

	Discipline (including Rewards & Sanction, Anti-Bullying Policy and Policy on Restraint)	
	Sub Committee: Students & Staff Committee	
	Co-ordinator : M Tookey	
	Last Reviewed : Spring 2024	Next Review : Spring 2025
	Policy links to: Anti-Bullying Policy; Governors' Statement of Principles on Discipline; KCSIE	

Discipline (including Rewards and Sanctions, anti-bullying policy, and policy on restraint) Behaviour and attitude to learning of St George's students, according to OFSTED inspection "is outstanding". This is in part because we have very clear expectations of student conduct, and students are clear on what action to expect if they break those expectations. We reward and encourage those who do as we expect. This policy gives detailed form to the "Governors Statement of Principles on Discipline" and outlines some powers of staff to respond to misconduct when it does occur. Not every possible contingency can be covered, and The Head and senior staff are mandated to respond reasonably to such other situations as they arise.

Rewards & Sanctions

High standards of work and behaviour are expected as stated in the school behaviour, anti-bullying, drug prevention and equal opportunities policies. This expectation is supported by a series of REWARDS AND SANCTIONS. Good work, manners and behaviour is rewarded with praise, as is effort in a particular area or piece of work. Sanctions are used sparingly when effort or behaviour falls below these expectations.

Problems are initially discussed with pupils, and many students will need no more than "words of advice" or a reprimand. Consistent under achievement or poor behaviour is dealt with in consultation with parents.

Rewards

- **Merit Marks** - These are awarded for particular pieces of work or helpful behaviour. Students who are particularly successful in winning merit marks will qualify for **Merit Certificates**, which are awarded termly.
- **House Colours** - These are awarded at the end of the academic year to pupils who are particularly helpful within their House, contribute well to House competitions, or who act as positive role models to others.
- **Sports, Music, and Drama Colours** - These are awarded at the end of the season to those displaying a high standard in an individual sport or other activity.
- **Captaincy and vice captaincy of sports teams**
- **Attendance Awards** – These are awarded as part of the County scheme for good or improved attendance or for good attendance in difficult circumstances.
- **Subject and Special Prizes** – These are awarded at end of year Prize Giving.
- Recommendations for special prizes are nominated through the House system.

- **Selection of Prefects and Sub-Prefects** – The appointment of a prefect or school captain is based on a transparent application process. Staff and pupils have a role in recommending students as school captain. Students can also take up posts as Health Ambassadors, Global Links, Student Voice Reps, Media specialists, and so on.
- **Commendations** – Exceptional effort, for a particular pupil, as indicated on Progress Reviews can result in a commendation by the Head of House or Head Teacher or Governor
- **Postcards** – sent home by houses and senior staff periodically to reward positive achievements and contributions to life of the school. Several departments also offer their own bespoke rewards.

The following actions are a breach of St George's expectations:

1. Truancy

- Parents are asked to email their house office nameofhouse@stgeorges.herts.sch.uk before school on the first day of absence with the subject line "absence report"
- Pupils caught avoiding lessons or away from their designated activity should be issued with a Friday detention.
- Students in Year 7 to 11 are required to attend school on three Sunday sessions (am or pm) per term. Failure to meet this requirement leads to students losing their early leave privileges on the last day of term.

2. Persistent lateness

- If a pupil is late three times for registration or to lessons, without a valid excuse during one half term, then a HOH late detention should be issued.
- Early sign in at 0800 may be used with persistent offenders as may Friday detention and other more serious actions, including removal from educational visits and other privileges.

3. Incorrect uniform

- Pupils wearing inappropriate clothing or footwear should be sent home via the HOH to change, unless they have a signed letter from home explaining the exceptional circumstances which school staff have accepted.
- Where non-uniform items (coats, non-school scarves, etc.) are worn indoors, or replacing a compulsory uniform item, they may be confiscated.
- Uniform must be properly worn at all times on the way to and from school and at any event when representing the school. Ties must be done up properly and with shirts tucked in. Students who fail to meet expectations can expect warning but ultimately detention to be set.
- It is essential that students attending public examinations attend properly dressed in full uniform. A student who repeatedly fails to wear required uniform will not be admitted to the examination.
- Pupils who are wilfully in serious or defiant breach of uniform expectations may face internal removal or suspension from school.

4. Jewellery/make-up

- Jewellery will be confiscated and passed on to the HOH in a named envelope, if worn by pupils not in the sixth form, or worn by 6th formers in ways which breach their rules.
- Pupils in Years 7 to 11 wearing make-up will be sent to the toilets immediately to wash it off, or to House Offices which retain stocks of make-up remover.
- Students who repeatedly fail to meet expectations can expect detention. Repeated wilful refusal to meet standards is treated as defiance (see below)

5. Inappropriate haircuts

Hair must be in line with current convention for a smart office environment.

