



KINGSWOOD HOUSE SCHOOL BEHAVIOUR AND SANCTIONS POLICY (Including Suspensions and Exclusions)

This policy outlines the behaviour expected from all pupils at Kingswood House School, the promotion of good behaviour and the sanctions available to deal with poor behaviour, including suspension and exclusion. The policy is reviewed annually to ensure its compliance with current regulations and relates to the whole school, including EYFS.

Created by – Sachin Sukhdeo & Campbell McKelvie

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CODE OF CONDUCT

INTRODUCTION

Kingswood House ("the School") our community is based upon respect, integrity and endeavour as well as 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 or her place in the modern world.

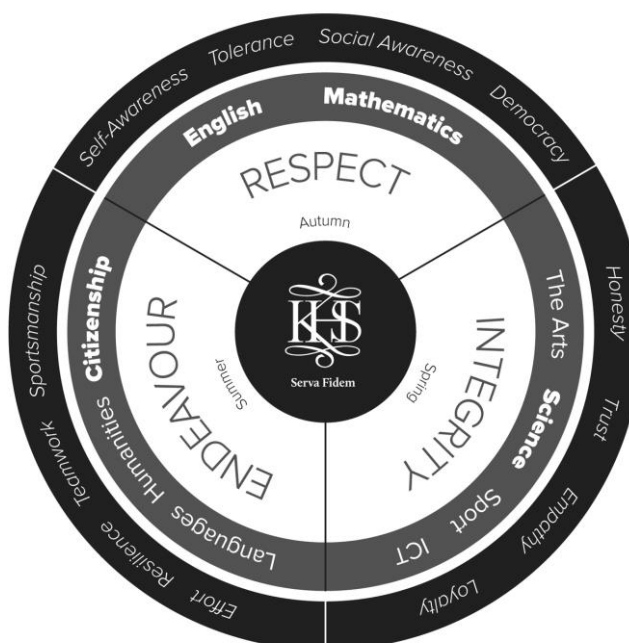
This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Emma Ibbitson

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

Many aspects of the policy follow DfE non-statutory advice '*Behaviour and Discipline in Schools*' (2016) and '*Getting Simple things right*' (2011).

The Kingswood House Way (KHW) clearly identifies the values that are important to us, as a school, and provides a solid behavioural foundation for the expectations of the whole school. The positive attributes it contains encourages pupils to think carefully about their own character and behaviour; particularly in relation to others.

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. The School needs parents support to manage 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.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website and in the Parent Handbook. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. Please refer to the School's SEN and Disabilities policy 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 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. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed in this policy up to and including suspension/ 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/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School has a number of support systems in place to meet the needs of all pupils including personalised behaviour progress cards which encourage self-regulation of behaviour. Furthermore, there are bookable and drop in sessions with the School's Emotional Literacy Support Assistant (ELSA). Although these sessions, focus on the well-being of pupils they can help pupils tackle issues that are the root of poor behaviour.

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, Attendance Policy and the School's Missing Child from Education 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, and online.

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. Our transition management plan also includes a comprehensive careers programme and guidance for tertiary education.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in both the Parent and the Pupil handbooks and can be found on the School's website, and 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 Teacher 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 by:

- **Verbal praise** in front of peers, other members of staff or parents/guardians.
- **Positive comments** in notebooks or notes/emails to parents.
- **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.
- **House Points** are awarded for good behaviour/manners/effort as well as for academic achievement and are recorded on the Epraise digital platform. The system gives pupils, staff and parents a comprehensive breakdown of how every house point is awarded. The system generates up-to-date individual and house totals. Small prizes are awarded to pupils who attain the highest number of house points per term in each class. A house point cup is awarded at the end of each term to the house with the highest average number of house points.
- **Commendations/Accolades** may be awarded for exceptional behaviour/manners/ effort and count as five house points on Epraise. Younger Pupils see the Head Teacher to discuss why they were awarded a commendation and all pupils receive a virtual badge on Epraise. Commendations/accolades count towards termly individual and house point totals.

