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KING'S SCHOOL

ROCHESTER

Whole School
Behaviour Management Policy

This policy is applicable to all pupils in the school, including those in Boarding and in the EYFS.

This policy was adopted on:	01.09.19
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1. Aims

At King's School Rochester we aim to be a 'School for Life'. A key element of this objective is preparing our pupils for their life beyond school - their time in school should help them develop standards of character and behaviour that stand them in good stead when they leave us. Furthermore, all members of the School Community strive to follow the mantra 'Work hard, play hard and look after each other'. At King's we insist upon high standards of behaviour as we know that maintaining these standards provide a good foundation for pupils to achieve good academic outcomes without disruption, flourish in a range of co-curricular activities and foster an environment in which all pupils feel safe and valued.

It is our expectation that most pupils are motivated to do well and will therefore maintain high standards of behaviour. However, we understand that there may be occasions when pupils make poor choices. This policy outlines the framework of positive recognition and support, and fair and consistent sanctions that all staff employ to ensure that excellent behaviour is celebrated and poor behaviour is challenged.

Maintaining high standards of behaviour is the responsibility of all staff and whilst it is understood that there may be variation in staff tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote good behaviour amongst pupils and to deal with any unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

2. Scope and Application

This Policy applies to both the Junior and Senior Schools and, together with the School Rules, Code of Conduct or Pupil Handbook relevant to the particular School, applies to all pupils at the School and at all times when a pupil is:

- in or at School;
- representing the School or wearing School uniform;
- travelling to or from School;
- on School-organised trips; or
- associated with the School or undertaking an activity which falls within the scope of a School policy at any time.

This Policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

Where this policy applies to the EYFS (including Little King's and Pre-Reception), behaviour is viewed as a form of non-verbal communication. Traditional punitive sanctions (including detentions, formal timed isolation, searches, and substance testing) are strictly prohibited for EYFS children.

This Policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

While the School's Behaviour Policy and associated procedures take precedence over any separate boarding policies, the Boarding House operates its own framework for the management of rewards and sanctions, appropriate to the

boarding environment. These boarding-specific arrangements are set out in the Boarding Rewards and Sanctions Policy, which can be found in Appendix A03.

3. Behaviour, Discipline and the Regulatory Framework

This Policy has been prepared to meet the School's responsibilities under Part 3 of the Education (Independent School Standards) Regulations 2014 (as amended) (ISSR), the Independent School Standards Guidance (DfE, April 2026), Keeping Children Safe in Education, Standard 17 (Part G: Promoting positive behaviour and relationships) of the National Minimum Standards for Boarding Schools (NMS) (May 2026) and the Statutory Framework for the Early Years Foundation Stage. Its scope also relates to:

- Education and Inspections Act 2006
- Education and Skills Act 2008;
- School Standards and Framework Act 1998
- Children Acts 1989 and 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- Equality Act 2010.
- Restrictive interventions, including use of reasonable force, in schools (DfE guidance, in effect from 1 April 2026);
- Searching, screening and confiscation: advice for schools
- The United Nations Convention on the Rights of the Child (UNCRC)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Mobile Phones in Schools (DfE guidance);
- Children's Wellbeing and Schools Act 2026;

4. Rewards and Recognition

At King's, we want our school community to be one in which the recognition and reward of positive behaviour is the driving factor in maintaining our high standards.

EYFS

Rewards for Little King's, Pre-Reception and Reception children include verbal praise, stickers, reward charts, house tokens and positive reinforcement. If necessary, 'time in' from an activity may be used as a sanction. An escalation of poor behaviour may require the involvement of the Head of EYFS, Junior School Deputy Head (Pastoral), or the Vice Principal and communication with parents/ carers.

The named person for behaviour management in Little King's is Laura Bartholomew, in the Pre-Reception Nursery it is Joanna Martin and in Reception, Rebecca Recardo.

The named lead for EYFS is Kellie Crozer.

