



1.3 Policy for Managing Behaviour – including Rewards, Sanctions and Exclusions (EYFS & KS1-3)

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Contents

Aims	3
Rationale	3
Supporting all children	4
Thinking School	4
Mindset	5
Restorative Practice	5
Behind the behaviour	5
Information sharing	5
Rewards and Sanctions	5
1. Rewards	5
Lower School	6
Middle & Upper School	6
2. Other Rewards and Awards	7
Lower School	7
Middle and Upper School	8
3. Sanctions	8
Reflection Time	8
Culpas	9
After-school detention	10
Weekend detention	10
Further Disciplinary Actions	10
Report Cards and Golden Books (Middle and Upper School)	11
Record Keeping and Monitoring	11
Misconduct of a more serious nature and exclusion	12
Reporting notice of exclusion to senior schools	12
Categories of misconduct	12
Reporting to the Police	13
Sexual offences	14
Behaviour related to a disability or Special Educational Need	14
Other circumstances	14
Procedure	14
Investigatory Suspension:	15
In conclusion	15

Policy for Managing Behaviour

Aims

'Habits of good behaviour' – we aspire to be a school where:

- Children show regard for their fellow pupils, helping to promote our friendly school ethos
- Staff create a happy, safe environment for their pupils
- Children show regard for their fellow pupils by being considerate and attentive in class, so that all pupils derive maximum benefit from teaching and learning opportunities
- Staff foster a caring atmosphere in which teaching and learning can go on in a calm and happy manner
- Children show respect for their own and other people's property
- Staff foster in children tolerance and understanding of the needs of others
- Children show courtesy and good manners around the school to all members of the school community, recognising that one small act of courtesy can have a great impact both on the recipient's well-being, and their appreciation of the giver
- Staff provide a model of courtesy and decency for children to follow, which includes helping children resolve behaviour problems in a sensitive and sympathetic way, both to encourage an improvement in the children's behaviour and an enhanced appreciation of the needs and feelings of others.
- Staff recognise that one of their primary roles is to build positive relationships with all of the children they teach.
- We take heed of the statutory guidance published in Behaviour in Schools by the DfE

Rationale

All staff should read this Managing Behaviour Policy as it plays an important role in safeguarding children. An overview of this policy is also explained during staff safeguarding inductions.

School behaviour policies, and frequently the execution of those policies, tend to originate from the belief that bad behaviour is a regrettable fact, and one that needs anticipating with structures and sanctions.

Our belief arises from the same root as our pedagogy; that children make mistakes, that making mistakes is a valuable part of the learning process, and that through education and dialogue, children can be encouraged to reflect on their actions, improve their own behaviour and become socially responsible. The emphasis on dialogue and reflection enables all our children to act, and understand themselves, as moral agents whose behaviour can have both a positive and negative affect on those around them, just as our inclusive teaching methods enable them to participate fully in the classroom.

This social responsibility which we encourage children to show around school extends in a very meaningful way to the classroom. Good learning dispositions maximise a child's chance of learning to the best of their abilities, their classmates' chances of achieving the same end, and their teachers' in helping them attain it, most often through the excellent examples the teachers themselves set.

An essential part of our education is for the child to recognise that there are consequences, for good and bad behaviour, both for themselves and those affected by it and this is supported by our approach to rewards and sanctions.

Supporting all children

Our aim is to achieve uniformity, and consistency of response to behaviour by teachers, teaching assistants and playground assistants. Just as children learn from clear and structured feedback how to develop strengths or improve their work, they will learn to build upon or modify behaviour in the same way. Accordingly, with a consistent approach which is understood by the children, issues become depersonalised. The conduct itself, and its effects, are scrutinised, rather than the child stigmatised. Actions will elicit an expected range of responses from the teacher, teaching or playground assistant, and a reward or sanction as appropriate.

We recognise that children with specific learning and/or social difficulties may have some difficulty processing instructions and expectations which often have to be delivered at speed in a school situation. Teachers are expected to modify the way they manage these children, adapting instructions and expectations in much the same way they would differentiate their teaching to accommodate all children.

