



Serva Fidem

# Behaviour and Sanctions Policy

This policy is reviewed annually to ensure compliance with current regulations.

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## Introduction

This policy relates to the whole school including the Early Years Foundation Stage.

Kingswood House School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment encourage pupils to become life-long learners and responsible citizens. These values underpin, **The Kingswood House Way (KHW)**, the school's six-point code of conduct. The KHW encourages pupils to think carefully about their own behaviour particularly in relation to others. Many aspects of the policy follow DfE non-statutory advice '*Behaviour and Discipline in Schools*' (February 2014) and '*Getting Simple things right*' (2011)

The school pays much attention to promoting and celebrating good behaviour in assemblies, and throughout the school community in a variety of whole school and individual initiatives. Positive behaviour and values are further encouraged through a system of rewards and sanctions. Teamwork and leadership skills are developed within the classroom and through our extensive programme of extra-curricular activities which promote mutual respect and trust.

As part of our Behaviour and Sanctions Policy Kingswood House School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Full details are set out in the school's Anti-bullying policy.

It is important to note that behavioural expectations within the school are appropriate to the age and stage of the pupils. The language and terminology (e.g. the term bullying) used in this policy is adapted when discussed with younger children, in order that they might understand the concepts.

**Corporal punishment** is prohibited for all pupils at Kingswood House School. This applies to all members of staff, including those acting in loco parentis such as volunteers, and guidance is given to all members of staff on the circumstances in which physical intervention is allowable – please see paragraph below on physical restraint.

## Geographical Application

This policy applies to behaviour of pupils in the School, its grounds and outside of the school premises. In accordance with DfE, '*Behaviour and Discipline in Schools*' (2014), 'teachers have the power to discipline pupils for misbehaviour outside the school premises "to such an extent that is reasonable".'

This may include:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

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

We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

### **Teaching and Learning**

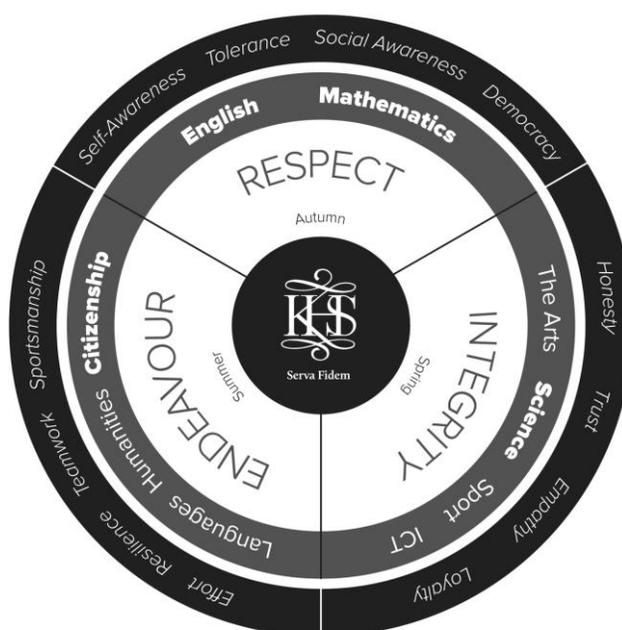
Kingswood House School aims to raise the aspirations of all its pupils and to help them appreciate that there are no barriers to their potential achievements both inside and outside the classroom. The KHW encourages the boys to ***'do your best to be your best self'***. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Many issues are discussed in form periods and in our comprehensive PSHE programme. The Deputy Head and Divisional Heads, give teachers and pupils extra support particularly if pupils are experiencing behavioural problems. Members of our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

The class teacher has prime responsibility for pastoral care. This includes:

- giving rewards and sanctions
- watching out for children who are behaving out of character
- looking for signs of distress and upset.

Through talking and listening to children, suspected child protection issues may be picked up and reported to the Headmaster or the DSL for further investigation. Discipline during morning and afternoon break times is monitored by the staff on duty.

## The Kingswood House Way



The three precepts of Respect, Integrity and Endeavour underpin the nucleus of The Kingswood House Way. We believe that the need for young people to have emotional tools, such as resilience, as well as academic knowledge, has never been more important. Our boys are encouraged and inspired every day so that they grow in self-esteem and achieve more than they believe is possible.