King's Points

Across the School, Staff will look for opportunities to verbally praise occasions on which pupils demonstrate positive behaviour both inside and outside the classroom. Staff may also award 'King's Points'. These points are awarded to pupils across all three schools and can be awarded for one of eight categories - excellent work, marvellous manners, contribution to class discussion, participation in school life, perseverance, looking after others, great collaboration and considering the community. King's Points are visible to parents and pupils via My School Portal and pupils reaching certain 'milestone' numbers of King's Points will be recognised in Assemblies or in the Cathedral.

In Reception - Year 3, once children have achieved 30 King's points they are awarded with a certificate. The children work towards a bronze, silver and gold and Principal's Award certificates.

House tokens

In Pre-Reception - Year 3 pupils are awarded 'House tokens' for conduct and kindness relating to the school school characteristics (Happiness, Endeavour, All-roundedness, Respect and Team work). These are counted each half term by the Year 3 house captains and vice house captains.

Commendations

From Year 3 and up an excellent attitude to learning is rewarded through the award of Commendations. These are presented at the end of term assemblies and are based on pupils' end of term reports.

Co-Curricular Success

Across the School, Co-curricular success is celebrated in Assemblies, in the Cathedral and, at the end of each term through acknowledgement and applause and through the presentation of appropriate certificates, medals, trophies etc.

5. Supporting Pupils in improving their Behaviour

We recognise that pupils will sometimes need support in ensuring that their behaviour meets the standards expected by the School. Such support includes:

- Publishing and reinforcing the School Rules - pupils will be reminded of the rules through occasions such as assemblies and form/ class times;
- Delivering a comprehensive programme of PSHEE (Personal, Social, Health and Economic Education) that includes elements that reinforce the school's expectations of behaviour;
- Offering pastoral support from Class Teachers, Form Tutors, Housemasters/Housemistresses, the School Counsellor and the Chaplain;
- Communicating with parents/carers when a pupil's behaviour starts to be of particular concern or where a specific incident of poor behaviour has taken place;
- Involving peer mentors, buddies and senior pupil mentors;
- Encouraging parents to support the School's expectations as are which are communicated in the school-specific joining information, Parents' evenings and through the School's regular communications (newsletters and mail-outs);
- Implementing Pastoral Support Plans or Academic Reports to give a Pupil specific targets and/or strategies in terms of improving their behaviour.

6. Sanctions

Discipline within the classroom is the primary responsibility of the member of the teacher concerned, and where appropriate, supported by his or her teaching assistants, Head of Department/ Domains and/ or by members of the SMT. Discipline and the maintenance of standards in general outside the classroom are the responsibility of all members of staff. When considering any sanction, the School will specifically consider the impact that any SEND needs may have had on the situation or incident. In such cases, the School will make reasonable adjustment, and this may include alternate sanctions.

Sanctions are applied with the aim of promoting positive behaviour. When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole. All staff will try to ensure that punishments are proportionate to the offence, and should be constructive, enabling children to make reparation where possible. Possible Sanctions given to pupils in each part school are set out in more detail in Appendix 1.

The School will investigate incidents of poor behaviour where necessary and sanctions will be issued accordingly. The School will seek to ensure that all rewards and sanctions are applied fairly and consistently

Temporary Suspensions and Permanent Exclusions will be made in line with the School's WS Suspension, Exclusion, Removal and Review Policy.

Internal Suspension may be used for serious breaches of the School Behaviour Policy where an External Suspension is deemed inappropriate or where safeguarding factors dictate that the pupil is safer on-site.

The decision to internally suspend rests with the Principal or their nominee. Parents will be notified of the sanction and the reasons for it as soon as is practicable.

Pupils will attend school but be removed from their standard timetable for a specified period (usually not exceeding 5 days). A bespoke timetable will be provided to ensure the pupil continues their education, which may include:

- Supervised academic work completed in a designated area.
- Support from the Learning Support Department or Wellbeing Centre.
- Restorative tasks or education designed to address the underlying cause of the sanction.

