

# SEVENOAKS SCHOOL

<i>Policy reference</i>	AE1
<i>Policy Category</i>	A. Student and Parent Facing
<i>Name of policy</i>	<b>Behaviour Policy</b> Incorporating: <ul style="list-style-type: none"> <li>• <a href="#">Policy on Recognition and Rewards</a></li> <li>• <a href="#">Policy on Discipline and Sanctions</a></li> <li>• <a href="#">Anti-Bullying Policy</a></li> <li>• <a href="#">Anti-Cyberbullying Policy</a></li> <li>• <a href="#">Policy on Suspensions, Withdrawals and Permanent Exclusions</a></li> <li>• <a href="#">Policy on the Use of Force to Control or Restrain Students</a></li> <li>• <a href="#">Searching, Screening and Confiscation Policy</a></li> </ul> Annexes: <ul style="list-style-type: none"> <li>• <a href="#">Student Code of Conduct</a></li> <li>• <a href="#">IT Services Terms and Conditions</a></li> <li>• Out of bounds map</li> </ul>
<i>Scope</i>	Staff, students and parents
<i>Purpose of policy</i>	To ensure that the school environment is one in which every child is able to meet their full potential in all activities and understand that their behaviour, individually and collectively, influences that school environment. This policy replaces the previous Behaviour Policy and now brings together all policies which pertain to behaviour in school.
<i>Regulatory or legal requirement addressed by policy</i>	<ul style="list-style-type: none"> <li>• The Equality Act 2010 (including 2024 updates)</li> <li>• Behaviour and Discipline in Schools (DfE 2016, 2022)</li> <li>• DCSF Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Student Referral Units.</li> <li>• KCSIE (2024)</li> <li>• Special Educational Needs and Disability (SEND) Code of Practice</li> <li>• Safe to Learn: Embedding anti-bullying work in schools, DCSF, revised November 2007</li> <li>• DfE advice <i>Preventing and Tackling Bullying</i> DfE October 2017</li> <li>• Cyberbullying: Advice for Headteachers and school staff (2014)</li> <li>• Use of Reasonable Force in Schools (DfE 2013)</li> <li>• Searching, Screening and Confiscation: advice for schools 2022 (DfE 2022)</li> </ul>
<i>Other policies referred to</i>	The Behaviour Policy is written, and should be read, in conjunction with the following policies: <ul style="list-style-type: none"> <li>• Equity, Diversity and Inclusion Policy</li> <li>• SEND Policy</li> <li>• Safeguarding Policy</li> <li>• Dignity at Work Policy</li> <li>• The Complaints Procedure</li> <li>• Parent Contract</li> </ul>
<i>Policy owned by</i>	Senior Deputy Head
<i>Date Effective From</i>	V1.0 – December 2022 (formal Board approval) V2.0 – December 2023 (formal Board approval) V2.1 – June 27 2024 (formal Board approval) V3.0 – June 26 2025 (formal Board approval) V3.1 – December 2025 (formal Board approval)
<i>Published on website</i>	Yes

## Rationale

At Sevenoaks School our aim is to ensure that all students and staff can learn, serve and flourish. The behaviour of individuals and groups within the community lies at the heart of this mission.<sup>1</sup> In order to ensure that everyone can reach their full potential, the school environment must be positive, supportive, inclusive and stimulating. We welcome our legal responsibilities under the Equality Act to ensure respect for those covered by one or more of the nine protected characteristics and, more broadly, to foster a climate where every member of the community is respected and valued whilst at school and, furthermore, that they are happy, healthy and well equipped for the world beyond. We expect every member of the community to act with consideration and kindness for others as well as with due care for the property, facilities and reputation of the school.

## Aims

- To provide an effective learning environment.
- To promote the growth, welfare, and development of every member of the community.
- To foster a culture of equity, inclusion, and respect.
- To provide an effective system of recognition, reward and, when necessary, discipline so that the actions of every member of the community supports School principles.

## Expectations

Every member of the school community will have expectations of their time in school. School leaders and staff will do their utmost to ensure the culture of the school supports these expectations. Alongside this comes responsibilities; behaving in accordance with these responsibilities means that the expectations of others are not infringed.

## STUDENTS

Expectations	Responsibilities
<ul style="list-style-type: none"><li>• An education that is stimulating, dynamic and that meets their needs.</li><li>• A classroom environment that is calm and conducive to effective learning.</li><li>• The provision of supportive pastoral care.</li><li>• A community that is free from bullying or discrimination.</li><li>• To be listened to, valued and understood.</li></ul>	<p><b>READY</b></p> <ul style="list-style-type: none"><li>• To be on time and well prepared for lessons and activities (including homework).</li><li>• To work to the best of their ability, take an active part in lessons and contribute positively to school life.</li></ul> <p><b>RESPECTFUL</b></p> <ul style="list-style-type: none"><li>• To show respect for every member of the Sevenoaks community (including online).</li><li>• To respond appropriately to the actions, opinions or requests of staff or other students.</li><li>• To be kind to others.</li><li>• To be mindful of surroundings and moderate tone and register of voice accordingly and language accordingly.</li></ul> <p><b>SAFE</b></p> <ul style="list-style-type: none"><li>• Maintain the trust of staff in the school.</li><li>• Uphold their physical and emotional safety and that of others in the community.</li><li>• Report any area of school life which is or has the potential to be unsafe.</li><li>• To observe the school rules.</li></ul>

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<sup>1</sup> For the purposes of this policy the Sevenoaks Community is defined as current students, staff, governors and parents/carers.

## STAFF

Expectations	Responsibilities
<ul style="list-style-type: none"><li>• To be respected and valued.</li><li>• To be able to enjoy their work and carry out duties unhampered by verbal abuse, threats or physical abuse.</li><li>• To have access to clear guidelines on school ethos and behaviour, including rewards and sanctions.</li><li>• To work in an environment where the atmosphere is conducive to effective teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>• To show respect for students, other staff and parents/carers.</li><li>• To promote and reward positive behaviour, by encouraging students to be Ready, Respectful and Safe.</li><li>• To work as a team to implement the Behaviour Policy.</li><li>• To keep students safe, including preventing bullying.</li><li>• To keep parents/carers informed of their child's progress – both educational and social.</li><li>• To keep tutors informed of concerns or incidents.</li></ul>

## PARENTS/CARERS

Expectations	Responsibilities
<ul style="list-style-type: none"><li>• To be informed of their child's progress as laid out by school policy.</li><li>• To have access to clear guidance on behaviour and discipline.</li><li>• To be updated in a timely way if their child is sanctioned for poor behaviour.</li><li>• To be updated with staff concerns about their child when they have been noted in school.</li><li>• To have the facility to discuss concerns over their child's behaviour.</li></ul>	<ul style="list-style-type: none"><li>• To encourage their child to understand the importance of positive behaviour in supporting their own learning and a successful school environment.<ul style="list-style-type: none"><li>• To reinforce the expectations that their child will be Ready, Respectful and Safe.</li></ul></li><li>• To support their child in being fully prepared for the term/day ahead.</li><li>• To support the application of either rewards or sanctions.</li><li>• To treat all members of the school community with respect.</li><li>• To support the safety of other students by picking up and dropping their child in a designated area (Duke's Meadow)</li></ul>

## Strategies

A careful programme of induction for all students at Years 7, 9 and 12 assists students in making those transitions and understanding our expectations and ethos. In addition, every student will go through the Student Code of Conduct with their Tutor at the start of the year and regular or specific reminders will be delivered through Tutor time and assemblies.

