



Claremont Fan Court School

Policy and Procedure: Behaviour, Rewards and Sanctions

Coronavirus – COVID-19: The school further recognises its duty, under the government guidance, to include specific COVID-19 considerations within all aspects of health and safety during the COVID-19 pandemic. The senior leadership team will oversee this when formulating and implementing revised policy. **Some aspects of this policy may be subject to temporary change due to COVID-19 measures.**

1. INTRODUCTION

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont Fan Court School. The heads of school at Claremont Fan Court believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The heads of school seek to create a caring and learning environment in the school.

Claremont Fan Court School recognises that good behaviour happens within a context, and in particular looks for reasons why there might be a pattern of poor behaviour relating to one or more pupils.

Whilst we accept that as children, our pupils will make mistakes, the premise behind this policy and our behaviour management procedures is that we all learn from our mistakes and once sanctions are served we move forward positively together.

1.1 Expectations with regard to pupils

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- report any incidents of disruption, bullying or any form of harassment
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules.

1.1 Expectations with regard to staff

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- actively encourage pupils to fulfil their potential.

It is essential that all teaching staff accept their responsibility for the maintenance of good order and discipline both in their lessons and in and around the school. Pupils will inevitably interpret non-intervention by a member of staff as tacit approval of the misdemeanour and it is therefore very important that a member of staff should challenge inappropriate behaviour whenever they see it.

1.3 Expectations with regard to parents/guardians

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work
- avoid discussing matters relating to pupils on social media platforms, or similar.

The heads of schools decide the standard of behaviour expected of pupils at Claremont Fan Court School. They also determine the school rules and any disciplinary penalties for breaking the rules. The heads and their deputies are responsible for the implementation and day-to-day management of this policy and procedure.

The heads and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this school.

The standard of behaviour expected of all pupils is included in the school's admissions contract which parents sign following their child's admission to this school.

The governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. REWARDS AND PRIZES

A school ethos of encouragement is central to the promotion of good behaviour. It is important that achievement and good behaviour are recognised and rewarded. All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour. Excellence is recognised most commonly with positive verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

Other forms of reward may include:

- written comments on pupils' work
- teacher's rewards
- house points/green slips
- commendations
- acknowledgements by senior staff
- informing parents of a pupil's excellence by individual letter or postcard
- achievements published on the school website or newsletter
- awarding of sports colours
- promotion of pupils to positions of responsibility
- academic and achievement prizes.

2.1 AIMS

To establish an atmosphere of learning and a culture of achievement.

To acknowledge and reward effort, progress and success.

To recognise and reinforce positive behaviour such as:

- good work
- improvement and effort
- good behaviour
- thoughtfulness and kindness
- displaying behaviour in support of the character quality

2.2 PRE-PREP AND NURSERY

Rewards are received through house points, head teacher awards, celebration assembly, house certificates, and *star of the week* board. Children receive a certificate during celebration assembly which is displayed on the *star of the week* board or the house board. Pupils in EYFS and Years 1 and 2 are awarded house points for good behaviour as well as achieving high standards.

Year 2 house captains count house points each half term and the cup is awarded to the winning house and displayed on the house board.

Incidents of poor behaviour are treated immediately with children at this age group. Time is made to discuss incidents and regular feedback is given to parents, in almost every case this is done on the day of a given incident. Any process for children of this age is intended to be constructive and an opportunity to learn from mistakes. Often behaviours occur within groups of children and circle time or assemblies are used to discuss ways to improve choices.

For individuals that repeatedly show poor behaviour a personalised plan will be agreed upon by the class teacher, pastoral assistant head and the parents. Relevant and constructive interventions are applied and reviewed regularly. Staff are informed through weekly meetings of personal targets for children so support is consistent through the school. In the rare event of extreme and or dangerous behaviour, a child will be asked to spend some time away from peers and if deemed necessary by the head or assistant head pastoral, the child may be asked to go home for the rest of the day.

