

# COGNITA



BRIGHTON COLLEGE  
(SINGAPORE)

## SOP.09.26 Behaviour Policy (Senior School)

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| Author                        | Sarah Herlinger – Deputy Head, Pastoral |                |
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### 1. Purpose

Brighton College (Singapore) seeks to encourage and reward good behaviour by creating a respectful, well-ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others, so as to develop their self-knowledge, self-esteem and self-confidence.

### 2. Scope

Good behaviour is actively modelled by a caring and supportive professional body of staff, whose actions set the tone for discipline in the school and who strive to encourage and reward children regularly and openly. The celebration of achievements as a community forms an essential part of the policy. Poor behaviour is dealt with constructively according to a clear range of hierarchical sanctions and discussed in a reasonable way between pupil, parents and teachers wherever possible. The school seeks to explore the reasons that cause poor behaviour and, by reasonable discussion in which children take an active part and are encouraged to confront their actions, find strategies to encourage all pupils to behave well. It goes without saying that we expect pupils, parents and teachers to take an equally active role in the encouragement and enforcement of good behaviour. In all cases, the trust and confidence between the College, parents and pupils is a key component of the ongoing educational relationship.

### 3. Guiding Principles

- Staff are expected to model the positive behaviours we expect to see in our pupils
- Staff have high expectations of pupil conduct and behaviour, commonly understood and applied consistently and fairly
- We celebrate positive achievements as a community
- Poor behaviour is dealt with constructively and we primarily seek to understand the causes of the poor behaviour
- Pupil behaviour must not disrupt teaching, learning or school routines
- We have a hierarchical framework for sanctions and utilise these if the previous sanction has not delivered the required outcome
- Staff, pupils and parents are all active participants in the pastoral development of pupils and should take active roles in encouraging and enforcing good behaviour
- Staff will make decisions about behaviour, consequences and sanctions based on the evidence available. In all disciplinary matters, decisions will be reached on the

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balance of probabilities; that is, whether it is more likely than not that the alleged behaviour occurred.

### 4. Application

This policy applies throughout the school day. The school day runs from 08.50am to 3.40pm on school days.

For the purposes of this policy the 'school day' includes all supervised activities on school premises, school-organised trips and visits, and travel to and from school while in uniform or identifiable as a Brighton College pupil. The Behaviour Policy also applies to any school-related activities, whether during or outside these hours, if they affect school order, pupil relationships, or the school's reputation.

### 5. Zero Tolerance Behaviours

There are four things which will not be tolerated at Brighton College:

1. **Theft**
2. **Bullying**
3. **Involvement in drugs**
4. **Sexual misconduct** (which includes sexual activity on school grounds, sharing of nudes and semi-nude images and/or videos, and sexual violence and sexual harassment)

Staff, pupils and parents should be aware that pupils may be expelled if they are found to be involved in any of these activities, whether in or out of school hours, and on or off school premises. This is outlined in Section 8 'Sanctions Framework' under Level 5 – Serious Sanctions.

### 6. Attendance and Punctuality

Regular attendance and punctuality are essential to pupils' academic progress, wellbeing and safeguarding. All pupils are expected to attend school every day unless prevented by illness or another authorised reason, and to arrive punctually, ready to learn. Attendance is monitored through the College's electronic registration system (ISAMS). In the Senior School, attendance is recorded at the start of each lesson, enabling the College to monitor attendance throughout the school day and to identify any unexplained absence promptly. Parents are expected to notify the College of any absence as early as possible and provide appropriate information to enable accurate recording of attendance. Persistent lateness, truancy and unauthorised absence are regarded as breaches of this Behaviour Policy and may result in sanctions in line with the College's graduated sanctions framework.

Where concerns arise regarding a pupil's attendance or punctuality, the College adopts a supportive and graduated approach. Form Tutors, the Deputy Head (Pastoral) and the Safeguarding Team monitor attendance patterns and work in partnership with pupils and parents to identify any barriers to regular attendance. Appropriate interventions may include meetings with parents, attendance monitoring, individual support plans and referrals to pastoral or safeguarding support where appropriate. Attendance data and intervention measures are reviewed regularly to evaluate their effectiveness and to ensure that pupils receive timely support. Full procedures for attendance, absence reporting and lost or missing child protocols are contained within the College's **Attendance and Lost or Missing Child Policy**.