Internal suspension must not be 'isolation' in a locked or unmonitored room. The pupil will be supervised by a member of staff at all times, including during designated break and lunch periods, where they will be provided with food and a period of fresh air away from their peers. In accordance with the Equality Act 2010, the SENCO will be consulted to ensure reasonable adjustments are made for pupils with identified needs.

All internal suspensions are recorded in the School's Serious Sanctions Log. For registration purposes, the pupil will be marked as 'Present' as they are receiving education on-site.

7. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

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

The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.

The School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

8. Corporal Punishment

In accordance with Section 131 of the School Standards and Framework Act 1998, it is the policy of King's Rochester not to use or threaten the use of corporal punishment.

9. Use of Reasonable Force

9.1 General Principles

The use of reasonable force at King's School Rochester is a last resort and is only used to prevent imminent physical harm to the pupil or others. We follow the principle of 'minimum force for the shortest possible time.'

For the purposes of this section: "restraint" means holding or otherwise physically restricting a pupil's movement, whether or not this involves direct physical contact (for example, the removal of a mobility aid); "restrictive intervention" is the umbrella term covering physical restraint, non-physical restraint and seclusion; and "seclusion" means confining a pupil away from others and preventing them from leaving, other than as part of an agreed disciplinary sanction such as internal suspension (see Section 6). These definitions reflect the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.Following any physical intervention, post-incident support will be provided to both the pupil and the staff members involved, including a medical check where necessary and a debrief to inform future support strategies.

9.2 Prohibited Actions In line with 2026 national safety standards, the following are strictly prohibited:

- Pain-Based Compliance: Any technique that intentionally uses pain to gain control (e.g., joint locks, pressure points).
- Respiratory Interference: Any hold that restricts the chest, neck, or back, or puts a pupil in a position that could compromise breathing.
- Floor Restraints: The use of Prone (face-down) or Supine (face-up) restraints on the floor. If a pupil falls or goes to the floor during an intervention, staff must immediately move to a non-restrictive, protective stance.

9.3 Force for 'Good Order and Discipline' Under the April 2026 guidance, force will not be used for minor non-compliance or disruption (e.g., a pupil refusing to leave a classroom). In these instances, staff will:

1. Utilise de-escalation and "Low Arousal" techniques.
2. Consider 'Targeted Withdrawal' (removing the other pupils from the area for their safety).
3. Only intervene physically if the disruption escalates to a point where a significant safety risk is created.

9.4 Individual Positive Handling Plans (IPHPs)

For any pupil identified as being at higher risk of requiring physical intervention (due to SEND or behavioral history), an IPHP will be created in consultation with parents and the SENCo. This plan will detail specific triggers and "prohibited holds" unique to that child.

Academic staff, based in Chadlington House have received 'positive handling' training in August 2024. Any incident involving physical restraint or restrictive intervention must be recorded on CPOMS within 24 hours. Parents/ carers will be informed on the same day the intervention takes place.

10. Search, Screening and Confiscation

Authorised members of staff may search for and confiscate Prohibited or Banned items. The School's procedures for such searches are set out in Appendix 2 below.

11. Behaviour and SEND

Reasonable Adjustments in 2026 The School recognizes that pupils with SEND may not always respond to traditional sanctions. For these pupils, the School will prioritize:

- Functional Behavioural Assessments (FBA) to understand the "why" behind the behaviour.
- The use of "Adjustment Passports" for pupils with sensory processing needs.
- Ensuring that any sanction (like loss of playtime) does not deprive the child of necessary sensory regulation or physical movement required for their well-being.

12. Drugs and Alcohol, including Smoking and Vaping

The School prohibits the possession or use of drugs and the abuse of solvents. This policy is in accordance with the current laws of England and Wales. Equally importantly, the school believes that such behaviour is damaging to a young person's health, safety and independence; this is why the use of drugs and the abuse of solvents form part of the PSHEE and Science curricula.