- **‘Staff Shout Outs’** - each week, the Head Teacher receives nominations from staff about pupils who have worked effectively, behaved well or who have been kind, helpful and considerate towards others. These are announced in assembly and in a weekly vlog. They are displayed in the weekly newsletter
- **‘Caught being Good’ awards** are presented in pupil briefings to a person in each division who was mentioned in the previous week’s ‘Staff Shout Outs’ for being the most helpful, kind or considerate to others.
- **Respect, Integrity and Endeavour Badges** are awarded to pupils who have consistently demonstrated one of the three precepts that underlie the Kingswood House Way. There are different badges for each precept.
- **Green Star Award** - For pupils who demonstrate something exceptional above and beyond the expected standard. A badge and commendation will be awarded to each recipient of this award.
- **Player of the Match certificates** are awarded to the best Kingswood House player in each team in each match. Other notable individual and team performances are mentioned in assemblies.
- **Head Teacher’s Academic Award** – Outstanding work may be rewarded with a certificate awarded by the Head Teacher.
- **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.
- **Duke of Edinburgh’s Award Scheme** - Each year pupils achieve Bronze and Silver Awards.
- **Extra-Curricular Achievements** – The school offers a wide range of clubs and workshops which offer many valuable life skills. Many programmes reward students with prizes and rewards e.g. forest school, Year 9 business programme.
- **House Days and Charity Events** – These allow every pupil to have the satisfaction of raising money for worthwhile causes that are nominated by the pupils.
- **Assemblies, Newsletter, website and social media** – These are all used to celebrate children’s behaviour and achievements, in and out of school.
- **Termly Prize-giving** – Held to reward pupils in all academic, sporting and pastoral areas of the school.
- **Academic and Sporting Awards** – Presented to Lower/Upper/Seniors to the best player and to the most improved player, with particular emphasis on Year 11 leavers.
- **End of Year Rewards** – Recognises all children for attainment, endeavour and citizenship.

The School selects Prefects in recognition of their commitment to the Kingswood House Way (code of conduct). They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

SANCTIONS

It is hoped that pupils will respond to the School’s positive encouragement and rewards, and will comply with the School Rules at all times. 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 Teacher 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 or in any other way be incompatible with the Human Rights Act 1998 or European convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents’ use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by

parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Communication with parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks;
- Detention in break time or after school;
- 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 or team event;
- Being excluded from or sent back from a trip;
- 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.

Time Out

The school operates a system of 'Time Out' during the course of a normal school day. If an emotional or behavioural issue arises pupils may elect or be directed to go to 'Time Out' by a member of staff. These sessions are timetabled and a member of staff will sit with the pupil in an appropriate location.

Time Out allows the pupil to calm down, assess the problem and re-engage with their class once the member of staff on 'Time Out' duty has used their professional judgement to determine when the appropriate time to re-engage is. This decision will be made in conjunction with other relevant members of staff.

All incidents of time out are formally recorded on CPOMS.

List of Sanctions

The sanctions shown below are available for teaching staff to deal with a pupil's behaviour, when it falls below the expected standards. It will be for the member of staff to decide which sanction is the most appropriate; dependent on the severity and/or persistence of the pupil's behaviour.