### School Rules and Regulations

The school rules and regulations are designed to encourage positive behaviour too. It is important to note that school rules and regulations are appropriate to the age and stage of their development, so there may be some variations particularly in the foundation stage. Rules and regulations are displayed in handbooks and may change from time to time.

*Treat other people as you would like them to treat you*

1. Forgive
2. Share
3. Be honest
4. Listen to each other
5. Be kind and helpful
6. Do your best to be your best self

## **General Conduct**

- Pupils must show respect and politeness to one another, staff and visitors. Pupils should open doors, stand back for teachers and visitors, offer to carry things – be helpful and thoughtful. Say ‘Good morning’ or ‘Good afternoon’ when you meet staff or visitors.
- Pupils must be punctual.
- Pupils should move around the school quickly, quietly and sensibly.
- Pupils should not run while inside; they must walk in the corridors and staircases, keeping to the left.
- Pupils should always treat everyone’s property with sense and care. Pupils should always keep within recognised, safe and sensible boundaries.
- Pupils should never use bad language, even if they think that others cannot hear.
- Pupils should never bring sweets into the school, especially not chewing gum, and never drop litter.
- Pupils should never tease or bully in any way.

## **In Class**

- Pupils must be on time for class and always have the right work and equipment.
- Pupils should follow instructions.
- Pupils should do their classwork and homework, meet all deadlines, concentrate on doing their own work and allow others to do theirs.
- Pupils should work in silence unless told otherwise by the teacher.
- Pupils should keep hands, feet, objects and unhelpful comments to themselves.

## **School Bounds**

- Pupils must not leave the school premises during school hours unless accompanied by a parent or an authorised member of staff.
- During break the school buildings are out of bounds unless ‘wet break’ arrangements are in force or pupils are answering ‘Question of the Day’. Areas behind the new teaching blocks, in front of Langlands and behind the French Room are out of bounds as are any outdoor store. During the Autumn and Spring terms, the field is also out of bounds.
- Pupils must not enter classrooms without the permission/presence of a teacher.

## **Access**

- Pupils should not arrive at school before 8.15 a.m. when a member of staff is on duty in the playground unless permission has been granted by the Headmaster. Children arriving earlier than 0815 will have to go to Breakfast Club and will be charged if they arrive before 0800. Rec-Year 2 children should wait in the outside area by their classrooms with their parent/carer and should be handed over to their class teacher at 8.30am.

## **Morning and Lunchtime Breaks**

- All pupils must go outside during break. In wet weather all pupils must go to their Year group classroom where they will be monitored by a form teacher. All Lower Prep return to their classrooms at 1330.

- Pupils should play sensibly on the Adventure Trail with no jumping from heights and adhere to the rules, i.e. no climbing over the top bar on the rope or metal ladder, no feet allowed on the upper rope on the rope walk and no feet on or beyond the 3rd bar on the wood ladder. No one is permitted on the Adventure Trail unless a member of staff is on duty.
- Pupils must not wear shoes when using the sandpit.
- Dangerous games such as British Bulldogs are not permitted.
- During the summer pupils may be allowed to play on the field as well as the playground and Astro turf pitch.

### **Travelling to and from School**

- Pupils must travel to and from school in the correct uniform.
- A letter from parents is required if pupils are to travel to and from school alone.

### **Mobile phones**

- Mobile phones and electronic games are not allowed in school except in exceptional circumstances and with the express permission of the Headmaster. If pupils are given permission to bring in a mobile phone it must be left in the School Office for collection at the end of the day. However, the School does not accept responsibility for their safe keeping.

### **Assembly**

- SILENCE must be observed before, during and after assembly.

### **The Library**

- SILENCE must be observed: the library is for reading and working, not for eating and talking.
- Pupils are asked to respect the library and its contents.
- Pupils must follow the instructions for borrowing and returning books. Only one book is to be taken out at a time and scanned out and in by a designated librarian or member of staff.
- Reference books should not be removed and should be returned to the correct place.
- Pupils must not enter the library unattended apart from the Librarians.