Any pupil who becomes involved with drug misuse or the abuse of solvents may be expected to leave the school. Any pupil who becomes involved in supplying prohibited drugs or solvents will be excluded automatically; these penalties will apply to a pupil who breaks this rule on the school premises, or who is deemed by the Principal, to have broken these rules outside of school hours in such a way that is prejudicial to his or her own health and safety and/or the health and safety of others.

If there is reasonable cause for suspicion that a pupil is involved in drug abuse, a drugs test may be administered, with the consent of the pupil and their parents. Details of this procedure are available to parents. Tests are there to provide an objective demonstration of the truth or falsity of allegations and are designed to safeguard the interests of the pupil. Refusal to give consent of a test may be deemed an admission of guilt.

Alcohol

Alcoholic drinks may not be consumed during school hours with the exceptions set on in the School's Substance Misuse Policy.

Pupils who:

- consume alcohol during the school day (with the exception of the circumstances set out in the Substance Misuse Policy);
- bring alcohol onto the school site or to an official school activity;
- are believed to be intoxicated during school hours;
- consume alcohol whilst engaged in official school activities;

will be reported to the Principal or relevant Vice Principal and may expect to be either temporarily suspended or permanently excluded.

Where a pupil arrives at school, including events at evenings and weekends, and we have reason to believe that they have consumed alcohol prior to arriving, the school reserves the right to breathalyse them to ascertain whether it is safe and/or appropriate to allow them to participate in the event or activity. Refusal to be breathalysed may constitute a failure to follow a reasonable instruction and could therefore result in serious sanction. Where a pupil is found to be intoxicated, their parent/carer will be contacted to come and collect them and the pupil may expect further disciplinary action.

Smoking and Vaping

The school rules prohibit smoking and vaping and the possession of smoking and vaping materials. This is because of the demonstrated ill-effects of smoking and vaping, which pupils learn about in PSHEE and Science lessons. Any pupil who is caught smoking or vaping, or in possession of smoking or vaping materials, will be dealt with in line with the sanctions set out in Appendix 1.

13 Mobile Phones

In line with updated DfE Guidance and the Children's Wellbeing and Schools Act 2026, King's School Rochester operates as a mobile phone-free environment by default throughout the school day, including lessons, breaks and lunchtimes. Pupils' personal mobile phones must be switched off and secured in a school-provided lockable pouch for the duration of the school day, save where use is expressly permitted by a member of staff for an individual arrangement has been agreed with the School, for example for medical reasons.

Pupils are responsible for securing their Mobile Phone inside the Pouch as soon as they arrive on school grounds in the morning. The Phone should remain in the Pouch until they are permitted to unlock it at the end of the school day or until they leave the site for an approved reason. Tutors may check that phones are safely secured in the pouches and members of the Senior Leadership or Pastoral Teams may conduct random checks during the school day. Breach of these expectations will be dealt with in line with the sanctions set out in Appendix 1.

Where a pupil forgets to bring in their Pouch they will need to borrow a spare pouch from either the Junior or Senior School Offices - forgetting to bring in their Pouch will not be considered an acceptable reason to have their phone not in a pouch.

Pupils in Year 7 and above will be assumed to be bringing in a Mobile and Phone; where they do not plan to bring in a phone, their parent/carer will be asked to notify the school that they are opting out of the scheme. For Pupils in Year 6, there will not be this assumption and so Parents/Carers will be asked to opt onto the scheme to indicate that their child WILL be bringing a phone into school.

14. Relationships

The School Rules prohibit public displays of affection. Pupils may not engage in any activity which may be deemed to be sexual in the course of the school day (which for boarders means all of their time at school) or whilst on any official school activity, including residential holidays or courses. Any pupil who breaks these guidelines may expect to be referred to the Principal, whose powers include temporary suspension or permanent exclusion.

The development of personal relationships is covered in PSHEE, but is also addressed in other subjects such as RS, English and Biology.

15. Behaviour Records

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records. Records of both rewards and sanctions for all pupils are recorded in a number of ways. King's Points are recorded on ISAMS and are visible to both parents and pupils via My School Portal. King's Points totals may also be shared with pupils using points charts and totals may be announced in assemblies etc.