2.3 PREPARATORY SCHOOL

In the Preparatory School, the following reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world.

Class level reward system

Class recognition for good work and good behaviour are given by class teachers in the form of stickers, house points, academic commendations and weekly recognition in assemblies. Class teachers may also establish with their classes a reward system, personalised within the class when discussing class rules, at the beginning of the academic year. Children throughout the school are elected to varying positions of responsibility, such as form captain, classroom monitor and school council. Year 6 children can apply for, and be chosen to serve as, school and house captain.

School level reward system

House points are awarded to children for achieving high standards, making noticeable improvements or demonstrating good behaviour around the school. House points should be awarded generously to children for good work showing the development of such qualities as thoroughness, perseverance, concentration, application of thought and accuracy. They should also be given for consistent effort and improvement. House points are awarded for kind behaviour expressing qualities of unselfishness, awareness of others' needs, thoughtfulness and willingness.

These are judged relative to each individual child. Usually one or two house points will be awarded at any one time but more may be given for lengthy pieces of work or exceptional kindness for the whole community.

They can be awarded by any member of staff but are recorded in each class and collected regularly. The standard of work is judged in relation to the ability of the child. House points need to be recorded in a secure manner. Totals of house points are read out in assembly and recorded on house boards to show that good behaviour and work contributes towards the house trophy and do not just mean individual achievement. Individual pupils earning more than 100 house points in a term are awarded certificates for their portfolio.

Commendations are awarded to individuals who merit special mention over and above house points by achieving high standards of work or regularly showing good behaviour. Pupils may be awarded a commendation by any member of staff. This is recorded by the class teacher and contributes towards portfolio points.

Character quality awards are presented to two children from each class by each class teacher at the end of every period of character quality study. These are for pupils who have been seen to particularly represent the character quality of the month.

Excellent examples of children's work are displayed on the celebration boards in the corridors and time is made in each weekly assembly to recognise and celebrate endeavour and achievement in all areas.

When a pupil produces a piece of outstanding work or achieves well beyond expectation, he or she can be nominated for the book of excellence. If agreed, then contact is made with the head of the prep school to arrange a convenient time for the pupil to sign the book of excellence and receive a certificate in an assembly.

All Year 6 pupils receive a prize to celebrate their talents and contributions during their time at the Prep School. Qualities recognised include : academic excellence, progress and citizenship; the Barker, Fraser and Scott awards which recognise children who have best demonstrated commitment to the school's special ethos during their time in the prep school and outstanding achievements within the different Prep School Portfolio sections. The positions of school captains are filled by children who act as excellent role models for their younger peers; these pupils speak on behalf of the prep community at special events throughout the year.

2.4 SENIOR SCHOOL

House points

House points are awarded for an excellent piece of work or for a significant improvement in progress or effort in any area of work, including behaviour. They may also be awarded for support for the school in sport, music or drama, via SIMS.

Commendations

At the end of each term, commendations will be given to those pupils producing a consistently high standard of academic work in or demonstrating consistently high levels of endeavour.

Platinum awards

Achievement of excellent quality will be entered in the book of platinum awards. Notification of this award will then be sent to the parents.

Display for rewarding achievement

In all areas of the school, excellence is recognised in classroom displays. All work on display will be mounted and indicate the name of the pupil. These displays must be constantly updated to encourage pride and anticipation.

Responsibility positions

Prefects and school captaincy team

The senior school captaincy team comprises of the following: two school captains and a number of senior prefects. These roles are supported by a team of appointed prefects.

In the summer term members of the lower sixth are invited to apply for prefect and senior captaincy positions. A short list of potential candidates is presented to staff and the current senior captaincy team to comment on. Sixth form tutors will make recommendations directly to the head of sixth form.

Following an interview with the head of sixth form and the head/deputy head of senior school, a short list is compiled and the chosen candidates will have a second interview with the head of senior school. Prefects, senior prefects and the new head boy and girl will be announced to the school at an assembly.