### 7. Pupil Code of Conduct

Developed and agreed by the 2025/26 Senior School Council and Pupil Leaders, this Code of Conduct represents a shared agreement on the Brighton College Singapore values and the behaviours expected of all pupils. These expectations apply in their daily conduct, while at the College, and whenever they are representing the College.

#### Curiosity

**We will approach every day with a willingness to learn, explore and grow.**

- We will ask questions, seek understanding and embrace new ideas.
- We will challenge ourselves to step outside our comfort zones and try new experiences.
- We will adopt a growth mindset, recognising that mistakes are opportunities to learn.
- We will take responsibility for our learning and always strive to do our best.
- We will be open-minded to different perspectives, cultures and experiences.
- We will focus on our own journey, celebrating our progress rather than comparing ourselves to others.
- We will listen carefully to others, knowing that everyone has a voice and something valuable to contribute.
- We will contribute positively in lessons and engage fully in the opportunities available to us.

#### Confidence

**We will have the courage to be ourselves and the determination to make a positive difference.**

- We will believe in our ability to learn, improve and succeed.
- We will speak and act with honesty, integrity and respect.
- We will take responsibility for our choices and be accountable for our actions.
- We will persevere when challenges arise and demonstrate resilience in the face of setbacks.
- We will stand up for what is right and seek support when something is wrong.
- We will follow school policies, expectations and routines, understanding that these help everyone to thrive.
- We will wear our uniform smartly and take pride in our appearance and conduct.
- We will use positive language that encourages, supports and inspires others.

#### Kindness

**We will create a community where everyone feels valued, safe and respected.**

- We will treat others with kindness, empathy and understanding.
- We will welcome new people and ensure that everyone feels included and valued.
- We will celebrate diversity and respect the differences that make each person unique.
- We will show zero tolerance towards bullying, discrimination, unkindness or exclusion.
- We will consider the impact of our words and actions on others.
- We will support and encourage one another, recognising that everyone faces challenges.

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- We will care for our school environment by keeping it clean and respecting property, equipment and shared spaces.
- We will contribute positively to our community and strive to leave every situation better than we found it.

### Together

Through curiosity, confidence and kindness, we will create a school community where every pupil can flourish, belong and achieve their full potential.

### 8. Rewards System

Brighton College (Singapore) is strongly committed to a policy of encouragement of all types of endeavour and the reward of both success and commitment. Much of this is communicated by praise and appreciation, in writing and orally.

#### Distinctions

- Distinctions can be awarded by **any** teacher for **any** pupil and will be recorded on ISAMS
- When recorded, the member of staff will note why they are awarding a distinction: **Progress, Participation or Partnership**
  - **Progress** rewards academic success
  - **Participation** looks to award pupils in co-curricular events
  - **Partnership** is in recognition of pastoral contributions
- There will be a weekly focus for distinctions to ensure momentum for rewards

#### Effort Certificates

Throughout the year, Effort Certificates will be awarded in Senior School assemblies for an accumulation of distinctions:

- Bronze (6 distinctions)
- Silver (12)
- Gold (18)
- Platinum (24)
- Diamond (30)
- Opal (45)
- Sapphire (60)
- Ruby (80)
- Emerald (100)

These are awarded in key stage assemblies, end of term assemblies and end of year presentation assemblies. The Head of College, or Deputy Head of Senior School, then personally congratulates each recipient.

#### Additional Academic Rewards

- **Achiever of the Term Awards:** awarded by the Head of College to individuals or groups once per term for outstanding achievements
- **Head of College's Certificates:** awarded at Speech Day to those pupils whose effort in reports has been excellent for the whole academic year

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- **Department Prizes:** awarded by Departments at the end of each year for excellence in a particular subject area, with consideration given to the three Pillars: Progress, Participation and Partnership.

### Sport Commendations

- Colours (representative/full): badge, brooch, tie
- Posts: termly captain and vice-captain
- Cups for competitions inside and outside of school
- Outstanding sporting achievements recognised in assemblies and annual Sports Awards.

### Pastoral Commendations

- **House Awards:** awarded by House Co-ordinators at the end of each term
- **House Points:** linked to the Distinctions (as above) and awarded separately for House competitions and achievements. Overseen by the Assistant Head Co-Curricular.

### Special Prizes and Posts

- Prizes for 'endeavour' and 'service', awarded at Speech Day.
- Posts include Head Boy and Head Girl, Prefects and House Captains.