Thinking School

Our attitudes to behaviour are profoundly influenced by our Thinking School ideals and practices. The NHP Habits are regularly invoked and are invaluable aids in getting children to reflect upon, and amend behaviour, and consider those influenced by it. Reflection is a key tool – children are urged to be not merely passive recipients of behaviour management but play an active role in improving their own behaviour and modelling it for others to follow. For example, children may be asked to reflect on which NHP Habit they need to work on, choosing ‘managing impulsivity’ to help with calling out, or ‘applying past knowledge in new situations’ to minimise the likelihood of the same mistakes being made multiple times.

Reflection can be done through open conversation, reflection sheets (using a Multi-flow Map), or using the Thinking Hats:

- White Hat – what were the facts? What happened?
- Red Hat – How are you feeling about this? How might others feel?
- Yellow Hat – Did any good come from this?
- Black Hat – What went wrong?
- Green Hat – What do we need to do now to make things ok? What should we do in the future?
- Blue Hat – Thinking about the big picture, what can we learn from this?

Across the school, the shared vernacular of “Ready, Respectful, Safe”, is frequently applied to discussions around behaviour. This language is clear and accessible to the children at all levels of the school community and provides further common language for addressing issues.

Mindset

Just as we do not take a fixed view of intelligence but display to the children what can be achieved by their own efforts, we take the same view of behaviour. By reflection and effort, children can change their behaviour for the better, just as they can enhance their 'academic' learning.

Restorative Practice

A pastoral approach underpins much of our behaviour management, particularly where the behaviour is persistent. When reflecting (with a teacher) upon their actions, children may be asked these types of questions:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you need to do or say to fix things?
- How can we make sure this does not happen again?
- What can we do to help you?

The aim is to encourage reflection around those influenced by the behaviour with a view to engineering change in thinking and doing.

Behind the behaviour

Where patterns or types of behaviour suggest a 'sub-text', NHP aims to explore the 'function' behind the behaviour. For example, this may be a parental separation, the death of a family member, difficult relationships in school, or similar personal trauma. We will provide extra support where necessary. This may come from various sources: the Head, Deputy Head Pastoral, the School Counsellor, Head of Lower School, Head of Middle School, Head of Upper School, form teachers, and parents, or other staff members, such as when children are allocated to staff mentors. In certain circumstances we may refer a child to an external specialist, involving the parents in any such actions we take to support their child.

Information sharing

NHP sees information gathering, and sharing, as key components in successful, joined-up behaviour management. Teachers are expected to record discussions and actions in the appropriate place using the school systems and disseminate this evidence to the people closely involved with a child, including reporting speedily and effectively to parents where appropriate. All teachers, teaching and playground assistants have a vital role to play in promoting good information sharing.

Rewards and Sanctions

1. Rewards

Praise and encouragement have a constant presence in the NHP classroom, and house-points and rewards are given fairly and often.

All Form Teachers are expected to have a visual House Point reward system displayed in the classroom, to act as a reminder and incentive for good behaviour. Whilst we would like the motivation for good behaviour to be intrinsic, we accept that the extrinsic motivation of the displayed class reward is needed to help some children learn to manage their behaviour. (NB: Subject teachers with a fixed teaching room, should also set up a visual reward system to use with their classes e.g., Art and Music rooms). All reward or point systems used with the children are converted to House Points, which go towards a child's individual house point total, as well as being included in the running total for their particular house. See Appendix 4 which outlines the House system (including how house points are recorded and tracked).

