

CHAFYN GODOLPHIN



BEHAVIOUR & DISCIPLINE POLICY

(Regulatory)

Review: August 2026
Next Review: August 2027
Review by: Deputy Head

The Behaviour and Discipline Policy should be read in conjunction with the following School Policies:

- Teaching and Learning
- Admissions
- Exclusion, Expulsion and Removal
- Physical Restraint
- Anti Bullying
- Searching pupils and their possessions
- Drugs and Illegal Substances
- Educational Visits
- External Parties
- Staff Code of Conduct
- Pupil Code of Conduct
- Child Protection and Safeguarding
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

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AIMS

1. The aims of this policy are that all pupils will:

- Be tolerant and understanding of the feelings and needs of others
- Develop a responsible and independent attitude towards their roles in the community
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- Learn to have respect for others and to behave courteously towards them
- Contribute to a safe environment
- Develop respect for people, property and the school environment
- Be able to work in an orderly atmosphere
- Be able to understand the role of and need for discipline as a positive part of school life.
- Seek to promote good behaviour and not simply set out the sanctions for misbehaviour

STRATEGIES

All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved through staff induction, regular discussion at staff meetings and INSET; house staff and tutors play a major role in highlighting these expectations to pupils.

The Pupil Code of Conduct will be made available to pupils, for example, on pupil SharePoint (Senior) and in the Pupil Planner (Prep).

Parents are expected to uphold this policy in line with the parental contract.

It is the responsibility of all staff to make themselves aware of the systems operating in school (see below).

It is the responsibility of all staff to implement the rewards and sanctions policy and cooperate fully with colleagues in this.

Staff should monitor and compare the number and frequency of rewards and sanctions given, in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

In order to foster and promote good discipline, staff:

- Actively look for the positive
- Praise, give positive feedback and reward good behaviour
- Provide clear, consistent expectations of behaviour
- Give induction to new pupils and staff on the school's ethos and policies, such as the pupil and staff Code of Conduct, respectively

- Use tutor time to discuss and encourage good behaviour
- Use peer leaders such as prefects, house captains, Eights Leaders, boarding house prefects and others to promote good behaviour
- Set standards of order in classrooms, houses, activities and events
- Teach about behaviour and discipline, for example, in the units concerning Values, Rights and Responsibility or being part of a community in PSHE

All members of the school community will strive to achieve the aims of this policy by:

- respecting one another as individuals
- contributing to a well-ordered environment in which everyone is fully aware of behavioural expectations
- contributing to a purposeful environment in the classroom which enables learning to take place
- encouraging, praising and rewarding good behaviour
- not tolerating poor behaviour
- promoting a sense of belonging to the community
- respecting the civil and criminal laws of England
- being good role models
- supporting one another

The Deputy Head is responsible for overseeing the management of behaviour issues in the school, in consultation with the Head.

PUPIL CODE OF CONDUCT

Pupils are required to keep the law of the land at all times – including the laws of countries they visit on school trips - and behave in such a way that they do not bring themselves or the school into disrepute. This includes behaviour online. Chafyn Godolphin runs on the understanding that we can trust one another to behave responsibly and thoughtfully. However, there are a few formal rules:

- Pupils are expected to behave appropriately on school trips and school transport, when in school uniform or otherwise identifiable as a pupil of the school.
- Pupils must arrive at school, lessons and activities on time and register punctually. Failure to register correctly three times in a half term will result in a school detention.
- Pupils must wear the school uniform appropriately and look tidy and neat at all times. Hair longer than shoulder length in the Prep, must be tied back.
- Chewing gum is not permitted.
- Inappropriate language or swearing will not be tolerated.
- Year 7 to Year 11 are not permitted mobile phones around School without express permission – they must be in their Yondr pouch; Year 12 and Year 13 operate on a “no hear, no see” agreement. This includes not using earbuds, headphones etc around School. Mobile phones are not permitted in the Prep.
- Pupils must adhere to the Online Acceptable Use policy.