We believe that positive behaviour is most effectively reinforced when recognised, and where appropriate, rewarded. Similarly, when necessary, the discipline process, including support, sanctions or both, is used to emphasise the importance of effort and high behavioural standards.

Great care is taken when determining rewards, sanctions and support. Those responsible for behaviour in the school aim to achieve consistency across the community but above all else, **equity**. It is worth noting that, although two cases often seem alike, they rarely are. It is a legal obligation under the Equality Act to ensure that students with a disability, or who might be subject to indirect discrimination due to their circumstances, are treated justly in this regard, and that special educational needs and disability (SEND) are taken into account in the rewards or discipline processes. We are firmly committed to a broader definition of equity, however, and believe that every child is an individual and should be treated as such. Therefore, rewards, sanctions and support will be made according to an assessment of the needs and individual circumstances of the student concerned as well as the needs of the community as a whole.

## POLICY ON RECOGNITION AND REWARDS

### Rationale

Recognition and rewards increase motivation of all students and encourages positive self-esteem, aspiration, effort, and enjoyment of learning. We believe in the positive impact of recognising and rewarding positive student behaviours across academic, pastoral and co-curricular areas of the school. Recognition and rewards should be non-financial, well-understood by the school community, frequent, varied and cumulative. Recognition and rewards are given for many behaviours, including, but not limited to: effort, contributions to the school, hard work, kindness, engagement, exceptional performance, significant improvement. Staff at the school should feel empowered to recognise and reward students frequently, and at any time, and by any means they deem appropriate, to promote excellent behaviours and values across the student body.

### Processes

Recognition and rewards can be delivered in a variety of ways throughout the school. Below is a summary of the key ways in which recognition and rewards can be given by staff, and further details on the exact nature of each of these rewards can be found in the Staff Handbook, the school website, departmental policies and other documents.

- **Informal recognition:** for example, via oral or written praise, or emails, phone calls and postcards home.
- **Distinctions:** Recorded on ISAMS and sent to student and tutor – for notable effort in one of the following areas – Academic engagement, Making and performing, Service and social impact, Physical and outdoor education, Other (Teacher recommendation).
- **Colours:** Available for Service, Sport and Creativity, recognising outstanding commitment or contribution over time in one of those areas.
- **Prizes:** Recognising exceptional engagement in academic study or another aspect of school life over the course of a year.
- **Scholarships:** Awarded on admission for potential contribution to school life (and occasionally at other occasions for excellence) in different categories (Academic, Music, Sport, Drama). All scholarships are non-financial awards.

The above list is a summary of the main channels through which students can be recognised and rewarded and is not an exhaustive list.

## POLICY ON DISCIPLINE AND SANCTIONS

### Rationale

We aim to motivate students by reward and encouragement, but we acknowledge that, occasionally, a student's behaviour may fall below the standards which are set by the school and that the discipline procedure may be needed. In many cases, simply speaking to the student will be sufficient, but the Tutor and Divisional Head will be informed so that possible patterns of behaviour can be identified. Where speaking to the student is either insufficient or not commensurate to the incident, a sanction is likely to be given.

The discipline process and sanctions have a range of impacts. Primarily, we regard the process as educational for the student concerned. The process enables a student to examine their own behaviour and evaluate the impact of it on themselves and others. It also enables students to explore, with the staff member involved in the discipline process, the likely ramification of such behaviour in a non-school or post-school environment. On some occasions, a disciplinary incident provides insight into pastoral needs. Where this is the case, a sanction will be awarded if appropriate, but so too will individualised pastoral support to provide ongoing care for the student concerned. The discipline process and sanctions also have a deterrent effect for the community in providing an example that a given action is likely to result in a disciplinary consequence.

### The Process

The discipline process and any sanctions given should take place as soon as possible, be appropriate to the offence and to the student and their particular circumstances. Where it is believed that a process of restorative justice will be more beneficial than a sanction, then this approach will be explored as a first step.

On discovery of a misdemeanour the Tutor/BHM/Divisional Head will investigate, including talking to the student(s) concerned and taking a statement. If appropriate, the matter will be dealt with at this level. If the incident is of a more serious nature, it will be referred to the Senior Deputy Head.

Sanctions may include:

- A verbal warning
- A letter to parents/carers
- Removal from an activity
- Loss of privileges
- School based community service (such as helping with lost property)
- Confiscation (e.g. a mobile phone or iPad if it has been used inappropriately)
- Detention<sup>2</sup>:
  - **Tutor Detention.** Friday 16:15-17:15. (Thursday on an exeat weekend) Students collect litter/lost property or other forms of community service. Tutor writes to parents/carers.
  - **Divisional Head's Detention.** Friday 16:15-18:15. Students will spend the first hour in school-based community service and the second working under supervision in C3. Divisional Head writes to parents/carers.
  - **Senior Deputy Head's Detention.** Friday 16:15-18:15. Students will have a detention on Friday afternoon, spending the first hour in school-based community service and the second working under supervision in C3. Students will be set an essay or guided questions to reflect on behavioural principles. Senior Deputy Head writes to parents/carers.
- Suspension. This may be for 1 or more days, depending on the circumstances of the incident. It will take place as quickly as is reasonable. The Senior Deputy Head or (another Deputy Head) will call parents, and then confirm in writing.
- Removal from boarding. For students whose behaviour poses a risk to the boarding community. The Senior Deputy Head will call parents, and then confirm in writing.
- Withdrawal / Permanent Exclusion. For students whose behaviour poses a risk to themselves or others in the school community. The Head/Senior Deputy will speak with parents and then confirm in writing.

**No other punishments are acceptable.** Corporal punishment, or any action that could undermine, humiliate or deprive a student are not used. For a small number of students (including those with SEND) sanctions may prove to be ineffective, even counterproductive; in such cases, alternative strategies may be used.

Most sanctions at Sevenoaks are dealt with at Tutor/Divisional Head level and will not need to be escalated. For complex cases, or where a picture emerges which is of growing concern, Tutors will refer to the Divisional Head, who would refer to the Senior Deputy if required. If the case concerns a number of students in the same year, or the culture of a year group, then the Head of Sixth Form/Middle School/Lower School will be involved too.

### **PROCEDURE FOR HIGHER LEVEL SANCTIONS – SENIOR DEPUTY HEAD’S DETENTION / SUSPENSION/ PERMANENT EXCLUSION**

The Senior Deputy Head will talk with the Tutor and Divisional Head to discuss initial findings and context. If there are pastoral or safeguarding factors identified, the Pastoral Deputy will be present or briefed. The Senior Deputy Head will then meet the student as soon as can be arranged. In cases where the threshold is not immediately clear, Divisional Heads will talk to the student and may then escalate to the Senior Deputy Head.

#### **The Meeting**

All students who see the Senior Deputy Head for disciplinary matters will do so in the company of their Tutor and Divisional Head wherever possible. The Tutor is present as support for the student. In the case of a SEND student, the Tutor will flag this with the Senior Deputy Head and inform/consult the SEN department. The Divisional Head will take minutes of the meeting and, in a complex case, these can be read back and agreed by the student concerned.

The Senior Deputy Head and Divisional Head will investigate both behavioural and any connected pastoral issues with the student. If clear cut, the sanction and any other support measures will be communicated to the student in the meeting as well as our expectation for future conduct. The student will be encouraged to speak to their parents/carers if they have not done so already. A letter will be sent to parents/carers from the Senior Deputy Head, ideally once the student has had an opportunity to tell them.

In the case of a suspension, the Senior Deputy Head will phone the parents/carers to inform them and discuss the behaviour and pastoral support for the student. A letter confirming the decision will be sent from the Senior Deputy Head. The Headmaster will see the student, with the Divisional Head, on their return from suspension to reinforce future expectations.

