



Promoting Good Behaviour Manual (September 2024)

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Introduction

This document is intended to set out the standards required to create, promote and maintain high standards of behaviour amongst pupils and to set out the sanctions available to the School in the event of pupils' misbehaviour. It has regard to the following guidance and advice: Keeping Children Safe in Education (DfE, September 2023 (KCSIE)), Working together to Safeguard Children 2023 (DfE December 2023); Information Sharing Advice for Safeguarding Practitioners (DfE, July 2018), Behaviour in schools: advice for headteachers and school staff (DfE, September 2022), Use of Reasonable Force (DfE, July 2013), Searching, Screening and Confiscation: advice for schools (DfE, September 2022), Sharing nudes and seminudes: advice for education settings working with children and young people (UKCIS, December 2020), Mental Health and Behaviour in Schools (DfE, November 2018), Equality Act 2010: advice for schools (DfE, June 2018), PACE Code C 2019, Relationships Education, Relationships in Schools (DfE, September 2021) Statutory framework for the early years foundation stage for group and school providers (DfE January 2024), Guidance for appropriate adults (Home Office, April 2003).

The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity. This is particularly true of pupils of the Prep School and Senior School.

This policy is published on the School website. A copy of the policy is available for inspection from the School Accountant during the School day.

This policy and associated documents can be made available in large print or other accessible format if required.



Our Core Values

1. The broad and deep worth of every person.
2. Intellectual curiosity
3. Practical kindness
4. Personal pride and dignity
5. A community of fun and energy

“We learn together. We Play together. We grow together.”

What Our Core Values Mean

1. We respect ourselves and the culture and beliefs of others.
2. We respect our local community, our school environment and everyone within it.
3. We have pride in ourselves and our work.
4. We are skilled learners who have the courage to challenge ourselves and take risks in our learning; we learn to do things by ourselves.
5. We ask questions and try to find out more.
6. We are always polite and we consider the manners and feelings of others.
7. We understand that not everyone is the same and we learn in different ways.
8. We take pride in our environment, our learning and each other.
9. We enjoy learning to create and achieve in school.
10. We will carry the love of learning with us and be lifelong learners.

Approved by the School Council 2023



Behaviour and Discipline Policy

This policy applies also to EYFS

1 Policy aims

The aims of this policy are:

- 1.1.1 to enable the Principal to carry out his responsibilities of maintaining order and good discipline in the School;
- 1.1.2 to promote good behaviour;
- 1.1.3 to ensure, so far as possible, that every pupil in this School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the school community;
- 1.1.4 to authorise the School Rules and any procedures necessary for implementing them.

2 School rules

2.1 The School rules shall be set by the Principal. The School rules are necessary:

- 2.1.1 for the safety and well-being of everyone at the School;
- 2.1.2 for the reputation of the school community as a whole;
- 2.1.3 for the protection of school property and the wider environment.

2.2 The School Rules apply to all age groups and at all times when the pupil is:

- at school, representing the School or wearing school uniform
- travelling to and from school
- associated with the School at any time.

2.3 Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

2.4 Early intervention: We believe that early intervention is the key to preventing behavioural problems from escalating. We have a range of early intervention strategies in place to support students who are at risk of developing behavioural problems. These strategies include:

- Providing support to students who are struggling academically or socially.
- Teaching students social and emotional skills.
- Working with parents and carers to support their child at home. For example by access to the school Podcast, Webinars, materials on Tooled Up or 1:1 meetings.



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- 2.5 Restorative justice: This is an approach to discipline that focuses on repairing the harm caused by bad behaviour and on building relationships between the student who misbehaved and the victim(s). We believe that restorative justice is a more effective way to deal with behavioural problems than traditional disciplinary sanctions, such as exclusion. We try this before any other punitive measure; generally, by 1:1 discussion with the child, their parents or another child involved. We believe in listening to children and working with them to improve behaviour.