- Pupils are expected to participate actively in the classroom at all times, avoiding disruption and focussing on the tasks and instruction on hand.
- Bullying of any kind is wholly unacceptable within our community.
- Sexual harassment and violence are never acceptable and will not be tolerated.
- Pupils must behave courteously and with respect to all other members of the school community and to stand by those who may be subjected to bullying in any form.
- Pupils may not smoke or be in possession of cigarettes, tobacco, vapes or e cigarettes either in School or while out of School but in our care (eg on School trips, weekend excursions, in town while the school is *in loco parentis*).
- Pupils may not bring alcohol into School or consume it here without prior permission from the Head, Deputy Head or Head of Sixth on each occasion. Equally, pupils may not buy or consume alcohol without appropriate permission while out of School but in our care (e.g. on School expeditions, weekend excursions, in town while we are *in loco parentis*).
- Any pupil found in possession of or suspected of using, selling or buying any banned or illegal substances or weapons will be suspended immediately pending a full school investigation; this may lead to expulsion. This rule applies at all times pupils are under school supervision, including school trips and other off-site activities.
- Any pupil making malicious allegations against fellow pupils or staff will be subject to school sanctions and, if appropriate, legal procedures.

Pre-Prep Nursery to Year 2

In the Pre-Prep Department our 'Golden Rules' are the moral values that underpin every interaction within the department. Additionally, in Early Years PSED (Personal, Social & Emotional Development) is a 'prime' area of learning. It is embedded in every aspect of the day and children are assessed against it at the end of the Reception year as part of the Foundation Stage Profile.

(a) GOLDEN RULES

- We take turns.
- We share with other people.
- We listen carefully.
- We always say 'please' and 'thank you'.
- We help each other and our teachers.
- We always try our best.
- We take care of the things around us.
- We only say and do kind things to people.

From their earliest days at school, children are made aware of these 'Golden Rules'. They learn to relate them to their own school experience and begin to understand that when they are guided by the Golden Rules they are being 'their best selves'.

(b) Rewards

In all classes children work to collect stars for their Eights. These are counted and celebrated each week in a Pre-Prep 'Celebration' assembly as well as a weekly whole school assembly. 'Golden Time' is used in Key Stage One as a vehicle to support children to make choices about their own behaviour and to encourage them to take responsibility for it.

(c) Assemblies

Assemblies provide an opportunity for promoting a common ethos and shared values. A weekly 'Celebration Assembly' celebrates the achievements of children who have been observed trying to follow the Golden Rules or working well in class. These children are awarded a certificate, a golden leaf and their names are recorded in the 'Golden Book', which is displayed in the Pre-Prep entrance foyer. The Pre-Prep children are also acknowledged for their award by the headmaster in Whole School assemblies.

Behaviour Management in Pre-Prep

In Pre-Prep positive reinforcement of behaviour is key. The following strategies are used to encourage this:

- Speaking to the child/ren at an appropriate time when poor behaviour arises.
- Explaining the consequences of the child's actions and the impact on others.
- If a child is disrupting a class or activity, they may be withdrawn and spoken to by another teacher or Head of EY/KS1.
- Persistent behavioural concerns will lead to discussions with the parents and the Pastoral team.
- Incidents where the child's behaviour is thought to be harmful to either themselves (or others) are taken very seriously, and the DSL/DDSL are involved immediately.
- Behavioural records are logged on iSAMS by the class teacher and then monitored. Class teachers inform parents of more serious incidents and set up a dialogue with them (either verbally or written), to monitor the child's behaviour. Head of EY/KS1 support the class teacher throughout.

Classroom Management

All Pre-Prep staff are responsible for the management of behaviour within the department. Where necessary, parents are informed of incidents at the end of the day. Where a child has specific needs, a more formal process of monitoring, recording and meeting with parents is implemented.

Years 3-6

'A Way to Live'

Our expectations are summed up for the pupils in our 'A way To Live' guide (can be found in pupil planner). This is discussed during tutorials in which we see how they relate to everyday experiences. It may also be reinforced through our chapel services, assemblies, Mini Eight sessions and PSHE sessions.

- Ask for help when you need it; offer to help when you can.
- Be truthful and be kind – to yourself and to others.
- Care about others and your environment, as well as about doing your best.