### **Breakages and Replacements**

- The school will make a charge to parents to cover the cost of breakages or damage where this is the result of a pupil's misbehaviour.
- If a pupil loses an exercise book a charge must be levied to buy another book and money should be handed to the school office.
- Lost or damaged text books: The Bursar will include the cost of these on end of term bills.

### **Uniform**

- Pupils should look smart at all times and wear the correct uniform as set out in the Parents' Handbook.

- In summer, when permission is given by the Headmaster, summer uniform may be adopted; this is an open-neck shirt (without tie) and shirt sleeves rolled above the elbows; no blazer or pullover should be worn. However, pupils should wear correct uniform when leaving school. Rec-Year 2 children may wear KHS polo tops in the summer.
- Hair should be kept short, neat and not be coloured or cut in any extremes of style including 'wedge cuts' or close crops. Gel is not to be used.
- No jewellery is allowed except for a watch and a religious medal or cross and chain, which should not be visible.
- Shoes should be kept clean and polished.
- Pupils must not eat outside in public while wearing school uniform.

### **Dining Room**

- SILENCE should be observed in the dining room until permission to talk is given by a member of staff.
- Pupils must wait in an orderly manner outside the dining room until told they may enter.
- Pupils should queue in an orderly manner to collect their food.
- Pupils who are allowed to bring a packed lunch to school must eat it in the dining room.
- Pupils must have high standards of good table manners and behaviour.
- Eating is not permitted anywhere else in the school except in the playground during short break when they may have a snack of a piece of fruit or a sandwich. Food products containing nuts are not allowed in school and members of staff have the right to search pupils for these products in accordance with procedures laid out further in this policy document.

### **Involvement of Parents and Guardians**

Parents and guardians who accept a place for their child at Kingswood House School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework.

We will always telephone the home on the first day of an unexplained absence in order to make sure that the child concerned has not suffered an accident. Please note that it is the Governors' policy usually not to allow holiday to be taken during term time.

The school homework diary is an excellent two-way communication tool which should be used by parents and staff alike to raise concerns and give positive feedback to parents.

### **Involvement of Pupils**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in

reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline, positive work and behaviour patterns.

### **Involvement of Agencies**

Kingswood House School has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **Positive Behaviour**

Kingswood House School aims to promote positive behaviour in a variety of ways and the recognition of pupils' good behaviour is important to the overall wellbeing of the community. The main ways positive behaviour is encouraged is by:

- Following the KHW and having Privilege Time each week.
- Arranging assemblies, PSHE lessons, form periods, circle time and house meetings to give staff the opportunity to explore behaviour through different media including discussions, stories, activities, guest speakers etc.

Even when a pupil encounters a problem the school aims to encourage the individual to think about his/her behaviour and correct it accordingly. Emphasis is placed on resolving incidents calmly and working together with the pupil to help him or her avoid future problems. This may involve time and greater coordination between home and school depending on the circumstances.

### **Rewards**

Rewards, are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily, weekly or termly basis. These include:

- **verbal praise** in front of peers, other members of staff or parents/guardians.
- **positive comments** in notebooks or notes to parents in the prep diaries.
- **reports** which are also seen as a vehicle for constructive criticism and praise.
- **displaying pupils' work** is a tangible reward available to the teachers. Staff try and ensure that SEN pupils' work is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction.
- **Privilege Time** Rec- Year 8 are rewarded for following the Kingswood Way and for their general good behaviour each week with 20 minutes Privilege Time which is timetabled. In this time, individual classes decide what activity they would like to do as their reward. Pupils may lose minutes for poor behaviour during that week and will sit out the chosen activity for the appropriate amount of time.
- **Stars** are awarded for good behaviour/manners/effort as well as for academic achievement. Pupils receive star badges if they reach a set number of stars (not in the Foundation Stage). Small prizes are awarded to children who attain the highest number of stars per term in each house; in Years 1 to 8 sections of the

school. A house stars cup is awarded at the end of each term to the house with the highest average number of stars.