**Communication with Parents:** Tutors should seek to share news of rewards with parents via email where possible.

## 9. Sanctions Framework

The school has a clear set of sanctions and discipline measures. All sanctions are designed to be constructive and provide opportunities for reflection, discussion and resolution of concerns which are to the benefit of the pupil and the school community. Misdemeanours in school will be dealt with in line with the age of the pupil and the severity and frequency of the offence.

All sanctions and rewards are recorded centrally on the school's information management system, ISAMS. There is a central log (CPOMS – Serious Sanctions) of sanctions imposed for serious misbehaviour, allowing any patterns in such behaviour to be identified.

For this policy, 'professional judgement' means that staff will consider the context, the severity of the incident, the pupil's age and maturity, their behaviour history, and any other mitigating or aggravating factors relating to the incident.

### Level 1: Verbal Warning

**When used:** Low-level pupil misdemeanour or first-time infringement.

**Process:**

- Staff to give clear verbal warning to pupil to encourage them to stop the behaviour and make a positive choice going forwards
- Staff to allow pupil take-up time to correct the behaviour

### Examples (not exhaustive):

- Talking when the teacher is talking
- One-off lateness to lesson without good reason
- Causing low-level disruption to the lesson
- Falling below expectations in terms of work output
- Failing to bring required equipment to lessons
- Incorrect uniform
- Unkindness to a peer
- Lack of manners or respect to staff
- Homework not completed by the agreed deadline

**In the case of homework:** This will likely result in the work being presented to the teacher at 08:45am the following morning.

**Expected outcome:** Pupil to correct behaviour immediately.

### Level 2: Behaviour Point

**When used:** Continuation of low-level pupil misdemeanour, second-time infringement OR if the member of staff exercises professional judgement that the misdemeanour is serious enough to warrant a Behaviour Point without a verbal warning.

### Process:

- Staff to remind pupil that a verbal warning had been given and that they were given the information and time to correct the behaviour
- If the incident is serious and immediate (e.g. negative behaviour towards any member of the community or behaviour that puts any member of the community's safety at risk), a Behaviour Point can be awarded immediately
- The Behaviour Point is recorded on ISAMS (with description of the misdemeanour)
- The tutor and parents are automatically alerted via email and the Parent Portal respectively.

### Examples:

- Repeated lateness to lesson without good reason
- Continuing to disrupt the learning of others
- Continuing to fall below expectations in terms of work output
- Continuing to fail to bring required equipment to lessons
- Incorrect uniform not rectified, or jewellery put back on following removal
- Homework not completed by the second agreed deadline (likely 08:45am the following morning)
- Carelessness which results in damage to school or pupil property

**Expected outcome:** Pupil to correct the behaviour. Tutor to discuss incident with tutee and reinforce message from sanctioning member of staff.

### Level 3: Subject Teacher/Tutor Detention

**When used:** Accumulation of three Behaviour Points within two weeks (even if awarded for different incidents) OR for high-level pupil misdemeanour if the member of staff exercises

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professional judgement that the misdemeanour is serious enough to warrant a detention without a verbal warning or a Behaviour Point.

### Process:

- Staff (likely tutor if due to accumulation of Behaviour Points) to inform pupil that low-level misdemeanours have continued or accumulated and that, therefore, a detention will be issued
- Staff member to record detention on ISAMS and parents are alerted
- Detention to take place after school (3:40pm – 4.00pm) for 20 minutes with an appropriate member of staff
- Detention to take priority over other activities
- Restorative conversation/piece of work (e.g. letter of apology) to take place during the detention or pupil to complete the late homework

### Examples:

- Accumulation of Behaviour Points
- Significant unkindness to other pupils or disrespect to staff
- Child-on-child abuse (bullying)
- Late homework not completed by third deadline
- Damage to school or pupil property
- Failure to follow the Acceptable Use Policy

**Expected outcome:** Pupil to correct the behaviour. Tutor and parents to be aware of concerns via email and the Parent Portal respectively.

### Level 4: Senior Leadership Detention

**When used:** Accumulation of three Subject Teacher/Tutor Detentions within a half-term (even if awarded for different incidents) OR for serious pupil misdemeanour if the member of staff exercises professional judgement that the misdemeanour is serious enough to warrant a detention without a verbal warning, a Behaviour Point or Level 3 Detention first.

