

Policy Name: Behaviour and Discipline – Senior School

Policy Number: 5.1

Date: September 2026

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1. Introduction

1.1 Quakerism is central to our School ethos. The recognition and development of the "good" within each person, and the peaceful and reasonable resolution of conflict, are applications of Quaker principles. Sidcot considers itself to be an inclusive community in which every member must make their own contribution, and conform to the Quaker principles espoused. The disciplined framework of the School community is promoted through a cooperative atmosphere where all are encouraged to reflect, share responsibility, respect one another as equals, celebrate our differences, and where wise choices can be made about behaviour.

1.2 We encourage students to let their life speak for them; to ensure that their actions reflect well on them and the School; and to endeavour to act always with consideration and thought for the needs of others, in school and in the wider community.

2. Scope

2.1 This policy applies to Sidcot Senior School and Boarding. Separate behaviour polices relate to the Junior School and Early Years Foundation Stage (EYFS) and out of school care/ holiday clubs.

2.2 Teachers may discipline students for misbehaviour when the student is:

- On school grounds
- Taking part in any school-organised or school-related activity, for example trips and activities
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the School
- In breach of the School's Acceptable Use policy

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to someone else
- Could adversely affect the reputation of the School.

2.3 In all cases of misbehaviour, the teacher may only discipline the student when on school premises, or elsewhere when the student is under the lawful control of the teacher.

2.4 The School takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of the School can be damaging to the reputation of both the student and the School. Where an incident is reported to the School of a student's poor behaviour outside of school grounds and the incident has not been witnessed by school staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

2.5 Students need to remember that they are ambassadors for the School at all times, and that their standards of behaviour reflect on the School's reputation.

3. Aims

3.1 The aims of this policy are:

- to enable the Head to carry out their responsibilities of maintaining order and good discipline in the School;
- to promote good behaviour;

- to ensure, so far as possible, that every student in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community;
- to authorise ‘‘The Blue Book’’ for the Senior School and any procedures necessary for implementing it;
- to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.

4. Distribution

4.1 This policy and the Senior School ‘‘Blue Book’’ (which contains the School Code – please see section 7 below) are available on the School website, the intranet and in hard copy form. They can be made available in large print or other accessible format if required.

5. Equal Opportunities

5.1 The School is active in its responsibilities under the Equality Act 2010 and will not discriminate on the basis of protected characteristics including age, race, religion or belief, gender reassignment, sex and sexual orientation, disability and also special educational need.

5.2 When considering behaviour interventions or sanctions, the needs of students with special educational needs or any disability will be specifically considered. The School recognises that where challenging behaviour is related to a student's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the student's behaviour more effectively and improve their educational outcomes.

5.3 All penalties must be reasonable in all the circumstances and account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

6. Roles and Responsibilities

6.1 The Governing Body is responsible for ensuring that arrangements are made to safeguard and promote the welfare of students. In pursuance of their duties, the Governors will support the School in maintaining high standards of behaviour and will promote good behaviour through this and the related behavioural policies, which it will keep under review in conjunction with the Head, staff and parents.

6.2 The Head will be responsible for ensuring the implementation and day-to-day management of behaviour policy and procedures. The Head will oversee support for staff faced with challenging behaviour.

6.3 Teaching staff authorised by the Head, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all and maintain high standards of behaviour. Staff have a key role in advising the Head on the effectiveness of the policy and procedures.

6.4 Parents, guardians and carers will take responsibility for the behaviour of their children both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School. When accepting a place for their child, parents agree that the Head may authorise such disciplinary or preventative action as may be necessary. The School expects parents to support the School in maintaining high standards of behaviour and the implementation of this policy.

6.5 Students are expected to take responsibility for their own behaviour. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All students will also be supported and guided by those staff with pastoral and academic responsibilities for them, to include their Tutor, Housemaster/mistress (Hm) and Head of Year.