Lower School

Rewards are linked to positive choices and achievements and focus on the specific behaviours we wish to improve. They are part of the 'language' of NHP and include:

- Earning house points
- Positive reinforcement and verbal praise
- Written comments, stickers and stamps in books and on work
- Showing work to the class
- Stickers, commendations, certificates
- Letters/notes to parents
- 'Golden time' and special activities
- Special responsibilities/privileges
- Visits to the Head or Head of Section to show good work

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards are given:

- Student of the Week
- Student of the Term
- End of Year Form Prize
- End of Year Habits Prize
- Certificates of Excellence for Music, Sport and Art

Middle & Upper School

These typically include:

- Verbal praise
- Written comments in books and on work
- Showing work to the class
- Earning house points
- Displaying work for others to see
- Letters/notes/email and calls to parents

For rewarding persistently good effort or behaviour or for rewarding excellent attainment or behaviour, the following rewards may be given:

- Student of the Week (Middle School)
- Head's Merit award (Upper School) Head's Merit award is a postcard that is given out in any lesson for a pupil who has had an exceptional lesson. The child brings the postcard to show a member of SMT and explain why they have received it. The SMT member then

- announces it in assembly. The child receives 3 house points
- ‘Laudatio’ (which is the name given to a Student of the Term award) – given to those who have performed well across a number of subjects during the term
- Colours for Music, Sport and Art (awarded at the end of each term)

NB The term ‘good work’ is relative to each child’s ability and individual standards, not a set level for all. It involves work and actions which reflect effort and are good for that child.

2. Other Rewards and Awards

When a child has achieved outside school (e.g., Music grade certificates, performing well in a chess championship, winning a writing or art prize) these achievements are always celebrated publicly (e.g., in the weekly newsletter and/or in assemblies) in the same way as those gained in school or under a school initiative.

Children are regularly reminded of school rules and expectations of behaviour and effort. Teachers use a variety of methods to manage behaviour in class and around school – and should remain calm at all times. NHP rejects the use of corporal punishment, which is against the law. In incidents where a child’s behaviour is below expectations, the following sanctions are in place depending on the severity of the misdemeanour.

Teachers are trusted to use their professional judgement to deal with behaviour as it arises, as long as that judgement is exercised within the school ethos and rationale explained above. The needs for specific methods that can be applied to particular year groups are discussed and agreed upon in staff meetings.

These methods should still follow the school ethos but may be slightly different in application from methods used in the rest of the school. Teachers should take into account:

- The age of class i.e., treat Year 4 with different expectations to Year 8.
- Any special educational needs when managing behaviour e.g., a child with ASD may need a differentiated behaviour plan and a child with difficulties with working memory may need different forms of reminders for a set of instructions.
- The type of lesson they are teaching e.g., an active, fast-paced lesson may mean leniency is needed towards calling out
- External factors that may be having an effect on a child’s behaviour e.g., parents separating etc
- External factors that may have an effect on the whole class e.g., stress or pressure during 11+ exam period

Lower School

We encourage children to reflect on their behaviour. We make them aware of the consequences of bad behaviour. Classroom expectations for each lesson are made very clear – the ‘protocols’ we must agree to make sure that everyone can do their best learning in the lesson, drawing on our NHP Habits.

It is important for our children to clearly link a specific behaviour with its consequence. Staff may use the Behaviour Tree Map as a guide to appropriate consequences and be clear with the child about potential repercussions. The consequence needs to be a natural consequence, which makes sense to the child.

Typical consequences include:

- A stern look
- A reminder to focus on the activity in hand
- A reminder to manage impulsivity or be gentle with each other
- Time out for a short while if behaviour is inappropriate
- Completing a reflection sheet with the Head of Lower School. The reflection sheet will be kept on file and parents will be informed (See Appendix 6)
- Going to see the Head if behaviour concerns safety issues, such as talking when crossing the road

Reparation: all staff follow up bad behaviour with reparation

Reparation means:

- Repairing relationships or 'making good' in some way
- Children should always be given the opportunity to repair, and should want to do this

Middle and Upper School

Sanctions in the Middle School and Upper School fall into two categories – Reflection Time and Culpas. Reflection Time is used to address a broad range of issues, where a little more consideration is needed on the students' behalf. This is a supportive discussion, with a non-judgemental tone and focus on resolving any issues and most commonly may take the form of an open discussion between pupils and teachers. Culpas are a more serious sanction, issued where behaviour has significantly crossed a line and involved wilful unkindness or endangered health and safety.