Therefore:

- 2.6 Flexibility: We have a flexible approach to behaviour and discipline. We believe that there is no one-size-fits-all approach to dealing with behavioural problems. The best way to deal with a behavioural problem will depend on the individual student and the circumstances of the problem. We have a range of disciplinary sanctions in place, but we are not limited to these sanctions. We will always try to choose the disciplinary sanction that is most appropriate for the individual student and the problem. If a student misbehaves, we will try to resolve the issue using restorative justice principles. This may involve the student meeting with the victim(s) to apologise and to make amends for their behaviour. It may also involve the student developing a plan to improve their behaviour in the future.

3 Scope

- 3.1 It is intended that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during an exeat or half term and in the holidays.
- 3.2 This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School Community or a member of the public, or which brings the School into disrepute.

4 Rewarding good behaviour

- 4.1 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.
- 4.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

5 Breaches of school discipline

- 5.1 The Principal may prescribe and authorise the use of any sanctions as comply with good educational practice and promote good behaviour and compliance with the School Rules. Examples of sanctions used at the School are set out in Appendix 1.



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5.2 Serious breaches of discipline

5.2.1 For serious breaches of discipline, the pupil may be asked to leave the School permanently:

5.2.2 Required Removal

- (a) For a serious breach of school discipline falling short of one for which Expulsion is necessary but such that the pupil cannot expect to remain a member of the School community, the pupil may be required to leave permanently. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.

5.2.3 Expulsion

- (a) A pupil is liable to Expulsion for a grave breach of school discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal expulsion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School.

5.2.4 The Principal is required to act fairly and in accordance with the principles of natural justice. Please see the School's separate Expulsion, Removal and Review Policy.

5.3 The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School Rules. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Required Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

5.4 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

6 **Malicious allegations against staff**

6.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

6.2 Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.



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6.3 In accordance with the DfE's guidance Dealing with allegations of abuse against teachers and other staff (October 2012), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

7 Use of reasonable force

7.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force (July 2013 reviewed July 2015) and as set out in Appendix 2.

7.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

8 Searching pupils

8.1 **Informed consent:** The School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his / her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

8.2 **Searches without consent:** In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Such action will be taken in accordance with the DfE guidance Screening, searching and confiscation (2019).

9 Records

Administration of major punishments are recorded, with the name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment

10 Review

10.1 A pupil or his / her parents may request a Review of the Principal's decision to expel or Require the Removal of a pupil from the School. The form of application for a Review and the Review procedures will be supplied to parents on request at the time of the original decision.

10.2 There will be no right to a Review of other sanctions but a pupil who feels aggrieved may ask the Assistant Principal to take up his / her concerns with the member of staff who imposed the sanction.



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Appendix 1: Curriculum and Learning

1. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour, whether, for example, as part of lessons or assemblies. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

2. It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

3. Within the EYFS we:

- Use stories and songs as a strategy for encouraging/ supporting positive behaviour
- Use prompts to follow expectations and gradually remove the prompts
- Teach the rules of the setting in a varied structured way, for example, through play, story time, planned circle time.
- Teach routines for some activities e.g. story time, snack time, tidy up time, group time.

CLASSROOM AND PLAYGROUND MANAGEMENT

1. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

2. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

3. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

4. Outside the classroom.

Children should not linger in cloakrooms, toilets or corridors. Lining up to enter the school or move around the school should be orderly and quiet; some teachers have found it helpful to have a lining up order to avoid placing distractible children together. Walking around the school should be orderly; staff should challenge individual children running and ask them to go back and walk. Activities should be provided for wet play.



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During playtimes co-operative and inclusive activities are encouraged. All staff in the playground should be vigilant and engage eye contact with children as they patrol. They should position themselves at various points around the playground so as to see into all areas. They should avoid talking to groups of children for a prolonged period so that they can scan the playground. Some staff are in the playground to care for particular children and not on general patrol.

5. Managing everyday incidents

A key objective is helping children learn from the incident, including strategies to help them operate independently should a similar problem occur. Children are listened to – separately or together as appropriate. Children are encouraged to talk to others involved to try to resolve the situation and consider alternative behaviour in future.

Adults dealing with the incident may suggest strategies to help pupils manage their own behaviour in a similar context and perhaps encourage the pupil to rehearse or role-play the behaviour. Children are encouraged to use assertive strategies to others annoying them, e.g. by saying firmly “I don’t like that, please don’t do it again.”