7. 'The Blue Book' (including the Community Wheel and Sidcot Behaviour Manifesto)

7.1 The Senior School "Blue Book" is revised and updated each September. It is available on the School website, and also on the intranet. An updated electronic copy is emailed to all students and available on Teams

7.2 Students are expected to be familiar with and understand 'the principles of the "Blue Book" and to read it through with their parents & guardians. The principles are reinforced at assemblies and on other appropriate occasions. The Blue Book may be updated during the year. All parties will be informed if such changes are made.

7.3 The Blue Book and the guidelines contained within it are set by the Head and set out the principles of the School in relation to:

- conduct and behaviour (both in and out of the classroom)
- conduct and behaviour online and the use of social media on and off site
- the use of mobile phones and technology
- expectations around learning
- self-respect and respect for others
- school uniform
- respect for property and the environment.
- the School Behaviour Manifesto
- The Community Wheel

7.4 The guidelines in 'the Blue Book' are necessary:

- for the safety and well-being of everyone at the School;
- for the reputation of the School community as a whole;
- to promote a positive school environment;
- for the protection of School property and the wider environment;
- to encourage learning.

7.5 The guidelines in the "Blue Book'' apply to all Senior School students, including all times as specified at paragraph 2.2.

8. Measures to prevent bullying in School

This policy should be read in conjunction with the Svchool's Anti-bullying policy

The School adopts a zero-tolerance approach to serious breaches including violence, sexual harassment, discrimination and bullying.

8.1 The Sidcot School Community Wheel promotes, kindness, respect, integrity, resilience and engagement within the school. All students are required to sign up to these principles at the start of the academic year. These key words on the Community Wheel are referred to in any discussion with students about behaviour and expectations.

8.2 Students are educated about bullying (including cyber bullying, prejudice based bullying and discriminatory bullying) through the PSHE programme, tutor times, assemblies, Meeting for Worship, discussions with pastoral staff and teaching staff, intervention programmes, restorative justice and through moments of reflection.

8.3 The school recognises that child-on-child abuse, including sexual violence, sexual harassment and harmful sexual behaviour, can occur both online and offline and will be managed in accordance with the Safeguarding and Child Protection Policy.

9. Rewarding Good Behaviour

9.1 The School recognises and rewards good behaviour, as it believes that this will ultimately help to develop an ethos of kindness and co-operation amongst all members of the School. It is designed to encourage students' effort, to give some immediate reward and to give class teachers an opportunity to monitor progress. We praise and reward children in a variety of ways:

i. House Points are awarded for good performance or effort in any curricular, extra-curricular or pastoral setting. House points are collected by tutors on a weekly basis. At the end of each term, a winning house is given a pizza lunch.. There are posters displayed around the school in classrooms showing students how they can be awarded house points as well as the rewards that they can get for meeting certain thresholds.

ii Certificates and badges are awarded by each academic department in celebration assemblies. They are awarded on the basis of "Excellence and Endeavour" by departments following consultation between all the teachers involved. Academic prizes are also awarded during the annual Prize Giving event which takes places during the Summer term. Service, Arts and Sports awards are also recognised in celebration assemblies.

10. Behaviour Management

10.1 At Sidcot, staff aim to build and maintain positive relationships with all students, in line with our Quaker values. This includes engaging in meaningful conversations about behaviour to support students in making the right choices. While self-discipline and collective responsibility are the overarching goals, there will be occasions when interventions or sanctions are necessary. These are implemented in the interest of the wider school community, particularly when, in the judgement of the relevant staff member, misbehaviour or serious misconduct has occurred. In such cases, the approach remains diagnostic, educative, reflective, consistent, and supportive.

11. Sanctions

11.1 The school implements the Sidcot Behaviour Manifesto (B1-B3). Behaviour points (B1-B3) are given by members of staff for behaviour that is not considered to be in line with our values and expectations as set out on the Sidcot Community Wheel. When considering sanctions, the needs of students with special educational needs or any disability will be specifically considered.