Behaviour issues and incidents are tracked. Sanctions are recorded on ISAMS and are visible to parents and pupils via My School Portal. In Years 1 to 3 'loss of golden time' trackers are used.

The Deputy Heads (Pastoral) and Heads of Middle and Upper School will analyse behaviour records and will look to identify any patterns that have emerged. As a result, the School may, if appropriate, seek to address any particular points that have been identified. From time to time, sanction systems are evaluated with input from the pupil councils and other interested parties.

The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are

published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection and information security policies.

16. Behaviour and Safeguarding

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised and further detail can be found in the School's Safeguarding and Child Protection Policy. Safeguarding issues can manifest themselves via child on child abuse, to which a zero tolerance approach will be adopted. This includes, but is not limited to:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sharing of nudes or semi-nudes or creation of nudes using AI (the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18);
- upskirting; and
- initiation / hazing type violence and rituals.
- harmful sexual behaviour

The School's policy and procedures with regard to child on child abuse are set out in the School's Whole School Safeguarding and Child Protection Policy. If behaviour and discipline matters give rise to a safeguarding concern, the procedures in the Whole School Safeguarding and Child Protection Policy will be followed.

17. Parental Misconduct

The School reserves the right to have a child withdrawn from the School when the parent or guardian of that child is proved to have shown serious or persistent misconduct in relation to a pupil, a member of staff, another parent or to the reputation of the School.

Parents and guardians who accept a place at the School for their child undertake to uphold the School's policies and regulations, including this policy. They are expected to support the School's expectations in matters such as attendance and punctuality, behaviour, standards of uniform, dress and appearance, and standards of academic work, co-curricular activities and prep./private study.

Appendix 1 - Sanctions & Behavioural Support

Sanctions vary between the schools due to the differing age of pupils, but may include things such as a requirement to undertake menial but not degrading tasks on behalf of the School or external community, removal from a particular lesson or teaching group, withholding participation in educational visits, playtime or sports events which are not essential to the curriculum, detention for a reasonable period, withdrawal of privileges or positions of responsibility, temporary suspension, or being removed or permanently excluded.

The School does not operate a 'tariff-based' approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account, the paragraphs below set out some likely sanctions issued.

EYFS

In our Early Years settings, behaviour is understood and responded to as a form of communication. Children aged 2 to 5 are developing their emotional regulation and communication skills; therefore, traditional punitive sanctions, behavior ladders, detentions, or the removal of fresh air/outdoor play are strictly prohibited.

The named practitioners responsible for behaviour support are:

- Little King's (2-Year-Old Provision): Laura Bartholomew
- Pre-Reception Nursery: Joanna Martin
- Reception: Rebecca Recardo
- EYFS Lead: Kellie Crozer

Positive Strategies and Co-Regulation
Our primary approach is to notice, praise, and reinforce positive choices using verbal praise, stickers, visual reward charts, and House tokens. When a child experiences distress, frustration, or displays challenging behaviour (such as biting, hitting, or throwing items), staff respond using co-regulation:

- Positive Redirection: Staff calmly guide the child toward an alternative, engaging activity or sensory tool to diffuse frustration.
- Co-Regulation Space ("Quiet Spaces"): If a child is unsafe or highly dysregulated, an adult will sit with them in a quiet, low-stimulus area of the room. This is not an isolation or a timed timeout. The adult remains physically present to help the child calm down, soothe their nervous system, and ensure their safety.
- Restorative Discussion: Once the child is calm and emotionally regulated, the adult will use age-appropriate language, visual cards, or stories to help them understand what happened and explore how to safely handle that feeling next time.