### **PROCEDURE FOR WITHDRAWALS AND PERMANENT EXCLUSIONS**

For serious acts of indiscipline or gross misconduct, the Headmaster may ask the parents to withdraw a student or permanently exclude the student from the school. Examples of offences likely to lead to permanent exclusion include supplying drugs, serious theft, inappropriate sexual conduct or repetition of offences already marked by suspension. This is an indicative list only, and is not binding, nor fully inclusive.

If the school suspects that a student may be facing withdrawal or permanent exclusion from the school, the student will be interviewed as per the procedure for higher level sanctions (see above). Minutes of the meeting will be taken and should usually include a record of dates and times of interviews, any comings and goings from the room and where the student is in between interviews. If the investigation and interview is prolonged, arrangements will be made to meet the student’s needs, e.g. toilet breaks and refreshments.

Decisions are made according to the severity of the offence, previous track record and any extenuating circumstances. The Headmaster, or Senior Deputy Head in his absence, will meet relevant staff before a decision is made.

Every effort will be made to see the parent/carer personally or to contact them by telephone to explain the decision. If parents are separated or divorced, attempts will be made to contact both but the primary contact will be with the resident parent/carer or, in the case of boarders, the parent in the UK if there is one. Students will be kept in school or a boarding house until arrangements have been made for their journey home or to their educational guardian. Tutors of siblings will be advised as soon as possible.

A parent /carer may appeal against a permanent exclusion to the Chairman of the Governing Body using a form of application, obtainable from the Headmaster's PA. *See Sevenoaks School Parent Contract and the Complaints Procedure.*

### **Procedure for a Governors' Review of a Decision to Permanently Exclude**

An appeal for a review of a decision to permanently exclude a student may be made by parents/carers on one of the following grounds:

1. The guilt of the student for the alleged disciplinary offence has not been sufficiently established.
2. The offence was of an insufficiently serious nature to justify the action taken.
3. There were irregularities in the investigation of the alleged offence.

An appeal will be considered by a panel of three Governors. In addition to the form stating the grounds for the appeal, parents/carers may submit written evidence in support. They may also, if they so wish, be present in person to make their case.

### **Illegal Substance Testing Protocol**

Students may be tested for illegal substances, either to confirm if they have taken them (for example if a student denies taking substances when there is reasonable suspicion that they might have done so) or as part of a random testing programme following a confirmed breach of the school's policy on substance abuse as a condition of their return to school. Any student who is found using or in possession of smoking or vaping paraphernalia which may include illegal substances will be substance tested as a matter of course. This includes all refillable vapes, due to the rise in teen incidents of THC (Tetrahydrocannabinol) use nationally. In the case of the random testing programme, this will have been agreed in writing by their parents in advance.

#### **Procedure**

- The Deputy Head Pastoral or another senior colleague will take the student to the Health Centre at an agreed time.
- The test will be conducted by a school nurse in an en-suite room.
- The Deputy Head Pastoral will explain to the student that the school wishes to carry out a drug test and ask for their consent, and written confirmation with signature.
- If the student wishes to have a friend or Tutor (or parents) with them for support, this can be arranged.
- The nurse explains the test to the student and hands them the receptacle.
- The student goes into the en-suite to provide their sample.
- The student leaves the sample in the en-suite for the nurse, who will ensure the outside is clean and then place on the desk so that the Deputy Head Pastoral can read the result. The results will be shown to the student and a photo taken for records.
- In the case of a negative results, the school will inform the parent/carers immediately.
- In the case of a positive result, the Deputy Head Pastoral will contact the Senior Deputy Head to deal with the outcome. Parents will be contacted by the Senior Deputy Head or Headmaster.

### **Appeals against Sanctions**

The student or parent/carers should, in the first instance, speak to the member of staff who has set the punishment or to the Tutor/BHM.

The normal appeal hierarchy is the Tutor or BHM, then Divisional Head, then Senior Deputy Head, and finally the Headmaster. *See Complaints Policy.*

## ANTI-BULLYING POLICY

### Rationale

Instances of bullying are relatively rare, but the school is proactive in ensuring that staff and students know that bullying is unacceptable. The school aims to create an ethos of mutual respect between all members of the community, and to ensure all students are confident that reported instances of bullying and unkindness will be followed up swiftly, sensitively and effectively by staff. Bullying based on protected characteristics is taken particularly seriously.

### Definition

There is a continuum between teasing and bullying. Bullying, however, is defined as behaviour by an individual or group, sometimes repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can have serious long-term psychological impacts on those affected. It can take place between students, between student(s) and staff, or between staff. Bullying can be motivated by prejudice, by actual or perceived differences, for example race, religion, culture, sexual orientation, gender, homophobia, SEN, disability, or because a child is adopted or a carer. Bullying may involve an imbalance of power which makes it difficult for the victim to defend themselves.

Bullying can be:

- **Verbal** - Name calling, sarcasm, spreading rumours, persistent teasing or banter
- **Emotional** - Excluding, hiding possessions, threatening gestures, humiliation
- **Physical** - Pushing, hitting, kicking or threatening to do so
- **Homophobic or Transphobic** - Targeting someone because of their actual or perceived sexuality or gender identity.
- **Racist, religious, cultural or socio-economic** - Taunting, graffiti, or gestures which target someone because of their colour, cultural or socio-economic background or religious preference
- **Sexual** - Unwanted physical contact, comments, homophobic abuse
- **Sexist** - Imposing stereotypical views, targeting someone because of their sex
- **Cyber (electronic/digital/online means)** - Digitally through social network sites, mobile phones, text messages, photographs or other images, sexting, emails etc. This can happen at all times of day, with a potentially bigger audience.
- **Other** - for example related to Protected Characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

### Strategies

Throughout the school there is an emphasis on kindness and openness, and on consideration and respect for others. Differences such as ethnicity, gender or sexuality which can motivate bullying are openly discussed and students are made aware that bullying is unacceptable through assemblies, tutor groups, PSHEE, curriculum opportunities in lessons and Friday 4 lectures. Bystanders to bullying are regarded as complicit in the bullying itself. Our educational programmes and assemblies educate students on what a bystander is and our expectations in this regard. Annual awareness weeks are held to educate on diversity and inclusion. The policy is referred to in the New Parents' Handbook and it is also in the Staff Handbook. In addition, bullying is covered in new staff induction by the Deputy Head Pastoral and occasionally raised and discussed at staff meetings to ensure staff are aware of legal responsibilities, and that for some students with SEN or disabilities or who are LGBTQ+ the school may need to seek specialist skills. Feedback is received from students informally and through regular anonymous surveys.

If a student is being bullied, feels they are being treated unkindly or insensitively or made unhappy/ uncomfortable or feel that this is happening to someone else they should tell their Peer Mentor, Tutor, Divisional Head or the Deputy Head Pastoral or any member of staff they know and trust, or their parents who should inform the Tutor/Divisional Head.

The Tutor and Divisional Head will listen to what they have to say and agree what should be done next. With the exception of physical bullying (which is rare), problems can usually be dealt with discreetly by discussing the matter with the other person(s), and keeping all parents, as appropriate, informed. The focus is on the need for students to recognise and regret the impact of their deeds and words, and on reconciliation. This should occur as quickly



as possible before things escalate. In more complex situations, where hurt has been caused and inflicted on both sides, a process of restorative justice - reconciliation through mediated conversations in the presence of a Divisional Head - is always our aim. Experience shows that when sanctions are not immediately imposed, students are more likely to seek help and can be helped to understand and change their behaviour. Nevertheless, in some cases both education and a sanction will be appropriate.