Behaviour Sanctions include:

- **Lunchtime reflections (B1)** – If a student's behaviour breaches the expectations and values as set out in the Community Wheel, they will be asked to attend a lunchtime reflection. During this time, students are expected to reflect on their behaviour and think about how to improve and learn moving forwards. They will have a restorative conversation with a member of staff leading the reflection.
- **Thursday Detention** A student who fails to attend a lunchtime reflection more than once without a valid reason or whose behaviour is deemed more serious, will be asked to attend a Thursday afterschool detention between 16:00 and 17:00. They will have a restorative conversation with the member of SMT who is leading the detention.
- **Saturday Detention** (B2)- A student may be placed in Saturday detention where, in the opinion of the Head of Year, Assistant Head (Pastoral), Deputy Head (Pastoral) or Head of Boarding the sanction is a reasonable response to a serious breach of behaviour expectations as set out in the Community Wheel. This may be for one incident or a repeated failure to uphold the values of the school. A Saturday detention lasts two hours. Students attend in school uniform and bring in work to complete during the time. Students will have a restorative conversation with the member of SMT leading the detention.
- **Suspension** - Where a situation arises of totally unacceptable behaviour by a student or a repeated failure to uphold the values of the school at an elevated level, the Head or Deputy Head (Pastoral) may temporarily suspend a student from school for a period of time. If suspension is ineffective, the School may be forced to exclude the student, or to require them to leave the School under the procedure outlined in the permanent exclusions policy. A student may be placed under suspension while a complaint is investigated or pending the outcome of a Governors' Review. In this case a student may be released to their home or to an education guardian for a specified period of time. A student may be suspended internally or externally and this decision is made by the Head or Deputy Head (Pastoral). After a suspension, students are expected to have a restorative meeting with the Head or Deputy Head (Pastoral).
- **Permanent exclusion** - Permanent exclusion may only be used as a last resort in response to a serious breach, or persistent breaches, of the School's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the School. Only the Head has the power to exclude a student. Please refer to the Exclusions Policy (5.11) for further details regarding exclusion and where a student is required to leave on a permanent basis (required removal).
- **Gating** - Boarding students may be 'gated' to their boarding house for a specified amount of time. Gating is a socially restrictive punishment where a student has to sign in with a member of staff at regular intervals and is not permitted to leave the House except for school activities. They are also requested to hand in their mobile phones.
- **Other sanctions** - The Head may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of ''The Blue Book''. These may include the following:

    - A verbal reprimand
    - Extra work or repeating unsatisfactory work until it meets the required standard
    - The setting of written tasks
    - Loss of privileges e.g missing break time
    - School based community service or imposition of a task – tidying a classroom; or helping clear up the refectory after mealtimes
    - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed 'on report' for behaviour monitoring
    - Confiscation of mobile phones as per the Mobile Phone Policy
    - Confiscation of other items as per the Search and Confiscation Policy (5.10)

12. Corporal Punishment and other Sanctions which are Prohibited

12.1 It must be stressed that corporal punishment, and the threat of corporal punishment is strictly prohibited. This applies to all members of staff and voluntary helpers whether on school property or elsewhere. Violence towards others is not condoned and, furthermore, is contrary to the ethos of a Quaker establishment.

12.2 Other punishments including those designed to humiliate or deprive basic needs are also prohibited in line with the National Minimum Standards for Boarding Schools.

13. Recording of Sanctions

13.1 Administration of major sanctions (Saturday Detention, Suspensions) are recorded in a tab of the Serious Sanctions Behaviour Log, with the name of the student concerned and year group, the nature and date of the offence, the reason for the sanction, and a hyperlink to the letter sent to parents/guardians from the person administering the sanction. Within this Serious Sanctions Behaviour Log, there are also tabs for recording the names, year group, date and reason for students who have been either withdrawn from school or permanently excluded. There is a separate tab for recording incidents of reasonable force and a tab for monitoring who is on a random drug testing programme. All serious sanctions are also logged on SIMS on the pupil profile.

13.2 Boarding Houses record significant sanctions (on SIMS) and notification is sent to the tutor, Head of Year and Deputy Head (Pastoral) for information and monitoring of patterns and trends. Less significant boarding sanctions are recorded in the Boarding House electronic diary and in the student's individual log.