3. Sanctions

Reflection Time

Rationale

As a Thinking School, we know that children sometimes need a little time to reflect when their work or behaviour has fallen short of the school's standards.

From Years 3-8 there is an opportunity for children to spend thinking about how they can take positive steps with a member of SLT or a Head of Year at break time each day. The member of staff who issues the reflection time also attends along with the pupil, to explain first hand the impact of the substandard work or behaviour

This is intended as a non-punitive measure and an opportunity to move on constructively from minor issues.

The children might be encouraged to take some Reflection Time for a variety of smaller issues:

- Repeated low-level disruptive behaviour
- Incomplete classwork/homework
- Disorganisation
- Over-exuberance in the playground

Procedure

Members of staff will warn the children that their behaviour or rate of work might require some additional Reflection Time at break. If there is no change in behaviour the member of staff will inform the child that they will need to see a member of SLT or Head of Year during the next available break

time and record this on Microsoft Teams. The member of staff issuing the Reflection Time will attend along with the pupil and lead the discussion about the necessary reparations. This may sometimes cause a delay between the sanction being issued and a mutually convenient time to complete the Reflection Time but it maintains the authority of the member of staff issuing the sanction and preserves the relationship between the staff member and the pupil.

Reflection Time is recorded by the Head of Section and is not communicated to the parents as a matter of course. In the event that a pattern emerges and a child requires Reflection Time on a number of occasions for similar issues within a half-term, parents will be contacted by the Form Teacher to explore further solutions. Given that Reflection Time is intended as a supportive measure, it might be mutually agreed between the pupil and the teacher that parents will be contacted to discuss the best way to work together.

The Reflection Time might involve a variety of different tasks appropriate to the issue, including using the school's reflection sheets (See Appendix) to identify Thinking School habits which can support the pupil moving forwards. It may also be as simple a task as completing an unfinished homework. These tasks are always intended to be a constructive response to the issue, rather than as a punishment.

When a child receives three Reflection Times, for similar or related issues, the sanction will be treated as a Culpa and the process below will be followed

Culpas

Rationale

Culpas are issued for more serious behaviour issues, especially where there is evidence of intent or a risk of harm to others

- Not behaving safely
- Persistent low-level behaviour resulting in multiple reflection times
- Damage to property
- Inappropriate language or behaviour, or unkindness

Procedure

Ordinarily there will be a warning in advance of a Culpa, but a Culpa may be issued immediately in response to one off incidents of significant misbehaviour.

Receiving a culpa results in a detention during the nearest morning break time (depending on timetabling issues e.g., PE lessons). It is a time for a child to reflect on their behaviour and consider how they can improve in the future. The child completes a reflection sheet during the detention, including restorative questions. In some Culpa incidents, the child writes a letter of apology to the relevant person or makes some other reparation as appropriate to the misdemeanour. This might be carrying out a service to the school community, such as sorting and returning lost property or sharpening pencils.

In the event of a Culpa being issued, parents will always be contacted to address the seriousness of the misbehaviour.

If multiple Culpas are issued to the same child within a half term, the following procedure will be followed.

1st Culpa – The member of staff issuing the Culpa sends an email to the parents of the child involved as soon as possible CC'ing Form Teachers, Head of Year, and Head of Section having submitted a draft as necessary.

2nd Culpa – The Form Teacher sends an email home clarifying that the next Culpa will incur a 30 minute after school detention with HoS and offering more general support.

3rd Culpa – HoS sends email home clarifying that behaviour has still not been addressed and to arrange an after school detention.

4th Culpa – DHP/Head involved in further correspondence and escalation.

After-school detention

If a child receives a third culpa in a term, they will have a 30-minute-long detention after school with their Form Teacher. This will be an opportunity to reflect on their behaviour and to discuss ways to get back on track and prevent further culpas.