We accept and value that what is seen as “smart” varies according to culture and ethnicity, and we are happy to embrace “all kinds of smart”. The more unnatural the colour, appearance, and styling, the less likely it is that a hair style will sit within that statement - so tram lines, shave patterns and dramatic step differences between the sides and top *may* lead to a request that style be changed to better sit within our norms.

6. Consuming foodstuffs outside of approved areas

The only areas where students can eat and drink (other than water and fruit) are the Dining Room, Watts playground, Quiet Playground, Grant Quad, and 6th form Common Room including the Al Fresco Dining Area. Students found in breach of this rule will have the item seized and discarded – a low level sanction such as litter pick up or short detention will be set.

7. Not being equipped for learning

- Students are required to have the correct books and equipment for each lesson and activity each day. Students without vital materials may be set a consequence.
- The Prep Book is a vital learning tool and students are expected to have it with them every day. Students who fail to do so will face a short keep-behind or detention. Students in Years 7 to 11 are expected to show their Prep Book to parents each week for signature. Students who repeatedly fail to do so will be set a consequence.

8. Smoking tobacco / vaping

No student may smoke tobacco or be in possession of smoking materials while under the jurisdiction of the school, as detailed above. This includes e-cigarettes and vaping materials. In such cases materials will be seized and destroyed.

1. **First offence** – one HOH detention and a letter sent home to parents.
2. **Second offence** – a Friday detention and a letter home to parents.
3. **Third offence** – parents invited into school to discuss the issue. Persistent offenders may face suspension.

9. Bad language

Any pupil caught swearing should be reprimanded by the member of staff at the time. Persistent offenders will be more severely punished.

10. Damage to property

- The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage should be punished.
- Damage should be dealt with by subject teacher/head of department in charge of that teaching area. Pupils should be billed for any subsequent costs incurred for replacement or repair via the Head of Department or Site Manager.
- The Tutor and HOH should deal with pupils caught vandalising property around the school. Pupils will be billed for any subsequent costs incurred for repair via the Site Manager or HOH for personal property.
- Punishment will range from detention to suspension or even permanent exclusion for aggravated offences.

11. Going beyond bounds / unauthorised entry / failure to follow safeguarding regulations

- a. Pupils are expected to be in designated areas during break and lunchtimes, and before and after school. They are not allowed on site out of hours, except for an organised and supervised activity or having signed into the boarding houses. Clear guides to the exact areas forbidden are displayed around the school, but such areas will include:
 - i. All laboratories and specialist rooms
 - ii. Cycle shelters, except for the leaving and collection of cycles

- iii. The vicinity of motor vehicles
 - iv. The area surrounding Musicale
 - v. The games pavilion and the area around it (and some other parts of the field, depending on the season and weather)
 - vi. The immediate boundaries of the school fields where they adjoin residential property
 - vii. The kitchens, all staff offices and facilities, the Hall Stage and Balcony
 - viii. All roof spaces, windows, and fire escapes
 - ix. Sixth form students, other than School Captains, may not park cars on the premises during school hours
 - x. Any area where building work is taking place.
- b. In all-gender wash areas, for safeguarding reasons no more than one student can be in a cubicle at one time: breach of this rule will lead to detention, as well as requirement that the students hand over their phone for checking and agree to show their pocket contents.
 - c. Certain areas of the school are designated as only for the use of certain students; such as the Boarding Houses for Boarders, 6th form refectory and study space for 6th formers, and common rooms and field spaces designated for particular age groups. Students may not enter an area for which they have no authorisation without permission.
 - d. 6th form students may not go off site during lesson time unless they have been given that privilege. If they do so they must sign in and out in the way specified by the sixth form handbook, specify their reason honestly, and return in good time. 6th form students must wear their identification badge at all time.
 - e. Boarding students must abide by their own regulations regarding times when they are allowed out of the house or off site entirely, and limits on places they can go to and activities they may take part in. This includes abiding by regulations regarding vehicles they may or may not use, and both correctly signing out, making and keeping to exeat arrangements, and not encouraging non-boarders into the houses unless procedure is followed
 - f. Punishment set will range from detention to suspension for aggravated offences, where a student shows a repeated or reckless disregard for their obligations.

12. Misuse of computer equipment

The school has a clear policy guiding the appropriate use of school computers and loaned laptops. Misconduct in this area, such as "hacking" or improper use of the internet, can result in a range of sanctions from simple loss of privileges to suspension from school, which may be used in aggravated cases where the conduct was repeated or involved real or potential harm.

13. Bringing the school into disrepute

Students are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions from simple loss of privileges to suspension from school, which may be used in aggravated cases where the conduct was repeated or involved real or potential harm.