1	Personal warning by the teacher: Where a mistake has been made, a chance is given to put it right. Positive reinforcement and praise will be used to balance out any negativity.
2	Change of position in the classroom: With experience of a class, a teacher can help a pupil to focus and engage with a lesson by repositioning them within the classroom. The pupil can be moved closer to the teacher or moved away from those having an impact on the pupils behaviour.
3	Time Out & Supervised Time Out: The pupil can be sent out of their current environment to provide them an opportunity to refocus and reset their behaviour. Dependent on the behaviour, the pupil can be sent for a short break to help them regulate their behaviour (<i>Time out of class</i>) or to work in a different classroom/area (<i>Supervised time out</i>).
4	Talking to pupils at the end of a lesson: By keeping them behind at the end of a lesson affords an opportunity to discuss your expectations with them.
5A	Fifteen Minute Detention (Lower Prep): Either at break-time or during the lesson with work. If this is during break, The Divisional Head will use a Think Sheet with the pupil to help them reflect on their behaviour.
5B	Fifteen Minute Detention at break-time (Seniors & Upper Prep): A task can be set (lines are not to be set, although an essay or letter of apology might be appropriate in certain instances); or Community Service (e.g. collecting litter (gloves and black sack to be used), tidying classroom/dining hall, etc.); or Detention Warning will be given by the Divisional Head when there has been continual poor behaviour.
6	30-minute lunchtime detention (Seniors & Upper Prep): To be completed with the teacher (form teacher to be informed) – discussion about behaviour and strategies on how to improve current behaviour.
7	Parents Informed of the behaviour: There will be occasions when it is necessary for a parent/Guardian to be informed of a pupil's behaviour and the subsequent sanctions. The class teacher, Form Teacher or Divisional Head, depending on the Year group of the pupil concerned, will undertake this contact. This contact is to be made on the day of the behaviour, and can be by email or telephone.
8	Parents called in by the Divisional Head to discuss the report card process: At this point, a weekly report card is likely to be issued; to monitor matters. Persistently poor behaviour during or after the report card will result in parents meeting with the Deputy Head Teacher and/or Head Teacher to discuss next steps with the possibility that the School Behaviour Code will be invoked.
9	Divisional detention warning (Seniors & Upper Prep): usually given for continual poor behaviour.
10	Divisional detention after school detention (Seniors & Upper Prep): this will occur between 4-5pm on a weekday evening and a notification will be sent home 24 hours in advance.
11	Deputy Head Teacher/ Head Teacher Detention - this will occur between 5-6pm on a Friday evening with at least 48 hours' notice; parents will be contacted and 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 Teacher or Deputy.

NOTES

As a last resort pupils should be **sent to** the Divisional Head. This will not be the norm and should only occur in difficult or sensitive cases, or where pupils have become uncooperative or rude.

In an extreme case of poor behaviour, the Deputy Head Teacher and Head Teacher should be advised immediately so that the pupil can be spoken with, as soon as possible.

Use sensible discretion and remember to try to 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. Essentially, everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

Incidents of poor behaviour are recorded on the school's safeguarding and behaviour management system (CPOMS). 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

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head Teacher 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 (including vapes);
- Theft; or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/verbal/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Any form of abuse or unlawful discrimination on the grounds of race, religion/ belief, disability, special education needs, sexual orientation (etc.);
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property;
- Behaviour, which puts the safety of the pupil, or any other person, in jeopardy;
- Bringing illegal, inappropriate, or dangerous items into school, such as: drugs, weapons, firearms, or pornographic material;
- Persistent disruptive behaviour or serious breaches of the School's Behaviour and Sanctions Policy or School Rules; and
- Other serious misconduct (on or off the School premises) which actually, or potentially, or indirectly, brings the School into disrepute or damages its reputation.

The school will adopt a **zero tolerance approach** to any cyber bullying issues that all staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature.

Serious sanctions in accordance with this policy maybe imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings. A series of minor misdemeanours could lead to a permanent exclusion being imposed by the School as a sanction.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

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. It will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy and Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or 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, the School's Child Protection and Safeguarding Policy and the Suspension and Exclusion of Pupils, 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.

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 (described in the Disciplinary Code table on Page 12) 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 ensures a proportionate response to repeated or serious incidents of misbehaviour by a pupil, thus ensuring the protection of 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, within the Discipline Code, is a serious position in which to be. It is our expectation that pupils always behave in appropriate way and to the required standards.

Should a pupil be placed on a level, they will remain on it for a specific time period, which will be set by the Divisional Head in conjunction with the Head Teacher. However, the review time maybe extended beyond the usual one or two weeks, if the pupil has been placed on it for a serious issue. 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 Teacher, of this decision.
- All of a child's misdemeanours will be recorded. Should the child be once more engaged in serious misdemeanours, any earlier misdemeanours maybe taken into consideration when decisions are taken about the child's future at the School.
- 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 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 Teacher will interview

those concerned and 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.