REWARDS - PREP

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children stars for good work within the curriculum. This should be for one particularly good piece of work for that pupil or consistently good effort over a period.
- Merits are awarded for particularly helpful behaviour or acts of particular kindness / 'Good citizenship'.
- Pupils receive a certificate in the school assembly for gaining 30 Stars and then 100 stars in a term or 10 Merits. Pupils receive a Merit pencil if they gain 2 merits in one week.
- 1 pupil per class in Y3 is awarded the 'Star of the Week' and 1 pupil per class in Y4 is awarded 'Pupil of the Week' each week to recognise good work or behaviour. Each week, the three classes with the most stars are announced in assembly as part of a termly competition.
- Year 3 & 4 children are awarded Lady or Gentleman of the Month. Y5 & 6 are awarded 'Good Egg' badges. Achievements are celebrated, and children given an opportunity to celebrate each other's successes.

Stars

- Relate to work done in academic timetable, ie. classroom/prep/PE, etc.
- To be applied consistently within the school and within each department – and consistency to be checked by HODs and by the SMT.
- Criteria to be established both within the school and within each department.
- Certificate for 30 stars in a term or for 60 stars.
- Outstanding pieces of work to be awarded Headmaster's Commendation.
- Children to be informed that they have been awarded a star; this is written into their prep planner, or put straight onto iSAMS.

System

- Member of staff informs pupil that they have gained a star and records it in their prep planner.
- Tutors record all stars and merits that their tutees have gained onto the school's database.
- The Deputy Head will review the number of stars being given to ensure fairness across the classes.

REWARDS - SENIOR

Commendations

- Commendations may be given by individual staff to pupils in Year 7 to Year 11 inclusive. They are awarded in curriculum subjects for outstanding work, consistently good work or consistent effort. They are not to be awarded in multiples: a pupil can receive only one commendation per piece of work. Pupils may receive commendations for consistent application of School values and acts of kindness shown towards others. Commendations are recorded on ISAMS, parents should be copied in, and tutors may mention them in reports. At the end of each term, a Commendations Cup is awarded to the House receiving the highest number of commendations per pupil in that term.
- School Prefects may also commend to tutors those pupils who merit a Commendation for good behaviour, such as pupils who help organise an activity; who assist around the school; who are kind and caring to others.
- A pupil receiving 30 commendations will receive a Head's Commendation.

Head's Commendation

- Exceptional work may be commended to the Head by staff or tutors. The Head will then personally congratulate the pupil concerned, who receives a Head's Commendation certificate.
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Spirit of Chafyn Godolphin Award - Senior

- The Spirit of Chafyn Godolphin award has been created to acknowledge and affirm the values and character traits that we believe are important at Chafyn Godolphin. As a School we foster and embody the values of excellence, integrity, open communication, respect for oneself and others and service to the community.
- The award holder will be recognised as someone who has been considerate and kind-hearted, consistently supportive of others, shown genuine community spirit and maintained a positive outlook and approach. The award will be bestowed on a pupil from each year group from Year 7 to Year 12 on an annual basis.
- Pupils will be nominated by tutors, and Heads of Year will make the final selection in conjunction with the Head.

Prizes

- At the end of each term, informal tutor prizes in the form of book tokens are awarded to pupils in all Years for effort and achievement in academic work.
- We also have a formal prize giving as part of our Speech Day each year, in which contributions for effort and achievement can be given to up to three recipients in Year 7 to Year 10 and Year 12.

Prizes in examination subjects are awarded to pupils in Year 11 and the Sixth Form. In addition, there are a number of special awards in recognition, for example, of outstanding service to the community, also awarded on Speech Day.

SANCTIONS – PREP

Merits and Demerits

- Relate to behaviour.
- To be applied consistently within the school by all members of staff.
- Merits to be given for acts of kindness or helpfulness and recorded into their planners or directly onto ISAMS (with reason).
- Tutor to follow up with praise and comment.
- Two merits in a week read out in Friday Assembly, with a reward from the Pastoral Deputy (Merit Pencil).
- The Pastoral Team review regularly.
- 'Common sense' law applies but warnings should be given before giving a Demerit.
- When demerits are given, the age of the child is considered. Demerits may be given for:

Inappropriate use of computer/printer/ICT Room/electronic devices
Inappropriate behaviour in Prep
Behaving badly in Library/ICT Room/Dining Room, etc.
Talking in Chapel/Assembly
Bad manners at lunchtime
Wearing the wrong uniform/nail varnish/jewellery/hair not tied up
Being out of bounds in breaktimes/lunchtimes
Repeatedly wearing the wrong shoes/kit on the fields
Bringing food from home
Running through the corridors
Trying to take more biscuits than allowed.
Late to Afternoon Registration (without a good reason)
Missing a Music lesson repeatedly (Y5-6)
Being noisy whilst waiting to go in for a lesson

This list is NOT exhaustive, and staff will use professional discernment as appropriate.

- Demerits to be entered onto iSAMS. Tutor, heads of year and the Deputy Head to review regularly.
- Tutor follows up with comment.

- Two Demerits within one week – this will be reviewed and can lead to a detention run by the Deputy Head, who will speak to the child in all circumstances. Their name would be added to the list for discussion at the weekly pastoral meeting.
- Ten merits in a term to be rewarded with a certificate.
- All sanctions imposed on pupils are recorded into iSAMS and taken to the weekly pastoral meeting. Any trends in patterns of behaviour are reviewed here and then shared with the LGB at their termly meeting.

The Disciplinary Scale - Prep

The following scale details the steps which will be taken should a pupil persist with unacceptable behaviour. There follows some examples of where single incidents of a more serious nature might enter the scale. Humiliating or degrading punishments will not be used and all sanctions are proportionate, age-appropriate and applied with regard to the dignity and wellbeing of the pupil.

1. Minor instances of poor behaviour, both in and out of the classroom will be dealt with by the member of staff involved. This will involve reminding the pupil of the required behaviour and the consequences of repeated poor behaviour. The pupil may be given a punishment or demerit which will result in a note being made on iSAMS which is monitored by the Deputy.
2. Repeated poor behaviour may result in further demerits being given, or in class the child may be sent out or sent to the front office. Detention may be given if two or more demerits are accumulated within 7 days. The tutor and head of year are made aware. Corrective advice is given to the pupil and the consequences of continued poor behaviour explained once again (ie the following escalation). Parents *may* be notified.
3. Occasionally a straight detention is given if an incident is deemed more serious than a demerit.
4. Continued bad behaviour resulting in further detentions would lead to a meeting with the pastoral deputy and/or headmaster. Headmaster is informed (if not involved) and parents are notified.
5. If the unacceptable behaviour persists, parents will be asked to come in for a meeting with the headmaster. A warning may be given that the pupil risks suspension from the school. Restorative Justice may be used if the circumstances warrant it being used.
6. If there is not sufficient improvement in the pupil's behaviour the headmaster will suspend the pupil from the school for a brief period of time.
7. If, on return to the school, the unacceptable behaviours are still evident, then parents will once again be asked to the School for a meeting with the headmaster where it is possible that the pupil will be asked to leave the School permanently.

8. Physical violence or extreme intimidation towards anyone in the school community, by anyone in the school community, will always be treated seriously and will be dealt with by Senior Management. Physical aggression/intimidation by children against other children (Child on Child abuse) could be elevated straight to level 6 (depending on the circumstances) by the headmaster and may be treated as a safeguarding issue.

Examples of where a single incident might enter the scale higher than Point 1:

Point 2/3:

Deliberate act of unkindness. Lying. Deliberate flouting of a clear rule (eg going off site/ entering an area which is out of bounds). Bringing a phone to school without permission.

Point 4/5:

Overt rudeness to an adult. Loud use of offensive language. Bullying/child on child abuse. Taking/using other child's possessions without permission (depending on the circumstances).

Point 6:

Stealing. (Incident judged sufficiently serious by headmaster). Possession/use of banned substances. Eg. Vapes/e-cigarettes.

Where possible, bad behaviour which results in others being affected will be treated as restoratively and positively as possible. We may use 'restorative justice' to involve children in taking responsibility for their actions, and to help make a situation improve.

SANCTIONS - Senior

Teachers, tutors, boarding and pastoral staff are all responsible for the discipline in their own areas.