Prefect committee

The committee and sixth form tutors meet regularly to discuss matters of concern and interest to the sixth form and to co-ordinate a variety of social functions, from school discos to carol singing and charity events, as well as the running of the sixth form centre.

Sixth form students

All sixth form students are expected to perform duties during the school day. They therefore are able to develop their management skills and their relationships with younger pupils.

House captains and deputy house captains

House captains are selected from the sixth form by the heads of house each year with house reps from the younger years.

Mentors

Members of Year 11 are invited to apply to be mentors to Year 7 pupils. This is a prestigious position and greatly sought after. Only pupils meeting the criteria stated on the application form will be appointed following interview. Announcements of all of the above appointments will be made in the school newsletter and announced in assembly where their badges will be presented from the head of senior school.

School council

Pupils have the opportunity to represent their peers on the School Council which is chaired by the School Captains.

3. SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the class teacher, head of year or head of school and in most cases parental involvement is essential.

3.1 Mentoring schemes

A pupil who is not achieving their potential or is perceived to be struggling with some aspect of school life may be assigned a mentor. This mentor may be an older pupil or a member of staff who will support and encourage them.

3.2 Placement on the IN (individual needs) register

Pupils on the register are monitored by the head of individual needs and appropriate interventions are put in place.

3.3 Report card

In the senior school a pupil may be placed on report for a temporary period to help them to focus on specific targets relating to academic work, organisation, effort or behaviour.

The pupil will receive immediate feedback from their class teacher at the end of each lesson. The report card is monitored by the head of year and parents.

3.4 School counsellor

The school employs a registered school counsellor. A pupil may be referred to the counsellor by a member of staff or pupils can self-refer using the counsellor's school email address. The school counsellor provides a confidential counselling service and under some circumstances parents may not necessarily be consulted prior to, or following, a pupil accessing this service (see the school's website for more information).

3.5 Teacher in charge of mindfulness

The school has a qualified mindfulness practitioner. Pupils may be referred for individual or group sessions to learn strategies to help deal with emotional or behavioural issues.

3.6 External agencies

The school works positively with external agencies (e.g. children's services, CAMHS, CBT therapists, etc.) to ensure that the needs of all pupils are met.

4. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

All three schools keep a central record of major disciplinary action on CPOMS.

4.1 PRE-PREP AND NURSERY

Character education is reinforced through visually enabling the children to associate actions with consequences. In Years 1 and 2, the amount of choosing time is linked to the children's behaviour.

In the pre-preparatory and nursery school these reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world. Staff use descriptive language when addressing particular behaviours, to help to explain and reinforce expectations clearly. More serious behaviour will result in a visit to the headmaster's office and parents may be contacted. This must always be recorded on CPOMS as a record of the incident and the actions taken.

Generally, all staff award children with house points for exceptional behaviour and children throughout the school are given varying positions of responsibility, such as classroom monitor and leader.

4.2 PREPARATORY SCHOOL

The over-riding principle to manage behaviour is to praise right action. However, the following procedures support staff in managing minor misdemeanours:

Behaviour ladder

Ladders are placed in homework diaries to inform parents of misdemeanours including lack of homework, lack of uniform or equipment – they are to be seen as warnings and are used for low level misdemeanours. Parents are expected to initial that they are aware

of the incident but further contact is not required. At step 3, 6 and 9 on the ladder, there are consequences, meeting the pastoral leader, meeting the head teacher and finally inviting parents in to discuss the issues, particularly if there are repeating problems. The ladder is replaced each term and children have a blank ladder.

More serious incidents - CPOMs recording

If a child repeatedly fails to respond to teacher's instructions or is involved in a more serious incident, the teacher present will record this incident on CPOMs and pass it on to the form teacher and pastoral leader. If deemed necessary, after discussion with the head of pastoral care, an individual programme with targets can be worked out for that pupil. The parents are informed of the action and all correspondence and communication is recorded and kept on CPOMs.