Suspension (Fixed Term Exclusion)

The Head Teacher may suspend a pupil, for a period of between 24 hours and one week in accordance with this policy. Although, the suspension maybe longer if the Head Teacher believes it is necessary.

The School will provide the pupil appropriate educational work for the period of suspension.

If suspension proves ineffective, or the misbehaviour is serious, the School may be required to exclude the pupil, or to require him/her to be withdrawn in accordance with this policy.

Permanent Exclusion

A non-exhaustive list of the sorts of pupil behaviour that could merit permanent exclusion are listed earlier in this policy ('Serious Misbehaviour' on page 8 above).

Remember, a permanent exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

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, whether inside or outside of School, 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.

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 Teacher and/or the Head Teacher.

Disciplinary Code Table

Misdemeanours	Sanctions
<p>- Incidents of concern -</p> <p><u>General misbehaviour</u></p>	<p>Behaviour monitored by warnings, both verbal or in writing. Teacher concerned will deal with misbehaviour, record on CPOMs 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 <u>Report Card</u> 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 –</p> <p><u>Continued misbehaviour or serious incident</u></p>	<p>- Level A –</p> <ul style="list-style-type: none"> • Divisional Head will consult with the Deputy Head Teacher and Head Teacher 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. • 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 Teacher. • Divisional Head will review targets with the pupil and parents after a week. Deputy Head Teacher to be informed of result.
<p>- Level B -</p> <p><u>Poor response by pupil to targets</u></p> <p><u>Serious misbehaviour</u></p>	<p>- Level B -</p> <ul style="list-style-type: none"> • Divisional Head will consult with the Deputy Head Teacher and Head Teacher and, if it is approved, call parents, and Head Teacher will follow up in writing, to inform them that their child has been put onto Level B of the Discipline Code. • An internal suspension may be given for up to half a day at the discretion of the Head Teacher. The child will be removed from his/her peer group and work under supervision at an appropriate venue to be agreed on the day. • Parents invited for a prompt meeting with key staff. All teachers to be informed. • Divisional Head renews targets with Form Teacher and Deputy Head Teacher. • Targets are monitored for two weeks.

<p>- Level C -</p> <p><u>Situation continues or worsens</u></p> <p><u>Pupil involved in a very serious incident</u></p>	<p>- Level C -</p> <ul style="list-style-type: none"> • Divisional Head will consult with the Deputy Head Teacher and Head Teacher and, if it is approved, the Head Teacher will call parents, and follow up in writing, to inform them that their child has been put onto Level C of the Discipline Code. • Staff will be informed. • Meeting for parents arranged with Head Teacher, Deputy Head Teacher, Divisional Head and Form Teacher which may result in a temporary external suspension. • The Chair of Governors will be informed. • 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 Head Teacher also in attendance. • The school reserves the right to make appropriate comment on future references.
<p>- Level D –</p> <p><u>Child breaks the contract</u></p> <p><u>Further serious incidents</u></p>	<p>- Level D –</p> <ul style="list-style-type: none"> • The Deputy Head Teacher and Divisional Head will interview the pupil concerned and write a summary of key findings, with supporting evidence, and discuss the outcome with the Head Teacher and parents. • The Head Teacher 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. • The Chair of Governors will be informed of an impending permanent exclusion. • Level D 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 Head Teachers. • Parents will have a right of appeal to the School's Governors.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School takes the conduct of its pupils outside of school grounds extremely seriously and, occasionally, the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online. Where a serious incident is brought to the School's attention, about a pupil's poor behaviour outside of the school grounds, the School will follow the investigation procedure set out in this policy. Regardless of whether the misbehaviour is a serious or minor incident, the School will take an evidence-based approach and may talk to witnesses before identifying further action, and any sanctions required for such behaviour.

This will apply to a pupil misbehaving in the following circumstances:

- 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 pupil of the School.

This is especially the case for the following incidents of misbehaviour, which occur at any time whether or not the above conditions apply. These are incidents that could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result.

In all cases, the above misbehaviour would apply whether it took place in person, over the telephone or online (including on social media). However, the pupil may only be disciplined by a member of staff when on school property (or elsewhere, where the pupil is under the supervision of that member of staff).