### Process:

- Staff (likely SLT member) to inform pupil that staff have serious concerns about the pupil's conduct or attitude to learning and therefore an SLT (Level 4) detention will be issued
- SLT member to write home to parents to inform them of the sanction and record of email to be posted on CPOMS under 'Behaviour'
- SLT member to discuss with Deputy Head Pastoral and Designated Safeguarding Lead and record detention on ISAMS
- Detention to take place at 3:40pm for 40 minutes (ending 4:20pm) with SLT member
- Detention to take priority over all other activities
- Restorative conversation/piece of work (e.g. letter of apology) to take place during the detention

### Examples:

- Accumulation of Level 3 detentions
- Serious concerns about pupil conduct
- Child-on-child abuse, including but not limited to bullying, harassment and sexual harassment, online abuse, physical abuse.

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- Truancy
- Behaviours which may damage the reputation of the school
- Deliberate and malicious damage to school or pupil property
- Failure to follow the Acceptable Use Policy causing a serious or safeguarding concern
- Ongoing and significant concern about academic engagement

**Expected outcome:** Pupil to correct the behaviour. Tutor, SLT and parents to be aware of concerns via email home and record on CPOMS. Tutor and SLT to monitor pupil behaviour and update CPOMS with action points as appropriate. Parent meeting in school, if appropriate.

### Level 5: Serious Sanctions

**When used:** Ongoing serious concerns about the behaviour and conduct of a pupil, especially following previous SLT detention(s) and meetings with parents, OR one-off incident of significant concern that endangers others or puts the College's reputation at risk.

#### Process:

- Head of College and Deputy Head Pastoral to meet with pupil and parents
- Tutor invited to attend meeting as support and advocate for the pupil
- Head of College to outline concerns to pupil and parents
- Discussion about future of pupil at the school and serious sanctions to be imposed
- Discussions to be recorded on CPOMS

#### Level 5 Sanctions include:

##### *Internal Suspensions*

- Imposed by the Head of College for serious breaches of the Behaviour Policy and Code of Conduct.
- Suspensions can be imposed for up to three days and are served in school under supervision of staff.
- A letter informing parents of an internal suspension will be sent and parents invited to attend a formal meeting with their child and relevant teachers.
- The pupil will be encouraged to take full responsibility for their actions and to actively seek to understand and explain the consequences, as well as how they can avoid a reoccurrence of the incident.
- The school will make available a counsellor if necessary to enable full and productive considerations of the issues causing poor behaviour.
- A pupil/parent/school contract should be signed as a result of this meeting.
- All suspensions will be placed on the pupil's school record.

##### *External Suspensions*

- Imposed by the Head of College, external suspensions can run for a number of days and the pupil is required to stay at home, or out of school, while suspended.
- The procedures are the same as internal suspension in all other respects.
- External suspensions are used where senior staff consider behaviour to have been very unacceptable and where a pupil has already been internally suspended and behaves very poorly again.

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- An external suspension is very likely to be used immediately in cases of theft, bullying, drugs, sexual misconduct, or any criminal or other dangerous activity.
- Fighting or aggressive behaviour is likely to lead to an external suspension.
- Rude, undermining or aggressive behaviour towards a member of staff is likely to lead to an external suspension.
- The Head of College may place a pupil on a final warning if behaviour has been extremely poor or persistently poor.

### *Permanent Expulsion*

- Expulsion will generally only be considered when all other sanctions have been used or if the pupil has exposed the school and others in the school to serious danger, or if the pupil's actions represent a very serious breach of the school rules.
- Persistent poor behaviour when on a final warning may also lead to a pupil being asked to leave the school, or poor behaviour when already on a behavioural contract/Pupil Support Agreement could lead to a pupil leaving the school.
- In addition, the Head of College reserves the right to require the withdrawal of a pupil in accordance with the College's Terms and Conditions where the relationship of trust and confidence between the College and the parents has irretrievably broken down.
- All stakeholders should note the **Brighton College (Singapore) Terms and Conditions, Clause 56**, which states: *"A Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head of College shall act with procedural fairness in all such cases. Parents will be given a copy of the review procedure current at the time. The Head of College's decision may be subject to an independent or Management Committee's Review, if requested by a Parent. The Pupil shall remain away from School pending the outcome of the Review."*