14. Failure to meet work expectations of the programme of study

St. George's is a comprehensive school which accepts that student outcomes will vary. However, students who persistently fail to attempt work to deadline, or who submit inadequate work which is inconsistent with their ability, will face escalating sanctions starting at a community service / short detention / loss of privilege, but then rising in seriousness up to and including removal from a course, withdrawal from examination entry in a subject, or suspension from school. Where a student's performance fails to respond in spite of all reasonable interventions, permanent exclusion can apply.

The following will always be considered to be major offences:

15. Offensive conduct to other students. This includes bullying (physical or verbal, including racial, cultural, gender, sexuality, disability)

Bullying of any kind is unacceptable. The school is a Christian community in which we aim to serve others with whatever skills we have. We have a duty to protect ourselves and others from deliberate unkindness, intimidation or aggression in any form. Our Equal Opportunities policies affirm that we expect high standards of behaviour and consideration, and that we will challenge and seek to eliminate all forms of discrimination and anti-social behaviour.

Definition of bullying

Even the most pleasant young people are not always pleasant to each other: such conduct does not always fit the label “Bullying” which might be defined as “*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally*”.

This might include

- a. Abuse of personal property intended to cause distress
- b. Insults directed at a person or family on the grounds of race, religion, denomination, faith or lack of it, culture, Special Educational Need, disabilities, health conditions, gender, sexual orientation or perceived sexuality, home circumstance, belief, dress or appearance [see Equal Opportunities Policy]
- c. Intentional exclusion or isolation of an individual - silent treatment
- d. Physical assault intended to hurt and frighten
- e. Physical threats and verbal intimidation
- f. Pushing, tripping, spitting at any individual
- g. Repeated and deliberate teasing, name calling, or mocking by an individual or group
- h. Writing, whispering and spreading rumours about a person to cause hurt.
- i. Use of electronic means or the internet to harass or hurt others, such as by e- mail, website, social network, Twitter, or text message, comes within the remit of this policy and students should expect this to lead to punishment. In accordance with the jurisdiction of the Head, misconduct outside school hours can still lead to school action. Because of the intrusive nature of this kind of misconduct, offensive use of such technology will tend to be viewed as serious misconduct meriting a substantial consequence. Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- j. Creation and/or distribution of indecent imagery of any person is strictly forbidden, and this includes pseudo-imagery and deepfake images.

Clear intent to cause hurt is very serious. *However, students must also recognise that, even when they have simply been **reckless** about the feelings or welfare of others, they can still be seen as falling below what St George's expects of its students, and thus be liable to punishment.*

Prevention and identification of bullying

The school will use a variety of mechanisms to prevent bullying. These include delivery of appropriate messages through the curriculum (largely in PSHE and RE) and also through House Assemblies, Friday 5 plenaries, Tutor-led sessions and Chapel, as well as anti bullying week. Topics such as consent, what respectful behaviour looks like, body-confidence and self-esteem and healthy relationships are part of the school's preventative strategy. Tutors and Heads of House will guide students towards appropriate behaviour, and all Year 7 students are allocated a 6th

form mentor to ensure problems are picked up as soon as possible. The Chaplain, Student Services, Counsellor, Keyworkers and First Responders provide additional points of contact for children. Each Year 7 student completes after one term the "Quality of Life in School" and "Safe to Learn" questionnaire in an effort to identify bullying victims who have not made disclosures to staff. An adapted version of this questionnaire is used across all age groups in Keswick and Crosthwaite. In addition, Positive Personal Relationships surveys and dedicated days to PPR and preventing any type of bullying including peer-on-peer and sexual harassment and sexual violence are also in place across the year groups. The results of these surveys are then used to carry out additional preventative work and message reinforcement. CPOMS is an effective safeguarding system which we can use to measure and identify concerning behaviour and respond appropriately.

All secondary schools face a particular challenge in responding to sexist, sexualised, racist, homophobic and transphobic language, which can be used casually and without thought for the hurt which it may cause. Staff will work to make sure students understand that such language is offensive and will not be tolerated; and will challenge any student who fails to take heed of such direction with sanctions as described below. The school reinforces the stance taken by the leaders of all branches of the Christian faith, and other faiths, that all forms of bullying are wrong.

Sexual Harassment and Sexual Violence

The school has zero tolerance to all forms of sexual harassment and violence. Through assemblies, talks in Friday 5 and tutor-led sessions, students are educated as to what sexual violence and sexual harassment means:

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- (also known as sexting or youth produced sexual imagery);
- Taking a picture of body areas normally hidden from view (such as but not limited to upskirting), whether overtly or covertly, and with or without an intention of obtaining sexual gratification, or causing the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). A threat of such actions is also an offence.

