Behaviour and Discipline Policy

Berkhamsted Senior Schools & Sixth

Berkhamsted Prep and Pre-Prep

Heatherton

Charlotte House

Berkhamsted Day Nursery Ltd.

Berkhamsted School Enterprises Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

Policy owner:	Headteacher of Boys
Type of policy:	Regulatory
Regulatory Body:	Department for Education / Independent Schools Inspectorate
Relevant Legislation and Guidance:	Education (Independent School Standards) Regulations 2014 (as amended) DfE Searching, screening and confiscation in schools 2022 DfE, Behaviour in schools: advice for headteachers and school staff 2024 Restrictive Interventions, including the use of Reasonable Force, in Schools April 2026National Minimum Standards for Boarding 2026 Statutory Framework for the Early Years Foundation Stage 2026
Last reviewed by / date:	Exec on 10 September 2026
Last approved by / date:	Governors' Education Committee on 23 September 2026 Full Governors on 23 September 2026
Next review due:	Michaelmas 2029
This version published:	**24 September 2026**
Circulation:	✓All Staff & Governors ✓Inspection Portal ✓School Website ✓Parent Portal ✓Senior & Sixth Pupils
Linked Policies:	Child Protection and Safeguarding Complaints Drugs Alcohol and Smoking Equal Opportunities Expulsion and Required Removal IT Acceptable Use and AI (Pupils) Mobile Phone and Smart Device (Pupils) Online Safety Physical Contact and Restrictive Intervention Prevention of Bullying Pupil Uniform and Appearance Special Educational Needs and Disability (Pupils) Staff Protection Visits and Activities out of School

 © Berkhamsted Schools Group 2026

Contents

Scope of this policy 4
1 Aims 4
2 Principles 4
3 Role of Staff 6
4 Rewards 7
5 Sanctions 7
6 Staff induction and training 8
7 Pupils' induction and reminders of expectations relating to behaviour 8
7.2 This Policy is made available to Senior & Sixth pupils via Berkhamsted Hub, and to the parents of all pupils via the school website and the Parent Portal. 9
8 Monitoring and evaluation 9
Appendix 1 – Berkhamsted Pre-Prep Procedures, including EYFS 10
1 Berkhamsted Pre-Prep Procedures, including EYFS 10
2 Monitoring 13
Appendix 2 – Berkhamsted Prep Procedure 15
1 Berkhamsted Prep Procedure 15
2 Pastoral Care and Personal, Social and Emotional Development 15
3 Prep School Behaviour Charter 16
4 Rewards 17
5 Sanctions 18
6 The role of the Headteacher 18
7 The role of Parents 18
Appendix 3 – Heatherton Procedures, including EYFS 20
Heatherton Procedures, including EYFS 20
1 Aims and expectations 20
2 Pastoral Care and Discipline 20
3 Golden Rules 21
4 Rewards 21
5 Sanctions 22
6 Roles and responsibilities 26
7 Monitoring 27
Appendix 4 – Charlotte House School Procedures, including EYFS 28
Appendix 5 – Berkhamsted Senior Boys and Girls Procedures 34
1 Berkhamsted Senior Boys and Girls Procedures 34

 © Berkhamsted Schools Group 2026

2 Rewards 34
3 Sanctions 35
4 The role of the Headteacher 37
5 Classroom Code of Conduct 38
6 Anti-Discrimination Code of Conduct 38
Appendix 6 – Berkhamsted Sixth Procedures 39
1 Berkhamsted Sixth Procedures 39
2 Rewards 39
3 Sanctions 40
4 The role of the Headteacher 42
5 Anti-Discrimination Code of Conduct 42
6 Rules and Permission Form for Sixth Form Car Drivers 42
Appendix 7 - Boarding Behaviour 44
Appendix 8 – Searching and Confiscation 45
1 Searching and Confiscation 45

 © Berkhamsted Schools Group 2026

Scope of this policy

1 Aims

1.1 Staff and Governors seek to:

1.1.1 Develop remarkable people by creating a community within a safe environment in which each member is treated with dignity, kindness and respect and is encouraged to reach their full potential and to reflect the values and ethos of the school

1.1.2 be a community in which the values of integrity, compassion, celebration of difference and justice are fostered

1.1.3 adopt a whole-school approach to facilitate a positive behaviour culture that promotes excellent conduct and behaviour, such that pupils can learn in a calm, safe and supportive environment

1.1.4 provide a secure framework in which pupils can grow towards independence and self–discipline, and take their place responsibly in society

1.1.5 enable pupils to learn that choices have consequences

1.1.6 establish an ethos where pupils set a good example to younger pupils

1.1.7 manage pupils' transition into and through each section of the School

1.1.8 promote positive behaviour, including through positive reinforcement, positive role modelling and an emphasis on the value of proactive, prosocial behaviour

1.1.9 use restorative approaches as a response to behaviour at odds with the School's values and rules whenever possible and appropriate, alongside any punitive sanctions and/or education deemed necessary

1.1.10 encourage all members of the School community to recognise bullying (including cyberbullying, prejudice-based and discriminatory bullying), acknowledge its unacceptability, and report it

1.1.11 encourage the pupils to lead a healthy lifestyle and to have the confidence and skills to make good lifestyle choices

1.1.12 encourage a positive relationship with parents and guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

1.1.13 protect staff against pupils who have made malicious accusations.

2 Principles

2.1 Reference is made to the DfE 'Behaviour in schools: Advice for headteachers and school staff' September 2024 guidance, 'Use of reasonable force in schools' 2022 guidelines and 'Searching, screening and confiscation in schools' 2022 guidelines.

2.2 A high standard of behaviour (and good manners) is expected at each school, both on

 © Berkhamsted Schools Group 2026

and off the School premises. Any misconduct that affects the reputation of the School will be dealt with appropriately. All pupils and parents are expected to be familiar with Berkhamsted Schools Group (BSG) regulations and all other policies which relate to behaviour. The School liaises closely with parents and other agencies as is necessary.

2.3 The School aims to ensure that transitions to Berkhamsted from other schools and within Berkhamsted between Key Stages are managed smoothly. This may include; arranging activities in advance for a pupil to experience life at the School; working with parents to gain as good a knowledge of the pupil as possible; speaking with the pupil's previous School. It is a statutory requirement for Schools to pass on Safeguarding and Child Protection records as set out in KCSIE and this information may be crucial in allowing a pupil to make a smooth transition to the School.

2.4 The School will consider whether there is any cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the School will follow the Safeguarding and Child Protection Policy and Procedures. The School will also be mindful of its legal duties under the Equality Act 2010 and in respect of pupils whose Special Educational Needs and/or disability may affect their behaviour, and make reasonable adjustments where necessary. The Schools will also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, the Schools will consider whether a multi-agency assessment is necessary.

2.5 This policy has regard to the Government guidance "The designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities" (DfE, February 2018): the circumstances and particular needs of Looked After Children (CLA) and Previously Looked After Children (PLA) will be considered and provided for in the application and review of this policy. For further details, please refer to the Children Looked After Policy.

2.6 Misbehaviour by a pupil off-site will be investigated and may also be subject to normal School sanctions if the pupil was taking part in a School-organised or School-related activity, travelling to or from School, wearing School uniform or is in some other way identifiable as a pupil at the School, could have repercussions for the orderly running of the School, or if their behaviour puts another pupil or a member of the public at risk, or could adversely affect the reputation of the School.

2.7 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

2.8 This also applies to all employees (unless the Principal or Headteacher says otherwise) with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school, have a power to impose detention outside school hours, and can confiscate pupils' property.

2.9 The Headteachers and the Governing Body support staff in managing behaviour, including the use of rewards and sanctions.

2.10 The Schools have in place a range of options and rewards to reinforce and praise good

 © Berkhamsted Schools Group 2026

behaviour, and clear sanctions for those who do not comply with the Behaviour Policy. These will be proportionate (section 91 of the Education and Inspections Act 2006) and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil (for example in respect of disability, special educational needs and race).

2.11 Please refer to the Appendices to this policy for more detail about the rewards and sanctions used in the different schools within BSG.

2.12 **Under no circumstances will any form of corporal punishment be used or threatened by any school within BSG.**

2.13 In this policy the terms "fixed-term exclusion" and "suspension" are equivalent.

3 Role of Staff

3.1 All staff support the school ethos of encouragement to promote positive attitudes by using encouragement as a priority and wherever applicable. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice is needed across the school to ensure that pupils know the standards of behaviour expected of them.

3.2 A system of rewards is used to recognise and promote good work and behaviour. Staff should recognise good work and behaviour by giving words of encouragement or written comment.

3.3 Poor behaviour and breaches of discipline are always dealt with, as appropriate, and can be related to the policies for Prevention of Bullying, Equal Opportunities or Special Educational Needs and Disability (Pupils). (see related Policies). Maintaining discipline is the responsibility of all members of staff but each school has a member of staff who has oversight of the implementation of effective behaviour management procedures. In the Pre-Prep, Prep and Heatherton this is the Headteachers. In the Senior Schools and Sixth Form these responsibilities are shared between Assistant Heads, the Deputy Heads and Headteachers. School staff, pupils and parents should be clear of the high standards of behaviour expected of all pupils at all times. The Behaviour Policy is supported by senior staff and Headteachers but is the responsibility of all members of staff.

3.4 Members of staff that supervise pupils for "regulated activity" (for example; lessons, games, supervision, clubs and trips) can discipline pupils whose conduct falls below the standard which could reasonably be expected of them, and have the power to issue detentions to pupils.

3.5 Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

3.6 The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Please see Appendix 7 for more information on searching and confiscation.

3.7 The Schools are able to search lockers for any item provided the pupil agrees. See point

 © Berkhamsted Schools Group 2026

1.6 of appendix 7 for banned items. Any member of staff may search pupils with their consent for any item banned by the School rules.

