depending on the nature of the addiction/behaviour. Mitigation will also take into account the honesty and integrity of the pupil. A self-referral can be made using one of the below options:

- Speaking to any member of staff and confirming it is a self-referral, e.g.: “I am struggling with something and I need help…”
- Speaking to a College Prefect or Head of House for support to go to a member of staff, then as above.
- Using the reporting tool on the Pupil Portal, which automatically updates the Deputy Master and the Deputy Head (Pastoral).
- Speaking to one of the staff team in the Health and Wellbeing Centre.

21.2 Examples of addiction, where a pupil might consider self-referral are:

- Drug addiction/abuse, vaping addiction, pornography addiction, gambling addiction, social media addiction including unsafe behaviours, phone dependency.

21.3 The following circumstances (where others are directly and negatively affected) are examples which would not automatically be covered by any self-referral mitigations:

- Drug dealing/supply, child-on-child sexual abuse.

21.4 If a pupil is caught before self-referral, then they should expect a sanction in line with the normal Rewards, Behaviour and Sanctions Policy. Support will still be offered (if the pupil remains in school) and a plan put in place. This support might include speaking to an older pupil who has been through something similar, the offer of counselling, a specific addiction programme, mental health support, a contract and a personal mentor to hold the pupil accountable. For drug use, it might involve an ongoing testing programme.

22. Referring others

22.1 If a pupil is referred to those named above by others/peers then a conversation by a trusted member of staff could be instigated with the referred pupil and an encouragement to come forward for help before being “found out”.

22.2 If the referral behaviours impact negatively on others then, as above, an investigation might be needed.

22.3 Parents will be able to refer their own children for support by contacting the HM or Deputy Head (Pastoral).

23. Return protocol

23.1 On occasion, time away from school will be needed to seek proper support or to investigate but this will not always be necessary. On return, a support plan will be put in place by the team around the child (perpetrator/victim as necessary). Further support may be sought or offered via the Health and Wellbeing Centre.

24. General guidance to teachers

24.1 All sanctions must be proportional to the circumstances of the case. In assessing the sanction, the teacher should consider the behaviour in the context of the surrounding circumstances, including any special educational need or disability. The sanction imposed may be adjusted where a pupil has an identified special educational need or disability. Staff should liaise with the Head of Learning Support if they require guidance on appropriate sanctions for pupils in such circumstances.

25. Keeping records

25.1 Electronic records of minor incidents and any disciplinary sanctions imposed are kept by the relevant HM to evaluate the effectiveness of the approach adopted and to enable the identification of any patterns in poor or unacceptable behaviour so that appropriate remedial action can be taken. These records will be checked by the Assistant Head (Pupil Progress and Behaviour) and Deputy Head (Pastoral) each term. In addition, the Assistant Head (Pupil Progress and Behaviour) and Deputy Head (Pastoral) will monitor the proportion of sanctions issued to pupils on the SEND register and follow up accordingly with the HM and Head of Learning Support if necessary.

25.2 Electronic records of serious incidents and the disciplinary sanctions imposed are kept by the Assistant Head (Pupil Progress and Behaviour) to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns (for example in bullying, and if related to any protected characteristics) and enable remedial action to be taken where necessary. The Assistant Head (Pupil Progress and Behaviour) will report any findings to the Master who will, in turn, report findings to Governors at Council meetings. The above information is also reported on a termly basis by the Deputy Head (Pastoral) to the Governors' Education and Safeguarding Committee.

26. Restrictive interventions, including the use of reasonable force

26.1 The use of, and any threat to make use of, corporal punishment is forbidden.

26.2 **Reasonable force:** All staff should be aware of Section 550A of the Education Act 1996, which confirms that, where necessary, reasonable force can be used in limited circumstances to control or restrain pupils. Situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury to the pupil or to others;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order and discipline.

26.3 This policy recognises the Department for Education guidance *Restrictive interventions, including the use of reasonable force* (effective from 1 April 2026). The School understands "restrictive intervention" to mean any physical or non-physical intervention that has the effect of limiting a pupil's movement, freedom or liberty. This includes the use of reasonable force, restraint and seclusion.

26.4 There is no legal definition of 'reasonable force', so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. 'Reasonable in the circumstances' means using no more force than is needed.

26.5 Force must never be used as a punishment. Staff should never lock someone into a room as a form of restraint.

26.6 **Seclusion and non-physical restraint:** Where seclusion or non-physical restraint is used as a protective measure (and not as a disciplinary sanction), the pupil must be supervised at all times, the environment must not feel threatening or intimidating, and the intervention must end as soon as the risk has passed.