Students are encouraged and are clear as to how to report all incidences and know that they will be supported in all cases. Staff will not ignore abuse which is passed off as 'banter'. All incidences will be investigated thoroughly, and responses will be proportionate, considered, and supportive and decided on a case-by-case basis. Victims will be listened to carefully and their wishes will help inform the school's responses which will range from restorative justice, sanctions, suspensions and police notification where appropriate. Parents will be encouraged to engage with the young person involved in any types of sexual harassment to understand what unacceptable and unacceptable sexual behaviour is. School will also offer support the alleged perpetrator (through in-school support and external agencies) and realise that this behaviour can be a sign of their own experience of abuse.

In cases where a serious allegation of sexual abuse against a student has occurred against another student at school, a safeguarding separation may be pursued in line with 'Keeping Children Safe in Education' which may involve the alleged perpetrator working off-site for a temporary period.

Care will be taken to ensure students are aware of the inadvertent hurt that can be caused through thoughtless depictions of vulnerable groups in their curricular or extracurricular activity e.g. avoiding unhelpful stereotyping in House Drama, improvisations or classroom role plays. The school reserves the right to take reasonable disciplinary action against students should bullying take place beyond the confines of the school day and the school premises. This may be particularly necessary where “cyber-bullying” is taking place. Any such misconduct is by definition likely to be harmful to the welfare of St. George’s students and/or the good name of the school, and thus a matter of interest to the school.

Management of Incidents

Any incident of bullying as identified, or the suspicion that someone may be suffering from it, should be reported (if necessary via a Prefect) to a member of staff, if possible someone on duty at the time, who will give whatever help and support is needed immediately. The member of staff will then:

1. Report it to the relevant Heads of House, that of the victim as well as the bully
2. Both victim(s) and perpetrator(s) and/or group(s) involved should be seen when the incident is investigated, and accounts given. These are to be reported on official school statement sheets.
3. The teacher interviewing those involved, should consult tutors and Heads of House about possible background/contextual factors, as soon as possible.
4. Heads of Houses and the relevant tutors must be consulted. The Head Teacher or a member of the Leadership Group must be informed in cases of serious violence or injury. For incidences involving racist, homophobic or sexist behaviour, the Deputy Head in charge of behaviour should oversee the investigation involving the Antiracism Lead and DSL where necessary.
5. It may be helpful for both victim and perpetrator of bullying to be present when a course of punishment or a solution is explained/imposed, though this will very much depend on the personalities involved. School will seek to use a range of Restorative Justice tools to ensure that the voice and feelings of the victim are heard and that the perpetrator fully understands the impact that their behaviour has had on others.
6. The sanctions imposed will depend upon the circumstances. Parents will be informed if a pupil is guilty of serious, sustained or violent bullying, and a Friday detention will be given. In cases of serious physical or emotional abuse, a period of suspension is likely.
7. Confiscation or seizure of the technology misused by the offender may be one consequence if that misuse was on the school site / in school hours.
8. Sanctions may apply not just to the person who takes the lead in any incident but also those who support and encourage. Students must be aware that giving positive feedback to the bully, such as by smiling or laughing, reinforces the problem. Students who stay silent when bullying is taking place in front of them must be aware that this adds to the isolation of the victim and will encourage the misconduct.
9. In some circumstances, such as where a student has been left feeling hurt by actions which seemed genuinely innocent to those who caused the hurt, it may be appropriate for a sanction to be suspended, and only implemented if there is the slightest suggestion that they have failed to amend their conduct. Any staff involved
10. Will undertake to monitor the situation, and check that there is no further antagonism or bad feeling, once an incident has been dealt with. It will be necessary formally to revisit the issue with victims and their families soon after a serious incident to check that it remains resolved. The victims of any form of bullying will be offered emotional support through their House Pastoral Support and through Student Services.
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12. It is to be remembered that the purpose of school action must be to impress on the perpetrators the unacceptability of their action; to deter them and others from behaving in

that manner; to get them to face up to the consequences of their actions; and to provide opportunity for them to make good the harm they caused.

13. ALL PUPILS should know that they must report any incident, anxiety about someone or concern to a teacher or Prefect/House Captain/6th Former who they trust. If we are to serve each other, we all have a duty to act and to follow up any reports. We must take appropriate action, and be seen to have done so, as this is part of our duty to parents, children and each other. Students and parents have a responsibility to help us to act by keeping us fully informed as to how the situation is developing. Without such help school action cannot be effective. Moreover, parents are advised that parent to parent action, rather than through the mediation of the school, can make the situation far worse.
14. It is not for any student to feel they must change who they are in order to be safe from hurt and unpleasantness from others. Nevertheless, many bullying situations are complex; and staff are tasked to flag to students and parents any common sense steps they can take to help themselves and help school staff to sort the problem.
15. All incidents of racial, homophobic, transphobic, sexist and sexualised aggravated bullying are logged and monitored by the Deputy Head and by the DSL through CPOMS for monitoring purposes.