If a child receives a fourth culpa in a term, they will have an hour-long detention after school with a member of the Senior Leadership Team. In this detention, they will discuss what changes need to be made and some form of intervention will be arranged e.g., a mentor, report card or seeing the school counsellor. They will also discuss what consequences will occur if any more culpas are received e.g., Saturday morning detention.

More serious misdemeanours will result in an after-school detention lasting one hour with the Deputy Head Pastoral.

In all cases, parents will be informed.

Weekend detention

During the detention for a fourth culpa, the staff member will explain what consequences will follow, should the misbehaviour and culpas continue. For children in the Upper School, this may include a weekend detention. Serious cases of bullying and behaving unsafely or extreme cases of irresponsible behaviour towards school property or property of others may also result in a weekend detention or a period of internal exclusion.

Further Disciplinary Actions

If these sanctions do not appear to be affecting change in a child's behaviour, alternative sanctions may be put in place. This may be a particular set of rules for a year group or for specific children, depending on the behavioural problem.

The Deputy Head Pastoral monitors the number of culpas and detentions on a weekly basis and will meet with parents, alongside the Head and/or SENCO if necessary, to discuss persistent poor behaviour of a pupil. If it is felt that all possible methods of support and necessary sanctions have been put in place but that behaviour is still not improved, the Deputy Head Pastoral will consult with the Head as to whether further investigation into possible grounds for escalating sanctions is necessary in line with the policy below.

Parents will be kept informed at all times.

In some cases, if a child has physically hurt someone or has become aggressive or refused to follow the sanctions staff have put in place, their parents may be called to come and collect them. Depending on the age and needs of the child, and taking into account the situation, their behaviour may not always warrant a formal 'exclusion'. Rather, sending them home allows the child to have the time and distance needed to calm down and to reflect on their behaviour away from school. It also gives the other children affected some space. The child may return to school later that day, or the following day, depending on the time and nature of the incident. In the event that the parents are unable to collect the child, provision will be made in school to supervise them in a separate, safe location, away from class. The child's parents will be invited in for a follow-up meeting to discuss any such incident and how best to support the child with any behavioural issues in the future. If such behaviour happens again, a formal 'internal' or 'external exclusion' may be enforced. This will be formally recorded and shared with future schools, in line with the steps outlined below. It is important to note that in all instances, any special educational needs will be taken into account and the school will work closely with the parents and any external specialists throughout this process.

Report Cards and Golden Books (Middle and Upper School)

At times, on a case-by-case basis, a child may need further support to monitor and then reflect on behaviour. In these cases, the teacher may create a 'Report Card' for the child. The Report Card should be based on a particular focus or goal that has been agreed upon by the child and teacher (parents can also be part of this discussion). Report Cards may take different forms depending on the needs of the child. Usually, it involves filling in a grade, comment or rating on the report card at the end of each lesson for the agreed focus. Sometimes both the child and teacher will fill this in, providing an opportunity to compare different perceptions and expectations of behaviour.

To promote purely the positive aspects of a child's behaviour and actions, it may be decided that a Golden Book will be used. At the end of each lesson the teacher should write any positive comments in the child's Golden Book. The child then has a record of their positive actions at school and can also show this to their teachers and parents. The aim is to create a shift in mindset from thinking about themselves as someone who gets into trouble and can't seem to do things right, to someone who can achieve and have a positive experience at school.

Both Report Cards and Golden Books also provide an additional form of information sharing between the child, teachers and parents. This ensures that all parties are aware of behaviour, goals and achievements.