Children are encouraged to express their opinions and feelings e.g. telling the other person why they are upset, with the emphasis on what the person has done and not by labelling, name-calling or putting down the other, giving the other the chance to apologise. Children are encouraged to tell the teacher if someone is persistently annoying them and to know that this is not “telling tales”. [See our anti-bullying policy for more on this] The child’s class or form teacher should be informed. Playground issues are reviewed and the outcomes communicated to Wraparound Care/ lunchtime supervisors.

For younger children it is important to:

- Re-state the rule
- Praise the children who are complying
- Call the name of the child- wait for ‘take up’
- Distract and divert
- Offer a choice of suitable options
- Give a verbal warning about the consequences, for example leave the activity, alternate activity supervised by an adult or withdrawal time with an adult (calm-down time)
- Speak to carers/ parents
- Consider a behaviour plan.

RULES AND PROCEDURES

Rules should be designed to make clear to the children how they could achieve acceptable standards of behaviour. They should be kept to a necessary minimum. They should be positively stated, telling the children what to do rather than what not to do. Everyone involved should be actively encouraged to take part in his or her development. They should have a clear rationale, made explicit to all. They should be consistently applied and enforced. They should promote the idea that every member of the school community has responsibilities towards the whole.

All boundaries and rules should be explained regularly to the younger children- EYFS



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Extreme behaviour: whether an isolated or repeated incident (violence, temper-tantrum, swearing), it will be dealt with promptly and calmly. An adult should remain with the class, with the teacher sending for assistance if required. The child should be escorted out of the room, or if this is not possible without physical intervention(s), the other children should be taken to a quiet area. He/She should not be left unsupervised or sent out of the room alone or with another child. The adult dealing with the incident should listen to the child, encouraging him/her to describe the incident and give him/her chance to explain how he feels. If the child is on an individual plan and the behaviour is within its scope, the relevant consequences should be applied. Otherwise the Head of School or Principal will decide whether parents should be informed and what next action should be taken.

An ABC chart should be considered- EYFS

EYFS- If the child's developmental age differs from the chronological age then simple strategies of saying stop with a physical gesture, distraction and diversion may be more appropriate.



Appendix 2 : Rewards and Sanctions

1 Rewards

1.1 The School is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

Pre-Reception - Y2:

Praise which can be reinforced through communication with parents/ carers.

Stickers collected individually/ sticker charts (as appropriate)

'The Golden Book of Greatness' assembly recognises children weekly for achievements both academically and pastorally.

House Points are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions and through our weekly celebration assembly.

Years 3-6

Good To Be Green

Rewards and Sanctions

	6) PERMANENT EXCLUSION.
	5) SHORT TERM EXCLUSION (Parent meeting with RS)
	4) INDIVIDUAL BEHAVIOUR PLAN (Parent meeting with HS/KH)



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3) Red card/ LUNCHTIME DETENTION
2) Yellow Cards
1) Verbal warning

1)Yellow cards

When a child has broken a rule the first time, they get a verbal warning, if they break a rule again they get a yellow card. After the second yellow card further infringement of rules will result in a red card.

2)Lunchtime detentions

When a student has got a red card they will lose his/her lunchtime on the day or following day after the infringement. This is staffed by form tutors/class teachers on a rota system. There will be a google drive shared document for students to be signed in.

3)IBP (Individual Behaviour Plan)

This is for persistent poor behaviour and or lack of response to previous sanctions. Parents will be asked to meet with HS/KH and Student will also be put on report. The length of time will be at the discretion of HS/KH.

4)Short term exclusion

If a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts or aggressive behaviour or lack of response to the previous sanctions. Parents will be asked to collect their child, if they cannot be collected then they will be internally excluded for the day. The school meet with parents to decide when they can return to class. This will be at the school's discretion.

5)Exclusion

Please see the policy.

REWARDS for Years 3-5

There are 3 types of rewards.

Green Cards.

These are given for classwork. Students will earn a green card for good work or effort. Students will earn badges and awards for an accumulation of green cards/stamps.



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Eg: 1 green card stamp = 1 green card

100 green cards = Pencil/rubber etc in assembly

175 green cards = Green Card certificate in assembly

250 green cards = Green Card badge is given out in assembly

300 green cards = letter home to parents re achievement.