- **Commendations** may be awarded for excellent behaviour/manners/effort. Pupils take their commendations directly to the Headmaster who registers them. Different coloured certificates are awarded to pupils for every 5 commendations they receive. A house commendations cup is awarded at the end of each term to the house with the highest average number of commendations. Small prizes are given to individuals in the Rec-Year 8 sections of each house for achieving the most number of stars or commendations per term.
- **'Caught being Good' awards** are presented in assembly each week to pupils who have been well behaved, helpful, kind or considerate to others. Pupils are nominated by staff.
- **Man of the Match certificates** are awarded to the best Kingswood House player in each team in each match, and other notable individual and team performances are mentioned in assemblies.
- **Certificates are awarded to Rec-Year 2 children** for good work and excellent behaviour.
- **Stickers** are awarded to Rec-Year 2 children and the Junior school for good behaviour in class and for a variety of other tasks where the pupils have shown goodwill.
- **A Tidy Cup and Tidy Shield** are awarded throughout the school to those who have kept their room the tidiest that week.
- **Monitor roles** are used throughout the school. Pupils have monitor roles in their classes or houses. Boys have the opportunity to sit on the School Council. Senior boys may be rewarded by being selected to be sports/house captains, librarians and even prefects. Senior boys may have break time.
- **ePraise** is a Senior School system to manage rewards and sanctions. This is an online system which sees boys earn points for good behaviour, good effort, good attendance, achievement, extracurricular activities or other and demerits for poor behaviour, lack of effort, poor attendance or poor punctuality. Demerits will result in sanctions such as break or lunch time detentions, Friday Night detentions and not being allowed to walk down to Epsom at lunch time. Please refer to the Senior School handbook for more detail.

## Sanctions

The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline. However, sanctions help us to set boundaries and to manage challenging behaviour. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity.

## Upper Prep and Senior Sanctions

1	<b>Personal warning</b> by the teacher. A mistake has been made - a chance is given to put it right. Use positive reinforcement and praise where possible to balance out any negativity.
2	<b>Change the position</b> of the pupil in the classroom. With experience of a class, strategic location of pupils in the room is advised.
3	<b>Privilege time</b> (Upper Prep) minutes system. Give a child a warning for making the wrong choice and then take away a minute.
4	The pupil can be <b>kept behind</b> after the lesson and their name is recorded. This is an opportunity to discuss your expectations with each pupil.
5	<b>Fifteen Minute Detention</b> - either at break-time (work should be set or reading). Lines are not to be set, although an essay or letter of apology might be appropriate in certain instances). or <b>Community Service</b> - such as collecting litter (gloves and black sack should be issued!), tidying classroom / dining hall, etc... or <b>Detention Warning</b> is given (recorded in the incident book in staff room).
6	<b>30-minute lunchtime detention</b> with teacher (form teacher to be informed) – discussion about behaviour and strategies on how to improve current behaviour.
7	<b>A recurrence of poor behaviour may result in an Upper Prep/ Senior lunchtime detention.</b>
8	<b>Parents called in by the Form Teacher.</b>
9	<b>Divisional detention warning</b> – usually given for continual poor behaviour.
10	<b>Divisional after school detention</b> – this will occur between 4-5pm on a weekday evening and a notification slip will be sent home 24 hours in advance.
11	<b>Deputy Head/ Head Detention</b> - this will occur between 5-6pm on a Friday evening and at least 48 hours' notice, slip sent home to be signed by the parent and returned (suitable work should be set). A Friday evening detention can be given for either persistent misdemeanours or any serious breach of behaviour. The Friday evening detention will be administered by either the Head or Deputy.