Sanctions agreed with the pupil will be put into place.

All report forms are saved on CPOMS and appropriate adults are made aware including: class teacher, pastoral assistant head, and head.

Record cards

If a number of incidents are issued in a short time, then support may be given to help the child recover from the negative behaviour. Each child will be seen as an individual and the response will be judged through conversation with teachers, the child and the parents to ensure that the process is understood and agreed to be purposeful and constructive by all. Often this will result in a personalised report card with specific, individual targets. They will report daily to their class teacher and weekly to the head of pastoral for a period of one to two weeks. If this is not successful, the assistant head pastoral will then meet with the parents to discuss the next steps.

4.3 SENIOR SCHOOL

It is the responsibility of subject teachers to deal with minor incidents which occur during the school day. A verbal warning is often sufficient. A range of sanctions are available to teaching staff in the event of unacceptable or inappropriate behaviour from pupils. These sanctions also apply to off-site school events, such as sports matches and educational visits, and when pupils are making their way to and from school.

Unacceptable behaviour includes, but is not restricted to, lesson disruption, bad language, rowdiness, dropping litter, eating food away from designated areas, graffiti, damage to school property, improper use of school resources, bringing into school offensive or inappropriate material, rudeness, theft, sexual violence and sexual harassment (including online) and unsafe behaviour.

Unacceptable behaviour should always be tackled at source whenever possible, either through a reprimand, a correction of the action or a short and immediate punishment. Examples could include direct instruction to rectify the misdemeanour, a requirement to remain behind for five minutes or a small practical task to be completed. Non-verbal and verbal reprimands are the most successful and efficient means of dealing with most examples of misbehaviour.

Sanctions should be used fairly, consistently and proportionately, taking into account the personal circumstances of the individual involved. When a sanction is issued for a serious misdemeanour, consideration will be given to any support required for that pupil which

might come from pastoral staff, school counsellor or other outside agencies. All sanctions (and any communications with parents related to the sanction) will be recorded on CPOMS by the staff member imposing the sanction and the relevant head of year will be alerted.

Parents will be informed at each stage of the disciplinary 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 sanctions are imposed and decisions are taken as to their future. Pupils will jeopardise their scholarships, positions of responsibility and involvement in school activities, such as trips, if they are sanctioned multiple times or for a serious misdemeanour.

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

Three strikes

Pupils found wearing incorrect uniform or makeup (e.g. shirts untucked, skirts rolled up, etc.) will have a 'strike' recorded on the three strikes page in their prep book by the member of staff. If a pupil receives three strikes they will serve a detention and receive a referral (see below).

Consignment

If a pupil's behaviour is disrupting the learning of others in a lesson, and they have not responded to verbal warnings, the teacher will send the disruptive pupil to the senior school receptionist who will take their details and ensure that they are supervised in the library. The teacher will send work with the pupil so that they can continue with their work under the supervision of a staff member in the library. The teacher who sent the pupil will also complete a referral on CPOMS indicating any additional sanction that the pupil will receive (see below).

Referrals

A member of staff will complete a referral on CPOMS when they have had to deal with a pupil's poor behaviour. The referral can be for academic or behavioural issues. Subject teachers will follow departmental policy with regards to responding to academic issues and record how they have sanctioned a pupil on the referral. The teacher issuing the referral alerts the pupil's form tutor and head of year using CPOMS. The form tutor and head of year will monitor patterns of poor behaviour and challenge tutees about their actions.

Heads of year monitor pupils' behaviour across the curriculum and will become involved if a pupil's behaviour is causing concern in a number of subject areas. They log all incidents and take appropriate action, such as placing a pupil on report for a fixed period. When a pupil has received three referrals in one academic year the head of year will notify the pupil's parents. After five referrals, the pupil will be given an after school detention. Pupils receiving seven referrals will serve a Saturday morning school detention (see below).