House Points

These are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions and through our weekly celebration assembly.

Stars/Students of the Week

At the celebration assembly, form and subject teachers will be asked to nominate students for exceptional work in class, around school, or other achievements. These students will be highlighted as 'stars of the week'.

COMMUNICATION HOME

Effort and behaviour are rewarded through communication home to parents, this may be through Departmental postcards, emails from Form teachers, or Head of School emails and letters.

Additional REWARDS for Year 6

MERITS: These are given for class work. Students will earn badges and awards for an accumulation of merit marks.

30 = Bronze Badge

45 = Silver Badge

70 = Gold Badge

90 = Platinum Certificate

100 = Diamond Certificate

150 = Voucher

200 = Letter from the Principal for outstanding achievement.



Sanctions at the Senior School Y7-Y11

6) PERMANENT EXCLUSION.
4) SHORT TERM EXCLUSION (Parent meeting with Principal and Head of School)
3) Red Report Card
2) Head of School Detention
1) Three strike rule in class



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1) Three warnings in class for low level disruption and order marks.

When a student has broken rules in the classroom and/or is disturbing the learning of other they receive their first classroom warning (a name on the board), a second reprimand in lesson results in as second warning (a tick by the name) a third disruption means they are sent to the Head of Department or Head of School (HOS) to see if the situation can be resolved and learning resumed. The student is also given an order mark. For extreme behaviour an order mark or removal from class can be issued with immediacy.

Students may be given order marks for behaviour inside and outside of the classroom, for lateness, uniform and homework breeches etc.

2) Detentions

Head of School detentions are held weekly on a Wednesday. Students may be placed in detention if they are a serial offender of missing homework, are consistently late to lessons or receive three order marks in a half term or for any behaviour in which a detention seems appropriate.

Head of School detentions are on Wednesday at 4pm. They are also used if a student receives order marks for negative behaviour on our data system (ISAMS) in a half term. Parents are informed in advance, via ISAMS, if a student is due to attend a Head of School detention.

3) Red Report Card

This is for used for persistent poor behaviour and or lack of response to previous sanctions. Parents will be asked to meet with the Head of School and the student will be put on report with clear targets set for improvement. The length of time will be at the discretion of HOS. The report card is the responsibility of the student and must be presented at each lesson and at the end of the day must be presented for signature to the form teacher.

4) Short term exclusion and internal exclusion

This occurs if a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts, aggressive behaviour or lack of response to the previous sanctions. Parents/guardians will be informed that their child has been placed into exclusion or they will be asked to collect their child to serve exclusion at home for a day.

An internal exclusion means silent and separated working from peers. In addition break and lunch times are held at different times from other students.

An exclusion served at home results in the parents meeting with the Head of School to decide when the student may return to learning. A meeting with parents must take place before a student who has served a short term exclusion will be allowed back to the learning environment.

5) Exclusion

Please see the policy.

Rewards at the Senior School

Good behaviour and attitude to learning is promoted in several ways at the Senior School;

HOUSE POINTS



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These are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions.

FABULOUS FRIDAYS (Stars of the Week)

At end of week assemblies form and subject teachers will be asked to nominate one student for exceptional work in class, around school, or other achievements. These students will also be awarded a merit.

MERITS

These are given for work in class. Good academic work and effort. Good homework, concentration etc. Each merit converts to 5 house points, individual recognition also therefore feeds into team celebration.

There is a ladder of achievement for merits.

30 merits - Bronze badge

50 - Silver badge

70 - Gold badge and postcard home from Form teacher

100 - Letter of achievement from Head of School

150 - Letter of achievement from Principal (and a seat on the bus for a special end of year trip)

COMMUNICATION HOME

Effort and behaviour is rewarded through communication home to parents, this may be through Departmental postcards, emails from Form teachers, or Head of School emails.

2 Sanctions

2.1 Sanctions only follow if any attempts at restorative work have not been successful. Sanctions that may be used at the School include those set out below:

Sanctions range from expressions of disapproval (being told off), through withdrawal of privileges (time outs, losing part of break or lunchtimes), to referral to the Head of School or Principal or the Directors in extreme cases, letters to parents and, ultimately and in the last resort, exclusion.