Record Keeping and Monitoring

- All rewards and sanctions must be logged so we keep a record, year on year. This helps us to see patterns of behaviour and also ensure consistency and fairness.
- The vast majority of rewards and sanctions are recorded on Microsoft Teams
- Culpas must also be logged on Microsoft Teams so an email can be sent home to the relevant parents.
- Serious behavioural incidents and any bullying is recorded in a separate log by the Deputy Head Pastoral
- Form teachers are responsible for logging the weekly STUDS for their form on Teams. They must check the records (a central spreadsheet) each week so STUDS can be awarded to different children over the course of each term. Specialist teachers will nominate children for STUDS in section meetings each week

- All relevant staff are kept informed of behaviour issues and concerns. We believe strongly in the need to keep parents informed of any negative behaviour, including repeated low-level disruptive behaviour by a child.
- 'Children of Concern' for each year group are raised in the Lower and Middle and Upper School staff meetings each week. The minutes are then emailed to all relevant staff

Misconduct of a more serious nature and exclusion

This will be dealt with according to this policy. At the School there are four categories of exclusion:

- **Internal Exclusion:** exclusion for a specified period of time from lessons/playtime, or missing special events, and being supervised by a member of staff in a designated area. The school will notify parents before they carry out an internal exclusion
- **Temporary Exclusion:** an exclusion of a pupil for an agreed fixed period ranging from half a day to five days. If the temporary exclusion is for a period of more than three days, the school will make every effort to put in place arrangements to ensure the continuing education of the pupil. We ask parents or guardians to respect that there may be a delay in providing work while teaching staff are given the opportunity to determine what work should be set
- **Withdrawal:** means that a pupil has been required to leave, without the stigma of permanent exclusion, that is, when both parents and school agree that all parties are best served by the child's departure
- **Permanent Exclusion:** means a dismissal from the School following serious misconduct

Events and actions arising under any of the four categories above will be formally recorded.

Reporting notice of exclusion to senior schools

The school has a duty of openness to senior schools when writing references or reporting in other ways to them about NHP children – both to preserve good relations between us and them but also to safeguard the chances of future NHP pupils. This is how we will report incidents of exclusion to them:

- internal exclusions will not be reported
- in cases of temporary exclusion, withdrawal or permanent exclusion, we will notify the senior school, either when writing a reference or by other means

Categories of misconduct

The main categories of misconduct which may result in **temporary exclusion, withdrawal or permanent exclusion** includes 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
- physical violence/assault against pupils or adults
- verbal abuse/threatening behaviour against pupils or adults, intimidation, racism or persistent bullying (as defined in the Policy for **Dealing with Bullying**) (see also **E-Safety Policy**)
- theft, blackmail
- abuse on grounds of race, religion/belief, disability, gender etc (all the protected characteristics under the 2010 Equality Act)
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking, damage to property
- 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
- poor parental behaviour
- repeated minor infringements, where the cumulative impact of that child's behaviour is having a chronic, negative impact on other children's safety, happiness or ability to learn

Mobile Phones

Children are not permitted to bring "smart" phones onto the school site at NHP.

If staff have reason to believe that this policy is not being complied with, they may carry out a search and confiscate the device, in line with government advice on Screening, Searching and Confiscation (2023), which outlines that:

"An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- *poses a risk to staff or pupils;*
- *is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or*
- *is evidence in relation to an offence.."*

Staff may also deem another sanction necessary, depending on the circumstances under which the device has been brought onto the school site.

Breaches of discipline outside school

The school takes the conduct of its pupils outside school extremely seriously. A pupil's misbehaviour outside school can be damaging to the reputation of both the pupil and the school. Where an incident is reported to the school of a pupil/s' poor behaviour outside school and the incident has not been witnessed by school staff, the school will take an evidence-based approach and talk to witnesses before identifying further action and any sanctions required for such behaviour. This may apply to online behaviour which takes place outside school (see the school's powers to intervene in the **E-Safety Policy**).

Reporting to the Police

The school will report to the police any activity which it believes may amount to a criminal activity which takes place whether within or outside school. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If it is believed that a pupil may have

taken drugs, the school will seek immediate medical advice and may involve the police.

Sexual offences

These will be reported to the police immediately, including in cases where a pupil is only suspected or alleged to have committed such an offence, provided a reasonable amount of evidence is available. The alleged victim's parent will also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents then speak to the police is a matter for them.

Behaviour related to a disability or Special Educational Need

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability or SEN. Where permanent exclusion needs to be considered, the School will ensure that a disabled pupil or pupil with diagnosed behavioural needs is able to present their case fully where their disability/need might hinder this.