Persistent or Escalating Behavioural Concerns
Where a child displays persistent or severe behavioural challenges, the school recognises this as an indicator of an unmet developmental, communication, or sensory need, or a potential safeguarding vulnerability

- Functional Behavioural Monitoring: The Key Person, in collaboration with the Head of EYFS and the SENCo, will complete observations to track antecedents (what happens right before the behavior), the behavior itself, and the consequences, to identify specific environmental triggers.
- Individual EYFS Support Plan: A bespoke plan will be drawn up in partnership with the child's parents or carers. This will outline agreed home-school strategies, sensory adjustments, and communication aids (such as visual timetables or PECS).
- Multi-Agency Partnership: With parental consent, the school will proactively signpost and support swift referrals to external early years specialists, including Health Visitors, Speech and Language Therapists (SLT), Pediatricians, or Early Help services.

Suspension and Exclusion in the EYFS

In accordance with Department for Education (DfE) safety standards and early years guidance, the temporary suspension or permanent exclusion of an EYFS child—particularly a 2-year-old—is an absolute last resort. It will only be considered if a child's behavior poses an immediate, severe, and unmanageable risk to their own physical safety or the safety of other children, and only after all reasonable adjustments, high-ratio adult supervision, and external SEND support strategies have been thoroughly exhausted.

Year 1 - Year 3

Sanctions may include:

- Loss of Golden Time
- Loss of Playtime
- Temporary Suspension
- Permanent Exclusion or Removal

Pupils in this part of the school also make use of a 'Behaviour Ladder' to help Pupils and Parents understand how sanctions escalate. Please contact your child's class teacher to discuss this.

Year 4 - Year 8

Sanctions may include:

- Yellow cards (loss of Friday break time)
- Red cards (loss of Friday lunchtime)
- Vice Principal's detention
- Internal Suspension
- Temporary Suspension
- Permanent Exclusion or Removal

The table below includes examples of behaviours that may result in a particular sanction. Please note that this is NOT an exhaustive list and, as stated above, the School does not operate a 'tariff-based' approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account.

Sanction	Examples of actions leading to the sanction	Consequence
Level 1 - Warning	Off task, missed deadlines, task avoidance, distracting others, moving around unnecessarily, pushing in line, running in corridors, talking in line-up .	Warning Contact Home
Level 2 - Yellow Cards from repeat infractions or Immediate Yellow Cards	Constantly off task, repeated missed deadlines, repeated task avoidance, constantly distracting others, often moving around unnecessarily, pushing in line on numerous occasions, talking in line-up after warning, repeatedly talking out of turn, running in corridors after warning. Cheating, throwing items, lying, swearing, disobeying staff instructions, name calling, miss-use of technology.	Yellow Card - Friday Breaktime Reflection
Level 3 - Immediate Red Cards	Minor physical altercations (jostling), verbal abuse to staff, vandalism, stealing, forgery, bullying, discrimination (e.g. racism/sexism), swearing directly at person, harassment, leaving school grounds/out of bounds.	Red Card - Friday Lunchtime Reflection
Level 4 - Vice Principal's Detention	Previous School Detention for a Level 3 Behaviour, Stealing, Vandalism / Damage to Property, Bullying, Use of Discriminatory Language, Possession of a Banned Item, Breach of ICT Acceptable	VP's Detention

	Usage Agreement	
Level 5 Internal Suspension, Suspension, Permanent Exclusion or Removal	Swearing at Staff, Discriminatory Behaviour, Bullying, Possession of Prohibited Item, Physical Violence, Verbal Abuse, Threatening Behaviour. Persistent Failure to follow the rules of the School, Bringing the School into Disrepute	Suspension, Permanent Exclusion or Removal

Senior School

Sanctions may include:

- Subject Detention at break time or lunchtime
- School Detention (60 minutes usually held after school on Wednesdays)
- Vice-Principal's Detention (Between 90 minutes and 3 hours held Friday after school or on a Saturday morning)
- Internal Suspension
- Withdrawal of Privileges or Positions of Responsibility
- Temporary Suspension
- Permanent Exclusion or Removal

The table below includes examples of behaviours in the senior school that may result in a particular sanction. Please note that this is NOT an exhaustive list and, as stated above, the School does not operate an entirely 'tariff-based' approach to issuing sanctions and staff are careful to take the circumstances of both individual pupils and incidents into account. Any incident that poses a safeguarding risk to another child may be given a more serious sanction.