Sanctions are applied where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that punishments are proportionate to the offence and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

The record of sanctions is centralised on pupils' ISAMS records so that patterns can be quickly identified by the school and appropriate interventions made, to include the date and nature of the offence, the sanction imposed and the person administering the sanction.

Schools must follow Government Guidance in the face of a pandemic or other serious outbreak, and we will communicate to our pupils our clear expectations on, for example, when self-isolation is required, necessary hygiene measures and social distancing. If a pupil ignores these expectations, they will usually be alerted to this; then warned if they continue to ignore the instructions; then disciplined, which may mean being isolated within School or being sent home. It is unacceptable for any pupil to tease, make fun of or otherwise hurt another pupil because of their response to a pandemic (for example, if they choose to wear a mask or are more socially distanced than usual) or because of acts of a third party with whom they might be associated, for example, a certain national group. Such behaviours will

be dealt with and sanctioned in line with the School's Anti-bullying policy, Living Together at Chafyn Godolphin.

When determining the particular sanction a pupil should receive, any special educational needs or disabilities (SEND) or emotional needs that the pupil has will be brought into consideration. Steps must be taken to avoid any substantial disadvantage to a disabled pupil caused by implementing this policy where a pupil has SEND which at times affects their behaviour. Where possible, staff should anticipate likely triggers of misbehaviour and put in place support to prevent these. Strategies might include short movement breaks or adjusting seating plans. Preventative measures should take into account the specific circumstances and requirements of the pupil concerned. Staff will receive training or guidance to assist in understanding conditions such as autism.

Where a pupil displays continuous disruptive behaviour, the school will consider making a referral to Social Services for multi-agency assessment and support. In all cases, the school will proceed in line with the requirements of the Equality Act (2010) and avoid unfair discrimination on the grounds of the protected characteristics.

When imposing a sanction, staff must help pupils understand behavioural expectations and seek to provide strategies for improving behaviour where there are consistent breaches of School policy.

Following a warning to the pupil, breaches of discipline will be addressed with the pupil and dealt with in line with the following scale:

- Level 1: logged as a Misdemeanour
- Level 2: School detention; the tutor will notify the parents;
- Level 3: gating or Saturday detention; the Deputy Head will notify the parents.

Examples of inappropriate behaviour are:

- Level 1: inappropriate uniform; equipment or prep missing; being late to a lesson; talking out of turn.
- Level 2: disruption to a lesson; removal from a lesson; a fifth Misdemeanour for Pupils in Year 7 to Year 11; three Misdemeanours for pupils in the Sixth Form. These will reset each term.
- Level 3: rudeness to staff; significant disruption to a lesson; being absent without leave; deliberate unkindness; serious misconduct; a third School detention in a term.

Bullying is not acceptable behaviour at Chafyn Godolphin school - please refer to our Anti-bullying policy for details of our approach.

School Prefects are also expected to help staff uphold the discipline in School and to pass on any concerns to the Head or Head of Sixth. They may ask a teacher to consider issuing a School or Department Detention for misdemeanours such as: misbehaviour in lunch or other places around School or not signing in at prep. Prefects may issue a Prefects' Caution for misdemeanours such as failure to bring a hymnbook or late arrival to prep.

Being sent out of a lesson

Following a warning, if a pupil's misbehaviour is such that the class is being significantly disrupted, the teacher may send them out of the lesson for a short time. Pupils should wait within sight of the classroom until their return.

If the pupil's behaviour is extreme or if the pupil continues to disrupt the lesson and other behavioural strategies have been attempted, the member of staff may send them with work to the office of the Deputy Head; they will be seen by a member of the Senior Management Team, given work to do and, in addition, given a School detention or, if the situation merits, a Saturday detention. Parents must be notified on the same day when this occurs.

Sanctions will be recorded by the staff member giving the sanction on ISAMS, so that tutors are aware, can monitor and can support staff, speak with and guide their tutees and so that parents can be notified. Tutors are expected to inform the Head of Year and/or Designated Safeguarding Lead (or deputy) where there are concerns.

Supervised work through departments - Senior

Pupils may be required to repeat or to catch up with work or repeat work that has been done poorly under supervision, and this will be arranged through departments at an appropriate time.