14. Use of Reasonable Force and Physical Restraint

14.1 Any use of force by staff will be reasonable, proportionate and lawful and only in accordance with the School's Restrictive intervention including use of reasonable force (2.5).

14.2 In deciding whether reasonable force is required, the needs of individual students will be considered, and reasonable adjustments will be made for students with special educational needs or disabilities.

14.3 Where restraint is used by staff, this is recorded in writing and the school will endeavour to inform student's parents about serious incidents involving the use of force on the same day (nb. As a boarding school it is noted that there is the potential for incidents to take place late at night, or where time differences between countries may impact upon how the school can communicate with parents). Force is never used as a form of punishment. Please refer to the School's Restrictive Interventions including use of Reasonable Force Policy (2.5).

15. Searching Students

15.1 Staff are able to search students for any items that have, or could be, used to cause harm or break the law, and for items banned by the School rules, including alcohol, drugs, stolen property, mobile phones outside of permitted times, and illegal and pornographic images. These powers are used proportionately in line with the right of boarders and students for privacy. Please refer to the Search and Confiscation Policy 5.10.

16. Child Protection and Liaison with other Agencies

16.1 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection Policy (2.1) and procedures will be followed. On occasion, it may be appropriate to liaise with external agencies regarding concerns arising from behavioural issues, and to undertake a multi-agency approach. Under normal circumstances, the School will do this in liaison with parents, unless there are child protection concerns which would indicate that this is not appropriate.

17. Students with SEND

In the case of children with recognised SEND, the following steps will be borne in mind as appropriate where a pupil's behaviour is escalating or is otherwise of concern:

- Any Education, Health and Care Plan will be reviewed;
- Additional support within the bounds of what is reasonable for the School to offer – as per the terms of the Special Educational Needs and Disability Policy;
- Good communication with the parents is key to ensuring transparency so that parents are aware of steps that the school may consider taking when dealing with behavioural issues;
- In appropriate cases, guidance will be sought from external agencies, usually with the parents' consent (if there are safeguarding issues, the parents' consent may not be sought to make any referral).

18. Managing Students' Transitions and Support in School

18.1 Student transition from J6 to Third Form, from Upper Fifth to the Sixth Form and any other entry point into the school, involves the forwarding of information from previous schools to the pastoral managers at Sidcot. Staff visiting prospective Third Form students in primary schools will ask for information surrounding pastoral and behavioural issues and any noteworthy concerns that might affect grouping students. In the summer term, the Head of Third Form will meet with the Head of Sidcot Junior School to discuss pastoral and behavioural issues of prospective students, as well as any significant concerns which affect grouping students. The Head of Third Form will take all information into consideration when creating form groups and mixed teaching groups. The Head of the Junior School will raise any serious concerns around pupil behaviour with the Deputy Head (Pastoral) before transition into Senior School takes place, and where appropriate, it may be suggested to parents that the Senior School is not the right environment for their child.

18.2 During the summer term, Heads of Year will meet to pass on information to the next Head of Year including information on personality, interests, co-curricular involvement, as well as any behavioural and pastoral concerns.

18.3 Students receive support in School for managing their behaviour through the PSHE programme, the Health Centre, Take Ten and formal counselling.

19. Communication with Parents

19.1 Transparent and open communication with parents is key to enlisting their support and to make them aware of any escalating behaviour issues, particularly those which may result

in either fixed term or permanent exclusion. It is however recognised that this may not always be possible and that an exclusion may be exceptionally required as a result of a single incident of sufficient gravity.
19.2 The School reserves the right to determine and apply appropriate sanctions, and these are not subject to parental choice. The School will, however, seek to work in partnership with parents to ensure that any sanction is understood and supports the desired behavioural and educational outcomes.

20. Malicious Allegations Against Staff

20.1 Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious; the Head will consider what form of disciplinary action to take in accordance with this policy.