Suspension of privileges

The senior school operates a privilege code which gives pupils certain privileges, usually based on seniority (see the Parent Information Booklet for more details). These privileges can be temporarily or permanently removed from a pupil if their behaviour falls short of the school's expectations.

Participation in trips (day and residential) is also a privilege and the school reserves the right to bar or remove pupils from trips as a result of poor behaviour or the infringement of school rules. The decision to remove a pupil from a forthcoming school trip will be made jointly by the trip leader, assistant head co-curricular and the deputy head pastoral. Parents of pupils prevented from participating in trips for disciplinary reasons may forfeit any financial contributions already made to the school for the trip.

The use of the school coach and minibus services is also a privilege which can be temporarily or permanently suspended as a result of poor behaviour (see below).

Community service

A pupil may be required to perform a community service as part of the sanction for a breach of school rules. The community service will be administered by a head of department (HoD), faculty (HoF) or year (HoY). It is likely the sanction will be a community based task, e.g. cleaning classrooms or parts of the school site, maintaining wall displays, filing teaching resources, etc.

Lunchtime detention

Lunchtime detentions will be issued for minor misdemeanours. Form tutors and the head of year will be notified via CPOMS.

Study hall

Pupils who fail to complete or hand in work on time may be placed in study hall by their class teacher. They take place on Wednesday and Friday at 4.00 p.m. in the mansion. They are usually 45 minutes in length but can be extended to 90 minutes if the amount of outstanding work is great or when a pupil has failed to attend a previous study hall. They are supervised by a member of staff and pupils are expected to spend their time completing or improving the work that has not been completed satisfactorily or any other academic work if this has already been completed. Pupils serve the full hour or 90 minutes indicated by their teacher regardless of whether the original piece of work has been completed prior to or mid-way through the allotted study hall. Parents will be notified a pupil has been placed in study hall.

After school detention

We wish all our pupils to work hard and behave well. However, pupils whose work is of an unacceptable standard, is poorly prepared or not completed on time may be asked to attend an after-school detention for 45 minutes. After school detention is supervised by senior teachers and takes place on Tuesdays from 4.15pm to 5pm. An email will be sent to parents by the Friday of the previous week to which a reply is requested, confirming the pupil's attendance in the detention. The pupil will then attend the detention on the requested day. If the work is not completed before the end of the detention, then the pupil will be expected to take it home to complete and hand it in on the following morning. If an after-school detention is missed without good reason, that pupil will attend a further session. If this second after school detention is missed, then that child will be referred to the Senior Management Team for appropriate action.

After school detentions will also be given for more major infringements of school rules, or persistent minor infringements. The pupil will be given extra academic work to complete during this time or tasks designed to make them reflect on their behaviour.

School detention

School detentions are awarded by the deputy head pastoral and take place on selected Saturdays from 9.00 – 11.00 am (full school uniform to be worn). A senior member of staff will supervise. A pupil may be placed in school detention for the following reasons, although the list is not exhaustive: missing detentions, truancy from lessons, more serious misbehaviour, three detentions in a term or serious breaches of school rules. Written work of an academic nature is set for the pupil to complete. Parents will be informed and the pupil is required to see the deputy head pastoral in advance of the detention. A school detention takes precedence over any sports fixture or other school event that the pupil may be involved in.

Exclusions

The process leading to a pupil being temporarily or permanently excluded will involve the head of year carrying out a detailed investigation. The investigation will involve taking verbal and written evidence from pupils and staff and gathering all the available evidence. Interviews with pupils will be recorded in note form. In some circumstances it may be necessary to isolate pupils while the investigation is taking place. The results of the investigation will then be discussed with the deputy head pastoral. Parents will not routinely be contacted while the investigation is taking place but will be contacted as soon as is practicable after conclusions have been reached.