### **Examples:**

- Accumulation of Level 4 detentions
- Persistent poor behaviour despite previous sanctions and parental involvement
- Physical violence, fighting, or aggressive behaviour
- Serious safeguarding concerns
- Child-on-child abuse (including bullying, harassment, sexual harassment, online abuse, physical abuse, and discriminatory language or behaviour, including racist, sexist or other discriminatory remarks).
- Sexual misconduct (including sexual violence, sexual harassment, and sharing of nude or semi-nude images)
- Possession or use of unauthorised firearms or other weapons
- Involvement with drugs, alcohol, smoking, or vaping
- Supply, possession, use, or purchasing of controlled substances, solvents, or their paraphernalia
- Theft or blackmail
- Deliberate and malicious damage to school or pupil property
- Vandalism and computer hacking
- Racism, discrimination, or intimidation
- Truancy
- Refusal to cooperate with school investigations or searches for banned items
- Persistent attitudes or behaviour inconsistent with the School's ethos
- Serious or ongoing failure to follow the Acceptable Use Policy, particularly where safeguarding concerns arise

- Ongoing and significant concern about academic engagement (in conjunction with other behavioural concerns)
- Making malicious allegations or deliberately false allegations against staff
- Any other serious misconduct which affects the welfare of members of the School community or brings the School into disrepute

**Expected outcomes:** At the discretion of the Head of College.

It is explained to pupils at the start of every year, at an age appropriate level, what behaviours would lead to a pupil being asked to leave the school: theft, bullying, involvement in drugs and sexual misconduct. In each case, this is regardless of whether the action takes place out of school hours or away from the school site. The Head of College makes it clear each term that if anyone is treating others as less valuable and less important than them, they may forfeit their place at Brighton College: we will not accept demeaning or discriminatory behaviour that diminishes others.

**Note:** In all cases, the Head of College reserves the right to use discretion when deciding on the most appropriate sanction. The trust and confidence of the relationship between the College, parents and pupils is a key component of the ongoing educational relationship.

### 10. Additional interventions for ongoing challenging behaviour

The pastoral team at Brighton College (Singapore) aim to build our pupils' personal resilience and self-advocacy to prepare them for life beyond school. As young people in our care, we are determined to ensure all pupils can identify at least one trusted adult in school to share any concerns with, to receive guidance from and to be supported in their educational journey.

Early support and intervention for behavioural challenges may come from one or more of the following staff within the school; Form Tutor, Head of Key Stage (KS3 and KS5), Deputy Head (Pastoral), School Counsellor, DSL or any member of the safeguarding team, SENCO and Learning Support. This is not an exhaustive list and all staff will support any pupil as appropriate.

If a child displays continuous challenging behaviour, the following action should be considered in addition to the aforementioned steps:

#### Pupil Support Agreement

- A pupil who requires additional support following a particular incident, a pattern of behaviour, or ongoing concerns regarding school expectations may be placed on a **Pupil Support Agreement (PSA)**.
- The PSA is a personalised support plan which outlines the strategies, pastoral support and reasonable adjustments available to the pupil, identifies their trusted adult and key pastoral contacts, and sets out the agreed expectations and targets to be met over a specified period.
- A PSA may be implemented following a Level 5 Serious Sanction as part of a supported return to school, or as an early intervention where additional pastoral support is required. It is intended to help the pupil succeed and remain fully engaged in school life. The agreement is developed in partnership with the pupil and parents and must be signed by the pupil, their parents and the relevant member of staff.

### Pupil Support Card

- An individual Pupil Support Card will be put in place for a two week period (with an option to extend) to capture and monitor pupil behaviour and academic performance.
- This will be put in place when concerns are raised by a Form Tutor following many low level concerns from members of staff and/or as the outcome of a parent meeting where concerns were discussed.
- This can be used alongside a Pupil Support Agreement.
- Parents and SLT to be informed before this is put in place. The Deputy Head Pastoral will centrally communicate all Pupil Support Cards to Senior School staff.

### Removal from the Classroom and Pupil-Teacher Interviews

- It is rare for the removal of a pupil from a class to be necessary.
- However, in cases where a member of staff feels that a pupil needs to be removed from a classroom in order to restore a harmonious atmosphere conducive to learning (for example, in the case of bullying and/or where the physical safety of other pupils is at risk) the assistance of another (ideally senior) colleague should be sought.
- Following any serious indiscretion in a class, an interview with a senior pastoral colleague should be facilitated as soon as possible. This may be with the Deputy Head Pastoral or Head of College and can include the teacher involved. Individual pupil needs will be considered.