When a case of unintentional unkindness or bullying has been dealt with, the Tutor and Divisional Head will speak to the student about two weeks later and again the following half-term. If the matter is unresolved, the matter will be dealt with more severely. Sanctions will depend on the severity of the bullying and the ages of those involved, ranging from a letter home and Divisional Head's detention to permanent exclusion in the case of intimidation and persistent bullying.

A bullying incident should be treated as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', and will be raised with the local safeguarding board.

All instances of bullying must be referred to the Deputy Head Pastoral, who will keep a record and review and evaluate policy annually.

The School's policy is based on Safe to Learn: Embedding anti-bullying work in schools, DCSF, revised November 2007 and has been revised to take into account non-statutory DfE advice *Preventing and Tackling Bullying* DfE October 2017 and Cyberbullying: Advice for Headteachers and school staff (2014).

## **ANTI-CYBERBULLYING POLICY**

### **1. Introduction**

*As noted in the Online Safety Policy, cyberbullying, along with all other forms of bullying, will not be tolerated at Sevenoaks School. Whilst any incidents of cyberbullying will be responded to in line with our Anti-bullying Policy, the following gives specific guidance and support for staff, students and parents on identifying, responding to and mitigating against cyberbullying.*

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Behaviour
- IT Terms of Use
- Online Safety
- Safeguarding

See also the following (attached to the policy):

Appendix 1 – Social media privacy settings

### **2. Definition of Cyberbullying**

Cyberbullying is bullying that takes place using electronic technology. This includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Online interactions between students have a significant impact on the school's culture. Sevenoaks School expects the same standards of behaviour online as apply in person; everyone should be treated with kindness, dignity and respect.

Examples of cyberbullying may include:

- Repeated unkindness or malicious comment via social media, text message or email.
- Creating, spreading or interacting with hurtful or embarrassing content.
- Non-consensual sharing of nudes or semi-nudes (illegal if the person in the image is under 18).
- Creating fake profiles on social media sites.
- Gaining unauthorised access to someone's gaming, email or social networking profile.

Cyberbullying is different from 'in-person' bullying because:

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a child even when they are alone.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Removing inappropriate or hurtful content once posted is extremely difficult.
- Children who are being cyberbullied are often bullied in person as well.

### **3. Training, Education and Support**

- All staff receive training in Online Safety in order to model best practice, support students and facilitate student education in this area.
- Online Safety is taught to all students throughout the curriculum and especially via the Technology curriculum, PSHE lessons, assemblies, external speakers and via Tutors.

- The school recognises that working alongside students to support them in their online activities is more effective than a prohibitionist approach. The school therefore aims to build and support digital agency for students.
- Equally, the school makes clear to students that with the rights they enjoy around the use of technology come responsibilities, chief among which is to remember that there is no distinction between online and in-person behaviour; both are 'real world' behaviours, and students must remember to behave appropriately and with kindness, whatever the medium.
- The school works in partnership with parents to help their children engage safely and responsibly with social media, and provides The Wellbeing Hub as a free resource.
- The school recognises the possible criminal nature of cyberbullying, and the DSL and other Pastoral Leaders attend regular training to keep up to date on legal responsibilities.

#### 4. Procedures

What to look for:

Students who are being cyberbullied may find it difficult to talk about their experiences. Research suggests that many children who are being cyberbullied don't tell their parents or teachers, so it's important to recognise the signs. They can be hard to spot, but some things to look out for are:

- Sudden or unexpected cessation in using their computer, mobile phone or tablet.
- Appearing nervous or jumpy when an instant message, text message or email appears.
- Avoiding school or socialising in general.
- Being angry, depressed or frustrated after using their phone, computer or tablet.
- Becoming withdrawn from friends and family members.

What to do:

If you are the victim:

- Don't retaliate or reply to nasty messages.
- Save the evidence – text messages, online conversations, social media posts, etc. Taking a 'screenshot' is the easiest way of preserving evidence of cyberbullying. If you are concerned about taking a screenshot, for example if this will be made clear to the sender, consider taking a photograph of the screen with another phone or camera. If the bullying takes the form of an indecent image, then a screenshot should not be taken, and the image should not be sent on. If possible, it should be shown to a trusted adult who can make notes on the content.
- Use 'block sender' features on your phone or social media sites to prevent further bullying.
- Tell someone about the incident: ideally, you should tell your Tutor, but any staff member friend, parent, or trusted adult should be able to help you or find someone who can.
- If you don't want to talk to a member of staff about the incident, ask a friend, family member or trusted adult to talk to a member of staff on your behalf.

If a student witnesses cyberbullying:

- Do not be enticed into sending retaliatory messages or posts.
- Do not forward unkind messages (or inappropriate images) to others; you then become complicit in the wrongdoing.
- Do not do nothing – if you see any messages or posts which are hurtful or intending to cause harm, you MUST report this to the school. You can be sanctioned as complicit in a cyberbullying offence later on if it is discovered that you were a 'bystander' (e.g. party to an online conversation, even though you weren't contributing to it) and did not report the bullying. You are a bystander if you read it, see it, or hear about it.

- Accompany the victim to a trusted adult or suggest that you see their Tutor or Divisional Head on their behalf.
- If possible, save the evidence of the bullying via screenshots<sup>2</sup>.
- Remember to report the post if it's on a social networking site. (See below for more tips on how to protect yourself and report offensive posts on Social Media Platforms).

If a member of staff witnesses an incident of cyberbullying or has it reported to them:

- Reassure and support the students involved.
- If the student has evidence of the cyberbullying, with the student's permission take their phone or device on which the evidence is stored directly to the DSL or Divisional Head for further advice.
- Advise them that you are required to pass the details on to the relevant member of the pastoral team.

What will happen?

- Cyberbullying incidents will be dealt with in line with the school's Anti-bullying policy. The school will respond to any concerns when they occur, even if they take place offsite.
- There is an increased likelihood of a cyberbullying incident involving a criminal offence than in-person bullying.
- Any incident involving images or videos generated by or of children under the age of 18 that are of a sexual nature will be dealt with according to the guidance set out in the Online Safety Policy and the relevant sections of KCSIE.
- 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.
- Under the Protection from the Harassment Act 1997, it is an offence to send a 'credible threat' of violence, harassing communications targeting specific individuals or 'cyberstalking' communications targeting specific individuals.
- Under the Crime and Disorder Act 1998, it is an offence to send any race- or religion-based threats or aggravated communications targeting specific individuals.
- Under the Criminal Justice Act 2003, it is an offence to send any disability- or sexual orientation or transgender identity-based threats or aggravated communications targeting specific individuals.
- In all of the above scenarios, alongside any school-based sanctions, advice will be sought from the school's safeguarding partners, namely Kent Safeguarding and the Police.

How can I keep my content secure?

- It is good practice to ensure your privacy and security settings allow you to control who can see the content you share. Please be aware however, that content can still be easily screenshotted and shared more publicly.
- Ensure your devices are protected with a secure pin or passcode to protect your personal data, images, videos and accounts.
- Make sure you have strong passwords on all your accounts, and you update these passwords on a regular basis. Remember not to share your password with anyone.
- Remember to log out of accounts when using public WiFi connections.
- Discuss these same issues with your friends and family as you could become a target if their privacy settings are not up to date.

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<sup>2</sup> As above.