Support for families from beyond the school

Parents who have children experiencing bullying problems can get support and advice from: Parentline Plus 0808 800 2222 or www.parentlineplus.org.uk Students looking for additional support from outside school might contact:

- Childline on freephone 0800 1111
- Beat bullying on 0845 338 5060 or www.beatbullying.org
- Bullying online at www.bullying.co.uk

16. Offensive conduct to members of staff

Abusive language/rudeness to or defiance of a member of staff is very unusual and very serious. A Deputy or member of the Leadership Group should be informed immediately, and they will deal with situation by giving a Friday detention, internal removal, or suspension. Tutor and HOH should be informed. Students defying a member of staff, or using foul language to a member of staff, can expect to face serious sanctions up to and including suspension from school. It is expected that staff will use the 'On Call' protocol in such instances.

Harassment of a member of staff or their property or family of any sort, including beyond the bounds of the school day or school term or online, would be a serious offence and would result in a Friday detention or a suspension, or permanent exclusion. Harassment can also take the form of a student repeatedly seeking to engage staff in discussion when that colleague's position is already clear and explained. Threatening or aggressive conduct, or damaging conduct, or repeated misconduct of this sort, would be aggravating factors which would make more likely application of exclusion which may be permanent. If a student is found to have wilfully made a malicious or deliberately invented allegation against a member of staff for whatever reason, this would also be a very serious offence likely to lead to an exclusion which could be permanent. For a student to make a false allegation or recklessly inaccurate allegation is also serious misconduct meriting serious sanction up to suspension or exclusion from school. (An allegation which is made in good faith and found to be unfounded is not considered misconduct). Violent or aggressive physical conduct towards staff is unheard of at St George's. Any such instance would be likely to be punishable by permanent exclusion from school.

17. Offensive conduct to other members of the community

- Such misconduct, either in word or deed, is unusual and always serious. A Deputy or member of the Leadership Group should be informed immediately and they will deal with situation by giving a Friday detention, internal removal, or suspension.

- Misconduct on school transport is always a matter of grave concern to the school, which would support school transport authorities in any decision to ban a student from school transport where this is appropriate.

18. Classroom disruption

This should lead to sanctioned by a subject teacher detention, but in persistent or more serious cases the pupil should be issued with a Friday detention. This must be issued via the HOH. Further disruption may result in removal from that subject lesson for a fixed period. If an individual student is to be removed from more than one set of subject lessons, a programme of supervised study must be organised, and the pupil will be then sent to the appropriate member of staff 'On Call' for those periods in the day or week. This is a serious measure, which modifies curriculum entitlement to a particular student, and parents must be informed when such action is taken.

19. Malicious discharge of a fire alarm or fire extinguishing equipment, making a hoax 999 call, fire setting / arson.

False alarms place others at risk of harm. This will be dealt with by a Deputy or member of the Leadership Group: the usual sanction will be a suspension. Fire setting or Arson carries such grave risks that it might be expected to lead to permanent exclusion.

20. Theft

- All cases involving theft (including taking property without permission) will be taken seriously, and this would include taking food items without paying, removing items from classrooms, etc. Pupils caught stealing should return or replace the property. Suspension is the normal sanction for taking property which does not belong to you, although determination of sanction would depend on factors including the degree to which the offence was premeditated and the value of the item taken. The police may be informed.
- To avoid difficulties, we insist that no article may be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff.

21. Alcohol and drug related offences

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the school Policy for Managing Drug Incidents Involving Students. Where the substance is not illegal but thought to be a danger to the individual or to others, or sits entirely outwith what should be brought into school by students without due cause (such as alcohol) seizure will be followed by a detention or suspension. In cases where illegal substances are involved, the police may need to be informed and the proper procedures for suspension or permanent exclusion will be followed. Consuming an illegal or intoxicating substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious offences. Any involvement in supply of illegal substances is exceptionally serious and may lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent exclusion.

21. Possession or use of an offensive weapon

- An offensive weapon is anything designed to cause injury to others, or another item if carried with the intention of causing injury, or if used or to intimidate or cause alarm to others. This includes replica items.
- The weapon will be confiscated, and parents will be invited to collect it or the weapon will be disposed of. The pupil will be given a Friday detention or suspension or exclusion from school as appropriate. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to

others. *Where a student is using a sharp object to harm themselves special procedures are followed.*

- Laser light sources are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to sanction.