### Letters Home and Parental Meetings

- The main point of contact for many parents will be the Form Tutor.
- If there is a cause for concern about any pupil due to a high number of verbal warnings or staff complaints or detentions, these members of staff will communicate with home via letter (or more informally, by telephone and email).
- It is anticipated that parents and teachers would consider holding a meeting about pupil behaviour and progress if there is any cause for concern on either side, even if relatively mild.
- These meetings will not prevent other minor sanctions being used but will allow good communication between school and home that may address the major issues causing poor behaviour.
- The school will always seek to work in partnership with parents as far as is reasonably possible.
- From these meetings Pupil Support Agreements may be drawn up and signed to enable pupils and parents to actively participate in the solutions and to show they both understand the expectations the school has of their behaviour and to agree to adopt measures which all parties believe will encourage better behaviour.
- Such contracts are personalised for the pupil and relate to their specific areas of concern.

## 11. Special Educational Needs and Disabilities (SEND)

Brighton College (Singapore) is committed to treating all pupils fairly and making reasonable adjustments for pupils with disabilities, in accordance with local law and best practice.

All teachers are expected to be familiar with general teaching strategies that are appropriate for pupils with Special Educational Needs and Disabilities (SEND) in order to engage them in the classroom and minimise poor behaviour. Brighton College (Singapore) takes note of section 102 of the UN Convention on the Rights of the Child – Singapore (2017) which states *‘Singapore’s vision is to be a caring and inclusive society where persons with*

*disabilities are empowered to achieve their fullest potential and participate fully as integral and contributing members of society*'. In addition, teachers should always refer to the Individual Educational Plan (IEP) of such pupils in order to apply specific strategies pertinent to their needs.

The College takes particular care to ensure that the operation of this policy does not discriminate against pupils with a disability. The College will:

- Implement its behaviour strategies proportionately so as to achieve the legitimate aims of maintaining academic and behaviour standards and protecting the needs, well-being and interests of other pupils and staff.
- Make reasonable adjustments for disabled pupils both to the operation of this policy and to the disciplinary sanctions imposed to avoid putting a disabled pupil at a substantial disadvantage in relation to non-disabled pupils. This might mean applying different sanctions, or applying them in a different way.

The emphasis is on 'reasonable' adjustments: the College is not required to undertake all possible adjustments irrespective of cost or practicalities.

The College seeks to work collaboratively with the parents of a disabled pupil whose behaviour is, or is likely to, give rise to concern, and expects the same in return from parents. The College's aim will be to support the pupil whilst balancing its responsibilities towards other pupils and staff. Where sanctions are under consideration, the College will consider whether an intended sanction is proportionate in the context of the treatment of other incidents of similar conduct and whether lesser and/or previously untried sanctions might be appropriate and effective.

### 12. Safeguarding Pupils and Child-on-Child Abuse

Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The College has a zero-tolerance approach to abuse in order to prevent harm to pupils.

The following types of behaviour are likely to be considered child-on-child abuse:

- Bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence and/or sexual harassment (which may include an online element which encourages sexual violence)
- Causing somebody to engage in sexual activity without consent
- Upskirting and/or attempts to commit upskirting
- Consensual and non-consensual sharing nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The College's policy and procedures with regard to child-on-child abuse are set out in our Safeguarding Policy. If behaviour and discipline matters give rise to a safeguarding/child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils or staff, the Designated Safeguarding Lead and Head of College takes a leading role in decision making. Disciplinary action may

be taken whilst other investigations by the police and/or local authority children's social care are ongoing, but only after careful liaison with external agencies and having due regard to the UK's statutory guidance: "Keeping children safe in education" and the UN Convention on the Rights of the Child.

If any member of staff has suspicions that pupils are engaging in any activity of this nature, they should inform the relevant member of Senior Leadership Team (SLT) immediately. The suspicions will then be investigated. The school's Anti-Bullying Policy sets out in more detail our response and approach if bullying is suspected. Where the matter may be a Child Protection concern, the Safeguarding Policy must be consulted, specifically in relation to referring the concern externally where a pupil is in need or at risk of harm.

Pupils who are found to have made malicious allegations against members of staff will meet with the relevant member of the SLT, in the knowledge that they face a very serious sanction.