- Always be sure who you're befriending or talking to online. Never give out your personal details, including your mobile number and social networking sites if you don't know the person you're talking to. Make sure the person is exactly who they appear to be.
- Use your school email address for school business and personal email for your private life; do not mix the two accounts. This includes file sharing websites e.g. YouTube.

## **Appendix 1 – Social media privacy settings**

### **Snapchat**

- **Blocking** - When you use the blocking feature, the person you block can't view your snaps or your Snap story and they can't send you snaps either.
- **Privacy settings** - Only those who you add as friends can view your snaps. If someone who you haven't added sends you a snap, you will get a notification, but you have to add them as a friend to see what they sent you. You can change who can see your snaps by changing your privacy settings.
  - On Your Camera Screen, tap on the Bitmoji (the ghost icon in the top left) to go to your Profile Screen.
  - On your Profile Screen, tap on the "Settings" gear icon in the top right.
  - Scroll down until you come across the "Who Can ..." section.
  - Select an option and tap on the back button to confirm.
- **Dealing with the Find Friend feature**
  - This feature lets people who have access to your phone number find your Snapchat profile by using your number.
  - Tap on the "Settings" gear icon in the top right of your Profile Screen.
  - Tap on "Mobile Number."
  - Look for "Let others find me using my mobile number."
  - Tap the icon next to it to exclude your number from this feature.
- **Reporting** - If you experience harassment, or bullying, you can report inappropriate snaps.
  - Press and hold on the Snapchatter's name, tap 'More,' and tap 'Report.'
- **Location** - Locations in Snapchat are shown in 'Snap Maps'; there are three options for who can see your location: only me, select friends and my friends. Maintain caution when considering sharing your location, especially on the 'my friends' option.

### **Instagram**

- If you see evidence of unacceptable or offensive material on INSTAGRAM, remember to take a screenshot (unless it is an indecent image) and show this evidence to a parent/guardian/staff member.
- **Blocking** – When you use the blocking feature, the person you block will no longer view your posts or be able to search for your Instagram account.
- **Report It** – You can report inappropriate posts, comments or people by using the built-in reporting features in the app.
- **Delete or Reporting comments** - You can flag or delete a comment as abuse or spam by swiping left on it.
- **Privacy Settings** - You can adjust your privacy settings to make your account private. This means that anyone who wants to see your photos or videos, followers, or following lists will have to send you a follow request for you to approve or ignore.
- **Location Settings** - Users choose when they share location on each post. As with Snapchat, maintain caution when considering with whom to share your location.

### **WhatsApp**

- If you see evidence of unacceptable or offensive material on WhatsApp, remember to take a screenshot (unless it is an indecent image) and show this evidence to a parent/guardian/staff member. You will need to provide a screenshot to WhatsApp if reporting content to them.

- **Blocking** - If you block someone, they can no longer send you a message, however you will need to delete someone as a contact in your phone book if you don't want them to see your profile on WhatsApp.
- **SPAM** - If you receive a message from an unknown number, you will immediately be asked if you know this contact or if you would like to report it as spam. You should never accept or respond to find out who the message is from.
- **Privacy Settings** - To control who can find your profile picture and your status, or when you were last online, there are privacy settings that can be adjusted so either 'everyone' on WhatsApp can see your profile picture, just 'your contacts' which are the contacts in your phone book, or nobody.

## **TikTok**

- **Privacy settings** - If you have a private account, your friends will need to follow you and you will need to approve them in order for them to see your videos. Please check your privacy settings on TikTok.
- **Blocking** - If someone is bothering you on TikTok, you can block them.
  - Find the user's profile. The user can be found in your following/fans list.
  - Tap on the triple dots at the top right corner. This will open a menu of options.
  - Choose "Block" and confirm.
- **Deleting** - If a fan is bothering you, you can swipe left to delete them.
- **Reporting** - If you see inappropriate content on TikTok, you should report it by clicking on the button with three dots and then click 'report abuse'. Should you violate the community guidelines, your account may be removed without warning.

## **Facebook**

- **To block messages from someone on Facebook:**
  - Click at the top right of the page
  - Open the conversation with the person you'd like to block
  - Click in the top right of the chat box
  - Click Block > Block Messages and Calls
- **To change who can add you as a friend:**
  - Click the top right of any Facebook page and click Settings.
  - Click Privacy in the left column.
  - Click Edit next to Who can send you friend requests?
  - From the dropdown menu, click Everyone or Friends of Friends.
  - If someone's bothering you on Facebook, the best way to stop them is to block them. You can also Unfriend them so only your friends can post on your timeline.

To fully secure your social media accounts, you should turn on two-factor authentication.

## **POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS**

This policy was based on DCSF document *Non-statutory Guidance for Schools in England*, 2 November 2007 and reviewed in light of DfE *Use of Reasonable Force*, July 2013.

Use of force to control or restrain students at Sevenoaks School is very rarely necessary. Students are well behaved and there is a good relationship between students and between students and staff.

### **Aims**

To enable all staff who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Injuring themselves or others.
- Committing a serious breach of good order and school discipline, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Causing serious damage to property (including a student's own property).

The provision applies when on the school premises (including visiting students) and when on an authorised activity outside of the school. Students, including Prefects, do not have the right to use reasonable force for the purpose of controlling or restraining other students.

### **Definitions**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

*Reasonable* - means using no more force than is needed in the circumstances.

*Control* - means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact, such as leading a student by the arm out of a classroom.

*Restraint* - means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

school staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **When Can Reasonable Force be used?**

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headmaster has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. 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. In accordance with the 2010 Equality Act, reasonable adjustments will be made for disabled students or students with special educational needs.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To prevent a student from attacking a member of staff or another student, or to stop a fight.
- To restrain a student at risk of harming themselves through physical outbursts.



***It is unlawful to use force as a punishment.***

### **Using force**

Where possible, a verbal warning should be given before force is used. As far as possible, force should not be used unless another responsible adult is present to support or help.

### **Recording Incidents**

The Deputy Head Pastoral will retain a record of all such occasions (except minor or trivial incidents). This may help prevent any misunderstanding or misrepresentation of the incident. The member of staff concerned should tell the Deputy Head Pastoral, or another senior member of staff if they are not available, and provide a written report on the Incident Record Form (available on Firefly or from the Deputy Head Pastoral) as soon as possible afterwards.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

The Deputy Head Pastoral, or member of staff to whom the incident is reported, will need to consider whether the parents of the child concerned should be contacted immediately or at the end of the school day, and whether parents should be told verbally or in writing.

### **Complaints**

Parents should refer to the Complaints Policy if they wish to make a complaint about the use of force. A dispute about the use of force by a member of staff may lead to an investigation, either internally or, in more serious cases, by the Police and Social Services Department under child-protection procedures.

### **Physical Contact with Students in Other Circumstances**

There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, Music or Technology, or if a member of staff has to give first aid. Contact with a student may also be appropriate where they are in distress and need comforting. Teachers will use their own professional judgement when they feel a student needs this kind of support. There may be some children for whom contact is particularly unwelcome.

The policy is to be reviewed annually, or sooner if an incident arises.

## **SEARCHING, SCREENING AND CONFISCATION POLICY**

*Based on DfE Advice on Searching, screening and confiscation: advice for schools (2022) and Running a School Boarding House: a Legal Guide (BSA).*

### **Authority to Search, Screen and Confiscate**

Teaching staff are authorised in principle to search students or their possessions. An individual decision to search will normally be delegated to the Senior Deputy Head or Deputy Head Pastoral, but on a trip would be the responsibility of the trip leader. In accordance with the Equality Act 2010, the school will make reasonable adjustments for students based on their age, and any special educational needs or disability.