20.2 Where a parent has made a malicious allegation against a member of staff the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

20.3 In accordance with the DfE's guidance dealing with allegations of abuse against teachers and other staff (October 2012) and Keeping Children Safe in Education 2026, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

20.4 Irrespective of whether the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

21. Review of Decision

21.1 A student, parent or guardian who feels aggrieved may ask the Student's Tutor or Head of Year to take up their concerns with the member of staff who imposed the sanction. Except in the case of exclusions, there is no recourse to a governors' review.

22. Complaints

22.1 The School has an open-door policy, and we encourage parents to talk openly to us about any concerns, worries and complaints in the knowledge that the School takes such matters seriously.

22.2 The School's complaints policy (2.6) is available on the intranet, School website and in hard copy form.

23. Monitoring and Review of this Policy

23.1 This policy will be reviewed annually or sooner (if major incident or change in guidance, regulations or statute dictate), by the Deputy Head (Pastoral) in conjunction with the members of the Pastoral Group. The Pastoral Board monitor all sanctions and identify significant patterns and trends.

23.2 The Deputy Head (Pastoral) is also the DSL and will take careful note of any behaviour incidents that may raise a Safeguarding concern and will act accordingly.

24. References

Legal framework

- The Equality Act 2010
- The Education Acts 1996 and 2006
- School Standards and Framework Act 1998
- The Education and Inspections Act 2006
- The School Standards and Framework Act 1998
- Keeping Children Safe in Education', DfE 2026
- Working together to Safeguard Children', DfE, July 2022
- Behaviour in schools, DFE, September 2022
- Restrictive Interventions including the use of Reasonable Force, DfE 2026
- SEND Code of Practice 0 -25 years
- The Education (Independent Schools Standards) Regulations 2014
- ISI Framework for the inspection of Association Independent Schools
- The National Minimum Standards for Boarding Schools (effective from September 2022)

Relevant Policies

2.1 Safeguarding and Child Protection Policy

2.2 Staff to Student Code of Conduct

2.5 Restrictive intervention including use of reasonable force

2.11 Equal Opportunities (Children)

3.1 Admissions Policy

5.1a, b and c – behaviour policies for junior school, out of school care and EYFS

5.4 Anti bullying policy

5.6 Smoking, drugs and alcohol

5.10 Search and confiscation

5.11 Exclusions

6.4 Special needs and disability in practice

6.5 Learning support policy

7.1 PHSE policy

25. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
12.03.2016	Policy adopted by the Board
03.12.2016 Reviewed by the Board.	Paragraph 4.3 Minor grammatical changes, reordering of paragraph re equal opportunities, and referring to the need to take account of religious requirements in addition to disabilities and special needs (para 4.3). Paragraph 2.3 reference to all sanctions being reasonable.

	Paragraphs 2.4/ 2.5 added in from exclusions policy regarding misbehaviour outside school property Paragraph 5.3 Reference to sanctions being administered by paid staff or otherwise authorised staff Paragraph 6 – Clarification that it is teaching staff who may administer sanctions Paragraph 12.2 Additional paragraph re-recording of sanctions for boarding houses. Paragraph 19 - Reference to “open door” policy re complaints Paragraph 20 Change of review cycle to annual Updating of references in line with latest guidance
23.11.2017	Reviewed as per annual cycle Minor changes to numbering and removal of duplication at paragraph16.4 Removal of reference to the maximum period of suspension being 5 days Paragraph 20.1 – Process of review altered to provide for review by the Deputy Head (Pastoral) Pastoral, Chair of Governors and governors with responsibility for safeguarding and pastoral issues.
01.12.2018	Reviewed and updated in line with statutory guidance and the behaviour manifesto. Paragraph 17.3 Definition of malicious allegation amended in line with KCSIE 2018 Paragraph 20 Review of this policy will be delegated to the Pastoral Group References updated.
30.11.2019	Reviewed and adopted by Board. References updated. Guidance inserted regarding students with SEND and students at risk of permanent exclusion. Reference made to the revised policy regarding mobile phones which is set out in the Blue Book Reviewed and adopted by Board
5.11.2020	Minor wording changes Reviewed Pastoral Committee Adopted by Board 5.12.20
1.11.2021	Reviewed by Deputy Head (Pastoral) 7.1 – Changes made to reflect the Blue Book being digital only and sent to students 8.1 – updated the section on House points to reflect changes 10.1 – updated section to include revised academic sanctions 12 – updated section on the recording of sanctions 21.1 – removed reference to Assistant Head Pastoral

