



## KINGSWOOD HOUSE SCHOOL BEHAVIOUR AND SANCTIONS POLICY

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

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<b>Date</b>	<b>24<sup>th</sup> June 2021 (updated)</b>
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<b>Review date</b>	<b>November 2021</b>

### INTRODUCTION

At Kingswood House School ("the School"), our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his place in the modern world.

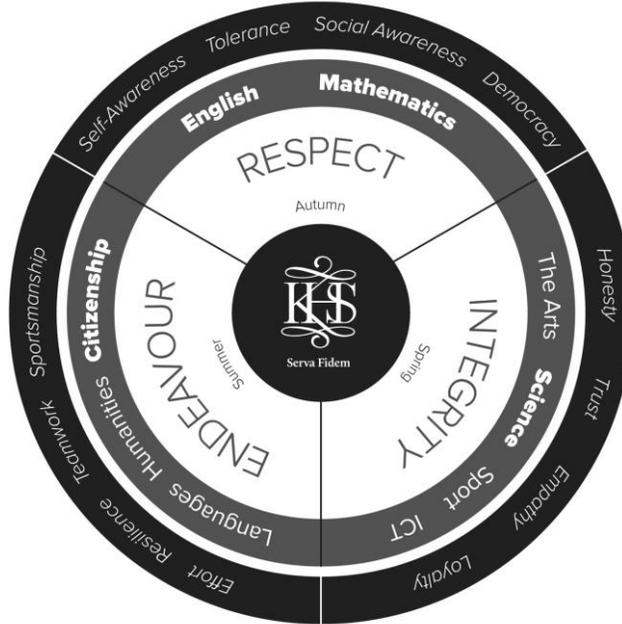
Although we treat pupils with fairness and compassion, this policy applies to all pupils in the School, including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Nicki Lambert.

### CODE OF CONDUCT

The School's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct.

**The Kingswood House Way (KHW)** acts as the school's code of conduct. The KHW encourages pupils to think carefully about their own character and 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 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 pupils are encouraged and inspired every day so that they grow in self-esteem and achieve more than they believe is possible.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

The School takes its duties under the Equality Act 2010 seriously and makes the appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND). Please read the School's SEN and Disabilities policy located on the School's website.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Pupil Handbook. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community.

The School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including exclusion.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities and homework.

In the event of any behaviour management issue, the School will liaise closely with parents where practical. The School has a number of support systems in place to meet the needs of all pupils. These include bookable and drop in sessions with the School's Emotional Literacy Support Assistant (ELSA).

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

## **INVOLVEMENT OF PUPILS**

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The School will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

## SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline and are set out in both the Parent and the Pupil handbook and can be found on the School's website. The School Rules may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs.

## PROMOTING GOOD BEHAVIOUR

At the School, we reward and encourage good behaviour, and celebrate curricular and extra-curricular achievements from our pupils. These rewards 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** Years 1-8 are rewarded for their general good behaviour each week with 20 minutes Privilege Time which is timetabled. In this time, individual pupils 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 their chosen activity for as many minutes as they have lost.
- **House Points** are awarded for good behaviour/manners/effort as well as for academic achievement. Pupils receive house point tokens which are collected in glass storage containers in the School Office. These are counted every two weeks. Small prizes are awarded to pupils who attain the highest number of house points per term in each house in each section of the school. A house point cup is awarded at the end of each term to the house with the highest average number of house points.
- **Commendations** may be awarded for excellent behaviour/manners/effort. Pupils take their commendations directly to the Headmaster who registers them in a log book. 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 each section of houses 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. Staff nominate pupils.
- **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.
- **Lower Prep 'Achiever of the Week' Certificates** are awarded to one pupil in each of the Lower prep classes every week.
- **Monitor roles** are used throughout the school including the Lower Prep. Pupils have monitor roles in their classes or houses. Pupils have the opportunity to sit on the School

Council. Older pupils may be rewarded by being selected to be sports/house captains, librarians and even prefects.

- **Senior Pupils (Years 9-11) are allowed to go into Epsom Town Centre** every Friday afternoon. Incomplete preps or similar misdemeanours may result in pupils being denied town leave.

## **SANCTIONS**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School. Examples of sanctions include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional school work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or essays;
- Friday night detention;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Placing on the Behaviour Code; or
- Suspension for a specified period, removal or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

## 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, pupils 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 pupil 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 pupils.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

### **Serious misbehaviour**

The School's Suspension and Exclusion of Pupils Policy is set out in the Parent Handbook and available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules, which may result in serious sanctions, include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Damage to property; and
- Persistent disruptive behaviour;

### **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/she 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 - <u>General misbehaviour</u></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>Report Card</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 pupil opportunities to earn praise.</p>
<p>- Level A – <u>Continued misbehaviour or serious incident</u></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 - <u>Poor response by pupil to targets</u> <u>Serious misbehaviour</u></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 inform them that their child has been put onto Level Two of the Discipline Code.</li> <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/her peer group and work under</li> </ul>

	<p>supervision at an appropriate venue to be agreed on the day.</p> <ul style="list-style-type: none"> <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><b>Situation continues or worsens</b></u>  <u><b>Pupil involved in a very serious incident</b></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><b>Child breaks the contract</b></u>  <u><b>Further serious incidents</b></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 evidence, and discuss the outcome with the Headmaster and parents.</li> <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>• <b>Level D</b> 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> </ul>

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|  | <ul style="list-style-type: none"><li>• Parents will have a right of appeal to the School's Governors.</li></ul> |
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### **Allegations against staff**

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding and Child Protection Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Suspension and Exclusion of Pupils Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### **Contextual safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents and the School's SENCo accordingly.

## **MISBEHAVIOUR OUTSIDE OF SCHOOL**

On occasion, the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the School's Suspension and Exclusion of Pupils Policy.

## USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils, or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after she/he has needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## **SEARCHING**

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

## **CONFISCATION**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

### **Electronic devices**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the student in accordance with this policy and the Suspension and Exclusion of Pupils Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

## **TEACHING AND LEARNING**

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. 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 within the School. 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.

## **COMPLAINTS**

We hope that parents will not feel the need to complain about the operation of our Behaviour and Sanctions Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which apply equally in the EYFS setting) are on our website. We will send you copies on request.

## **MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy, which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

This policy is reviewed and updated at least annually.