REQUIRED REMOVAL

The School may require the removal of a pupil when, in the opinion of the Head Teacher, there has been a breakdown of the relationship between the pupil and/or parent(s) and the School. This may arise through:

- A breakdown of trust between the School and the parent(s). This may manifest itself in a number of ways, including:
 - parent(s) not supporting the School in behaviour management;
 - vexatious behaviour, such as parents repeatedly bringing unsubstantiated claims;
 - abusive or unreasonable behaviour by parents to the School's staff, pupils or other parents (for example as a spectator at school fixtures);
- A breakdown of trust between the School and the pupil. This may manifest itself in a number of ways, including:
 - persistent misconduct such as unauthorised absence from school;
 - when a pupil has brought a malicious or unjustified allegation against a member of staff and where there are reasonable grounds that this may happen again in the future;
- Other circumstances where the Head Teacher (after appropriate consultation) is satisfied that it is not in the best interests of the pupil, or of the School, that the child remains at the School.

INVESTIGATORY PROCEDURES

Introduction

All misbehaviour or disciplinary incidents will be dealt with by the School, as soon as it is possible to do so. In the event of an incident of serious misbehaviour, an investigation may be carried out to establish the facts. An investigation of a complaint or allegation about serious misbehaviour will normally be coordinated by the Deputy Head Teacher or an appropriate member of Senior Leadership team. Parents will be informed as soon as reasonably practicable if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.

In these circumstances, the pupil will always be given the opportunity to give their account of events and to put forward any mitigating factors. The pupils and staff involved may also be asked to prepare written statements as soon as possible after the incident has taken place. As part of the investigation the pupil may also be interviewed informally by a member of staff to establish whether there are grounds for the reported complaint and/or a formal investigation. The School is not required to inform the parents that an informal meeting is to take place but will arrange for a member of staff to be present to support the pupil. A pupil who is waiting to be interviewed may be segregated and the School may confiscate a pupil's mobile phone or other personal belongings (as appropriate) for such a period as it is deemed necessary.

The findings of the investigation are presented to the Head Teacher for consultation and consideration.

Suspension (pending an investigation)

While an investigation into a pupil's conduct is carried out, a pupil may be suspended from school and may be required to stay at home, or with his education guardian. Alternatively, the pupil may be placed under a segregated regime on school premises. When a pupil is suspended, teachers will set work to be completed by the pupil during their period of absence.

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 Teacher 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 is 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, certain health conditions or Special Educational Needs that the pupil may have. All of our staff are trained in the circumstances in which reasonable force may be used, both as part of their induction and regular refresher training on managing pupil behaviour.

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 pupil 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 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 Teacher immediately after they have 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. Senior staff will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head Teacher will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

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 protocol/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 pupils and their property

The School reserves the right to search pupils and their possessions, and can do so **with or without consent** in the circumstances described below.

The Head Teacher, or a member of staff authorised by the Head Teacher, may search a pupil provided there is another staff member present as a witness. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. 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 pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil 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.

School staff can search pupils **with their consent for any item**. Formal written consent is not required from the pupil for this sort of search; it is enough for the member of staff to ask the pupil to turn out their pockets, or to be able to look in the pupil's bag or locker, and for the pupil to agree.

The consent of a pupil will usually be obtained before conducting a search unless the Head Teacher (or authorised member of staff) reasonably suspects that the pupil has in their 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 their possession any of the following prohibited items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers (including vapes);
- 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) a search can take place of a pupil of the opposite sex, and with or without a witness only if:

- the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of 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 by a member of staff, or a police officer, on CPOMS. This will be the case for all searches undertaken by a member of staff, whether on or off site. Only searches conducted by a police officer within the school grounds needs to be recorded on CPOMS by the member of staff present at the search.

A record must be made regardless of whether any item was found or not.

The record of a search should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

For further information about searching refer to [DfE Guidance for Searching, Screening and Confiscation](#).

Reports to the Police (and others)

The Head teacher (or in their absence, the DSL) should be consulted before any reports are made to the police about any activity, which it reasonably suspects may amount to criminal activity and takes place either within the School grounds or outside of its grounds. Possessions or items including (but not limited to) drugs, weapons or phones may be confiscated immediately and held for the Police as potential evidence.