4 Rewards

4.1 Rewards have a motivational role in helping pupils to realise that good effort is valued, and are clearly defined in school procedures.

4.2 It is right to try to motivate pupils through appropriate encouragement and reward.

4.3 The Schools aim to encourage all pupils to achieve their best. Rewards are given not only for the 'academic' who achieves high marks in every test and homework but also for improvement, sustained or extra effort, good participation or examples of good behaviour including being supportive or helpful to others. Where possible encouragement and rewards are linked to pupils' developing character strengths and/or living out the school values.

5 Sanctions

5.1 Discipline is the responsibility of all staff and pupils are expected to exercise self-discipline as well as take responsibility for alerting staff to breaches of behavioural expectations, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible. Repeated offences will result in escalated sanctionable actions. (see Expulsion and Required Removal Policy)

5.2 When poor behaviour is identified, sanctions and/or restorative approaches should be implemented consistently and in a timely manner in line with the behaviour policy.

5.3 The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

5.4 The sanction may be served either on the premises, or for more serious sanctions, offsite.

5.5 The sanction must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

5.6 A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says that the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability thFreey may have, and any religious requirements affecting them. (see Special Educational Needs and Disability (Pupils) Policy)

5.7 A member of staff can remove a pupil from a classroom, or learning environment, for serious disciplinary reasons. This is differentiated from circumstances when a pupil is asked to step outside of the classroom for a brief conversation with a member of staff and then asked to return.

5.8 Removal from a lesson should be considered a serious sanction and should only be used once other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their

 © Berkhamsted Schools Group 2026

child has been removed from the classroom.

5.9 Records of sanctions, including those for serious misbehaviour, are kept by the School.

5.10 Parental consent is not required for sanctions.

5.11 Detentions:

5.11.1 As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.

5.11.2 With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

5.11.3 The times outside normal school hours when detention can be given include:

5.11.3.1 any school day where the pupil does not have permission to be absent;

5.11.3.2 weekends during term time;

5.11.3.3 non-teaching (INSET) days.

5.11.4 School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider:

5.11.4.1 whether the detention is likely to put the pupil at increased risk;

5.11.4.2 whether the pupil has known caring responsibilities which mean that the detention is unreasonable;

5.11.4.3 whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely;

5.11.4.4 whether suitable travel arrangements can reasonably be made by the parents for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

6 Staff induction and training

6.1 The School's policy and procedures relating to behaviour form part of staff induction, and the Behaviour and Discipline Policy and the Staff Code of Conduct (which forms part of the Child Protection and Safeguarding Policy) are provided to all new staff during induction.

Ongoing training for staff will be provided in Staff Meetings, INSET, or smaller group training sessions as necessary.

7 Pupils' induction and reminders of expectations relating to behaviour

7.1 All pupils will be familiarised with the School's expectations regarding behaviour when they join the School and at regular intervals thereafter, although the form this will take will differ to reflect the different age ranges at the various schools in BSG.

 © Berkhamsted Schools Group 2026

7.2 This Policy is made available to Senior & Sixth pupils via Berkhamsted Hub, and to the parents of all pupils via the school website and the Parent Portal.

8 Monitoring and evaluation

8.1 Across the BSG data is captured relating to behaviour, including the use of rewards and sanctions, removals from the classroom, and incidents of searching or confiscation.

8.2 This data is regularly monitored and analysed by SMT to identify any trends and possible factors contributing to the behaviour, any system problems or failure to provide appropriate support, and whether the implementation of the policy is effective.

8.3 A report on behaviour sanctions is made to the Education Committee of the Governing Body termly.

 © Berkhamsted Schools Group 2026

Appendix 1 – Berkhamsted Pre-Prep Procedures, including EYFS

1 Berkhamsted Pre-Prep Procedures, including EYFS

1.1 Pastoral Development and Discipline: Aims and expectations

1.1.1 The behaviour policy is a means of promoting good and positive relationships. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. Our school values underpin our approach to promoting a caring community, built on mutual trust and respect for all. This behaviour procedure is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

1.1.2 We aim to promote an environment where everyone feels happy, safe and secure. As such, we promote good behaviour with an emphasis on children learning to self-regulate their behaviour from the youngest years, with clear and transparent sanctions that are age appropriate and adopted to any form of misbehaviour.

1.1.3 There is one overarching expectation; everyone should be kind and respectful, with every member of the community expected to behave in a considerate manner towards others. In addition, the school expectations are used as a means of positive reinforcement. Every child in the school knows the standard of behaviour expected and this is reinforced through continuous modelling of positive behaviour and relationships. Expectations of behaviour are interwoven into school life and in particular in PSED, PSHE and in assemblies.

1.1.4 The school recognises and promotes good behaviour, as it believes that this highlights and places great importance on developing an ethos of kindness and positive relationships. Positive behaviour is therefore promoted intentionally at all times. Behaviour that does not meet the school expectations is challenged at all times with a coaching style used that promotes a restorative approach.

1.1.5 Each child is treated fairly and this behaviour policy is applied in a consistent way.

1.1.6 Our approach aims to help children to grow and develop in a safe and secure environment. By developing the skills to be able to self-regulate, we aim that our children are positive, responsible and increasingly independent members of the school community.

1.2 Rewards and sanctions

1.2.1 Good behaviour is recognised and reinforced in a variety of ways and which is age appropriate, with the following an example of but not exclusive to

 © Berkhamsted Schools Group 2026

approaches used:

1.2.1.1 Verbal praise, written remarks about good learning, stickers, sending children to see the Head of Year or The Headteacher for praise and recognition.

1.2.1.2 House points; distributed to children either for consistent good learning or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

1.2.1.3 Awards, nominated by the children are received for actions that have shown particular care or kindness towards others or in line with our 'Serve Others' school value.

1.2.1.4 A weekly celebration assembly recognises children who have displayed the characteristics of good learning and who have achieved success outside school. Children are encouraged to bring in various awards and certificates for our celebration assembly.

1.2.2 The school employs age-appropriate sanctions to enforce the school expectations, and to ensure a safe and positive learning environment. Any sanction used seeks to promote positive reinforcement of the correct behaviours for individual situations. **Under no circumstances will any form of corporal punishment be used.**

1.2.2.1 Pupils and staff follow the school's behaviour framework, which recognises that children are developing the skills needed to manage their emotions, behaviour and relationships. Low-level behaviours are considered developmentally appropriate and are treated as opportunities for teaching and support rather than sanction. Adults respond calmly and consistently, modelling respectful and emotionally regulated behaviour, and support children through co-regulation to recognise and manage their feelings, make positive choices, repair relationships where necessary, and return constructively to learning.

1.2.2.2 If a child is disruptive in class, the teacher will offer clear direction as to expectations. Repeated disruption may result in the child being removed from the class to allow for self-regulation.

1.2.2.3 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, appropriate steps will be taken to ensure the safety of the child and others, such as removal from a particular activity or area.

1.2.2.4 Parents will be informed of consistently disruptive or inappropriate behaviour that impacts on their child and/or on others. The school may implement a behavioural plan in partnership with parents, with a view to improving the behaviour of the child.

1.2.2.5 The Class teacher logs significant behaviour incidents and reports to the Headteacher for all serious incidents. Where there are concerns regarding a child's behaviour an individual log may be kept so that

 © Berkhamsted Schools Group 2026

patterns and triggers can be identified. Parents are informed if a child is being monitored for behavioural reasons. Staff will endeavour to work positively with the child, including monitoring of incidents to identify causes and with an aim to supporting the child.

1.2.2.6 If there is a serious incident the Headteacher will be notified immediately.

1.2.3 Implementation: The class teacher discusses the school expectations with each class. Each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour expected in our school. If there are incidents of inappropriate behaviour, the class teacher may discuss these with the whole class using forums such as 'circle time'.

1.2.4 Bullying: The school does not tolerate bullying of any kind. At this age the prevalence of cyber bullying is likely to be very low, if at all. In order that our children are prepared for the future, they are taught about safe IT use including issues related to abuse and bullying online, and where it is age appropriate to do so. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We use a restorative approach to bullying behaviour as soon as the children have the emotional maturity to engage with the process. While it can be difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. **For further information, please refer to the Prevention of Bullying Policy**

1.3 The role of the class teacher

1.3.1 It is the responsibility of the class teacher to ensure that the school expectations are met in their class, and including behaviour during lesson time and at all times in/around the school for all children.

1.3.2 Is to have high expectations of the children in terms of behaviour.

1.3.3 Is to treat each child fairly and enforce the school expectations consistently, treating all children in their class and across the school with respect and understanding.

1.3.4 Is to keep a record of all behaviour incidents. In the first instance, the class teacher deals with incidents, including the use of a restorative approach. However, if misbehaviour continues, the class teacher may seek support and advice from the SENCo, Head of Year or Headteacher.

1.3.5 Is to report to parents about the progress of each child in their class, in relation to all pastoral development. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

 © Berkhamsted Schools Group 2026

1.4 The role of the Headteacher

1.4.1 It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, in line with Keeping Children Safe in Education (updated at least annually).

1.4.2 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may expel a child, immediately notifying the parents (see Expulsion and Required Removal Policy).

1.5 The role of Parents

1.5.1 The school promotes positive working partnerships with parents so that we can work collaboratively to ensure our children receive consistent messages about how to behave at home and at school.

1.5.2 The school values and expectations are set out in the Parent Handbook, and we expect parents to read these and support them.

1.5.3 We expect parents to support their child's learning academically and pastorally. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

1.5.4 If the school has to use reasonable sanctions or interventions to prevent poor behaviour, parents should support the actions of the school. If concerns are raised by the parent(s) regarding the treatment of their child, they should first contact the class teacher for clarification. If the concern remains, the parent(s) should refer the matter to the Headteacher.

1.5.5 If the matter is still unresolved following discussion of their concern with the Headteacher, the parent(s) should refer to the School's Complaints Policy.