22. Possession of other offensive items

- Phones can easily be misused in a school setting. Students should expect that phones will be confiscated if seen in use on school premises between the first and last bell by students in Years 7-11. Such confiscation can be for up to a week, and students can be required to get a parent to come to school to recover the item; parental intervention will not, however, lead to an item being returned early. Further action will be taken if the item is being used in a way detrimental to good order, or where records indicate that a student is repeatedly getting their phone confiscated and is still ignoring our rule. Some students may be directed that they may not have a phone with them onsite; and not keeping to that direction would be treated as defiance.
- Students *should not* bring onto the school site unnecessary electronic equipment. They will always be confiscated for a lengthy period if seen in use by a student on school premises between 0820 and the end of school, unless a member of staff has explicitly endorsed that the student brings in the item and use it. Sixth form students may use their own devices in defined areas of the school. Further sanction will be taken if the item is being used in a way detrimental to good order. Students who choose to ignore the strong direction not to bring such items into school must understand that staff are not expected to spend time investigating and assisting should the item be lost.
- Possession of pornography, racist, homophobic, transphobic, misogynistic, sexist or other inflammatory literature or ephemera, is forbidden and will be seized and destroyed and the incident dealt with by means of sanction ranging from detention to suspension depending on the degree to which the misconduct would cause real or potential harm. Suspension or exclusion would also be used in aggravated cases or where the conduct was repeated.
- By bringing digital equipment or media onto school site or within school jurisdiction, **students are accepting that they are liable for it to be accessed and searched by school staff if staff believe they have reasonable cause**; that to withhold access in such circumstances is defiance which can lead to the item(s) being confiscated; and that they can face action if such a search reveals evidence of misconduct of any sort.

23. Obstruction of justice

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information or knowingly give inaccurate information will face punishment up to Friday detention or suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed.

24. Improper conduct

Sexual activity between students is not appropriate in an educational environment, and students should act to avoid inappropriate physical contact. Where sexual or inappropriate activity involves coercion, harassment, assault, or duress (child on child abuse) it will be treated as an issue of utmost seriousness: this may involve police action, and sanctions up to and including suspension and exclusion from school.

However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

25. Plagiarism, use of unfair means, making a false claim of authenticity

Any work submitted by a student for assessment must be the student's own work, and submitting work comes with a tacit assumption that material is the students own authentic work unless they make clear otherwise. . This applies to prep tasks and assessment, "coursework" and any

examination situation. Students who submit work copied from elsewhere, or overwhelmingly and improperly drawn from a single source, be it from a peer, text source, internet (including AI Chat-Bot technologies) or other origin, should expect sanction. In determining plagiarism and use of unfair means, particularly in instances where a source material cannot be identified but the submission is uncharacteristic of previous tasks completed, staff may need to discuss with the student the origins of their work.

When plagiarism or use of unfair means has, on the balance of probabilities, occurred, the normal sanction will be a detention and requirement to repeat the work. For internal matters, students' candour and honesty is likely to reduce any sanction faced. In the case of work for public examination, the school will enforce the regulations required by examination boards, including those regarding taking unauthorised materials into the exam room. A student submitting plagiarised work for public examination, or presenting as their own authentic work material which breaches our guidance should expect that the work will be refused and a period of suspension from school invoked. Students who assist a peer by knowingly allowing their work to be copied will face sanction: in the case of public examination coursework, this might extend up to suspension from school. JCQ has made clear that the following misuse of Artificial Intelligence tools are contrary to their regulations:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>) The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work

26. Wilful and repeated transgression of protective measures in place to protect public health

Responses could stretch up to and including suspension from school.

Definition of school jurisdiction

This policy applies on school premises and during school hours, whilst students are in residence in the Boarding Houses, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when students are off site because study leave or work experience arrangements are in place. When pupils are travelling to and from school they are considered to be representing the school and therefore the school rules apply. This includes sixth form students and boarders, who remain subject to school jurisdiction even if off site, for example on lunchtime exeat, or when allowed off site if not being taught or in transit to another institution. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school or its students. In addition to this policy, further details are given in school policies on anti-bullying, equal opportunities, and management of drugs related incidents.

The school discipline policy applies to students of other institutions when they are on or near the site as part of consortium teaching arrangements.

While this policy details an approximate level of response to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual *mitigating* circumstances might lead to a lower punishment to be set. Repeat offending *or other aggravating circumstances* may lead to the listed punishment being increased.