A student can be searched, with their agreement, for any item banned under the school rules. Students, or their rooms or property (including phones and other devices), may be searched, without consent, where there are reasonable grounds for suspecting the student has or has used prohibited items. (As part of a search, the school may use a breathalyser to test a student where there is reasonable suspicion that they have consumed alcohol). Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and nicotine products including (but not limited to) cigarettes, cigarette papers, vapes, snus, and nicotine pouches
- 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 the property of, any persons.
- The school can also search for any item banned by the school rules which has been identified as an item that can be searched for, which includes vaping paraphernalia. The search may only be carried out where the student is within the care of the school, for example on school property or on school trips.

### **Procedure for Searching**

A search should be undertaken in an appropriate location away from other students, to protect the privacy and reputation of the student. It should only take place on school premises, or where the member of staff has legal charge of the student (e.g. on a school trip).

The member of staff conducting the search should be the same sex as the student and another member of staff, ideally also the same sex as the student, should be present as a witness. In a boarding house, the Boarding Housemaster/mistress would normally conduct the search.

In exceptional circumstances, a search of a student of the opposite sex or without a witness present may be carried out, but only where it is either:

- reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately;
- where it is not reasonably practicable for the search to be carried out by a member of staff of the same sex, or;
- it is not reasonably practicable to summon another member of staff.

## The Search

- A member of staff may search a student's outer clothing, pockets, possessions (including the contents of a mobile phone), desks or lockers.
- Students may only be asked to remove outer clothing. This means any item of clothing which is not worn wholly next to the skin, or immediately over underwear.
- Possessions, desks and lockers should only be searched in the presence of the student and another member of staff unless there is a risk of serious harm to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- A member of staff is able to search lockers, desks or other personal spaces at the school for any item provided the student agrees.
- A member of staff is able to search for prohibited items (see list above) without the consent of the student, or if the student withdraws consent.

## Strip Searches

It is extremely unlikely that a strip search (i.e. one involving the removal of more than outer clothing) would be necessary at the school. School staff are **not authorised** to undertake such a search which can only be carried out by police officers in accordance with PACE (Police and Criminal Evidence Act 1984) Codes A and C. Such a search may only take place if it is believed necessary to remove an item related to a criminal offence, and the officer reasonably considers the student has concealed such an item.

In such extreme circumstances, staff (in this case the Headmaster, Senior Deputy Head or Pastoral Deputy) should consider whether calling the police to undertake a strip search is absolutely necessary or proportionate. The effect of such a search on the student's mental and physical wellbeing should be balanced with the risk of not recovering the suspected item.

If the police are called, the decision to strip search lies with them, and the role of the school and its staff is solely to advocate for the safety and wellbeing of the student involved. If the strip search is authorised by the police, then wherever possible, the parents of the student suspected of concealing an item will be informed in advance of the search, and invited to attend as the "appropriate adult" should they wish or be able to attend. Parents/carers will always be informed once a strip search has taken place.

## The Police Process

The search must be carried out in a location which is private and where the student cannot be seen by anyone not involved in the search.

Police officers carrying out the search must be of the same sex as the student. An appropriate adult (there to safeguard the rights, entitlements and welfare of the student) should be present. This person could be a teacher or parent/carer or relative of the student) and should also be the same sex as the student, unless the student states otherwise.

Except in urgent cases, the strip search must not take place without an appropriate adult, unless the student explicitly states that they do not want an appropriate adult present and the appropriate adult agrees. A record should be made of the student's decision and signed by the appropriate adult.

## After the Search

Students should be given support, irrespective of whether a suspected item is found or not. Safeguarding the student will be the primary concern of the school and a supportive process will be put in place which involves relevant pastoral staff and the designated safeguarding lead. If a prohibited item is discovered safeguarding staff will be cognisant that it could mean that the student is involved, or at risk of being involved, in antisocial or criminal behaviour and criminal child exploitation. A search may, therefore, play a vital role in identifying a student who would benefit from early help or referral to the local authority children's social care services (see *Safeguarding Policy*)

## Screening

From time to time, to provide reassurance to students, staff and parents, the school employs the services of drugs dogs to check the campus for illegal substances. If the dog handler believes the dog to have made a discovery, then regular search and confiscation procedures, outlined above, will apply.

### **Confiscation<sup>9</sup>**

Any banned or prohibited item found as a result of a search, or which the school considers harmful or detrimental to school discipline, will be confiscated. Tobacco or cigarettes, vaping equipment, alcohol and fireworks will be disposed of. Controlled or illegal drugs will be passed to the police or destroyed, on the advice of the local police. Weapons will be handed to the police. Stolen items will be returned to the owner where known; otherwise high value items will be handed to the police. Other items will be returned to the parent or destroyed.

Pornographic images may be disposed of unless there are reasonable grounds to suspect that possession constitutes a specified offence (i.e. it is an extreme or indecent image of a child) in which case it must be delivered to the police as soon as practicable. Members of staff should never intentionally view any indecent image of a child or copy, print, share, store or save such images. If such images are suspected, the member of staff should alert the Senior Deputy Head or Deputy Head Pastoral who will follow the principles laid out in *KCSIE* and *Sharing nudes and semi-nudes: advice for education settings working with children and young people*. A note of the content of any inappropriate images will be made before they are deleted.

### **Record Keeping**

A record should be kept of any incidence of a student being searched on school premises or on a school trip. The designated safeguarding lead (Deputy Head Pastoral) will be informed where a student is found to be, or suspected of being, in possession of a prohibited item or if the staff member believes the search has revealed a safeguarding risk. This will be recorded in the school's safeguarding reporting system.

The record will include:

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

If the designated safeguarding lead finds evidence that the student is at risk of harm, they should make an immediate referral to children's social care services.

### **Communication with Parents/Carers**

Parents will always be informed if their child or their child's possessions has been subject to a targeted search on school premises or on a school trip. For routine searches parents would not be notified unless an banned item is found. Any complaints the parent(s)/carers have will be dealt with through the normal School Complaints Policy.

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<sup>9</sup> Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for loss, or damage to, any item they have confiscated, provided they have acted lawfully.

## Annex 1 – Student Code of Conduct

### RESPONSIBILITIES

The school expects that students act in a way which is conducive to them, and to others around them, having a positive and purposeful experience at school.

The most **fundamental principles** are that all students, at all times, should be **ready** to learn, **respectful** of all in the community, and **safe**.

This includes:

#### READY

- Working to the best of their ability, taking an active part in lessons and contributing positively to school life.
- Being on time and well-prepared for lessons and activities (including prep). Being punctual and prepared for:
  - Registration
  - Assembly
  - Lessons
    - Be prepared for the lesson with the right materials out and ready on the desk at the start.
    - Mobile phones should be off and away before entering the classroom.
    - Be focused on the lesson.
    - Ensure notes and work are organised effectively (ask for help from teacher/Tutor if needed).
    - Follow specific rules for certain subjects/areas (e.g. laboratories/swimming pool/workshops etc.)
  - Organised school activities
  - Submission of homework

#### RESPECTFUL

- Showing respect for every member of the Sevenoaks community (including online).
- Being kind and treating others in a way which enhances their experience at school.
- Using positive language and acting in a way which enhances the learning experience in lessons.
- Responding appropriately to the actions, opinions or requests of staff or other students.
- Respecting the property of the school and of individuals within it.
- Maintaining the trust of staff in the school who supervise and provide care for them.