2 Monitoring

2.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

2.2 The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents. Behaviour incidents at break times are recorded using the school incident form and filed in the child's class folder. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

2.3 The Headteacher keeps a record of any pupil who is given a suspension. The Principal

 © Berkhamsted Schools Group 2026

keeps a record of expulsions.

2.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and expulsions, and to ensure that the school policy is administered fairly and consistently.

 © Berkhamsted Schools Group 2026

Appendix 2 – Berkhamsted Prep Procedure

1 Berkhamsted Prep Procedure

1.1 At Berkhamsted Prep we expect that all members of our community show kindness and respect as a means of promoting and teaching the fundamental building blocks for wholesome and positive relationships. It is a primary aim of our school that every member of the school community feels valued, and that each person is treated fairly and inclusively. Our school culture, including our values, underpin our approach to promoting a caring community, built on mutual trust and respect for all. This behaviour procedure is therefore designed to support the way all members of the school can live and work together in a supportive way.

1.2 We aim for an environment where everyone feels happy, safe and secure. As such, we promote good behaviour with an emphasis on children learning to and becoming increasingly able to self-regulate their behaviour, with clear and transparent sanctions that are age appropriate and adopted to any form of misbehaviour. By developing the skills to be able to self-regulate and to be responsible for their own behaviour, our aim is for our children to mature as positive, responsible and increasingly independent members of the school community.

1.3 There is one overarching expectation; everyone should be kind and respectful, with every member of the community expected to behave in a considerate manner towards others. In addition, the school expectations for behaviour are used as a means of positive reinforcement. Every child in the school knows the standard of behaviour expected and this is reinforced through continuous modelling of positive behaviour and relationships. Expectations of behaviour are interwoven into school life and as part of PSED, PSHE and in assemblies.

1.4 Positive behaviour is therefore promoted intentionally at all times. Behaviour that does not meet the school expectations is challenged consistently using a coaching style that promotes a restorative approach.

2 Pastoral Care and Personal, Social and Emotional Development

2.1 *All members of Staff* have a responsibility for the pastoral wellbeing and development of the children. When working through behavioural issues with individual children, staff will undertake to consistently uphold the school expectations and to support children to understand the impact of inappropriate behaviour choices with clear advice and targets.

2.2 *All members of staff* must record any behavioural incident or wellbeing concern that is deemed significant in line with this policy.

2.3 Form Teachers are the key adult for a child and who principally ensure that each child behaves appropriately. All other members of the teaching team are responsible for the children's behaviour at all times.

2.4 Form teachers are responsible for the **Pastoral Concern records** for each child in their form. The purpose of this record is that pastoral concerns, behaviour and any

 © Berkhamsted Schools Group 2026

other personal, social and emotional issues that may affect learning are logged and reviewed. The intention is to support the child's PSE development and to address any needs that a child may have. These records will be reviewed each half term by the Heads of Year and the Deputy Head and will be a focus for discussion as part of the Pupil Progress Review meetings with Senior Leadership.

2.5 When working with our children, adaptations will be made where reasonable and appropriate to do so and to take into account any diverse needs (cultural, religious, neuro-diversity, special educational needs). (see Special Educational Needs and Disability (Pupils) Policy).

2.6 Heads of Year, the Deputy Heads and SENCo are integral to the pastoral and PSE development of the children, as part of the leadership structure within the Prep School and report directly to the Headteacher.

2.7 Engagement and partnership with our children's parents is key to positive relationships and behaviour. We aim to work closely with parents where we have pastoral or behavioural concerns related to a child.

2.8 Where a child displays persistent and/or serious inappropriate behaviour, parents will be contacted in the first instance, by the form teacher in order to discuss and agree steps to resolve and improve the behaviour. Where behaviour does not improve referral to the Prep School leadership structure (Head of Year, Deputy Head Teacher or Headteacher) may need to be implemented.

2.9 If a child behaves inappropriately a coaching and a restorative approach will be used to help the child to understand why his/her actions have given cause for concern and to agree positive steps forward for improved behavioural outcomes.

2.10 Where another pupil has been impacted by a child's behaviour, a restorative approach is adopted.

3 Prep School Behaviour Charter

3.1 All children should be encouraged to follow the Prep School's **Behaviour Charter**:

At Berkhamsted Prep School I always seek to:

- Be the best version of myself
- Be kind, considerate and respectful to everyone
- Be kind and compassionate with my words and actions
- Be considerate of others' personal space
- Be truthful and take responsibility for my actions
- Be respectful of the opinions of others by actively listening and taking turns in a discussion
- Care for our School environment.

 © Berkhamsted Schools Group 2026

This is displayed in every teaching room.

3.2 Children whose behaviour is a serious breach of the School's Behaviour and Discipline Policy should be reported immediately to the Deputy Headteacher or Headteacher.

3.3 Where the term 'respect' is used, we also use this in reference to the appropriateness of physical contact, where the importance of permission-seeking and giving in relationships with friends, peers and adults, is fundamental to positive and respectful relationships.

3.4 Bullying: The school does not tolerate bullying of any kind. Where there are specific concerns relating to bullying or colleagues feel that there is evidence of bullying, this will be recorded and reported in line with the Prevention of Bullying Policy. All allegations of bullying will be investigated.

3.5 We use a restorative approach to any form of bullying behaviour. In acknowledgement of the difficultly in eradicating bullying, we aim to do everything in our power to ensure that all children attend school free from fear and intimidation.

3.6 In relation to cyber bullying, our children are taught in an age-appropriate way about safe IT use including issues related to abuse and bullying online. **For further information, please refer to the Prevention of Bullying Policy.**

4 Rewards

4.1 Each week, a child from each class will receive a Values Award for any activity which espouses the school's values.

4.2 **HOUSE POINTS** can be used to recognise children who have demonstrated positive behaviours across all aspects of school life, which could include the following:

- Being a positive role model
- Exemplary learning behaviours
- A positive attitude that models character
- Acts of kindness and altruism
- Acts that exemplify the School aim of Developing Remarkable People

Up to three House Points may be awarded for any activity.

4.3 Form teachers should enter House Points on to the iSAMS system weekly. These marks will be collated by SMT and sent to the Headteacher for announcing during Assembly. It is vital that all staff follow these procedures. Children will collect their House Points in their Prep Planner.

4.4 Once a child has reached 50 House Points they will obtain the Bronze Award, 125 the Silver Award and 225 the Gold Award. Should any child reach 325 House Points they will be rewarded with the Headteacher Award.

 © Berkhamsted Schools Group 2026

5 Sanctions

5.1 Positive reinforcement and recognition of appropriate behaviour is used to encourage the children to learn to self-regulate. However, if a child's behaviour causes concern any sanction implemented is intended to provide the child with the opportunity to reflect on what happened, the impact of their behaviour and how the child will be supported to conform to appropriate behavioural expectations in future, this may include:

- Isolation from agreed activities, including extra-curricular clubs
- Isolation from class(es)
- Home School Behaviour Intervention Plan
- Further contact with parents may be required to support a child to improve behaviour. This may include meetings with a member of SMT, (Heads of Year, SENCo) Deputy Headteacher or Headteacher.

5.2 Children should ideally not be excluded from break or lunchtime play, unless the behaviour has been deemed to have significantly breached the Prep School Behaviour Charter. Where a child been issued with a playtime exclusion or misses a playtime for a behavioural reason this must be recorded on the **Pastoral Concern records**. A child who has been excluded from any playtime must be supervised by a member of staff .

5.3 The advice contained in this code is to support all colleagues as they perform their duties. All members of staff should be fully aware of the School's Safeguarding Policy and should always consult the Headteacher or Deputy Head if they are unsure as to what action they should take.

5.4 **For the avoidance of doubt, under no circumstances will any form of corporal punishment be used.**

6 The role of the Headteacher

6.1 It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, in line with Keeping Children Safe in Education (updated at least annually).

6.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may expel a child (see Expulsion and Required Removal Policy).

7 The role of Parents

7.1 The school promotes and engages in positive working partnerships with parents so that

 © Berkhamsted Schools Group 2026

we can work collaboratively to ensure our children receive consistent messages about how to behave at home and at school. This may include signposting to relevant resources such as articles, Tooled Up Education.

7.2 The school values and expectations are set out in the Parent Handbook, and we expect parents to read these and support them.

7.3 We expect parents to support their child's learning academically and pastorally. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

7.4 If the school has to use reasonable sanctions or interventions to prevent poor behaviour, parents should support the actions of the school. If concerns are raised by the parent(s) regarding the treatment of their child, they should first contact the form teacher for clarification. If the concern remains, the parent(s) should refer the matter to the Head of Year, relevant Deputy Headteacher or Headteacher.

7.5 If the matter is still unresolved following discussion of their concern with the Headteacher, the parent(s) should refer to the School's Complaints Policy.

 © Berkhamsted Schools Group 2026

Appendix 3 – Heatherton Procedures, including EYFS

Heatherton Procedures, including EYFS

1 Aims and expectations

1.1 The behaviour policy is a means of promoting good and positive relationships. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. Our school values underpin our approach to promoting a caring community, built on mutual trust and respect for all. This behaviour procedure is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

1.2 We aim to promote an environment where everyone feels happy, safe and secure. As such, we promote good behaviour with an emphasis on children learning to self-regulate their behaviour from the youngest years, with clear and transparent sanctions that are age appropriate and adopted to any form of misbehaviour.

1.3 There is one overarching expectation; everyone should be kind and respectful, with every member of the community expected to behave in a considerate manner towards others. In addition, the school expectations are used as a means of positive reinforcement. Every child in the school knows the standard of behaviour expected and this is reinforced through continuous modelling of positive behaviour and relationships. Expectations of behaviour are interwoven into school life and in particular through PSED, PSHE and in assemblies.