Sanctions

- **Community service** - staff may waive sanctions in favour of offering the student the chance to make good their misconduct by performing work of benefit to the community: mounting displays, litter picking, covering books, and so on.
- **Short keep behind** – into break or lunch or immediately after school, without notice, for a short period.
- **Late Detentions** – These are given by house staff for late registration on three or more occasions per half term
- **0800 sign in** – where a student continues displaying poor punctuality even after parental contact and late detention, they may be required to sign in at their house office at 0800 for a number of days.
- **Detentions** – These are set for more serious breaches of the behaviour code, persistent failure to hand in homework, or lack of effort in class. They are set and taken by individual members of staff or as arranged in Departments, by HODs or by HOHs, at break, lunch time or before or after school. The student is informed orally about why the detention is being given, and when it is to take place. In the case of detentions outside the bounds of the school day, the appropriate form is completed and given to the relevant tutor who signs it and gives it to the student who is responsible for getting it signed by the HOH and a parent/guardian before the detention takes place. Parents are given 24 hours' notice of after school detentions, but such notice will not be given if a detention is set for lunch or break times. When staff might need to detain a child the same day, this could be done if parental agreement had been gained by telephone. If the pupil is absent, the detention will be held on the day the student returns to school. Failure to comply with these arrangements will result in a further detention being issued. Further non-compliance will result in a Friday detention as described below.
While detentions out of hours
- will normally be held after school, detention may be set before school, and this may be particularly used in the case of students who are repeatedly late for school.
- **Withdrawal of privilege.** As an alternative to other sanctions, senior staff may require that students attend school on days when they would otherwise not be required in school. This might include clear-up day, and end of terms where students normally leave early, and so on. Students may also be removed from participation in educational visits, even if those visits are beneficial to an examination course. 6th form students can lose privileges such as the freedom to leave the site at lunchtime and in free periods, and the freedom to choose their own use of non-teaching periods.
- **Removal of a post of responsibility.** This can be either for a fixed period or permanently.
- **Search, Confiscation and Seizure** – The Head teacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may be in possession of
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers
 - fireworks;
 - pornographic images.

- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

A student may be searched to ascertain whether a phone is in their possession, especially if that student is barred from having a phone on site, or where it is suspected that the phone has been used contrary to restrictions, or contains evidence which is material to investigation into serious misconduct. The school has a separate protocol to advise staff on due process in searching.

- Confiscated phones will normally be kept for one week, which can be varied to a shorter time at discretion of staff. However, such discretion may not be shown where a phone had disrupted the good order of the school or for repeat offenders. The school reserves the right to require a parent to come into school for the item to be returned, or to pass the item to the police. In aggravated circumstances items may be seized and destroyed. This may include mobile phones and other such devices, which may also have to undergo factory re-set prior to return.
- Low value items, such as foodstuffs being consumed in a corridor, may be seized and discarded.
- All teaching staff, including supply teachers, unqualified and student teachers, and boarding staff, are empowered by the Head to reprimand children, confiscation, detentions as listed above, community service, and emergency removal. Other adults working in the school, such as support staff and volunteer helpers, are empowered to reprimand children, community service, confiscation, and emergency removal; they may also supervise students completing punishments set by teaching staff. Teaching and boarding staff have powers of search.

The punishments and responses detailed below are set by more senior staff as indicated, and are in escalating seriousness:

- **Reports** - Poor effort or behaviour shown on the tutor card can result in a pupil being placed "On Report" by their HOH for one or more subject areas. Pupils can also be put on Report outside the regular report period at the request of a subject teacher and HOD (Head of Department). These may continue until they are completed satisfactorily. Failure to respond to HOH Reports will result in a Head Teacher's Report. Attendance Reports are also given by HOH to pupils missing lessons, or other commitments, and can cover lesson time and/or free time. Students can be put on "Uniform Report" to check it is being properly worn. All reports are created through SIMS and staff and parents will be notified when and why a student has been placed on report.
- **Friday Detention** 15.00 to 16.30pm – These are given for failure to attend two consecutive detentions as above, or serious or repeated misconduct, or causing serious and persistent disruption to the learning of others, and are taken by HOHs, senior HODs, or Leadership Group. A letter is sent directly to parents by a senior member of staff. Failure to attend such a special detention, or being in receipt of repeated Friday detentions is likely to result in suspension from school. In the case of serious misconduct, or to ensure a sanction can be completed before school breaks, students can be required to attend for detention on INSET Days, and on term time Saturdays or Sundays.
- **Internal removal from a particular subject lesson** for a maximum period of two weeks. This will be for continued disruption of the learning of others and will be in consultation with the tutor, HOD and HOH. Parents will be informed. For other serious misdemeanours, pupils may also be excluded from free time, functions or trips. Parents will be informed.
- **Internal removal from all lessons** for up to 3 days including supervision during break and lunch time co-ordinated by the Deputy Head will take place should the above sanctions not have the desired effect. This sanction may be used for serious one-off misconduct which is not quite of a level which would merit suspension from school.