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Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Children should not be left unsupervised at any time.

In EYFS - a child may have to leave an activity and have 'calm down' time with an adult.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from an Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head of School, Principal and Directors.

Exclusion:

A serious offence, for example involving violence, could by itself justify a pupil's exclusion. Otherwise exclusion would be applicable only when alternative strategies have been tried and have failed. Exclusions may be fixed (suspension) or permanent (expulsion) or may be for the duration of lunchtime break, or part day. A warning letter may be sent and signed by pupil, parent and school issuing a final warning.

Only the Principal or School Governors may exclude a pupil permanently. This power may not be delegated. In all cases the Principal will promptly inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent, and give the reasons for the exclusion. These sanctions will form part of the pupil's permanent disciplinary record.

Sancton Wood School does not use or threaten corporal punishment.

2.2 **Suspension:** a pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right.

2.3 In addition, the Principal may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote good behaviour and compliance with the School Rules.



Appendix 3 Use of reasonable force

- 1 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 1.1 committing a criminal offence
 - 1.2 injuring themselves or others
 - 1.3 causing damage to property, including their own
 - 1.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 2 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him / her to do so would risk his / her safety or lead to behaviour that disrupts the behaviour of others.
- 3 In addition, reasonable force may be used to conduct a search for 'prohibited item'.
- 4 In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.
- 5 Where reasonable force is used by a member of staff, the Designated Person for child protection must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.



Appendix 4 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the Department for Education (DfE), Screening, searching and confiscation (2019).

11 Prohibited items

11.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

11.1.1 knives or weapons, alcohol, illegal drugs and stolen items

11.1.2 tobacco and cigarette papers, lighters and matches, equipment for vaping, fireworks and pornographic images

11.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil) and

11.1.4 any item banned by the School rules that are identified as being items which may be searched for.

11.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the school (for example on a school trip).¹

12 Searching with consent

12.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

12.2 Under no circumstances should a child be asked to undress to reveal concealed items.

12.3 If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, disciplinary action may be taken in accordance with the School's Behaviour and Discipline Policy.



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13 Searching for prohibited items

- 13.1 Where the Head or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate.
- 13.2 Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or in training settings.
- 13.3 When pupils travel outside England on a school trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.
- 13.4 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 13.4.1 a search of outer clothing and / or
 - 13.4.2 a search of school property (e.g. pupils' lockers or desks) and / or
 - 13.4.3 a search of personal property (e.g. bag or pencil case).
- 13.5 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 13.6 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- 4.4 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.
- 13.7 Where the police are involved and they are to conduct the search, the pupil must be accompanied by an appropriate adult.

14 Confiscation

- 14.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 14.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.



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15 Searching electronic devices

- 15.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.
- 15.2 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

16 Disposal of confiscated items

- 16.1 Alcohol: alcohol which has been confiscated will be destroyed.
- 16.2 Controlled drugs: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 16.3 Other substances: substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 16.4 Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 16.5 Tobacco or cigarette papers: tobacco or cigarette papers will be destroyed as will all associated materials and any materials associated with vaping.
- 16.6 Fireworks: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- 16.7 Where Pornographic images are suspected, the police must be informed immediately, and the staff involved should not review any of the photographs. Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 must be referred to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the school's Designated Person for Child Protection will also be notified and will decide whether to make a referral to children's social care.



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- 16.8 Other pornographic images will also be discussed with the School's Designated Person for Child Protection. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 16.9 Article used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 16.10 Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
- 16.11 An item banned under school rules: such items may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner. If a pupil persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.
- 16.12 Electronic devices: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

17 **Communication with parents**

- 17.1 There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the School should dispose of certain items.
- 17.2 We will keep a record of searches carried out which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of the disposal of items confiscated.
- 17.3 Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is posted on the School website and hard copies are available on request.
- 17.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.



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1 Introduction

1.1 **Scope:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from the School, or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his / her parents.

1.2 **Interpretation:** The definitions in this clause apply in this policy.

Head: references to the Head may include deputies.

Parent: includes one or both of the parents, a legal guardian or education guardian.

Expulsion: means the dismissal of a pupil from the School following serious misconduct formally recorded.