1.4 The school recognises and promotes good behaviour, as it believes that this highlights and places great importance on developing an ethos of kindness and positive relationships. Positive behaviour is therefore promoted intentionally at all times. Behaviour that does not meet the school expectations are challenged at all times with a coaching style used that promotes a restorative approach.

1.5 Each child is treated fairly and this behaviour policy is applied in a consistent way.

1.6 Our approach aims to help children to grow and develop in a safe and secure environment. By developing the skills to be able to self-regulate, we aim that our children are positive, responsible and increasingly independent members of the school community.

2 Pastoral Care and Discipline

2.1 Focus children are chosen at regular interval throughout the year and Form Teachers are expected to maintain a record of their progress and keep other staff informed through staff meetings and iSAMS. The Form Teachers are at the forefront of promoting a positive community spirit. They have direct every-day contact with each pupil and are generally the first in line for offering support, a listening ear, and a word of caution or congratulations. There is daily form time set aside in the mornings during registration and timetabled Form Time / PSHE lessons to help the Form Teacher to get to know each individual. The Form Teacher will also provide the first point of contact with parents, working in partnership with them to help their child progress academically and socially, forewarning parents of potential issues.

2.2 All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support

 © Berkhamsted Schools Group 2026

of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

2.3 All staff will be aware that poor behaviour or a change in behaviour may be a sign of another issue that has not been communicated, for example a friendship problem or potentially a Safeguarding issue.

2.4 The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

2.5 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Golden Rules and actively encouraged to promote them. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

2.6 Implementation: The class teacher discusses the school expectations with each class. In addition to the school Golden Rules, each class may have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. For example, in the Pre-Prep years, teachers use Ready, Respectful and Safe from Paul Dix 'When the Adults Change'. In this way, every child in the school knows the standard of behaviour expected in our school. If there are incidents of inappropriate behaviour, the class teacher may discuss these with the whole class using forums such as 'circle time'. Behaviour that does not meet the school expectations is challenged consistently using a coaching style that promotes a restorative approach.

2.7 Bullying: The school does not tolerate bullying of any kind. In order that our children are prepared for the future, they are taught about safe IT use including issues related to abuse and bullying online, where it is age appropriate to do so. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We use a restorative approach to bullying behaviour as soon as the children have the emotional maturity to engage with the process. For further information, please refer to the Prevention of Bullying Policy.

3 Golden Rules

3.1 All children should be encouraged to follow the Heatherton Golden Rules. These should be displayed in every teaching room:

- Always try your very best.
- Be kind, helpful and respectful.
- Be honest and do not cover up the truth.
- Listen to people and do not interrupt or distract them while they are working.
- Care for our equipment and environment.

4 Rewards

4.1 Positive behaviour is recognised and reinforced in a variety of age-appropriate ways, the following are examples of rewards used:

4.1.1 Verbal praise, written remarks about good learning, stickers, WOW postcards, sending children to see the Head of Pre-Prep, Deputy Head or The Headteacher for praise and recognition.

 © Berkhamsted Schools Group 2026

4.1.2 House points; distributed to children either for consistent good learning or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

4.1.3 Star of the Week, Work of the Week or Values Champion of the Week awards, nominated by the staff and children, received each week for actions that have shown particular care towards others or in line with our 'Serve Others' school value.

4.1.4 A weekly celebration assembly recognises children who have displayed the characteristics of good learning and who have achieved success outside school. Children are encouraged to bring in various awards and certificates for our celebration assembly.

4.1.5 Termly certificates and Trophies for Character and upholding the School's values.

5 Sanctions

5.1 The school employs age-appropriate sanctions to enforce the school expectations, and to ensure a safe and positive learning environment. Any sanction used seeks to promote positive reinforcement of the correct behaviours for individual situations. **Under no circumstances will any form of corporal punishment be used.**

5.2 Pupils and staff follow the guidelines set out below.

5.3 If a child is disruptive in class, the teacher will offer clear direction as to expectations. Repeated disruption may result in the child being removed from the class to allow for self-regulation.

5.4 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, appropriate steps will be taken to ensure the safety of the child and others, such as removal from a particular activity or area.

5.5 Parents will be informed of consistently disruptive or inappropriate behaviour that impacts on their child and/or on others. The school may implement a behavioural plan in partnership with parents, with a view to improving the behaviour of the child.

5.6 All teachers record significant behaviour incidents on iSAMS and report to the Headteacher for all serious incidents. Where there are concerns regarding a child's behaviour all relevant staff are informed to allow patterns and triggers to be identified. Parents are informed if a child is being monitored for behavioural reasons. The Headteacher and staff will endeavour to work positively with the child, including monitoring of incidents to identify causes and with an aim to supporting the child.

5.7 If there is a serious incident the Headteacher will be notified immediately.

For low level disruption:

- First verbal warning given for poor behaviour
- Second verbal warning for poor behaviour
- Third verbal warning for poor behaviour – move to first consequence

On the third verbal warning – behaviour is marked in planner. This must be given to teacher taking the next lesson and then handed to the form teacher at the end of the day and recorded.

Below are examples of low, medium and high levels of behaviour and the action points that should be taken.

 © Berkhamsted Schools Group 2026

EYFS:

Low Level Behaviour	**1st Time**	**2nd Time**	**3rd Time**
In order to help pupils understand the behaviour expectations of our setting, remember to use reminders to highlight positive behaviour within the group. Not following the golden rules in a lesson. This might include – • Shouting out • Continued talking/distracting • Lying • Lack of effort • Lack of care with words • Not listening • Being rude • Leaving clothing on floor	Verbal warning given with a reminder of the rule that has been broken and how to adjust their behaviour to be more successful in this. 'Jane you are not following our rule of listening, please turn to face me and make sure you are ready to learn.' *remember to use a positive reminder after this. 'Wow! I can see that Jane is listening very carefully to me.'	Move child from anything distracting them and give a second reminder, with an explanation of the consequences that will follow if their behaviour is not changed. 'Jane unfortunately you are still not listening to what is being said. You need to move your body to a different space so I can make sure you are listening. If I have to speak to you again you will need to spend some time in reflection.'	Send the child to reflection time. When they are in a more regulated state, spend some time explaining what led to the consequence. 'Jane, it was not safe for you to not listen on the carpet. You wouldn't have known what we were going to do and might have been hurt or lost. Please make sure you try your best to stay focused next time.'
A continuation of not following the golden rules	**1st consequence**	**2nd Consequence**	**3rd Consequence**
	Child given a 2 minute timer to watch while their friends are in choosing time. Reminder given before the pupil moves to choosing time. Feedback to parents at the end of the day.	Child sent to discuss behaviour with Head of Pre-Prep. 2 X on the 2 minute timer in the Reception classroom while friends are in choosing time. Reminder given before the pupil moves to choosing time. Head of Pre-Prep phone and speak to the parents.	2x 2 minutes time out from choosing time. Reminder given before the pupil moves to choosing time. Parents asked to come in to meet with Head of Nursery and Head of Pre-Prep. A behaviour plan will be put in place with clear sign posts.

 © Berkhamsted Schools Group 2026

Pre – Prep and Prep years:

Low Level Behaviour	**1st Time**	**2nd Time**	**3rd Time**
Not following the golden rules in a lesson. This might include – • Shouting out • Continued talking/distracting • Lying • Lack of effort • Lack of care with words • Not listening • Being rude • Leaving clothing on floor	Verbal warning given	Second verbal warning given	Third verbal warning given – move to 1st consequence. Recorded in home link book or planner and shown to form teacher.
A continuation of not following the golden rules	**1st Consequence**	**2nd Consequence**	**3rd Consequence**
	5/10 mins lost playtime with teacher on duty (tagged) and recorded.	Pre-Prep – Withdrawal from Reward Time for a given number of minutes. Form Teacher to email parents. Prep - Sent to Form Teacher for a conversation who will email parents and make a record. 5/10 mins lost playtime with teacher on duty (tagged).	Sent to the named 'Behaviour Lead' for appropriate action and restorative justice who will also email parents and make a record.
Medium/High Level Behaviour	**1st Step**	**2nd Step**	**3rd Step**
Some examples of Medium/High Level behaviour - • Damage to property • Behaviour which impedes learning • Inappropriate use of language/swearing • Abuse of IT	Thorough investigation by member of staff dealing with incident. Accounts should be written up and recorded.	Investigation discussed with a member of SMT with appropriate action decided.	Action taken. Parents to be contacted and notes recorded.

 © Berkhamsted Schools Group 2026

• Theft • Bullying (including cyber and discriminatory) • Deliberate damage/vandalism • Bringing the school into disrupt • Racial abuse • Unacceptable physicality	For high level misbehaviour – this should involve SMT. Potential and actual bullying, physical abuse, discrimination or racial abuse for example, also need to be recorded on CPOMS.		

For any physical behaviour

	Nursery years	**Pre-Prep and Prep years**
1st time	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. A restorative justice conversation will then occur between any other children that were involved. The Head of Nursery will call and speak with both sets of parents, explaining the incident that occurred and the action and outcomes from this.	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. A restorative justice conversation will then occur between any other children that were involved. Class Teacher or 'Behaviour Lead' will call and speak with both sets of parents, explaining the incident that occurred and the action and outcomes from this.
2nd time	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. The teacher will explain that, as a consequence of this unsafe action, they will now work alongside another member of staff for the rest of the day and free flow play will be restricted. A restorative justice conversation will then occur between any other children that were involved. The Head of Nursery will call and speak with both sets of parents, explaining the incident	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. The teacher will explain that, as a consequence of this unsafe action, they will now work alongside another member of staff for the rest of the day and free flow play will be restricted. A restorative justice conversation will then occur between any other children that were involved. The Head of Pre-Prep or DH will call and speak with both sets of parents, explaining the incident that occurred and the action and outcomes from this.