Internal exclusion

The deputy head pastoral may internally exclude a pupil for a period of 1-3 days for serious offences that are deemed to fall between the threshold of the school detention and external exclusion. A pupil who is internally excluded will work in the Library or other suitable venue and will be supervised by a senior member of staff at break and lunchtime. A pupil can only serve one internal exclusion in an academic year. If a pupil places themselves in this territory again in a school year, a more serious sanction will be applied.

External exclusion

The deputy head pastoral may externally exclude a pupil for a period of 1-3 days for serious offences or a complete failure/persistent breaching of school rules and normal sanctions. Parents will be informed of an external exclusion. The head of year will liaise with subject teachers in order for work to be sent home for the excluded pupil. Any pupil who has been temporarily excluded will be required to attend a reintroduction meeting with a parent and a senior member of staff. Any pupil who accrues a third external exclusion during their time at Claremont Fan Court School may be asked to leave the school or be subject to permanent exclusion.

Permanent Exclusion

When the school believes it is in the best interest of a pupil and/or the school community, the pupil will be permanently excluded. A pupil may be permanently excluded from school in the event of a serious breach of the school rules, e.g. using or supplying drugs or serious physical violence, sexual violence or sexual harassment or repeated misdemeanours of a lesser nature.

COVID-19: All areas of the School

Whenever pupils are on the school site they will be expected to follow all current government COVID-19 guidance and to adhere to the routines and procedures communicated to them by the school.

Adherence to the guidelines is critical to ensuring the safety and well-being of our community. Therefore, any act which compromises this will be treated very seriously.

Infection Control Measures

The single most important way to avoid catching coronavirus is to wash your hands for 20 seconds using soap and water. There is regular opportunity to wash hands or use hand sanitiser.

When using the toilet facilities, pupils should close the lid before flushing and of course, wash their hands after use as they normally would.

Pupils should avoid touching their nose, mouth or eyes with their hands.

If a pupil feels at all unwell they must report this immediately to a member of staff who will contact the Care Centre.

Pupils must not share any equipment or water bottles.

No pupil should leave a lesson without the permission of a teacher.

Sanctions

A non-deliberate act

For a first offence of a non-deliberate act the school will support and educate pupils to help them understand the importance of the rules and will discuss strategies to avoid further infringements.

Parents will be informed.

For repeat offences we will continue to support the pupil, but a detention will be issued and further advice will be offered to support the pupil in making educated choices. Parents will be informed and through dialogue it will be ascertained if it is safe for the pupil to remain on site.

A deliberate act

A deliberate act such as purposefully coughing or spitting at another pupil, deliberately touching another person or their belongings, purposefully breaking any COVID-19 rules in place at the time or any other deliberate act which might put another member of the school community at risk will be treated very seriously. This will result in a fixed term exclusion from school and through dialogue it will be ascertained if it is safe for the pupil to return to site for any of their remaining lessons this term.

In all cases each incident will be treated with an understanding of the individual pupil and any educational need or vulnerability will be taken into account.

5. BEHAVIOUR ON SCHOOL BUSES

Pupils of Claremont Fan Court School who travel to or from school by bus (coach or minibus) agree to abide by the school bus code of conduct. Pupils who are passengers on the buses commit to:

1. Acting responsibly at all times
2. Responding promptly and positively to the driver's instructions at all times
3. Wearing a seat belt at all times
4. Being respectful to the driver at all times
5. Being caring to fellow passengers at all times
6. Taking care of placing bags so as not to impede others or impeding entry and exit
7. Following the rules of the school and the behaviour policy
8. Only sitting in the seat or part of the vehicle allocated to them for the purposes of social-distancing
9. Wearing a face-mask when inside the vehicle (when guidance requires this).

Failure of a pupil to abide by this code will result in sanctions being imposed in line with this behaviour policy. The sanction used will reflect the seriousness and/or frequency of the reported misdemeanour and may include:

1. A verbal warning and/or a referral
2. A detention and a written warning
3. Temporary suspension of the privilege of using school transport
4. Permanent loss of privilege of using school transport.