## Lower Prep Sanctions

1	<b>Personal warning</b> by the teacher. A mistake has been made - a chance is given to put it right. Use positive reinforcement and praise where possible to balance out any negativity.
2	<b>Change the position</b> of the pupil in the classroom. With experience of a class, strategic location of pupils in the room is advised.
3	<b>Privilege time</b> (Lower Prep) minutes system. Give a child a warning for making the wrong choice and then take away a minute.
4	The pupil can be sent out of the environment, this maybe a visit to another classroom or a fresh air break.
5	<b>Fifteen Minute Detention</b> - either at break-time or during the lesson with work. If this is during break, The Head of Lower Prep will use a Think Sheet with the pupil to help them reflect on their behaviour.
6	<b>Parents called or emailed by the class teacher or Divisional Head (Head of Lower Prep) to inform them of behaviour and sanctions carried during the day.</b>
7	<b>Parents called in by the Divisional Head to discuss the report card process.</b> At this point a weekly report card will normally be issued to monitor matters.  Persistently poor behaviour during or after the report card will result in parents meeting with the Deputy Head and/or Headmaster to discuss next steps with the possibility that the School Behaviour Code will be invoked.
8	<b>Deputy Head/ Head Detention</b> - this will occur between 5-6pm on a Friday evening and at least 48 hours' notice, slip sent home to be signed by the parent and returned (suitable work should be set). A Friday evening detention can be given for either persistent misdemeanours or any serious breach of behaviour. The Friday evening detention will be administered by either the Head or Deputy.
NOTES	In difficult, sensitive cases, particularly if pupils have become uncooperative or rude, boys should be <b>sent to</b> The Divisional Head – Head of Lower Prep.  This should be seen as a last resort - not an everyday occurrence.  In an extreme case of poor behaviour, the Deputy Head and Headmaster should be advised immediately so that the boy can be spoken with as soon as possible.  Sensible discretion should be used whilst remembering to try and see the good in all of our boys.

The school's policy on Exclusions is set out in a separate exclusion policy which is available on the school website. All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/verbal abuse/threatening behaviour against pupils and adults
- Fighting
- Sexual harassment and sexual misconduct
- Abuse on grounds of race, religion/belief, disability, SENs (etc.)
- Sexual misconduct
- Persistent disruptive behaviour
- Dangerous weapons
- Unreasonable or otherwise inappropriate parental behaviour
- A malicious allegation against staff which is found to be untrue

## **Discipline Code**

### **Introduction**

Kingswood House pupils are expected to behave with high standards at all times and to be a force for good in all their School activities. If these standards are not met, the following sanctions and levels will be used at the discretion of the School. It is an expectation that parents will work in partnership with the School to help ensure that their child does not get placed on the Discipline Code, or, if on the Discipline Code, to reinforce targets at home and support the School's decisions.

The Discipline Code is a guide and protection to all at this School. The list of referral and level of misdemeanours is not necessarily exhaustive. Each Division has its own procedure for managing behaviour and discipline and the use of the formal Discipline Code is used as a last resort, when all normal strategies of positive reinforcement and day to day sanctions are exhausted.

### **Serious Misdemeanours**

If a pupil at Kingswood House continues to ignore rules and expectations, the School will consider placing that pupil on the Discipline Code. Being placed on a level is a serious position in which to be. It is our expectation that pupils do not appear on a level of the Discipline Code.

Should a pupil be placed on a level, he will remain on a level for the time period that will be set by the Divisional Head, in conjunction with the Headmaster. If a pupil is placed on

a level for a serious issue, the review time, which is usually one or two weeks, may be extended. Reduction of levels will be at the discretion of the School. Parents will be informed at each stage of the process. A record of the pupil's misdemeanour will be kept on file. Should the pupil be involved in further misdemeanours, their previous record may be taken into consideration when decisions are taken as to their future. Pupils will jeopardise their scholarships or positions of responsibility if they are placed on a level.

Whilst levels will be held over from term to term during an academic year, the School operates a clean slate policy for referrals for the beginning of each academic year. This School expects children to learn from their mistakes, not to repeat them and to obey School rules. Ignoring or disobeying these rules undermines the ethos of the School and shows a continuing disregard for the standards we embody at Kingswood House. This could ultimately lead to a reconsideration of a pupil's place.

All discipline cases are considered with great care on an individual basis using principled compassion for the child, for the School and wider school community. All at this School benefit from good behaviour and right actions which contribute to a collective wellbeing.

- A very serious incident may result in a child going straight to **Level B**, although this is rare.
- A pupil will remain on a level until consensual agreement is reached that the child's behaviour is no longer of immediate concern. Parents will be informed by the Divisional Head, or Deputy Head, of this decision.
- All records of a child's misdemeanours will be recorded. Should the child be once more engaged in serious misdemeanours, any earlier misdemeanours may be taken into consideration when decisions are taken about the child's future at the School.
- The staff will take account of any diagnosed behavioural and social difficulties when implementing the Disciplinary Code but these will not be considered as an extenuating reason to avoid sanctions.