 © Berkhamsted Schools Group 2026

	that occurred and the action and outcomes from this.	
3rd time	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. The teacher will explain that, as a consequence of this unsafe action, they will now work alongside another member of staff for the rest of the day and free flow play will be restricted. A restorative justice conversation will then occur between any other children that were involved. The Head of Nursery will call and speak with both sets of parents, explaining the incident that occurred and the action and outcomes from this. The parents of the child on a 3rd entry will then attend a meeting with the Head of Nursery and Head of Pre-Prep, where a behaviour plan with clear signposts. Any discussion of suspension or exclusion need to include the Headteacher.	Time away from the incident to allow the child to return to a regulated state. The teacher will then have a conversation with the child to explain the unsafe choice that was made. The teacher will explain that, as a consequence of this unsafe action, they will now work alongside another member of staff for the rest of the day and free flow play will be restricted. A restorative justice conversation will then occur between any other children that were involved. The Head of Nursery or DH will call and speak with both sets of parents, explaining the incident that occurred and the action and outcomes from this. The parents of the child on a 3rd entry will then attend a meeting with the Class teacher and the Head of Pre-Prep or DH and Head where a behaviour plan with clear signposts. Any discussion of suspension or exclusion need to include the Headteacher.

5.8 **Sanctions in EYFS**

5.8.1 There is a named person (Head of Pre-Prep) for behaviour management in the EYFS who is responsible for setting down and maintaining the rewards and discipline sanctions system.

5.8.2 Where an escalation of poor behaviour arises then it may require the involvement of the Headteacher and then communication with parents/carers. (Refer to the Expulsion and Required Removal Policy).

6 Roles and responsibilities

6.1 The role of the class teacher

6.1.1 It is the responsibility of the class teacher to ensure that the school expectations are met in their class, and including behaviour during lesson time and at all times in/around the school for all children.

6.1.2 Is to have high expectations of the children in terms of behaviour.

6.1.3 Is to treat each child fairly and enforce the school expectations consistently, treating all children in their class and across the school with respect and understanding.

6.1.4 Is to keep a record of all behaviour incidents. In the first instance, the class teacher deals with incidents, including the use of a restorative approach.

 © Berkhamsted Schools Group 2026

However, if misbehaviour continues, the class teacher may seek support and advice from the SENCo, Head of Pre-Prep or Headteacher.

6.1.5 Is to report to parents about the progress of each child in their class, in relation to all pastoral development. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

6.2 The role of the Headteacher

6.2.1 It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, in line with Keeping Children Safe in Education (updated at least annually).

6.2.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.2.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may expel a child, immediately notifying the parents (see Expulsion and Required Removal Policy).

6.3 The role of Parents

6.3.1 The school promotes positive working partnerships with parents so that we can work collaboratively to ensure our children receive consistent messages about how to behave at home and at school.

6.3.2 The school values and expectations are set out in the Parent Handbook, and we expect parents to read these and support them.

6.3.3 We expect parents to support their child's learning academically and pastorally. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.3.4 If the school has to use reasonable sanctions or interventions to prevent poor behaviour, parents should support the actions of the school. If concerns are raised by the parent(s) regarding the treatment of their child, they should first contact the class teacher for clarification. If the concern remains, the parent(s) should refer the matter to the Headteacher.

6.3.5 If the matter is still unresolved following discussion of their concern with the Headteacher, the parent(s) should refer to the School's Complaints Policy.

7 Monitoring

7.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

7.2 The school keeps records of incidents of misbehaviour on iSAMS. The Headteacher will also keep a record of serious behaviour incidents.

7.3 The Headteacher and Principal keep a record of any pupil who is given a suspension or expulsion.

7.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and expulsions, and to ensure that the school policy is administered fairly and consistently.

 © Berkhamsted Schools Group 2026

Appendix 4 – Charlotte House School Procedures, including EYFS

1. Aims and Expectations:

At Charlotte House School, we encourage pupils to adopt high standards of behaviour and high moral standards, underpinning an environment of trust and mutual respect. The primary aim is for pupils to feel valued, understand the need for good behaviour, and recognize their vital role in creating a happy, safe, and caring learning community. Bullying, harassment, victimisation, and discrimination are not tolerated. Behaviour expectations are adapted in line with the Equality Act 2010 to make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND). Under no circumstances will any form of corporal punishment be used or threatened.

2. Bullying:

The school does not tolerate bullying of any kind. Where there are specific concerns relating to bullying or colleagues feel that there is evidence of bullying, this will be recorded and reported in line with the Prevention of Bullying Policy. All allegations of bullying will be investigated.

We use a restorative approach to any form of bullying behaviour. In acknowledgement of the difficultly in eradicating bullying, we aim to do everything in our power to ensure that all children attend school free from fear and intimidation.
In relation to cyber bullying, our pupils are taught in an age-appropriate way about safe IT use including issues related to abuse and bullying online. For further information, please refer to the Prevention of Bullying Policy.

3. School Rules

Pupils are expected to follow three overarching rules formulated by the school community:

- **To be independent**
- **To be thoughtful**
- **To be the very best you can**

In addition, individual forms contribute to writing their own Form Rules.

4. Pastoral Support

Our pastoral approach aims to provide a safe, secure and nurturing environment in which all pupils can thrive. We explicitly teach children the skills and strategies needed to understand and manage their emotions and behaviour through the Zones of Regulation framework. This approach is embedded throughout school life, including within PSHEE lessons, assemblies and day-to-day interactions and is consistently used by all staff.

 © Berkhamsted Schools Group 2026

Through developing their ability to self-regulate, pupils are supported to make positive choices, take responsibility for their actions and develop increasing independence. Our aim is for every pupil to become a positive, respectful and responsible member of the school community.

5. Rewards

Positive behaviour, effort, and high standards of conduct are actively recognised and rewarded through:

- **Verbal Praise & Feedback:** Staff aim to give at least twice as much praise as reprimands.
- **House Points:** Awarded for effort and achievement across the four houses (Kingfishers, Woodpeckers, Robins, and Goldfinches). The winning house is celebrated weekly, termly, and awarded a cup on Speech Day. Pupils will begin each academic year on the Bronze Commendation Card, where they will record their House Points. Once completed, pupils will progress to the Silver, Gold and Diamond Commendation Cards. On completion of each card, pupils will receive a certificate celebrating their achievement.
- **Excellence Book & Stickers:** Pupils showing commendable behaviour or producing excellent work collect a sticker from the school office and are entered into the Excellence Book and receive three House Points. Names are read from the Excellence Book in weekly assemblies and listed in the newsletter.
- **Merit Badges & Weekly Celebration Assembly:** Merit badges are awarded on Fridays for performances in certain subject areas or positive character traits. External achievements, achieved both in and out of school, are also celebrated.
- **Golden Time:** Is used as a reward mechanism in Pre-Prep classes.
- **Speech Day Prizes:** Awarded annually for effort, attainment, and contributions across various curriculum areas.
- **Sports Awards:** Sports awards, including medals and trophies, are presented to recognise pupils who represent the school and demonstrate our school values through sport. Awards celebrate qualities such as teamwork, kindness, respect and exemplary behaviour, including when representing the school at other schools and sporting events.
- **ClassDojo:** Is used in the Pre-Prep to recognise and celebrate children's positive behaviour, effort and achievements. Children receive Dojo points for demonstrating our school values, making positive choices, showing kindness and respect and working hard. Parents can view these positive achievements through the ClassDojo platform, supporting communication between home and school.
- **Assemblies:** are used to introduce and reinforce topics covered in PSHEE throughout the term, as well as to promote positive behaviour and our school values. Themes include kindness and respect, following school rules, positive friendships and Anti-Bullying Week. Assemblies provide regular opportunities to discuss expectations and help pupils develop the skills and attitudes needed to contribute positively to the school community.

 © Berkhamsted Schools Group 2026

6. Sanctions and Escalation

Sanctions are applied fairly and consistently to ensure pupils understand that choices have consequences. Minor misdemeanours are handled immediately by on-duty staff, with form teachers notified.

- **Low-Level Sanctions:**
    - Verbal reminders – The teacher will provide a clear and calm reminder of the expected behaviour and give the pupil an opportunity to respond appropriately.
    - Temporary removal from a group within the classroom.
    - Remaining close to the duty teacher during break.
    - Carrying out a useful school task (e.g., litter picking).
    - Withdrawal of break privileges.
    - Direct communication with parents.
    - Pupil will meet with the Deputy Head to discuss the behaviour concern, reflect on their choices and agree on appropriate expectations moving forward.
- **Medium/Persistent Misbehaviour Sanctions:**
    - Writing a letter of apology.
    - Daily feedback report monitored by teachers and parents.
    - Withdrawal from a lesson or peer group to work with a member of the Senior Management Team (SMT).
    - Formal interview with the Head.
    - Withholding participation in school trips or sports events.

Note: Withdrawal of break privileges, useful tasks, duty teacher proximity, and higher sanctions are formally logged in the Behaviour Register (found in the Staff Room) and transferred to pupil files on 3-sys to monitor trends. SMT reviews the Behaviour Register monthly.

7. Roles and Monitoring

- **Class/Form Teachers:** Record classroom incidents on 3Sys, notify parents of recurring concerns, and review pupil progress. A fortnightly Pupil Concerns Meeting allows teaching staff to discuss behavioural concerns collaboratively.

 © Berkhamsted Schools Group 2026

- **Headteacher:** Holds ultimate responsibility for pupil welfare, monitoring the Behaviour Register and Bullying File, enforcing sanctions fairly, and overseeing suspensions or expulsions in consultation with the Principal.
- **Parents:** Are partners in supporting school values, attendance, uniform, and behavioural expectations. Parents are informed immediately regarding serious or repeated misbehaviour.

For low level disruption:

- First verbal warning given for poor behaviour
- Second verbal warning for poor behaviour
- Third verbal warning for poor behaviour – move to first consequence

Below are examples of low, medium and high levels of behaviour and the action points that should be taken.