School Detention - Senior

These may be given by staff to a pupil at any level of the School for poor work or unsatisfactory behaviour.

The detention is held on Fridays, 5.15 – 6.00 pm in the designated classroom and is supervised by a member of the pastoral team. Work is set by the staff member who gives the detention. A pupil will receive 24 hours' notice of their detention in order to allow them to re-arrange other commitments as best as possible; however, detention normally takes priority over other activities.

The Tutor or Head of Year may give a pupil a detention for consistent lateness to Registration.

Multiple School Detentions could give rise to a Saturday Detention.

Saturday Detention

A Saturday Detention is given after a series of School Detentions, or as a major punishment, given by the Deputy Head, for a serious breach of School discipline. It is administered by a member of the Senior Management Team for two hours on Saturday morning. Pupils are warned that a further disciplinary offence could render them liable to suspension. It may not be given on the Saturday at the start or end of half-term, the Saturday before term or

during the School holidays. The DfE Guidance makes it clear that “it does not matter if making [travel] arrangements is inconvenient for the parent”.

Being on Report

Pupils in Year 7 to Year 11 may be placed on report by the Head of Year if their academic performance is persistently unsatisfactory. Placing a pupil on Report is to be a supportive strategy, monitored daily by the tutor, in order to guide the pupil and help focus and direct their work and time adequately. It has the aim of getting the pupil back on track and becoming independent and self-monitored. Being on Report normally lasts two weeks to allow for sustained improvement. If, however, the pupil does not improve sufficiently, they will remain on report but will be monitored daily by the Head of Year.

Failure to improve will mean they continue on Report, monitored daily by a member of the School Senior Management Team.

In the Sixth Form, if a pupil is late in handing in work or produces work that their subject teacher deems is not of a satisfactory standard, that teacher will ask for the work to be redone and may insist this is completed under supervision.

Neither of the measures above is perceived as a punishment rather, both are a support mechanism to enable pupils to get back on track academically.

Community Service

Work will be given which benefits the community. Examples may be cleaning areas of the boarding house, such as the kitchen; removing dried chewing gum; clearing pathways of leaves and litter. This may be given for misbehaviour which affects the cleanliness or wellbeing of the School community.

Gating

Gating involves a loss of freedom and is usually a response to an abuse of freedom. The parameters are decided in consultation with the appropriate staff and, in the case of day pupils, with the Head of Year, but will generally be of one or two weeks' duration.

Required Removal

This may be:

- because a pupil is not making sufficient academic progress
- on disciplinary grounds
- on medical grounds

PARTICULAR DISCIPLINARY MATTERS

Record of Sanctions for Serious Misbehaviour

All sanctions for serious misbehaviour are recorded in a centralised Log 'Record of Sanctions for Serious Misbehaviour'.

Bullying, including bullying which takes place online

Pupils and parents are referred to the Anti-Bullying policy: Living Together at Chafyn Godolphin.

Sexual violence and harassment

See the Child Protection and Safeguarding Policy

Corporal punishment

In line with *Section 131 of the Schools Standards and Framework Act 1998*, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Chafyn Godolphin does not permit the use of or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff, including all acting *in loco parentis*, such as unpaid, volunteer supervisors.

Physical restraint

For guidance over the use of physical restraint, see the separate Policy for the use of Physical Restraint.

Banned or illegal substances

The Department for Education list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil);
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Cigarettes and e-cigarettes / vaping

Pupils are reminded that it is illegal to purchase cigarettes, vapes and e-cigarettes when under the age of eighteen. In cases of reasonable suspicion of possession of cigarettes and other tobacco products or e-cigarettes, the School reserves the right to search pupils' possessions in line with the Search Policy and test in line with the testing procedures outlined in the policy 'Drugs and Illegal Substances'.

Punishments for the possession or use of banned products, including e-cigarettes, smoking or vaping, both in and out of School while in our care, in School uniform or in transit to or from the school, will usually be as follows:

For a first offence the pupil will be given a Saturday detention, and their parents will be informed. The pupil will be sent to the Health Centre for advice on giving up smoking.

For a second offence, the pupil will be suspended for two days, and their parents will be informed.