There may be occasions when a period of quiet reflection and time out of an activity or situation is necessary in order to refocus a pupil or pupils on the positive aspects of care for others and on the wisdom of changing their behaviour in order to restore harmony.

The Form Teacher or Divisional Head should initiate this process and in certain cases, in accordance with the procedures stated in the Discipline Code, the Divisional Head or Deputy Head will interview the pupil/s and also speak with the parents about the consequences to be put into place. At all times the emphasis is on restoring a child's 'personal best standard' - be it in attitude, behaviour or work endeavour.

N.B. The School reserves the right not to take a child on any Level of the Discipline Code off site or to prohibit them from playing in fixtures or concerts – this decision will be made by the Divisional Head in liaison with the Deputy Head and/or the Headmaster.

## Disciplinary Code Table

Misdemeanours	Sanctions
<p>- Incidents of concern - <b><u>General misbehaviour</u></b></p>	<p>Behaviour monitored by warnings, both verbal or in writing. Teacher concerned will deal with misbehaviour, fill out the Behaviour Log and initiate sanctions. Form Teacher will inform Divisional Head and parents, as necessary, and indicate the type of misdemeanour that occurred. A child may be placed on an individual <b><u>Report Card</u></b> by the Head of Division for up to two weeks in order to support a change of behaviour.</p> <p>N.B. Each Division has its own procedure to deal with, and prevent further occurrences of, misbehaviour. Form Teachers and Divisional Heads will communicate with all parties transparently and supportively in order to prevent further indiscretions and to positively reinforce the values of Kingswood House by giving each boy opportunities to earn praise.</p>
<p>- Level A – <b><u>Continued misbehaviour or serious incident</u></b></p>	<p>- Level A –</p> <ul style="list-style-type: none"> <li>• Divisional Head will consult with the Deputy Head and Headmaster and, if it is approved, call parents, and follow up in writing, to inform them that their child has been put onto Level A of the Discipline Code. Staff will be informed.</li> <li>• Parents will meet with the Divisional Head and Form Teacher to set targets. A copy of the targets will be sent to the Deputy Head.</li> <li>• Divisional Head will review targets with the pupil and parents after a week. Deputy Head to be informed of result.</li> </ul>
<p>- Level B - <b><u>Poor response by pupil to targets</u></b> <b><u>Serious misbehaviour</u></b></p>	<p>- Level B -</p> <ul style="list-style-type: none"> <li>• Divisional Head will consult with the Deputy Head and Headmaster and, if it is approved, call parents, and Headmaster will follow up in writing, to</li> </ul>

	<p>inform them that their child has been put onto Level Two of the Discipline Code.</p> <ul style="list-style-type: none"> <li>• An internal suspension may be given for up to half a day at the discretion of the Headmaster. The child will be removed from his peer group and work under supervision at an appropriate venue to be agreed on the day.</li> <li>• Parents invited for a prompt meeting with key staff. All teachers to be informed.</li> <li>• Divisional Head renews targets with Form Teacher and Deputy Head.</li> <li>• Targets are monitored for two weeks.</li> </ul>
<p><b>- Level C -</b>  <u><i>Situation continues or worsens</i></u>  <u><i>Pupil involved in a very serious incident</i></u></p>	<p><b>- Level C -</b></p> <ul style="list-style-type: none"> <li>• Divisional Head will consult with the Deputy Head and Headmaster and, if it is approved, the Headmaster will call parents, and follow up in writing, to inform them that their child has been put onto Level C of the Discipline Code.</li> <li>• Staff will be informed.</li> <li>• Meeting for parents arranged with Headmaster, Deputy Head, Divisional Head and Form Teacher which may result in a temporary external suspension.</li> <li>• The Chair of Governors will be informed.</li> <li>• All concerned will negotiate a contract of targets for return of the child. The contract will then be monitored by the Form Teacher and Divisional Head in <u>weekly</u> meetings, with the Deputy Headmaster also in attendance.</li> <li>• The school reserves the right to make appropriate comment on future references.</li> </ul>
<p><b>- Level D –</b>  <u><i>Child breaks the contract</i></u>  <u><i>Further serious incidents</i></u></p>	<p><b>- Level D –</b></p> <ul style="list-style-type: none"> <li>• The Deputy Head and Divisional Head will interview the pupil concerned and write a summary of key findings, with supporting</li> </ul>