EYFS

Low Level Behaviour	**1st Time**	**2nd Time**	**3rd Time**
In order to help pupils understand the behaviour expectations of our setting, remember to use reminders to highlight positive behaviour within the group. Not following the school/class rules in a lesson. This might include – • Shouting out • Continued talking/distracting • Lying • Lack of care with words • Not listening • Being rude	Verbal warning given with a reminder of the rule that has been broken and how to adjust their behaviour to be more successful in this. 'Jane you are not following our rule of listening, please turn to face me and make sure you are ready to learn.' *remember to use a positive reminder after this. 'Wow! I can see that Jane is listening very carefully to me.'	Move pupil from anything distracting them and give a second reminder, with an explanation of the consequences that will follow if their behaviour is not changed. 'Jane unfortunately you are still not listening to what is being said. You need to move your body to a different space so I can make sure you are listening and move your balloon onto the warning cloud. If I have to speak to you again you will need to spend some time in reflection.'	Ask pupil to move their balloon on to the time out cloud. Send the child to reflection time. When they are in a more regulated state, spend some time explaining what led to the consequence. 'Jane, it was not safe for you to not listen on the carpet. You wouldn't have known what we were going to do and might have been hurt or lost. Please make sure you try your best to stay focused next time.'

 © Berkhamsted Schools Group 2026

• Hurting others			
A continuation of not following the school/class rules	**1st consequence**	**2nd Consequence**	**3rd Consequence**
	A reminder that their balloon will be moved from the sunshine if they continue with the behaviour	Pupil to move their balloon on to the warning cloud Reminder given before the pupil moves to choosing time that they need to try and get their balloon back onto the sunshine before home time.	1x 4 minutes time out from choosing time. Parents informed at pick up. If this is happening regularly then a behaviour plan will be put in place with clear sign posts.

Pre-Prep and Prep School

Low Level Behaviour	**1st Time**	**2nd Time**	**3rd Time**
Not following the school/class rules in a lesson. This might include – • Shouting out • Continued talking/distracting • Lying • Lack of care with words • Not listening • Being rude	Verbal warning given	Second verbal warning given	Third verbal warning given – move to 1st consequence.
A continuation of not following the school/class rules	**1st Consequence**	**2nd Consequence**	**3rd Consequence**
	5/10 mins lost playtime with teacher on duty and	Pre-Prep – Withdrawal from Golden Time for a given number of	Sent to the Head of EYFS or Deputy Head for appropriate action

 © Berkhamsted Schools Group 2026

	recorded in Behaviour Folder	minutes. Form Teacher to email/speak to parents. Prep - Sent to Form Teacher for a conversation who will email parents and make a record. 5/10 mins lost playtime with teacher on duty and recorded in Behaviour Folder.	and restorative justice who will also email parents and make a record.
Medium/High Level Behaviour	**1st Step**	**2nd Step**	**3rd Step**
Some examples of Medium/High Level behaviour - • Damage to property • Behaviour which impedes learning • Inappropriate use of language/swearing • Abuse of IT • Theft • Bullying (including cyber and discriminatory) • Deliberate damage/vandalism • Bringing the school into disrepute • Racial abuse • Unacceptable physicality	Thorough investigation by member of staff dealing with incident. Accounts should be written up and recorded and given to Deputy Head. For high level misbehaviour – this should involve Deputy Head or Head. Potential and actual bullying, physical abuse, discrimination or racial abuse for example, also need to be recorded on 3SYS and in the Behaviour Folder in the staff room.	Investigation discussed with Deputy Head or Head with appropriate action decided.	Action taken. Parents to be contacted and notes recorded.

 © Berkhamsted Schools Group 2026

Appendix 5 – Berkhamsted Senior Boys and Girls Procedures

1 Berkhamsted Senior Boys and Girls Procedures

1.1 At the senior schools a high standard of behaviour is expected at each school. This is reflected in the School Rules & Code of Conduct as well as the Classroom Code of Conduct (which can be found here.

1.2 Incidents of a severe nature and/or that cause harm to another member or members of our school community or member of the public will be referred to the Headteacher who may follow the **Expulsion and Required Removal Policy**

2 Rewards

2.1 In years 7 to 11, where there has been consistent hard work, exceptional work and improvement, a **Merit** should be awarded on iSAMS. At the end of each term, a Cup is awarded to the House that has the most Merits per pupil over the term.

2.2 Sports colours are awarded in line with theSenior Sport Colour Protocol. .

2.3 In the Senior School and Sixth Form, **Academic Subject Commendations** are awarded for instances of outstanding academic excellence or approach to learning. Commendations are recorded by subject teachers onto iSAMs . The Headteacher's PA manages the distribution of the certificates to the individual pupils (see point 7). These Commendations can be awarded to pupils in Year 7 through to Year 13.

2.4 Some pupils will be nominated to receive **prizes at the School's annual Prize Day** in July. These prizes are given to recognise an individual's contribution to school life and/or academic distinction and for embodying the School's values. Head's prizes are awarded to those who have offered the most outstanding individual contribution over the academic year from each year group.

2.5 **Scholarships and Awards** are awarded for Academia, Music, Drama and Sport as a recognition for talent in these areas of school life.

2.6 The work of pupils is showcased and achievements of individuals or groups are regularly celebrated in **School Assemblies** and on the **School Website**.

2.7 **House Captain and School Prefect** positions offer an opportunity for pupils to be rewarded with extra levels of responsibility within the School as do the **Pupil Voice** roles of each prefect group in the school.

2.8 **Scholarships and Awards** are awarded for Academia, Music, Drama and Sport as a recognition for talent in these areas of school life.

 © Berkhamsted Schools Group 2026

3 Sanctions

Preface - Prior to issuing sanctions it is important, where possible, to have made reasonable adjustments in line with SEND information on Power BI.

For instances where pupils have shown unsatisfactory organisation or a minor misdemeanour, pupils will be issued an **Order Mark.** As part of the process the issuing member of staff must speak to the pupil beforehand stating a clear reason and reinforce the relevant school expectations.
These will be logged on iSAMS with an explanation of the reason for the Order Mark. The Heads of House or Tutor monitor the frequency of any Order Marks and raise the issues with the pupil concerned and / or sanction them as appropriate. A total of three Order Marks equates to the issuing of a Detention. An order mark relating to missed homework requires the pupil to catch up overnight).

After two warnings the Tutor, Head of House may organise a meeting for the parents of the pupil to meet with the Head of House, together with the pupil, and discuss the progress of their son/daughter.

Mobile phones and Smart Devices – Pupils should refer to the Mobile Phone and Smart Device Policy (Pupils). For the avoidance of doubt, any pupil found without their phone secured in a Yondr pouch during the normal hours of the school day, it will be a straight Saturday Detention.

Digital misuse – pupils and staff should refer to the IT Acceptable Use and AI Policy and in particular the AI Misuse and Digital Sanctions Ladder when considering appropriate responses to digital misuse.

Disruption to learning of others (Lessons, Co-curricular activities)

In situations where the learning of others is being affected by the behaviour or actions of a pupil in the class, then the following stages of action should be followed. It is important beforehand to recognise the neurodiverse needs of individual pupils and make reasonable adjustment to behaviour if it is disrupting others.

In exceptional circumstances, if the incident is severe then the member of staff has the option to move directly to stage 3.

Stage 1 - warning	- Teacher indicates verbally (or in an alternative way to recognise neurodiversity or context) to pupil they are giving them a **Stage 1 warning** - The member of staff will explain the behaviour that is disrupting the learning of others, highlighting the behaviour they are expecting - For most pupils, a warning is sufficient, and the problem is rectified.

 © Berkhamsted Schools Group 2026

Stage 2 - final warning and Order Mark (Disruption)	- The pupil has continued to be disruptive despite the stage 1 warning - Pupil will be issued with an Order Mark (Disruption) - Pupil instructed verbally of this a **final warning before a detention or removal** - The member of staff will explain the behaviour that is disrupting the learning of others.
Stage 3 – Detention and/or removal from the classroom	At stage three the member of staff has two options: 1. The teacher issues a detention based on the disruptive behaviour, having put in place reasonable adjustments to assist in correcting the behaviour. An entry in iSAMs is completed by the end of the lesson detailing the **Pupil's name**, **the reason for the detention and any relevant SEND strategies that were used to differentiate when planning and at each stage to encourage corrective action prior to issuing a detention.** The pupil should engage in a restorative conversation or complete a restorative task to help them reflect on their behaviour and consider how to avoid a repeat of the same behaviour. 2. In exceptional circumstances teachers may require the pupil to be removed from the classroom. The teacher emails 'Staff_behaviour_boys@berkhamsted.com' or 'Staff_behaviour_girls@berkhamsted.com' and asks for a Senior Member of Staff (if available) to remove the pupil from the lesson. An entry in iSAMs is completed by the end of the lesson detailing the **Pupil's name**, **the reason for the detention and suggestion of corrective action in detention. If there is a relevant SEND, the entry should also confirm that strategies outlined in Power BIhave been provided for.** Member of Staff (or middle leader) will collect the pupil from the lesson and take them to the Headteacher's PA Office where the pupil will remain for the duration of that regulated activity. A restorative meeting (where possible) will be organised between the Head of House and Teacher before the next lesson and detention issued.

One or more of the following procedures may be followed:

Detentions are awarded by staffto pupils who fail to meet expectations as highlighted above, are disruptive, generally misbehave or break school rules, under the direction of the Head of House. Detention normally takes place on a Friday after school. Detentions can also issued by Heads of House when individuals have reached three Order Marks.

Deputy Head Detentions may be used by the Heads of House, the Deputy Head and the Headteacher for pupils who have, for example, gained multiple detentions in a short period of time, who have failed to follow a clear instruction, who have repeatedly failed to hand their work in on time, have been insolent, purposely missed a lesson, inappropriate haircuts or have been involved in incidents of low-level bullying.