Level	**Examples of Behaviour**	**Consequence**
Level 1	Off Task or Disruptive Behaviour, Lack of Equipment, Lack of or Incorrect Uniform.	Warning Contact Home
Level 2	Misuse of Digital Device, Missing a Deadline, 3 Warnings in one Lesson, Lack of Work, Failure to Follow Instructions, Swearing (not directed at a person), Inappropriate Behaviour	Subject Detention
Level 3	2nd instance of a Level 2 Behaviour, Failure to attend a Subject Detention, Defiance, Lying to a member of Staff, Stealing, Vandalism / Damage to Property, Swearing at another Pupil, Truancy, Being Out of Bounds, Cheating, Possession of a Banned Item, Possession of a Mobile Phone not secured in its Pouch during the School Day or during School Activities.	School Detention
Level 4	Previous School Detention for a Level 3 Behaviour, Stealing, Vandalism / Damage to Property, Bullying, Use of Discriminatory Language, Possession of a Banned Item, Breach of ICT Acceptable Usage Agreement, 2nd instance of Possession of a Mobile Phone not secured in its Pouch during the School Day or during School Activities.	Vice Principal's Detention
Level 5	Swearing at Staff, Discriminatory Behaviour, Bullying, Possession of Prohibited Item, Physical Violence, Verbal Abuse, Threatening Behaviour. Persistent Failure to follow the rules of the School, Bringing the School into Disrepute	Internal Suspension, Suspension, Permanent Exclusion or Removal

Appendix 2 - Search, Screening and Confiscation

On 1st September 2022, the DfE updated its guidance to Headteachers, Staff and Governing bodies over searching, screening and confiscation.

In line with our values, King's School Rochester recognises that we have a duty of care to pupils in our School. This means that we balance the need to safeguard all pupils by confiscating harmful, illegal, or disruptive items with the safeguarding needs and wellbeing of pupils suspected of possessing these items. We are also cognisant that all pupils have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by their School must be justified and proportionate. We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Principal will ensure that a culture of safe, proportionate and appropriate searching is maintained.

Who can search a Pupil?
Any search must be authorised, prior to any search being carried out, by either:

- The Principal
- Vice Principal (Junior School and Senior School), or in their absence an Assistant Vice Principal

The Principal explicitly grants those staff fulfilling the roles listed below permission, should the need arise, to carry out a duly authorised search and to confiscate any items as detailed within this guidance:

- Members of the Senior Management Team
- Housemaster/Housemistress
- The Head of Upper School
- The Head of Middle School
- Boarding Housemaster/Housemistress

These members of staff will be provided with a copy of this guidance.

When carrying out a search:

- The person carrying out the search must be the same sex as the pupil being searched;
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil.

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

If an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

When can a Pupil be searched?

A pupil can be searched if:

- They agree to the search;
- The authorised staff member has 'reasonable grounds' to suspect that the pupil may have a prohibited or banned item.

Reasonable grounds may include, but are not limited to, occasions such as:

- A member of staff has heard the pupil or other pupils talking about a banned or prohibited item;

- A member of staff has been told directly of a banned or prohibited item;
- A member of staff has seen a banned or prohibited item;
- A member of staff notices a pupils behaving in a way that causes you to suspect that they're concealing a banned or prohibited item;
- Review of CCTV suggests that a pupils may have a banned or prohibited item;
- A member of the public reports that they have seen a pupil behaving in a manner, before or after school, that suggests that they may have a banned or prohibited item.

When deciding to search a pupil, the grounds for the search must be balanced against the pupil's age and any SEND.