If the School reasonably suspects a pupil may have taken drugs then the School will seek immediate medical advice and may involve the Police, where necessary.

Sexual offences will generally be reported to the Police immediately, including in cases where a pupil is suspected or alleged to have committed such an offence. The alleged victim's parents will usually also be informed immediately of the incident and told that the Police have been informed. The School will also apply the terms of its Child Protection and Safeguarding Policy to ensure there is sufficient support in place for the pupils involved.

Other agencies may also be notified where necessary and appropriate to the facts of the case.

DISCIPLINARY MEETING

A formal disciplinary meeting is necessary where the investigation has identified a case for the pupil to answer for which expulsion is a possible outcome, and/or the pupil has been suspended pending the outcome of the disciplinary process.

Preparation for the meeting

The Head Teacher will convene a meeting to consider the matter and will invite the pupil and their parents to attend the meeting.

The Chair of Governors will also be informed of the investigation and that a disciplinary meeting is to be held but shall not take part in either of them. Prior to the meeting, certain documents will be made available to pupils and parents, wherever possible. These documents may include, but are not limited to:

- a statement setting out the points of complaint;
- written witness statements;
- notes of the evidence in support of the complaint;
- the relevant school policies and procedures; and
- the investigation report.

Any such documents may be redacted or a summary provided for reasons of confidentiality and/or data protection. Any written submission provided by, or on behalf of the pupil must arrive at the Head Teacher's office no later than two working days before the disciplinary meeting.

The pupil should be in attendance throughout the disciplinary meeting, and may be accompanied to the meeting by a member of staff. The pupil's parents may similarly be accompanied, should they wish. Legal representation is not appropriate and is not permitted. The Head Teacher should be informed of all attendees at least 24 hours before the disciplinary meeting.

Proceedings

The process to be followed at the disciplinary meeting shall be determined by the Head Teacher. The meeting will be conducted in a manner appropriate to the age, understanding and maturity of the pupil involved, taking into account any additional needs of the pupil in all circumstances.

The School will take notes during the disciplinary meeting and a copy of the notes will be provided to the parents.

The pupil will have an opportunity to provide their account of the circumstances surrounding the incident and both the pupil and their parents will be able to ask questions. The pupil and parents will also be able to address the Head Teacher on the issue of sanctions.

If the Head Teacher considers that further investigation is needed, the disciplinary meeting may be adjourned, and the reason for this adjournment will be explained to the pupil. If an adjournment is not necessary, the Head Teacher will make a decision after the meeting. The Head Teacher will give a written decision about the incident and the appropriate sanction, together with reasons for those decisions, as soon as reasonably practicable.

If the Head Teacher considers that exclusion may be the appropriate sanction, the pupil's previous disciplinary history may be considered, and/or any other favourable or unfavourable conduct known to the School when reaching a decision in respect of the pupil.

Leaving status

If the Head Teacher decides that a pupil should leave the School, the pupil's parents will be consulted to determine the appropriate leaving status for that pupil (i.e. permanent exclusion, required removal or voluntary withdrawal by the parents). If the decision is made by the parents to withdraw the pupil, there will be no right to appeal.

Pupils who have permanently left the School, irrespective of leaving status, are not permitted to re-enter School premises without prior consent from the School.

Pupils who have permanently left the School may not be permitted to sit public examinations at the School, irrespective of the timing of the offence(s). The School may make arrangements for the transfer of any course and project work to either the leaving pupil, the parents or to another school.

RIGHT TO APPEAL

The School offers the right of appeal to parents or guardians of any pupil that has been permanently excluded, or is otherwise required to leave the School other than where the pupil is withdrawn by the parents. Appeals will be dealt with by way of a Governors' review hearing. The right to appeal does not extend to suspensions (whether pending an investigation or as a sanction).

Pending such appeal, the pupil shall remain suspended from the School.