 © Berkhamsted Schools Group 2026

Saturday Detentions - Pupils are awarded a Saturday detention for more serious offences, including the misuse of digital devices (including Mobile Phones and Yondr pouches), and plagiarism. These are usually sanctioned by the Heads of House, the Deputy Head or Headteacher. Saturday detentions normally run by the Senior Management Team and they are usually held between 9-11a.m. on Saturdays as necessary.

Internal isolation - On occasion, pupils will be expected to serve some or all of the school day in isolation as an alternative to a suspension. They are used in the Senior Schools and are ratified by the Headteacher for serious act of misbehaviour. During this time it is possible a pupil will be asked to reflect on what has occurred, be provided with further education/support, and/or continue with their own work independently. Pupils who are isolated are asked to report to the school reception at the start of a day if completing a full day of isolation and will normally be asked to work in the quiet room in the library. Pupils who are internally isolated should not make contact with other pupils while they are in school and should complete tasks/education resources set, or their own independent work. Pupils are supported by Heads of House and Tutors as well as other staff where applicable.

Suspensions are used in the Senior Schools and are ratified by the Headteacher for serious acts of misbehaviour. Pupils who are suspended should not make contact with other pupils while they are suspended and should complete tasks/education resources set, or their own independent work.

Where there is an incident of a more severe nature or there have been repetitive internal isolations and/or suspensions, the matter will be referred immediately to the Headteacher who may follow the **Expulsion and Required Removal Policy**.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, in line with Keeping Children Safe in Education (updated at least annually).

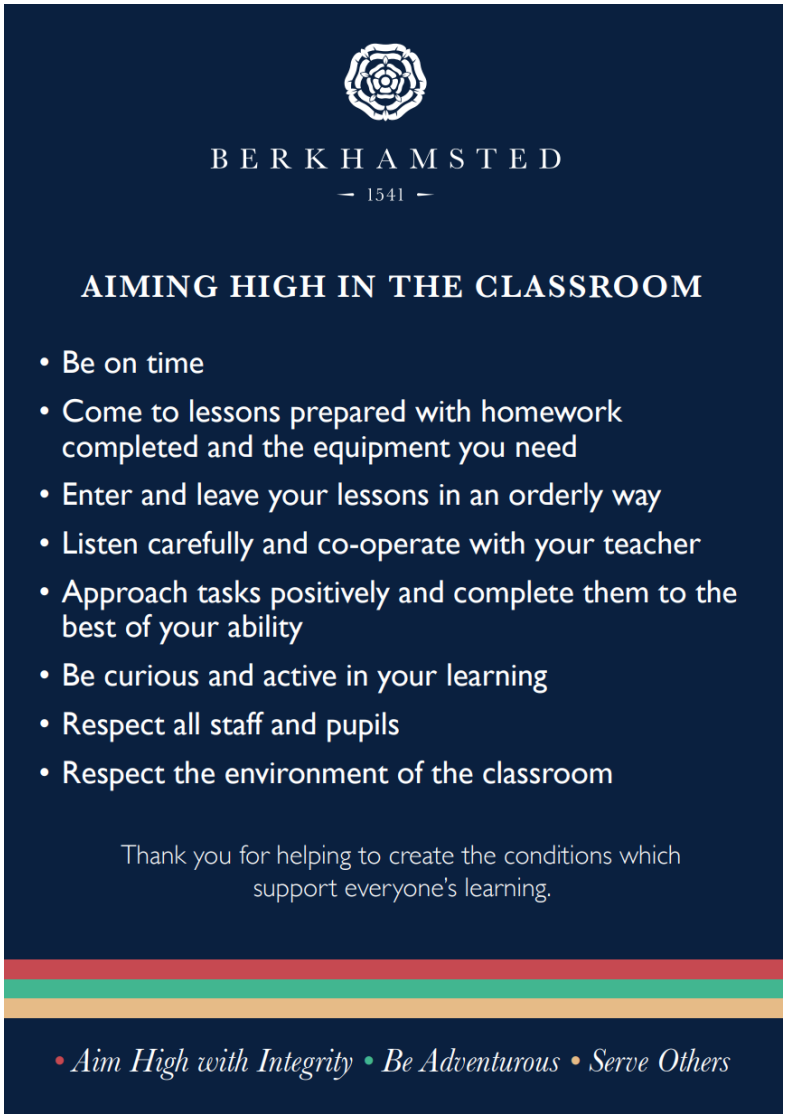
4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The School keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may expel a child, immediately notifying the parents (see Expulsion and Required Removal Policy).

 © Berkhamsted Schools Group 2026

5 Classroom Code of Conduct



6 Anti-Discrimination Code of Conduct

Please see the Anti-Discrimination Code of Conduct available on Berkhamsted Hub here.

 © Berkhamsted Schools Group 2026

Appendix 6 – Berkhamsted Sixth Procedures

1 Berkhamsted Sixth Procedures

1.1 At the senior schools a high standard of behaviour is expected at each school. This is reflected in the School Rules & Code of Conduct as well as the Classroom Code of Conduct (which can be found here.

1.2 Incidents of a severe nature and/or that cause harm to another member or members of our school community or member of the public will be referred to the Headteacher who may follow the **Expulsion and Required Removal Policy**

2 Rewards

2.1 In the Sixth Form, a similar system of recognition is used: Gold Notes are issued via ISAMS and Tutors informed electronically.

2.2 **Gold notes** are issued for good work, performance in class, impressive performance within school for a non-academic reason, outstanding effort or for considerable improvements.

2.3 **In the Sixth Form, Academic Subject Commendations** are awarded for a piece of work or pieces of work that are of a standard beyond that which is expected for that pupil. The recommendations for these Commendations are made by subject teachers to their respective Head of Department who then forwards them to the respective Headteacher, who ratifies the request and the Commendation is then given by the Head of House for acknowledgement by peers. Three Commendations collected over the time the pupil is in the School will result in a prize being awarded.

2.4 **School Full Colours and Half Colours (Sixth)** are awarded to pupils as a reward for reaching a particularly high standard in the following;

2.4.1 Academic Colours are awarded for exceptional commitment and achievement in a subject in line with the Academic Colours Protocol.

2.4.2 **Sport Colours** are awarded for exceptional commitment in a school sport in line with the Sports Colours Protocol

2.4.3 **Performing Arts Colours** are awarded for exceptional commitment to music and/or drama in line with the Performing Arts Colour Protocol.

2.5 **Prizes:** Some students will be nominated to receive Subject and/or Named prizes at the School's annual Prize Day in June. These prizes are given to recognise an individual's contribution to school life and academic distinction.

2.6 **Scholarships and Awards** are awarded for Academia, Music, Drama and Art as a recognition for talent in these areas of school life.

 © Berkhamsted Schools Group 2026

3 Sanctions

3.1 **Preface - Prior to issuing sanctions it is important, where possible, to have made reasonable adjustments in line with SEND information on Power BI.**

3.2 **Blue Notes** are issued for instances where pupils have shown unsatisfactory organisation or a minor misdemeanour.

3.2.1 As part of the process the issuing member of staff must speak to the pupil beforehand stating a clear reason and reinforce the relevant school expectations.

3.2.2 These will be logged on iSAMS with an explanation of the reason for the Blue Note. The Tutor and/or Assistant Head/Deputy Head will monitor the frequency of any Blue Notes and raise the issues with the pupil concerned and / or sanction them as appropriate.

3.3 **Uniform Report** is a sanction which can be used for Sixth Form students who do not comply with the uniform regulations. A student who is placed on uniform report has to report to the Deputy Head Sixth the following day before school in correct school uniform. Repeat offenders are likely to be placed in Friday detention.

Digital misuse – pupils and staff should refer to the IT Acceptable Use and AI Policy and in particular the AI Misuse and Digital Sanctions Ladder when considering appropriate responses to digital misuse.

3.4 Disruption to learning of others (Lessons, Co-curricular activities)

In situations where the learning of others is being affected by the behaviour or actions of a student in the class, then the following stages of action should be followed. It is important beforehand to recognise the neurodiverse needs of individual pupils and make reasonable adjustment to behaviour if it is disrupting others.

In exceptional circumstances, if the incident is severe then the member of staff has the option to move directly to stage 3.

Stage 1 - warning	- Teacher indicates verbally (or in an alternative way to recognise neurodiversity or context) to student they are giving them a **Stage 1 warning.** - The member of staff will explain the behaviour that is disrupting the learning of others, highlighting the behaviour they are expecting - For most students, a warning is sufficient, and the problem is rectified.
Stage 2 – final warning and Order Mark (Disruption)	- The student has continued to be disruptive despite the stage 1 warning - Student will be issued with an Blue Note (Disruption) - Student will be instructed verbally of this a **final warning before a detention or removal** - The member of staff will explain the behaviour that is disrupting the learning of others. -

 © Berkhamsted Schools Group 2026

Stage 3 – Detention and/oror removal from the classroom	At stage three the member of staff has two options: 1. The teacher issues a detention based on the disruptive behaviour, having put in place reasonable adjustments to assist in correcting the behaviour. An entry in iSAMs is completed by the end of the lesson detailing the **student's name**, **the reason for the detention and any relevant SEND strategies that were used to differentiate when planning and at each stage to encourage corrective action prior to issuing a detention.** The pupil should engage in a restorative conversation or complete a restorative task to help them reflect on their behaviour and consider how to avoid a repeat of the same behaviour. 2. In exceptional circumstances teachers may require the pupil to be removed from the classroom. The teacher emails 'Staff_behaviour_sixth@berkhamsted.com' and asks for a Senior Member of Staff (if available) to remove the pupil from the lesson. An entry in iSAMs is completed by the end of the lesson detailing the **student's name**, **the reason for the detention and suggestion of corrective action in detention. If there is a relevant SEND, the entry should also confirm that strategies outlined in Power BI have been provided for.** A member of Staff (or middle leader) will collect the pupil from the lesson and take them to the Headteacher's PA Office where the pupil will remain for the duration of that regulated activity. A restorative meeting (where possible) will be organised between the Assistant Head/Tutor and Teacher before the next lesson and detention issued.