Removal: means that a pupil has been required to leave, but without the stigma of expulsion.

2 Policy statement

2.1 **Aims:** The aims of this policy are:

- to support the School 's behaviour code
- to ensure procedural fairness and natural justice
- to promote co-operation between the School and parents when it is necessary for the School that a pupil should leave earlier than expected.

2.2 **Misconduct:** The main categories of misconduct which may result in expulsion or removal include but are not limited to:

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the School 's ethos
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.



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2.3 **Equality:** The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

2.4 **Other circumstances:** A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he / she remains at the School.

3 **Procedure**

3.1 **The procedure:** The procedure followed by the School in cases where a sanction of expulsion or required removal may be imposed by the Head are:

3.1.2 **Investigation procedure** - further details of the procedures to be followed at this stage are set out in Appendix 1

3.1.3 **Disciplinary meeting with the Head** - further details of the disciplinary meeting are set out in Appendix 2

3.1.4 **Review meeting** - further details of the Review meeting are set out in Appendix 3



- 1. Complaints:** Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by one of the Deputy Head, and its outcome will be reported to the Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being expelled or removed from the School.
- 2. Suspension:** A pupil may be suspended from the School while a complaint is being investigated or while an investigation is suspended (see paragraph 6 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 3. Search:** We may decide to search a pupil's space and belongings and ask him / her to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched. If necessary, the police would be called. See also Appendix 3 of the School's Behaviour and Discipline Policy for the School's policy on searching and confiscation.
- 4. Interview:** A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for him / her to be accompanied by a member of staff of his / her choice and/or by a parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff.
- 5. Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 6. Suspension of an investigation:** It may be necessary to suspend an investigation, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review.

Appendix 2 – Disciplinary meeting with the Head

- 1. Preparation:** Documents available at the disciplinary meeting before the Head will include:



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- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- the Deputy Head's Investigation Report
- the pupil's school file and (if separate) conduct record
- the relevant School policies and procedures.

2. Attendance: The pupil and his / her parents (if available) will be asked to attend the disciplinary meeting with the Head at which the Deputy Head will explain the circumstances of the complaint and his / her investigation.

The pupil may also be accompanied by a member of staff of his / her choice. The pupil and his / her parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Deputy Head so that appropriate arrangements can be made.

If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3. Proceedings: There are potentially three distinct stages of a disciplinary meeting:

3.1 The complaints: The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, he / she will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. Appropriate reliance may be placed on hearsay evidence but the Head will not normally refer to the pupil's disciplinary record at this stage.

3.2 The sanction: If the complaint has been proved the Head will outline the range of disciplinary sanctions which he / she considers are open to him / her. He / She will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 24 hours, the Head will give his / her decision, with reasons.

3.3 Leaving status: If the Head decides that the pupil must leave the School, he / she will consult with a parent before deciding on the pupil's leaving status (see below).

4. Delayed effect: A decision to expel or remove a pupil shall take effect seven days after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from School premises. If within seven days the parents have made a



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written application for a Review of the decision, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

5. Leaving status

5.1 Explanation: If a pupil is expelled or removed, his / her leaving status will be one of the following: Expelled, Removed or if the offer is made and accepted Withdrawn by parents.

5.2 Detail: Additional points of leaving status include:

- the form of letter which will be written to the parents and the form of announcement in the School
- the form of reference which will be supplied for the pupil
- the entry which will be made on the School record and the pupil's status as a leaver
- arrangements for transfer of any course and project work to the pupil, his / her parents or another school
- whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil
- whether the pupil will be entitled to leavers' privileges
- the conditions under which the pupil may re-enter School premises in the future
- financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.



1. Request for review: A pupil or his / her parents may request a Review of the Head's decision to expel or remove a pupil. The application must be made in writing using the Request Form at **Appendix 5** and received by **Aatif Hassan** within seven days of the Head's decision being notified to the parents, or longer by agreement. If the parents or the pupil have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to Aatif Hassan so that appropriate arrangements can be made.

2. Grounds for review: In their application the parents must state the grounds on which they are asking for a Review and the outcome which they seek. For the avoidance of doubt, a mere disagreement with the decision of the Head will not of itself be grounds sufficient for a Review.