What constitutes a banned or prohibited item?
The list of Prohibited Items is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation. These items are:

- Knives or weapons;
- Alcohol;
- Illegal drugs or Paraphernalia;
- Stolen items;
- Cigarettes, Tobacco and cigarette papers;
- Vapes and Vape Liquids
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
    - Commit an offence;
    - Cause personal injury (including the pupil) or damage to property.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the Pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Banned Items are:

- Energy Drinks;
- Sweets and Drinks bought in with the intention of selling them.
- Chewing Gum

How should the search be conducted?

Before a Search
The Authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff;
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it;
- Always seek the pupil's cooperation.

If a pupil refuses to cooperate
In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item;
- Doesn't understand the instructions they've been given or what a search will involve;
- Has had a previous distressing experience of being searched.

If the pupil still refuses to cooperate:

- The School may sanction them in line with your behaviour policy;
- If the authorised members of staff doesn't think that a search is needed urgently, they should seek advice from the Vice Principal (Junior School or Senior School). During this time, the pupil should be supervised somewhere away from other pupils;
- Assess whether the search would prevent the pupil from harming themselves or others, damaging property or causing disorder, and therefore it is necessary to use reasonable force to conduct the search. NB - reasonable force can only be used to search for prohibited items.

Carrying out the Search
A pupil should be searched in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes gloves, scarves and shoes. You **cannot** ask pupils to take off any further items of clothing. The person conducting the search should be sensitive to whether a pupil is wearing outer clothing for religious reasons.

Authorised staff can also search a pupil's locker or bag in the presence of the pupil and another member of staff (except in cases as detailed above).

How should a search be recorded?
All searches should be recorded on CPOMS. The record of a search should include:

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

The DSL will review any recorded searches and if the DSL finds evidence that any Pupil is at risk of harm, a referral will be made to Children's Services.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search, as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Parents should also be informed of a search for an item banned by the School's policy. Any complaints about searching, screening or confiscation will be dealt with through the normal complaints procedure.

What should be done with any items confiscated during a search?

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils;
- Is a prohibited or banned item;
- Is evidence in relation to an offence.

The list below outlines how confiscated items will be handled:

- Controlled drugs, or substances you suspect are controlled drugs or could be harmful - Deliver to the police (or safely dispose of if there is a good reason to do so);

- Alcohol, Smoking or Vaping Paraphernalia - Retain or dispose of as appropriate;
- Fireworks - Retain or dispose of as appropriate;
- Stolen items - Deliver to the police, return to the owner, or dispose of if there is a good reason to do so;
- Weapons or items which are evidence of a suspected offence - Deliver to the police as soon as possible;
- Items that have been (or are likely to be) used to cause injury or property damage - Deliver to the police, return to the owner, or dispose of if there is a good reason to do so;
- Pornographic material - Dispose of unless you suspect it constitutes a specific offence (i.e. it is extreme or an indecent image of a child) in which case deliver to the police as soon as possible.

In cases where there are multiple options, the member of staff will consider:

- The value of the item;
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning;
- Whether it's appropriate to return the item;
- Whether the item can be practically and safely disposed of.

Items discovered during a search can be confiscated, retained or disposed of as a disciplinary measure where it's reasonable to do so, as set out in section 91 of the Education and Inspections Act 2006. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. Good reason could be that they reasonably suspect that the device has (or could be used to):

- Cause harm;
- Undermine the safe environment of the School or disrupt teaching;
- Commit an offence.

If the member of staff discovers inappropriate images, video, or other material, these should be deleted unless there are reasonable grounds to suspect that their possession is related to a specific illegal offence. In this case, the material should not be destroyed and the device containing the material should be handed over to the police as soon as possible.

If the member of staff suspects that they may find an indecent image or video of a child on a device, they should avoid viewing it and never copy, share, or save it. They should follow the guidance set out in the School's Safeguarding and Child Protection Policy with regards to dealing with incidents of the generation and/or sharing of indecent images.

Having searched the electronic device, if no material has been found that necessitates the device being passed to the police, the member of staff may return the device to the pupil or they may confiscate the device until such time as the device can be returned directly to the pupil's parent/carer.