3.5 If the incident is of a more severe nature or there is an accumulation of lower level sanction, then one or more of the following procedures may be followed:

3.5.1 .

3.5.2 **Friday Detentions** can be awarded by subject teachers to students who repeatedly fail to hand work in on time, are disruptive or generally misbehave, under the direction of the Assistant Heads. Detentions take place after school on a Friday between 4.30 and 5.30. The Assistant Heads take the detention on a rota basis.

3.5.3 **Saturday Detentions** are used in the Sixth Form by the Assistant Heads, the Deputy Head and the Headteacher for students who persistently fail to comply with school rules and procedures or are involved in an incident serious enough for such a sanction. Saturday detentions are run by the Senior Management Team and they are usually held between 9-11a.m. on Saturdays as necessary.

3.5.4 **Internal isolation** - On occasion, pupils will be expected to serve some or all of the school day in isolation as an alternative to a suspension. They are used in the Senior Schools and are ratified by the Headteacher for serious act of misbehaviour. During this time it is possible a pupil will be asked to reflect

 © Berkhamsted Schools Group 2026

on what has occurred, be provided with further education/support, and/or continue with their own work independently. Pupils who are isolated are asked to report to the school reception at the start of a day if completing a full day of isolation and will normally be asked to work in the quiet room in the library or in the Sixth Building.

3.5.5 **Suspensions** are used in the Sixth Form and are ratified by the Headteacher for serious acts of misbehaviour. Pupils who are suspended should not make contact with other pupils while they are suspended and should complete tasks/education resources set, or their own independent work.

3.5.6 Where there is an incident of a more severe nature or there have been repetitive internal isolations and/or suspensions, the matter will be referred immediately to the Headteacher who may follow the Expulsion and Required Removal Policy.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, in line with Keeping Children Safe in Education (updated at least annually).

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The School keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may expel a child, immediately notifying the parents (see Expulsion and Required Removal Policy).

5 Anti-Discrimination Code of Conduct

5.1 Please see the Anti-Discrimination Code of Conduct available on Berkhamsted Hub here

6 Rules and Permission Form for Sixth Form Car Drivers

6.1 Students may drive to and from school only with the written permission of their parent/carer. Students may travel to and from school as a passenger with another student driver, provided that written consent has been obtained from the parents/carers of both students involved in the arrangement.

6.2 All students who drive to school must register their vehicle with the school by completing the Student Driver Registration Form: here. Students must notify the school

 © Berkhamsted Schools Group 2026

of any change of vehicle details during the academic year.

6.3 Students' cars must not be used during the school day unless specific permission has been granted by the Head of Sixth Form or a member of the Senior Leadership Team. Once on site, students are expected to remain on campus in accordance with Sixth Form attendance requirements.

 © Berkhamsted Schools Group 2026

Appendix 7 - Boarding Behaviour

1.1 Boarding staff will explain the boarding expectations, guidelines and rules to boarders at the start of the school year. The document can be viewed in the boarding houses and is available to students, parents and/or guardians upon request, and linked here.

 © Berkhamsted Schools Group 2026

Appendix 8 – Searching and Confiscation

1 Searching and Confiscation

1.1 The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL, or DDSLs.

1.2 The DSL or DDSL (as appropriate) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item listed in 1.5. The staff member should also involve the DSL, or DDSL, without delay if they believe that a search has revealed a safeguarding risk.

1.3 If the DSL, or DDSL, finds evidence that any child is at risk of harm, they should make a referral to children's social services immediately. The DSL, or DDSL, should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

1.4 School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors, such as SEN or health status. There is no requirement to have written formal consent from the pupil for this sort of search. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction.

1.5 Headteachers, trip leaders, and staff authorised by them have a statutory power to search pupils or their possessions, without consent, if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item which include:

1.5.1 Knives, weapons or items which are evidence of a suspected offence,

1.5.2 Alcohol, tobacco, cigarette papers, nicotine pouches or fireworks,

1.5.3 Controlled drugs,

1.5.4 Other substances not believed to be controlled,

1.5.5 Stolen items,

1.5.6 Pornographic images,

1.5.7 Any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury or damage to property,

1.5.8 Electronic devices (including phones and smart devices),

1.5.9 Other items that might reasonably be considered to cause a safeguarding risk to the pupil or another pupil.

1.5.10 Other items banned by the School rules, for example (this is not exhaustive list):

1.5.10.1 drug-related paraphernalia;

1.5.10.2 vaping-related equipment;

 © Berkhamsted Schools Group 2026

1.5.10.3 items suspected to have been stolen.

1.6 A pupil's possessions (any goods over which the pupil has or appears to have control - this includes desks, lockers and bags) can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Only the Headteacher and staff authorised by the Headteacher may carry out a search without consent.

1.7 The person conducting the search may not require the pupil to remove any clothing other than outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; outer clothing includes hats, shoes, boots, gloves and scarves).

1.8 The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets; but not a personal search going further than that – referred to in the DfE Searching, Screening and Confiscation July 2022 guidance as a "strip search". Strip searches on school premises can only be carried out by police officers, but while the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

1.9 The School is able to search lockers for any item provided the pupil agrees. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the prohibited items listed above.

1.10 The Violent Crime Reduction Act 2007 and the Education Act 2011 provides the legal basis for these searches.

1.11 The School may search any mobile phone, mobile device, personal storage area on school servers, or personal website search history on school devices etc (this list is not exhaustive) when there are safeguarding concerns or when the School has reasonable grounds to suspect that the pupil has contravened the School IT Acceptable Use and AI (Pupils) policy (see the Child Protection and Safeguarding Policy, IT Acceptable Use and AI (Pupils) Policy and Online Safety Policy).

1.12 Searches without consent can only be carried out on school premises or where the member of staff has lawful control or charge of the pupil.

1.13 A personal search of a pupil in Y3-13 should be conducted by a member of staff who is the same gender as the person being searched. There must also be a witness present (also a staff member) who should, where possible also be of the same gender. There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite gender and without a witness present, but only where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not carried out immediately and where it is not reasonably practicable to summon another member of staff. In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of

 © Berkhamsted Schools Group 2026

privacy increases as they get older (see Child Protection and Safeguarding Policy). The school must consider the impact of the search on the pupil and consider whether any support is needed.

1.14 The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

1.15 School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

1.16 Members of staff should not put themselves at risk.

1.17 Members of staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The power extends to school trips. The power is to use such force as is reasonable in the circumstances, which means using no more force than is needed and for no longer than is necessary. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is always unlawful to use force as a punishment. See the Physical Contact and Restrictive Intervention Policy.

1.18 Headteachers and authorised school staff (DSLs, DDSLs & DSPs, with the assistance of the IT staff where appropriate, in the case of Child Protection and Safeguarding issues) may also use force as is reasonable given the circumstances when conducting a search for prohibited items which include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images (DSPs) or articles that have been or could be used to commit an offence or cause harm.

1.19 Any search by a member of staff for a prohibited item listed above (including items banned by the School rules in addition to items on the statutory list of prohibited items), and all searches conducted by police officers should be recorded on CPOMS, including whether or not an item is found. Please see 1.25 below for more information about the recording of searches.

1.20 The School is not required to inform parents before a search takes place or to seek their consent to search their child, however parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable, including what if anything has been confiscated, and the resulting action the School has taken, including any sanctions applied.

1.21 Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

1.22 A person carrying out a 'without consent' search can seize anything they have reasonable

 © Berkhamsted Schools Group 2026

grounds for suspecting is a prohibited item or is evidence in relation to an offence. Where a person conducting a search finds alcohol, they may retain or dispose of it. Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is good reason to do so. Where they find other substances which are not believed to be controlled drugs, these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. Where they find stolen items, these must be delivered to the police as soon as reasonably practicable but may be returned to the owner if the person thinks that there is good reason to do so. Where a member of staff finds tobacco, cigarette papers, vaping equipment or e-cigarettes they may retain or dispose of them. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil. If a member of staff (DSPs) finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Any weapons or items which are evidence of an offence must be passed to the police as soon as possible. (see Drugs Alcohol and Smoking Policy)

1.23 It is up to authorised staff to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. (see Drugs Alcohol and Smoking Policy)

1.24 Where the person conducting the search finds a digital device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so, unless they are going to give the device to the police. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If an electronic device has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the

 © Berkhamsted Schools Group 2026

device as evidence of a breach of school discipline. All staff should be aware that behaviours linked to sexting put a child in danger. (see IT Acceptable Use and AI (Pupils) and Online Safety Policies)

1.25 Recording of searches:

1.25.1 Any search by a member of staff for a prohibited item (listed in 1.5) and all searches by Police Officers should be recorded in a CPOMS record of the pupil, including whether an item was found, or not. This will allow the DSL, or DDSL, to identify possible risks and initiate a safeguarding response, if required. Items banned by the school rules should also be recorded.

1.25.2 The record of the search should include:

1.25.2.1 The date, time and location of the search;

1.25.2.2 Which pupil was searched;

1.25.2.3 Who conducted the search and any other adults or pupils present;

1.25.2.4 What was being searched for;

1.25.2.5 The reason for searching;

1.25.2.6 What items, if any, were found; and

1.25.2.7 What follow-up action was taken as a consequence of the search

1.26 The schools may also identify additional items such as possessions which do not belong to them, or items which are banned as listed in the school rules and code of conduct, which may be searched for without consent. Force cannot be used to search for these items.

1.27 Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. Pupils have the right to expect a reasonable level of personal privacy. The powers to search in the Education Act 1996 and 'Searching, screening and confiscation' July 2022 guidelines are compatible with Article 8.

1.28 Any complaints about searching and confiscation should be dealt with through the School's Complaints Policy.

 © Berkhamsted Schools Group 2026