3. Review Panel: The Review will be undertaken by a three member panel selected by Aatif Hassan. The panel members will have no detailed previous knowledge of the case or of the pupil or parents. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

4. Role of the Panel: The role of the Panel is to consider the documentation provided by the parties and representations made and to decide whether to uphold the Head's decision or refer the decision back to his / her with recommendations so that he / she may consider the matter further.

5. Review meeting: The meeting will take place at the School premises, normally within ten school days after the parents' application has been received. A Review will not normally take place during school holidays. The parents and the Head will be asked to submit any documents they wish to refer to at the meeting to Aatif Hassan and a single bundle will be circulated to the Panel and the parties at least three days before the meeting. On receipt of new information not previously available to the Head before his decision was made, the panel will decide whether:

- to include the new information in the bundle; or
- to omit the information if not relevant to the grounds for Review; or
- to make further enquiries of the parents or the pupil about the information; or
- to refer the information to the Head for his / her consideration as to whether the decision should be revisited.

A Review meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law. The requirement is without prejudice to the parties' right to refer to the Panel's decision in any subsequent legal proceedings.

6. Attendance: Those present at the Review meeting will normally be:

- members of the Review Panel and an appointed Clerk
- the Head and any relevant member of staff whom the pupil or his / her parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome



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- the pupil together with his / her parents and, if they wish, a member of the School staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not necessary. Aatif Hassan must be given seven days' notice if the friend or relation is legally qualified and the parents should note that the Review Panel will wish to speak to them directly and this person will not be permitted to act as an advocate.

7. Conduct of meeting: The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The meeting will not be recorded but the Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chair who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may at his / her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

8. Procedure: The Head will provide the parents with a copy of the current Review procedure if requested. The Panel will consider each of the points raised by the pupil or his / her parents and any documentation they wish to rely on so far as relevant to:

- **whether the decision was fair procedurally and / or substantively** - whether the facts of the case were sufficiently proved when the decision was taken to expel or require the removal of the pupil. The civil standard of proof, namely, "the balance of probability", will apply and
- **whether the sanction was proportionate** - that is whether it was warranted in respect of the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect.

The requirements of natural justice will apply. If for any reason the pupil or his / her parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

9. Decision: When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, he / she may adjourn the meeting; alternatively the Chair may ask those present to withdraw while the Panel considers its recommendations. The Panel's decision and any recommendations will be notified in writing, with reasons, to the Head and the parents by the Chair of the Review Panel within three days of the meeting. The Head will provide his / her response to those recommendations, if appropriate, in writing within 24 hours. In the absence of a significant procedural irregularity, the Head's decision will then be final.



Appendix 5 - Form for requesting a Review

To [●]

Subject [Name of pupil]

I/we request a Review of the Head's decision to expel or require the removal of the above named pupil. I/we agree that the Review will be carried out in accordance with the Review Procedure supplied to us with this form and I/we agree to abide by the terms of that Procedure and in particular that the proceedings are and will remain confidential subject to law and that the Head's decision following consideration of the recommendations made by the Panel will be final, subject to such legal rights (if any) as may exist.

I/we confirm that I/we have parental responsibility for the above named pupil and that I/we have consulted the pupil who wishes the Review to be undertaken.

I/we understand that the Panel will be concerned with the fairness and proportionality of the Head's decision in accordance with the School 's existing policies (where applicable and relevant) on educational, pastoral care and administration matters.

I/we understand that we may be accompanied at the Review meeting by a friend or relation and that I/we may ask up to two members of the School staff to attend the meeting and speak on behalf of the pupil if they are willing to do so. If I/we wish to bring a friend or relation who is legally qualified I/we will provide seven days' notice as required.

I/we will inform [●] if I/we have any special needs or disabilities requiring additional facilities or adjustments.

The grounds upon which I/we seek a Review and the matters which I/we wish to discuss at the Review and to ask the Panel to take into account are as set out in a statement attached to this sheet.

(Two signatures required where practicable)

Signed	Signed
Full name	Full name
Relationship to pupil	Relationship to pupil
Date	Date
Address	Address
Telephone number	Telephone number