	<p>evidence, and discuss the outcome with the Headmaster and parents.</p> <ul style="list-style-type: none"> <li>• The Headmaster will write to the parents and invite them in for a further meeting at which the suggestion of finding another school will be made, prior to an exclusion.</li> <li>• The Chair of Governors will be informed of an impending permanent exclusion.</li> <li>• Level Four will usually result in permanent exclusion. The School may support the parents in finding a new school, as much as realistically possible, by speaking with other Heads.</li> <li>• Parents will have a right of appeal to the School's Governors.</li> </ul>
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**Physical Restraint**

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a pupil is in immediate risk of injury or on the point of inflicting injury on someone else.

Section 550A of the Education act 1996 clarifies the powers of teachers and other staff who have lawful control or charge of pupils either on the premises or on approved extra-curricular activities, to use reasonable force to prevent pupils committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and discipline.

Guidelines:

1. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation.
2. The legal position: The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action.
3. Restraint of a pupil is permitted when the pupil is:
  - i) committing any offence
  - ii) causing personal injury to, or damage of any person
  - iii) engaging in behaviour prejudicial to the maintenance of good order and discipline

Examples quoted include:

- where pupils are fighting
- on the verge of committing a deliberate damage or vandalism to property
- causing themselves or others to be at risk of damage by accident
- through rough play or the misuse of dangerous materials or objects

The Education Act also quotes pupils running in corridors or stairways in such a way as to endanger the safety of others or where a pupil persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.

4. Restraint in any of the above circumstances must only be used when there is **no alternative** to use of physical restraint.
5. Restraint may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or shepherding a pupil away, by placing a hand in the centre of the back.
6. Only in the **most exceptional circumstances** and when there is no alternative can a person justify the use of force upon a pupil which might reasonably be expected to cause injury.
7. Physical restraint must involve the **minimum force** necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.
8. As a general principle, teachers should not make unnecessary physical contact with their pupils. However, there are occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a pupil is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT. The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued. Any comforting gestures must always be acceptable to the pupil concerned.
9. Staff are NOT expected to restrain a pupil if, by so doing, they consider they put themselves at unacceptable risk.
10. Any incident resulting in the restraint of a pupil should, if possible, be witnessed by another member of staff and must be written up and dated and a copy lodged with the Headmaster, the DSL and in the pupil's file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents

must also be advised on the same day or as soon as reasonably practicable and given the opportunity to discuss the incident.

See the School's Physical Restraint of Pupils policy for more details.

### **Duties under the Equality Act 2010**

In accordance with the Equalities Act 2010, Kingswood House School acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs.

### **The right to search Pupils**

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that members of staff reasonably suspects has been, or is likely to be, used to commit offence, or to cause personal injury, or to damage property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

The Headmaster or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" ('Searching, Screening and Confiscation: Advice to Headteachers, School Staff and Governing Bodies', DfE February 2014)

### **Confiscation, Retention and Disposal of Pupils' property**

#### **The rights of staff to confiscate items:**

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising. **In this school the Headmaster has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty.** The use of confiscation as a sanction should be accompanied by a **clear indication of when and where the**

**item will be returned, and by whom.** Often an item will be confiscated by the class teacher who will return the item at the end of the day.

**The secure storage of confiscated items:**

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the Bursar's office, where they can be locked away.

**Instances when the school chooses not to return an item to the pupil:**

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and or using the lighter for some other purpose.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child. Staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

**Recording the confiscation:**

Staff should keep records of items they confiscate and the grounds for the action, so that they may justify them later if challenged. These records may take the form of a simple note in a pupil's prep diary, for example.

Reasons for confiscation may include:

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- An item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class.
- An item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- An item poses a health or safety threat: for example, a pupil using scissors in the playground.
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- An item which is illegal for a child to have: for example, racist or pornographic material. Protocols for how to deal with such items can be agreed with local police.

**Searching for inappropriate items/material:**

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music-player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. However, if it is felt necessary for a pupil to be searched for (say) stolen property, then that should be done by the police rather than school staff using the appropriate powers available to them.

**Complaints**

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but copies of the school's complaints procedure are available for inspection.