- **Suspension from school** – For continued disruption as above and exceptional breaches of the school rules. The Deputy Head may carry out this procedure if explicitly delegated this responsibility in the absence of the Head. A period of suspension at lunchtimes only may need to be used for serious disruption of the site outside class time. A pastoral support programme or Acceptable Behaviour Agreement will be implemented if appropriate.
- **Permanent exclusion from the school** – This procedure is carried out by the Head and must be reviewed by the appropriate Governors’ panel in accordance with DfES guidance, for repeated serious misconduct or possibly for one-off misconduct of grave seriousness.
- **Emergency removal from class** – This may occur on rare occasions following uncontrolled physical or verbal abuse which causes serious disruption to the lesson and is not susceptible to the normal channels of control or classroom management. A message must be sent to the school office for the senior member of staff on call to remove the pupil from the lesson. Parents will normally be informed, though this may not be immediate as matters require further investigation and assessment.

Where a student fails to respond to sanction and continues to repeat misconduct, the school will increase the severity of sanctions set to punish the repeated misbehaviour.

Educational Visits:

Misconduct on educational visits may lead to a sanction once the student has returned to school, ranging up to permanent exclusion for a very serious offence. However, the need for immediate action during the visit, especially if it is residential or overseas, means that other immediate responses may need to be taken. These might include on-site community service, restrictions to the student’s activities and privileges, confiscation of illicit items. A student might be returned to school early, or a parent might be required to come to collect them.

“Hold over” of Punishment

In certain circumstances, a senior member of staff may issue but choose to “hold over” the execution of a punishment for a period in order to offer a student the chance to amend their conduct. A period is defined during which the punishment can be invoked: and the punishment is executed if staff believe the student has failed to change their behaviour as required. If not, it remains on record, but is never served.

Interviewing of students by staff

In accepting a place at St. George’s School, parents and students accept that there will be occasions when a student needs to be spoken to by a member of staff because the student is a witness, complainant, or otherwise a person of interest when investigating a breach of this school discipline policy. This acceptance is a condition of being a student at St. George’s. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the student’s choice will be in attendance when this is done. Staff are required at all times to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any student being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a student is suspected of involvement in *very serious misconduct* which might lead to permanent exclusion, an interview with the student concerned will always be done by a senior member of staff, with a further senior member of staff designated to support and advise the young person, and notes will be taken, often by a third party. Interviews are not recorded.

Student statements

When giving a statement or account of events students are expected to provide a full and accurate account of events as they have witnessed. Students must not provide a witness statement based on what others said happened, unless they make this clear in their statement. It is not necessary for a written statement to be taken in all cases: it will depend on the circumstances and seriousness of the issue.

Ancillary powers of staff - restraint

In exceptional circumstances it may be necessary for staff to physically restrain a student. St George's School staff will look to act in a manner consistent with DCSF guidance on the use of force to control and restrain pupils. Staff are not expected to put themselves at risk and may reserve the right to decline to physically restrain a student. Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline; under **no** circumstance should physical restraint be used as a form of punishment. The power to exercise restraint is delegated by the Head to all teaching and support staff, including supply and student teachers, lunchtime supervisors, and adult volunteers assisting on educational activities.

Where circumstances have forced a member of staff or other designated adult to use such physical restraint, a senior member of staff should be informed immediately, and a record made and passed to the Deputy Head who leads on behaviour.

Referral for Police Action

In the case of serious offences, senior staff will make a decision as to whether the matter is to be reported for additional police action. Parents should understand that while the school takes its powers and responsibilities seriously, some issues can only be resolved through this means.

Monitoring for equal opportunities

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group, gender, student with disability, or vulnerable student. Students with disability will, on occasion, need to be responded to with no sanction, or an adapted sanction: but consistent with DfE Guidance, school staff will have to assess whether a student in breach of the rules has breached them as a direct and substantial consequence of their disability. Whether such a student has made use of agreed support and adjustments will be relevant to decisions made regarding sanctions. Heads of House are at the centre of the process of monitoring each child's progress through the school, and are mandated to monitor its operation, and to investigate where students from any group appear to be disproportionately and unfairly likely to receive particular sanctions or rewards. The Head of House concerned would have to satisfy themselves that there was due cause for any such pattern, and that no reasonable steps had been missed which could resolve it. Such a finding would be taken into consideration in the way the discipline policy is viewed at points of future review.

The Deputy Head responsible for the discipline policy is responsible for reviewing the operation of more serious sanctions, such as suspension, to determine whether these sanctions have a disproportionate impact on students with protected characteristics, and whether there was due cause for any such pattern. The Governors receive a report termly from the school leadership team to be confident that school discipline is not bearing unfairly on any particular segment of the student body.

Complaints and queries

Where a parent or student wishes to have further clarification as to the reasons why a punishment was set, or to query that punishment, the member of staff concerned should be approached in the first instance. If this does not resolve the matter, the Head of Department or House can be approached. As a last resort, matters can be dealt with by the Head, and then beyond the Head through the school's formal complaints procedures.