### 13. Appeals and Review of Sanctions

Brighton College (Singapore) believes in fairness and transparency in the application of sanctions. Pupils and parents have the right to request a review of a sanction if they believe it has been applied unfairly or disproportionately.

#### Grounds for Appeal

An appeal may be requested on the following grounds:

- The sanction was applied inconsistently with this policy
- The sanction was disproportionate to the severity of the incident
- Relevant facts were not considered or were misunderstood
- Procedural fairness was not followed
- There are significant mitigating circumstances that were not taken into account

#### Appeal Process

##### **Step 1: Informal Discussion (within 2 school days)**

- The pupil or parent should first speak informally with the member of staff who issued the sanction to discuss their concerns.
- Many issues can be resolved at this stage through clarification and discussion
- The outcome of this discussion should be noted.

##### **Step 2: Formal Appeal to Form Tutor (within 5 school days)**

- If the informal discussion does not resolve the concern, the parent should submit a formal written appeal to the Form Tutor.
- The appeal should clearly state the grounds for the appeal and any supporting evidence.
- The Form Tutor and/or Key Stage Lead will review the appeal and meet with the pupil and parent within 5 school days.
- The Key Stage Lead will consult with the member of staff who issued the sanction and any other relevant staff.
- The Key Stage Lead will communicate the outcome in writing within 3 school days of the meeting.

### Step 3: Formal Appeal to Senior Leadership (within 5 school days)

- If the pupil or parent remains dissatisfied with the outcome of Step 2, they may submit a formal written appeal to the Deputy Head Pastoral.
- The appeal should clearly state why they disagree with the decision taken at Step 2.
- The Deputy Head Pastoral will review the appeal and meet with the pupil and parent within 5 school days.
- The Deputy Head Pastoral will communicate the outcome in writing within 3 school days of the meeting.

### Step 4: Appeal to Head of College (for Level 5 sanctions only)

- For Level 5 sanctions (internal suspension, external suspension, or permanent expulsion), if the pupil or parent remains dissatisfied, they may submit a formal written appeal to the Head of College.
- The Head of College will review the appeal and meet with the pupil and parent within 5 school days.
- The Head of College's decision is final.
- The Head of College will communicate the outcome in writing within 3 school days of the meeting.

### Principles of Appeal Review

- Appeals will be reviewed objectively by staff not directly involved in the original incident where possible.
- The pupil and parent will have the opportunity to present their case.
- All relevant evidence will be considered.
- The review will focus on whether the sanction was applied fairly and in accordance with this policy.
- The review will not substitute the professional judgement of staff unless the sanction was clearly unreasonable or procedurally unfair.

### Possible Outcomes

- **Sanction upheld:** The original sanction stands.
- **Sanction modified:** The sanction is reduced or adjusted (e.g., detention shortened, or changed to a different sanction).
- **Sanction overturned:** The sanction is removed entirely.

### Record Keeping

- All formal appeals (Steps 2, 3, and 4) will be recorded on CPOMS.
- The grounds for appeal, the review process, and the outcome will be documented.
- Records will be kept for a minimum of one academic year.

### During the Appeal Process

- The pupil will continue to serve the sanction while the appeal is being reviewed, unless the Head of College decides otherwise.
- For Level 5 sanctions, the Head of College may decide to suspend the sanction pending the outcome of the appeal.

**Note:** This appeals process does not apply to Level 1 (Verbal Warnings), as these are informal and immediate corrections. However, if a pupil or parent believes a pattern of verbal warnings is unfair, they may raise this concern with the Form Tutor.

### 14. Monitoring and Review

The College reviews behaviour trends, sanctions, rewards, attendance and intervention measures regularly through analysis of ISAMS and CPOMS data. This information is used to evaluate the effectiveness of behaviour strategies, identify emerging trends and inform continual improvement of pastoral systems. This policy is reviewed annually by the Senior Leadership Team or sooner if required following legislative, regulatory or operational changes.

### 15. Related Policies and Documents

Information about the College's pastoral support services, safeguarding procedures and behaviour expectations is communicated through induction, the Parent and Pupil Handbooks, assemblies, tutor time and the College's published policies.

- Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Digital Safety Policy
- Staff Code of Conduct
- Acceptable Use of Technology Policy
- Pupil Support Card
- Pupil Support Agreement
- EduTrust Guidance Document Version 4.6 (GD4)