Request for Review

Upon notification of the Head Teacher's decision to exclude or require a pupil to leave the School, a pupil or their parents, may make a written application for a Governor's review hearing. The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to the parents and must clearly set out the grounds on which they are asking for a review and the outcome that they seek.

Review Hearing

At least two governors and a third person who is independent of the School will undertake the review. They will have no detailed prior knowledge of the case, or of the pupil or parents. In advance of the review hearing, the parents will receive notification of the names of the members presiding over it.

The meeting will take place at the School premises unless notified otherwise, normally between 3 and 10 days after a request for appeal has been received, during term time. A review meeting is an internal procedure and all those involved, or who are concerned in the procedure, are required to keep its proceedings confidential.

Those present at the hearing will usually be:

- members of the review hearing and the Clerk to the Governors;
- the Head Teacher and any relevant members of staff whose presence the Head Teacher considers to be necessary to secure a fair outcome for the pupil; and
- the pupil together with their parents and, if they wish, the parents may be accompanied by a friend or relation who is not legally qualified.

Conduct of the Review Hearing

The review hearing will be chaired by one member. As with the disciplinary meeting, the hearing will be conducted in a manner appropriate to the age, understanding and maturity of the pupil involved, taking into account any additional needs of the pupil in all circumstances.

The Clerk to the Governors will be asked to take minutes of the hearing, and a copy of the minutes will be provided to the parents after the meeting.

The Chair of the review hearing will ensure that all those present have the opportunity to ask questions and make appropriate comment.

The Chair may at their discretion adjourn or terminate the hearing. If the hearing is terminated without a conclusion being reached, the original decision of the disciplinary meeting will stand.

Decision

The Governors' review will consider the grounds for the review and shall decide whether to either:

- uphold the decision of the Head Teacher and, if minded to do so and with agreement of the Head Teacher, discuss the pupil's leaving status (i.e. permanent exclusion, required removal, or withdrawal) with a view to reaching an agreement; or
- recommend the decision of the Head Teacher to be reviewed and, if minded to do so, require the Head Teacher to review the decision including recommending an alternative sanction.

The Chair of the review hearing will give notification of the decision and the reasons for it to the parents, in writing, within 3 working days of the review meeting.

AFTERMATH

The decision to exclude is always a serious matter for both the pupil and the school. After following a fair procedure, the School does all it reasonably can to minimise educational damage to the pupil.

After-care

The consequences of a decision to exclude can be far-reaching, both in terms of the immediate issue of placing the pupil in another school but also in light of the perceived blemish to a pupil's good character. The potential for emotional and psychological side effects should obviously be borne in mind and can be mitigated not only by the human way in which the process is managed, but also by the School's care for the pupil both during and after the process.

Fees after Expulsion

If the Pupil is expelled, there will be no refund of the acceptance deposit or of fees for the current or past terms, but the overseas element (if any) of the acceptance deposit, and the unspent balance of any lump sum prepayment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the School will be payable.

Removal in other Circumstances

Parents may be required, during or at the end of a term, to remove the pupil, temporarily or permanently from the school. This will happen if, after consultation with the pupil and/or their parent, the Head Teacher is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or community life offered by the School, or if a parent has treated the School or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Head Teacher shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and parents as well as those of the School (see appeal procedure above).

Fees Following Removal

If the Pupil is removed or withdrawn in the circumstances described above, the rules relating to fees and the acceptance deposit shall be the same as for expulsion save that the acceptance deposit will be refunded in full without interest.

Leaving Status

The expression "leaving status" has reference to whether the Pupil has been expelled, removed or withdrawn, and to the record which will be entered into the Pupil's file as to the reason for leaving, and the Pupil's status as a leaver, and the transfer of the Pupil's work to another educational establishment and to the nature of the reference which will be given in respect of the Pupil, and also to the financial aspects of the Pupil's leaving. These and any other relevant matters of leaving status will be discussed by the Head Teacher and the parents, and where appropriate with the Pupil, at the time of the Head Teacher's decision.

Recording and monitoring

Where the sanction imposed is exclusion, required removal or suspension, the written report on the investigation will be placed on the pupil's file.