#### SAFE

- Behaving at all times in a way which facilitates and does not undermine their own safety and that of others.
- Respecting the rules about bounds and areas of the campus which should not be accessed without supervision.
- Observing the school rules.
- Listening to safety instructions in class, co-curricular activities, during free time, and on school trips.
- Safeguarding personal property, including devices, money and uniform and personal items.
  - All items brought to school should be clearly labelled, and large sums of money (over £30) either not brought to school (day students) or handed to house staff (boarders).
- Reporting any area of aspect of school life which is or has the potential to be unsafe.

### SCHOOL RULES

#### When do the rules apply?

Rules apply throughout a student's school career.

**Day Students** – rules apply from the time students leave home until they have returned home. When a day student is involved in an incident with a boarder, both students are jointly and equally subject to the school rules, and to those rules governing the conduct of boarders.

**Boarding Students** – rules apply throughout the school term except for weekend leave and other periods of leave.

**Trips and Activities off-site** – rules also apply for trips or activities which take place off-site, whether in term time or during school holidays.

The rules also apply to all students when they are **outside** the jurisdiction of the school (i.e. in the care of parents/carers) if their safety or another's safety, or the culture or reputation of the school, is considered to have been compromised.

The table below is a list of Sevenoaks School rules. It indicates the rules and the reasons for them, and what a student might reasonably expect to occur if they breach these rules.

## SCHOOL RULES

<b>Behavioural Principle:</b>  <b>Students should be:</b>  <b>1. READY</b> to learn <b>2. RESPECTFUL</b> of all members of the community <b>3. SAFE</b>	<b>Usual Sanction if rule is broken.</b>  The nature of the sanction will depend on the precedence (a first offence will be viewed differently to repeat behaviour) and severity, and the needs of the individual as well as the broader community will be taken into account.
<b>1. <u>BE READY – TO ENSURE A SAFE AND PURPOSEFUL ENVIRONMENT IN WHICH ALL STUDENTS CAN LEARN AND FLOURISH.</u></b>	
<u>Stay on campus during lessons.</u> <ul style="list-style-type: none"> <li><b>Years 7-8</b> must not leave campus during the school day without the permission of their Tutor.</li> <li><b>Years 9-11</b> must not leave campus except to Mr P's at lunch time.</li> <li><b>Years 12-13</b> must not leave campus except to go to Mr P's at break time, and permitted areas of town (see map) at lunch time.</li> </ul>	Warning / Tutor Detention
Students should not eat lunch in a restaurant in town	Divisional Head's detention
<u>Use mobile devices/headphones appropriately.</u> Mobile devices and headphones should never be visible, audible or used in lessons without the teacher's consent. <ul style="list-style-type: none"> <li><b>Years 7-11</b> must keep their phone in their bag or a locker during the school day. Phones must not be visible during the day.</li> <li><b>Years 12-13</b> may use their phone around campus but not in shared social spaces with other year groups, (eg. café and dining room). They must not take it out in lessons unless invited to do so.</li> </ul>	Warning / confiscation / Tutor Detention
<b>Observe uniform regulations.</b> <i>(See Uniform and kit lists)</i>  Students may wear school-branded Canterbury PE kit on Saturdays. Students should not: <ul style="list-style-type: none"> <li>Wear items of clothing which are not uniform.</li> <li>Wear their uniform without regard for the regulation style/colour or length of clothing.</li> <li></li> </ul>	Warning / uniform card / Tutor Detention / letter to parents
Attend school-organised lessons and activities:  <ul style="list-style-type: none"> <li>Timetabled lessons</li> <li>Friday 4/year group talk</li> <li>Games</li> <li>Service/CCF</li> <li>Detention</li> </ul> Failure to attend	Divisional Head's detention

<b>Behaviour should allow all members of the class to learn</b>  Students should not: <ul style="list-style-type: none"> <li>• Talk over the teacher or fellow students.</li> <li>• Distract other students or hold conversations which are not related to the lesson during class time.</li> </ul>	Warning / Referral to Tutor / Tutor Detention / Divisional Head's detention
<b>2. BE RESPECTFUL – to ensure an environment where all feel included, supported and a sense of belonging. Behaviour in school should be appropriate to the school day and show respect for peers and staff:</b>	
<b>Respect school furnishings.</b> Students should not chew gum on campus in school hours and should dispose of gum in a bin.  Students should not damage school furnishings or equipment	Warning/Tutor Detention  Warning/Tutor/Div Head's detention or above depending on damage. (Parents may be billed for damage)
<b>Academic Honesty – students should <u>respect</u> their own academic ability and potential. Students must not:</b>  Students must not:	
Submit homework which is plagiarised (not their own work).	Warning / Tutor Detention
Submit plagiarised work as a draft for an external exam course (coursework or IA) or University application.	Divisional Head's detention / Senior Deputy Head's detention
Submit plagiarised work for an external exam course or University application.	Suspension and possible disqualification from the course
<b>Behaviour and Character – Students should treat the school community with respect and consideration and maintain the trust of their peers and the staff who supervise and care for them.</b> <b>Students must not:</b>	
Be late	Warning / Tutor referral
Be rude	Tutor Detention/ Divisional Head's detention
Ignore or challenge in an inappropriate manner the request or directive of a member of staff.	
Lie	
Be malicious, harass, discriminate against or bully another member of the community including the use of racist, sexist or homophobic language (either in person or online). (See Anti-Bullying Policy)	Divisional Head's detention / Senior Deputy Head's detention / Suspension
Misuse the school IT systems (see IT Service Terms & Conditions at Annex 2).	All occurrence of discrimination or harassment against someone due to a protected characteristic, or perceived characteristic will be reported to the EDI lead.
Bring the school into disrepute.	
Damage property (whether belonging to a member of the community or the school).	Damage as a result of reckless or malicious behaviour will carry a sanction and costs will be charged through the school bill.
Students should not: engage in public displays of affection which would embarrass or distract others.	Warning/ Tutor Detention



Students must not sexually harass or abuse another person through comments/innuendo or by kissing/touching them without their consent.	Senior Deputy Detention/Suspension/Permanent Exclusion
Students must not possess or show/send indecent or inappropriate images to another person (whether in or outside of the school community).	Senior Deputy Detention/Suspension/Permanent Exclusion
Students must not: Steal or cause damage to the property of another member of the community.	Senior Deputy Detention/Suspension/Permanent Exclusion

<b>3. BE SAFE – to ensure the physical and emotional safety of every student</b>	
<b>Sexual conduct: to ensure student and community safety:</b>	
Students must not have consensual sexual or intimate contact or intercourse with another person on the school premises or whilst in the care of the school.	Suspension / Permanent Exclusion
<b>Substance abuse – to ensure student and community safety, students must not buy, possess, supply or take harmful substances.</b>	
Students in Years 7-11 are not permitted to consume or bring on to school site highly caffeinated energy drinks which are labelled as not recommended for children.	Tutor Detention/ Divisional Head's detention
Students must not smoke or vape, supply, carry or store any tobacco or nicotine products including (but not limited to) cigarettes, vaping equipment, snus and nicotine pouches or be in the company of those consuming the above items, in school, on a school trip or in town.  Students caught using or in possession of smoking or vaping paraphernalia which may include illegal substances will be substance tested as a matter of course.	Divisional Head's detention (first offence if no endangerment to others) / Senior Deputy Head's detention
Students must not possess, supply or drink alcohol or take a legal high or be in the company of those drinking alcohol /or taking a legal high in school, town (unless in the care of their parents), or on a school trip. Boarding students over the age of 18 are allowed <b>one</b> drink to accompany a meal (sanctioned by the BHM) in a restaurant. Boarding students must not return to house intoxicated.	Senior Deputy Head's detention or Suspension (plus possible ban from school trips)
Students must not possess or use illegal substances (including non-prescription medicines) or be in the company of another student using illegal substances. See illegal substances testing procedure. <sup>1</sup>	Senior Deputy Head's detention/ Suspension / Permanent Exclusion
Students must not supply drugs (including over the counter or prescription drugs) to a member of the community, or to anyone in the wider community.	Senior Deputy Head's detention/ Suspension / Permanent Exclusion
<b>Physical Safety around campus (or outside of school)</b>	
Students must not: Endanger themselves or others (either through recklessness or intentional harm).	Divisional/Senior Deputy Head's detention/Suspension/Permanent Exclusion
Students must not: <ul style="list-style-type: none"> <li>Go outside of school delineated areas (see also out of bounds map Annex 3): <ul style="list-style-type: none"> <li>High Street between Temple House and Manor House (use the tunnel to cross the Upper High</li> </ul> </li> </ul>	Warning/Tutor/Divisional Head/Senior deputy Head Detention /Suspension.