Further details of the school bus code of conduct can be found on the school website or in the Senior School or Prep School parent information booklet.

6. OTHER RELEVANT POLICIES/DOCUMENTS

- Safeguarding policy
- Anti-bullying policy
- Drug awareness and education policy
- Technology usage for parents and pupils policy
- Parent information booklet

APPENDIX 1

Searching and confiscation of banned items policy

Introduction

This policy relates to the power of authorised staff to search pupils and the retention and disposal of items that have been confiscated in accordance with the school's *Behaviour Policy*, the School's *Drug and Substance Education and Misuse Policy* and the *Anti-Bullying Policy*. This policy applies whenever pupils are in the care of the school, including on school trips.

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 student's property as a disciplinary penalty where it is reasonable to do so. This policy also has regard to guidance published by the Department for Education (DfE), *Searching, screening and confiscation* (January 2018).

Aims

The central aim of this policy is to enable the school to carry out its duties to safeguard and promote the welfare of children by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully.

This policy also aims to ensure that pupils and parents understand the circumstances in which searches will take place, what will happen to items confiscated by staff and to discourage pupils from bringing such items into school or on school trips.

Prohibited items

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:

- a. knives or weapons, alcohol, drugs and stolen items
- b. tobacco, e-cigarettes and cigarette papers, fireworks and pornographic images including both in digital and paper form
- c. any article that a member of staff reasonably suspects has been, or is likely to be used:
 - i. to commit an offence or
 - ii. to cause personal injury to, or damage to the property of, any person (including the student) and
- d. any other item which the school rules identify as an item for which a search may be made.

Searching with consent

1. A member of staff can search students with their consent for any item.
2. Before any search is undertaken the student will usually be asked to consent. In seeking consent, the age and maturity of the student will be taken into account together with any special needs the student may have. Written consent will not usually be required.
3. If a member of staff suspects that a student has an item that is banned by the school they can instruct the student to turn out his or her pockets or bag. If the student refuses, disciplinary action may be taken in accordance with the School's Behaviour Policy (see also Searching for prohibited items without consent).

Searching for prohibited items without consent

1. Where the head teacher or an authorised member of staff have reasonable grounds to suspect that a student may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate (see the School's Use of Force Policy).
2. The head teacher has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:
 - a. The head teacher;
 - b. any senior teacher, e.g. heads of year or faculty or a member of the SMT
 - c. any group leader on an educational visit while the visit is underway, in the absence of a member of the SMT.
3. Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a school visit or a trip either within the UK or abroad.
4. If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out a search of:
 - a. outer clothing and / or
 - b. school property (e.g. students' lockers) and / or
 - c. personal property (e.g. bag or pencil case).
5. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and a second member of staff. Where a student is searched, the searcher and second member of staff present will be, where possible, the same gender as the student.
6. Where it is reasonably believed that serious harm may be caused to a person 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 student of the opposite sex and / or in the absence of a witness.
7. Where the head teacher, or staff authorised by the head teacher, 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.

Confiscation

1. Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.
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.

Searching confiscated electronic devices

An electronic device such as a mobile phone or 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 used to disrupt teaching, cause harm to others or contains inappropriate material then the member of staff should remove the phone from the student. They should not look at the phone but should ask, if possible, for the student to lock the phone. At the end of the lesson, session or as soon as is practicable, the device should be handed to the deputy head(s) or head teacher who will decide on the next stage of action. At no stage should the member of staff look through the phone. If there is sufficient thought that the phone may contain prohibited images, then the school may decide to involve the police or other authorities. If it is felt the device does not contain such images the student should be interviewed about the device and its use, and a suitable sanction decided upon. The device can be returned to the student. Staff should not be deleting items from devices.