OTHER IMPORTANT ISSUES

Safety

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Equal Opportunities

Any decision to exclude should not be based on a person's race, sex, disability, sexual orientation or religious belief, as stated in the Equality Act 2010.

Special Educational Needs

Following the implementation of the Special Educational Needs and Disability Act 2001 ("SENDA") it is unlawful either to treat a disabled pupil less favourably for a reason related to their disability, or to fail to make reasonable adjustments in relation to a child's education and associated services to ensure that disabled pupils are not placed at a comparative substantial disadvantage.

The School must take account of any special educational needs when considering whether or not to exclude a pupil. The Head Teacher should ensure that reasonable steps have been taken by the School to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Confidentiality

All those participating in the application of this policy including parents and pupils are required to keep all statements, correspondence, notes and documents confidential except where legally required to disclose them.

Confiscation

An authorised staff member carrying out a search may seize and confiscate any item they have reasonable grounds for suspecting may pose a risk to staff or pupils. They can also search for prohibited items or those banned by the school within the School Rules, as can an item that is suspected of being evidence in relation to an offence. (See 'Searching pupils and their property', above).

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

Where controlled drugs, or substances believed to be controlled drugs, are found they 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.

For further information about confiscation refer to [DfE Guidance for Searching, Screening and Confiscation](#).

Retention and Disposal of Confiscated Items

Any confiscated item needs to be retained securely until it is returned, handed to the police, given to a parent or otherwise disposed of. Items should only be returned to pupils where they have been temporarily confiscated, as a means of discipline or it is subject to the school rules (e.g. having a mobile phone in class instead of surrendering it at the start of the day). The location of retention should be recorded on CPOMS, where a record has been created.

If the confiscated item is not one that the police will take possession of, then where appropriate, it should be given to the pupil's parents to dispose of. If the parents do not wish to take possession of the item the school can dispose of it.

Where an item can be disposed of by the school then the disposal needs to be undertaken in an open and transparent way that does not leave school staff vulnerable to complaints or other allegations of malpractice.

Where possible, two members of staff will conduct the disposal in a safe and reasonable way, which is dependant on the item being disposed of. One member of staff will undertake the disposal, while the second witnesses the event. The relevant CPOMS entry will need to be updated with details of the disposal, names of the members of staff that conducted it and the fact the pupil's parents were consulted.

Disposing of confiscated vapes

Single use disposable vapes contain electrical components, including lithium-ion batteries, and are therefore considered Waste Electrical and Electronic Equipment (WEEE), in UK law. Such equipment should never be disposed of in household waste and should instead be handed in to an approved collector of WEEE waste.

Larger vape stores may operate collection points, or you can contact your local authority waste service for further information. The lithium-ion batteries contained in vapes have, in isolated incidents, ignited when damaged or improperly stored. The advice is to store them in a clearly marked container, away from flammable material (and for no longer than necessary) until you can dispose of them.

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 device is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may 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 contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), 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 a criminal 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 the School rules. The School may then punish the pupil in accordance with this policy and the Exclusion 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 appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil 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 Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure (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.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

This policy is reviewed and updated at least annually.

Three Detentions in a Half-Term

For the remainder of the Autumn 2023 term, the following process will be used for Senior pupils only.

It has been decided that a totting up system will be trialled during the above period. Where a Senior pupil accrues three morning break detentions in the same half-term, they will be given an additional sanction. This additional sanction will mean the pupil will have to attend a SLT Friday night detention at the end of the week that the third detention of the half-term has been completed.

When a detention is given to a senior pupil during lesson 1 or 2, the break-time detention will be completed that day. For detentions given in other lessons, the detention will be completed on the next school day.

This means that when a third detention, in the same half-term, is given before the end of the second lesson on a Friday, this detention can be completed at break-time that day and the SLT Friday night detention can also be completed that day.

Where the third detention is given after the second lesson on Friday, the third detention will need to be completed at break-time on the next school day. This means the SLT Friday night detention will take place on the Friday of the week after the third detention has been completed.

Detentions are to be recorded on Epraise by using the Demerits Tab. This will be monitored by the Head of Seniors in liaison with the Senior Form Teachers.