26.7 In cases where staff may find themselves dealing with difficult behaviour, they are encouraged to use the following strategies:

- remain calm and measured;
- do not humiliate or insult a pupil;
- give clear reasons why the pupil's conduct is unacceptable;
- explain the consequences of the pupil's refusal to co-operate;
- avoid any action that might exacerbate the situation;
- allow the pupil to give his or her version of the incident;
- communicate in a calm way to prevent the incident from escalating;
- summon the support of a nearby colleague if necessary;
- ensure there are witnesses where possible;
- keep talking to defuse the situation;
- use physical intervention only when all other reasonable strategies have failed or are clearly inappropriate.

26.8 **Recording incidents and restrictive interventions (statutory requirement):** It is important and required by the National Boarding Standards that there is a written report of any occasion (except minor or trivial incidents) where force is used. In addition, in line with statutory guidance effective from 1 April 2026, the School has a statutory duty to record any significant incident involving the use of force by a member of staff, and any incident involving seclusion or non-force related restraint. An incident will be considered significant if it goes beyond appropriate physical contact as described in the Department for Education guidance.

Immediately following any such incident the member of staff concerned should tell the Master, Deputy Master, Assistant Head (Pupil Progress and Behaviour) or a senior member of staff and provide a written report as soon as possible afterwards.

As a minimum, records must include:

- the names of the pupil(s) and staff directly involved;
- the names of any other staff or pupils who witnessed the incident;
- any relevant needs or circumstances of the pupil, including SEND status;
- the time, date, location and approximate duration of the intervention;
- a brief account of what led up to the incident, including any known triggers and de-escalation strategies used;
- details of the type and degree of force or restriction used (where relevant);
- the reason the intervention was assessed as necessary;
- details of any injuries or adverse impacts;
- the pupil's response and the outcome of the incident; and
- any post-incident support provided.

26.9 **Reporting to parents:** The School must report the use of force, seclusion or non-force restraint to the pupil's parents as soon as reasonably practicable. Reports must include:

- the time, date, location and approximate duration of the intervention;
- a brief explanation of why the intervention was necessary;
- the type and degree of force or restriction used; and
- details of any physical injuries sustained, if applicable.

Where reporting to parents is assessed as likely to result in serious harm to the pupil, the incident must instead be reported to the relevant local authority.

26.10 **Post-incident support and review:** Following any restrictive intervention, the School will consider appropriate debriefing and support for the pupil(s) involved, staff and witnesses. Incidents will be reviewed to identify patterns, inform training needs and support ongoing policy improvement.

27. Confiscation of pupil property

27.1 The Education Act 2006 gives teachers the authority to confiscate pupil property so long as three conditions apply:

1. the person acting in this way has the appropriate authority, which any teacher does;
2. the confiscation was on school premises or while the pupil was under the School's control;
3. the confiscation was reasonable.

27.2 Teachers should use this authority carefully and with common sense. An obvious example is in relation to mobile phones. It would likely be judged reasonable to confiscate a mobile phone that was being used during a lesson to send or receive texts or play games, but it would probably not be reasonable or proportionate to keep that phone after the end of the School day on which it was confiscated (see the School's Searching and Confiscation Policy on the Policies page of the School Portal or website for further information).

28. Malicious allegations against staff

28.1 Haileybury will investigate all allegations against staff and will follow appropriate procedures in doing so. Where an investigation reveals that a pupil has made malicious or unfounded allegations against a member of staff, the School will take disciplinary action against that pupil and the full range of sanctions will be considered in such cases.

Version history		
Date	**Reviewed by**	**Notes**
March 2020	SLT	Reviewed
June 2021	SLT	Updated
September 2021	SLT	Reviewed and updated
October 2021	Governors' Safeguarding and Wellbeing Committee	Reviewed and amended
September 2022	SLT	Reviewed and updated
August 2023	SLT	Updated
November 2023	Governors' Safeguarding and Wellbeing Committee	Reviewed
September 2024	Assistant Head (Pupil Progress and Behaviour), Deputy Head (Pastoral), SLT	Reviewed and updated
October 2024	Assistant Head (Pupil Progress and Behaviour)	Minor amendments
August 2025	Deputy Master, Deputy Head (Pastoral) and Assistant Head (Pupil Progress and Behaviour)	Reviewed and updated.
August 2025	SLT	Reviewed and approved.
September 2025	ELT	Reviewed and approved.
November 2025	Assistant Head (Pupil Progress and Behaviour)	Updates to Level 1 and Level 2/ 3 Detentions
November 2025	ELT	Reviewed and approved.
January 2026	Updated by Governor Support. Reviewed by SLT	Updated to reflect DfE guidance on Restrictive Interventions.
February 2026	ELT	Reviewed and approved.
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October 2026	ELT	Reviewed and approved