The pupil will again be sent to the Health Centre for advice on giving up smoking.

Any subsequent offence will be treated individually as a major disciplinary offence.

If a pupil is found to have been smoking inside a building, the sanctions are likely to be increased.

Any pupil found with another person who is smoking or vaping will be deemed to be complicit in the breaking of the rule and will face the same or similar sanctions.

Alcohol

Pupils are reminded it is illegal for anyone under eighteen to buy alcohol, or to drink it except as part of a proper meal in an area specifically set aside for meals.

The school possesses alcohol detection kits which may be used where there are reasonable grounds to suspect that a pupil has been drinking illegally or in excess, or on a random basis before and after social events or at weekends to encourage pupils to stay within the bounds of the rules. The pupils are made aware of this system by the boarding and other pastoral staff. In cases of reasonable suspicion of possession of alcohol, the school reserves the right to search pupils' possessions in line with the Search Policy.

Alcohol-related offences are considered very serious. Possession or use of alcohol without permission or intoxication is likely to result in the following sanctions:

For a first offence a pupil will be given a Saturday detention and gated or suspended, depending on the severity of their offence; their parents will be informed. They will be suspended from positions of responsibility, where appropriate.

For a second offence, the pupil will be given a Saturday detention and gated or suspended, depending on the severity of their offence, will undertake two hours Community Service, and their parents will be informed. They are likely to be suspended from positions of responsibility, where appropriate.

Any subsequent offence will be treated as a major disciplinary offence.

Offences involving spirits or requiring medical support will be treated very seriously.

Any pupil found with or acting alongside another person who is in possession of or drinking alcohol will be deemed to be complicit in the breaking of the rule and will face the same or similar sanctions.

Appropriate support will always be offered to offenders and may be a condition of their remaining within the school.

Other banned and illegal substances

Pupils are also referred to the school's policy document on banned and illegal substances, including e-cigarettes, vapes, "legal highs" and the misuse of prescription drugs.

Any pupil found to be possessing, using or under the influence of a banned or illegal drug will normally be excluded on a permanent basis. Where appropriate, suitable authorities, such as the police and social services, will be informed. The school will always co-operate fully with the police whether the offence was committed in or out of the school context. In cases of reasonable suspicion, the school reserves the right to test its pupils for drugs, under medical supervision and also to search their possessions.

Any pupil found with or acting alongside another person who is taking or supplying drugs will be deemed to be complicit in the breaking of the rule and will face the same or similar sanctions.

Segregation

It is sometimes necessary to segregate a pupil during an investigation. If this is so, they will be accompanied by a member of staff and given appropriate refreshment. An alternative, where practical and depending on the length of the investigation, could be to send the pupil home, which is a form of suspension. The pupil would be told the reason for segregation or sending home.

Record of Sanctions for Serious Misbehaviour

All sanctions imposed for serious misbehaviour are recorded in a centralised 'Central Log for Serious misconduct' so that patterns can be quickly identified by the school and appropriate interventions made.

Chafyn Godolphin defines serious misbehaviour as actions that stand in stark contravention of our aims and ethos. Examples of serious misbehaviour would therefore include but not be limited to:

- Aggressive or violent behaviour
- Severe or persistent bullying
- Theft
- Drug or alcohol abuse
- Smoking

- ICT abuse
- Malicious behaviour
- Sustained disruption in lessons
- Truancy
- Wanton damage to school property
- Racism
- Cheating in public examinations/coursework/controlled assessment
- Severe insubordination or insulting behaviour or language towards a member of staff
- Sex

Serious misbehaviour is typically met with one of the following sanctions:

- Saturday detention
- Gating
- Exclusion/removal/expulsion

The log is updated electronically by the Deputy Head. Entries therein include: the pupil's name and year group; the date and nature of the offence; the sanction imposed; the person administering the sanctions.

The log categorises both offences and sanctions so that patterns can be quickly identified. Correspondence relating to episodes of serious misbehaviour is also filed in the pupil's hard copy file.

The log is presented termly to SMT so that appropriate interventions in response to any patterns can be agreed and previous interventions reviewed.

Monitoring The Policy will be monitored by the Deputy Head taking into consideration feedback from staff, pupils and parents.