<sup>1</sup> Parents must inform the Health Centre if their child is on prescription medication which they will need to take during the school day. Consent must be sought from the Health Centre for this, for all students. Non-prescription medications for minor ailments are available from the Health Centre.

<p>Street).</p> <ul style="list-style-type: none"> <li>○ Oak Lane</li> <li>○ Post Office tennis courts, unless for school sport.</li> <li>○ St Nicholas' churchyard</li> <li>○ The pond on Duke's Meadow.</li> <li>○ The woods behind the Science block and around the athletics track.</li> <li>● Climb on the walls/roofs of buildings.</li> <li>● Be in another person's boarding house bedroom if a visitor to the boarding house.</li> <li>● Visit any private residence, including their own or another's student's family home, during the school day without prior permission.</li> <li>● Be in a single toilet with another person.</li> </ul>	
<p>Possess a dangerous implement:  <i>This includes: a catapult, laser light pen, weapon, explosives or fireworks.</i></p>	
<p>Students must:          Respect the school environment and the safety of other students.          Students should not skateboard, rollerblade or cycle through school grounds.</p>	<p>Tutor/Divisional/Senior Deputy Head's detention.</p>
<p><b>Transport – to avoid congestion and minimise danger.</b></p>	
<p>Students brought to school by car should be dropped/picked up at the designated point in Duke's Meadow car park.          Students should not be dropped in the Manor House/Claridge House car parks.</p>	<p>Warning / letter to parents</p>
<p>Students may not park on the school site or use a car during the school day.</p> <p>Parents must take responsibility for students driving to school, parking near school, or giving lifts to other students. A student giving a lift to another student must have parental permission (from both sets of parents/carers).</p> <p>Day students who wish to ride a bicycle to school must register their bicycle with their Tutor. Bicycles must be clearly marked, parked in an approved place, and not ridden in the day, except to and from school. They must be fitted with working front and rear lights, and cyclists should wear a helmet and luminous harness. A suitable lock is also advised.</p>	<p>Warning / Tutor Detention</p> <p>Divisional Head's detention          Senior Deputy Head's detention /          Suspension</p> <p>Senior Deputy Head's detention /          Suspension</p>
<p>Boarding students may not drive a car when in the care of the school (unless for driving lessons). Nor may they drive a car (unless accompanied by their parent) between home and school or keep a car in the vicinity of the school.</p> <p>Boarders may not accept lifts from any student or parent without written permission from both sets of parents.</p>	<p>Senior Deputy Head's detention /          Suspension</p>

## Annex 2 – IT Services Terms & Conditions (all users)

As a member of our school community, you will have access to personal data and information about others within our community. We must ensure that all students and staff are protected from potential harmful and inappropriate online material and/or behaviour. It is important that you protect your own personal data, as well as data belonging to other students and staff, to prevent any breaches, unauthorised access to our systems and data, and harm to others. These Terms of Use accompany the School's Online Safety Policy and set out key points from the Policy. Please refer to the Policy for further details.

**We require all students to read and sign these IT Terms of Use before IT access is given.**

Sevenoaks School recognises that the internet and electronic devices (such as computers, tablets, mobile phones, smart watches, games consoles and social media) are an important part of everyday life and can present positive and exciting opportunities, as well as challenges and risks. These Terms of Use apply to the use of, and access to technology, both on and off-site.

Breaching these Terms may result in:

- Withdrawal of school network access
- Disciplinary action under the Behaviour Policy, including involvement of your parents / carers and, in extreme cases, the police or other authorities

This list explains the rules that you must follow:

### I will:



- Use a strong password and multi-factor authentication to access school systems
- Change my password if I think someone knows my password or has accessed my account
- Log off after use and set automatic lockout on personal devices e.g. mobile phone or tablet
- Only save files required for learning and school activities, and delete files I no longer need
- Report unsuitable/offensive websites or material to my Tutor or Divisional Head straight away
- Report issues of security or internet misuse to a member of staff or the IT Service Desk straight away
- Keep my own personal information safe (e.g. home address, phone number, banking details)
- Keep the personal information relating to members of the school community safe
- Respect the work and ownership rights of others and follow relevant copyright laws
- Use the internet and school devices (e.g. desktop PC, iPad) for education/research purposes only
- Use appropriate, responsible language when communicating with others
- Take good care of school IT equipment including PCs, tablets, and TVs

### I will not:



- Attempt to download, view, or pass on any offensive or illegal material (see the Online Safety Policy for details)
- Make inappropriate usage of social media whilst at school (see the Online Safety Policy for details)
- Send or publish content that is offensive, bullying, abusive or hateful
- Attempt to bypass any systems designed to keep the school safe (e.g. internet filtering)
- Take, edit or distribute images, video or audio of students, staff, or school property without permission
- Use or access another users' account or files (even if left unattended or with permission)
- Share my password for any school accounts with anyone, including staff, friends, or parents
- Click on links or attachments in emails, unless I am certain of their source
- Use the school printers for non-school related use
- Use my school email for personal reasons
- Store personal emails and data, such as images, music, or videos on my school OneDrive
- Change, damage or remove school software, hardware, or data
- Use front-of-class equipment (PCs, projectors, sound systems) unless asked by a member of staff
- Use my school email address for non-school related purposes

For the safety and security of the school community, all online activity including emails, messages, and internet use may be monitored and if required, passed to an external authority.

For more information contact the IT Service Desk via [servicedesk@sevenoaksschool.org](mailto:servicedesk@sevenoaksschool.org)

**I have read and accept these Terms of Use and understand my IT access may be withdrawn if I breach these conditions.**

Signed .....

Date .....

### Annex 3: Out of bounds map



POLICY SIGN-OFF AND OWNERSHIP DETAILS	
Document name:	Behaviour Policy
Version Number:	V3.1
Approved by	Education Committee 14.10.2025 Board of Governors 09.12.25
Date Approved:	9 <sup>th</sup> December 2025
When does version take effect from:	1 <sup>st</sup> January 2026
Date for Review:	Summer Term 2026
Consulted with (Departments / Area of Service / Job Title):	Senior Leadership Team
Author:	Senior Deputy Head
Owner (if different from above):	

REVISION HISTORY			
Version	Date	Revision description/Summary of changes	Author
V2.1	May 2024	Update to policy minor changes and change on mobile phone use which is in line with the new government guidance.	Senior Deputy Head
V3.0	July 2025	Policy re-focussed around three behaviour principles – ready, respectful, safe	Senior Deputy Head
V3.1	October 2025	Extension of definition of tobacco or nicotine products and inclusion of own family home or that of another students as prohibited	Senior Deputy Head