Disposal of confiscated items

1. **Alcohol:** alcohol which has been confiscated will be disposed of and not returned to the student.
2. **Controlled drugs:** These are defined as 'a drug in Schedule 1, 2, 3, 4 or 5 of the Misuse of Drugs Regulations 2001. Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the head teacher or authorised member of staff, the drugs may be disposed of 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 their professional judgement.
3. **Other substances:** substances which are not believed to be controlled 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 a controlled drug, it will be treated as though it is controlled.
4. **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the head teacher 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.
5. **Tobacco:** e-cigarettes or cigarette papers: tobacco or cigarette papers will be disposed of and not returned to the student.
6. **Fireworks:** fireworks will not be returned to the student. They will be disposed of safely at the discretion of the head teacher or other authorised member of staff.
7. **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police immediately. As possession of such images may indicate that the student has been abused, the school's designated safeguarding lead will also be notified and will decide whether to make a referral to the local Children's Service of the student's home local authority.
8. Other pornographic images will also be discussed with the school's Designated Safeguarding Lead. The images may then be passed to the local Children's Service of the student's home local authority 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.

9. Articles used, or could be used, to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the head teacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
10. Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
11. An item banned under school rules: such items may, at the discretion of the head teacher 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 student persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.
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 student 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.

Communication with parents

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.
2. We will keep a record of searches carried out which can be inspected by the parents of the student(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of the disposal of items confiscated.
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.
4. The school will take reasonable care of any items confiscated from students. 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.

APPENDIX 2

Use of force to control or restrain pupils

A new provision of the Education and Inspection Act 2006 came into force on the 1 April 2007. This restated the powers of teachers and other members of staff to use reasonable force to prevent pupils committing a crime, causing injury or damage, or causing disruption. Such powers already existed under the Education Act 1996 (now no longer in force) and common law but they have often been misunderstood.

Neither the Act nor this new provision authorise the use of corporal punishment. Nor are they intended to encourage the use of inappropriate force.

1. The illegality of corporal punishment in schools was extended to include the independent sector under the School Standards and Framework Act 1998, s.131.
2. There is a common misconception that, since the Children Act 1989 and the Children Act 2004, any physical contact with a child is in some way unlawful. That is not true. Where necessary, reasonable force can be used to control or restrain pupils. Physical contact with pupils may also be appropriate or necessary in other circumstances.
3. Such force as is reasonable may be used to prevent a pupil from doing, or continuing to do, any of the following:
 - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including the pupil's own property);
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
4. The above applies when a teacher, or other authorised person is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.
5. Everyone, whether authorised by the head teacher or not, has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any person would be entitled to intervene. The purpose of this provision is to make it clear that teachers and other authorised persons are also entitled to intervene in other less extreme situations.
6. There is no statutory definition of "reasonable force". The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. Any force used should always be the minimum needed to achieve the desired result.

7. Before intervening physically a teacher should, wherever practical, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.

Physical intervention can take several forms. It might involve:

- Physically interposing between pupils;
 - Blocking a pupil's path;
 - Holding;
 - Pushing;
 - Pulling;
 - Leading a pupil by the hand or arm;
 - Shepherding a pupil away by placing a hand in the centre of the back; or
 - In extreme circumstances only, using more restrictive holds.
8. Every member of staff will inform the head teacher and DSL immediately after they have needed to restrain a pupil physically, they will need to make a formal record of the incident as soon as possible.

ALWAYS AVOID TOUCHING OR HOLDING A PUPIL IN A WAY THAT MIGHT BE CONSIDERED INDECENT

NOTES

Corporal Punishment

Under Section 131 of the School Standards and Framework Act 1998 corporal punishment is prohibited for all pupils in independent and maintained schools. The guidance provided by DfE on Notes on Sections 1998 makes it clear that the prohibitions include the administration of corporal punishment during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis such as unpaid, volunteer supervisors.

Reasonable adjustments

Staff should be mindful at all times of the school's obligation to make reasonable adjustments where provisions, criteria or practices (including the use of force) put disabled children at a particular disadvantage.