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.

Procedure

Allegations of serious misconduct should be referred to one of the Deputy Heads in the first instance.

The Deputy Head will start an investigation into the matter with a view to establishing the facts. The Deputy Head may carry out the investigation themselves or ask another member of the Senior Leadership Team to do this if they consider this to be appropriate.

NHP will inform the parents as soon as reasonably practicable that the pupil may face formal disciplinary action, and the reason for it. The Deputy Head will inform the Head of the commencement of the investigation.

As part of the investigation, the pupil may be questioned and the pupil's private space, belongings and clothing may be searched in appropriate circumstances. Clothing will only be searched if the pupil removes it voluntarily. Only outer clothing will be searched. If necessary, the police will be called. All reasonable care will be taken to protect the pupil's human rights and freedoms in line with DfE guidance for Searching, Screening and Confiscation.

All investigations must be thoroughly documented in CPOMS, ensuring that all interactions are recorded accurately. Staff conducting investigations must refrain from asking leading questions, allowing the facts to emerge naturally during the inquiry.

During the investigation in appropriate cases, the pupil may be suspended from School and from engaging in any School activities. Exclusion will also prohibit access to any part of the School site. Should a temporary exclusion 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. The Deputy Head will coordinate these arrangements with the pupil's parents or guardians.

On completion of the investigation, the Deputy Head will prepare a written report on the investigation and advise the Head whether:

- There is a case of serious misconduct which the pupil should answer
- The misconduct is less serious and a disciplinary sanction lower than exclusion is appropriate
- There is no case for the pupil to answer

Investigatory Suspension:

On occasions it may be deemed reasonable for a pupil may be suspended from the School while a complaint is being investigated. Should an investigatory 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. The relevant Form Teacher will co-ordinate these arrangements with the pupil's parents or guardians. We ask parents or guardians to respect that there may be a delay in providing work while teaching staff are given the opportunity to determine what work should be set.

Leaving Status:

The leaving status of the pupil will be determined by the Head as part of their decision as expelled, required to leave or withdrawn by parents. The Head will confirm such matters as:

- 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, their parents or another school
- Whether (if relevant) the pupil will be permitted to return to school premises to sit entrance examinations for another school
- Whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil
- The conditions (if any) 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: refund of prepaid fees

The Head is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances. Parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons, or to suspend the pupil for 11 consecutive days or more.

Governors' Review:

If parents wish to challenge the outcome of an investigation resulting in suspension or exclusion, they may do so by using the mechanisms outlined in the Complaints policy. Following Stage 3 of this Complaints procedure, there may be provision for a Governors' Review of the exclusion.

The structure and parameters of the meeting will be shared with parents in advance.

In conclusion

In implementing the beliefs and practices articulated in this policy, our objective is to:

- Produce a set of principles for dealing with behaviour which is familiar to, and accessible to, all members of the school community: children, parents and teachers. The core of these principles remains the same through the Lower, Middle and Upper Schools, with adjustments made for the age, needs and understanding of the children.
- Make those principles consistent with our pedagogic beliefs and practice
- Foster a caring, thoughtful atmosphere where all children have access to learning and no child's access is impeded by the actions of others, at the same time promoting a sensitivity to the feelings and needs of others
- Develop in the children a strong sense of right and wrong, urging them to push themselves by seeing where to aim for in their behaviour, and how to get there [as we would do when marking and feeding back work, for instance]
- Develop in the children a keen sense of independence, encouraging them not merely to reflect and act upon their own behaviour, but to discern in others the need to modify theirs and the moral courage to point it out to them
- Provide a system where children could aim for higher than just good - as in unthinking compliance - behaviour
- Support colleagues in their management of the children, whether or not those teachers find behaviour management difficult
- Set a good example to other teachers through our consistent and fair application of high standards
- Ensure that teachers are consistent in their dealings with the children so that children know that our high expectations are uniformly applied
- To make it clear that ensuring good conduct is every teacher's responsibility