1.11.2022	Sentence addition to 16.1 regarding transition from Junior School Minor wording changes Reviewed by Pastoral Group
6.1.2023	Section 10 Sanctions - Added changes in relation to the newly introduced Pastoral Behaviour System (P1-P4)
10.08.2023	Introduced the section on **8. Measures to prevent bullying in School** as per changes to the KCSiE 2023
10.10.2023	Reviewed and approved by Board
01 September 2024	Section 2.2 added reference to the AUP Section 7.3 added reference to online behaviour Section 11.1 added detail of the Classroom behaviour Manifesto
01 September 2025	Changes made to reflect the revised Sidcot Behaviour manifesto.
01 September 2026	Policy reviewed. Added paragraph 19.2 referring to school right to issue the sanction in accordance with the policy and not a parental choice
01 October 2026	Changes made - To update section 24 References - References to “reasonable force” policy amended to reference updated “restrictive intervention including use of reasonable force policy” - Numbering errors in sections 11 – 16 corrected

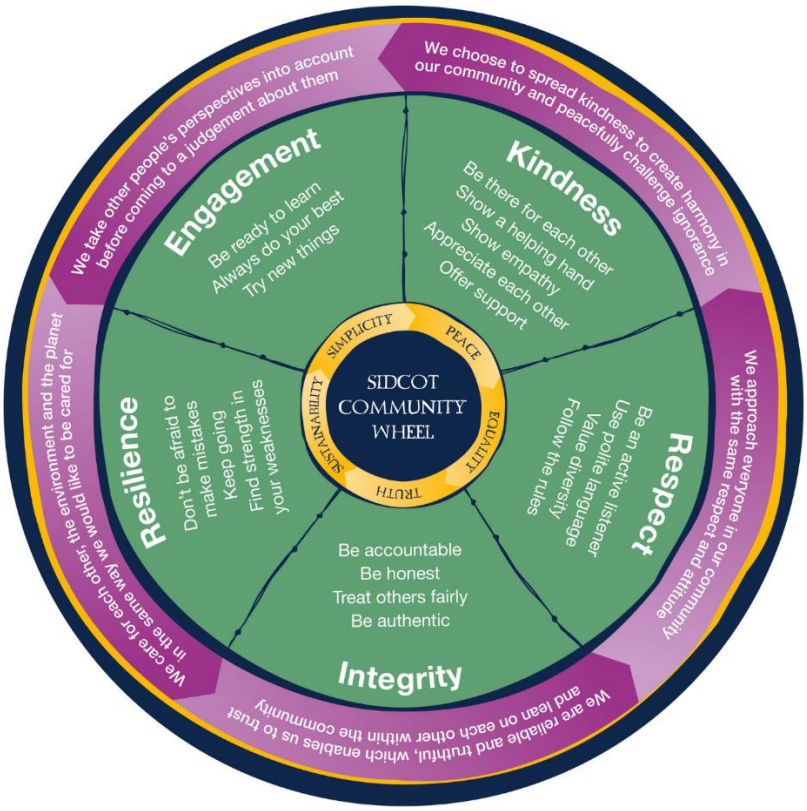
APPENDIX 1 – Sidcot Community Wheel

Sidcot
Live Adventurously

The Sidcot Community Wheel

Original design by Rosalie Stauffacher, Head of School 2023/4

Our Sidcot Community Wheel is a visible commitment to ensuring everyone in our Quaker Community can live and learn in a safe, inclusive and nurturing environment.



1.

Appendix 2

Sidcot Behaviour Manifesto

