

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

Notting Hill Prep School, 95 Lancaster Road, London W11 1QQ
020 7221 0727 admin@nottinghillprep.com
nottinghillprep.com

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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. Behaviour can be an indicator that a child is in need of help or protection, and staff must remain alert to changes or patterns in behaviour that may indicate abuse, neglect, exploitation or other safeguarding concerns. Any safeguarding concern arising from behaviour must be reported without delay to the DSL or a DDSL and managed in accordance with the School's Child Protection and Safeguarding Policy. 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, Heads of Year, 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.

Behind the behaviour and safeguarding indicators

Appropriate pastoral, SEND or safeguarding support will be considered and put in place as early as possible. Support may involve the Head, Deputy Head Pastoral, DSL/DDSL, SENCO, School Counsellor, Heads of Section, Heads of Year, form teachers, parents and, where appropriate, external professionals.

Where behaviour raises a safeguarding concern, this must be reported promptly to the DSL or DDSL and managed in accordance with the School’s Child Protection and Safeguarding Policy. A behavioural

response or sanction must never replace an appropriate safeguarding response.

Staff should also be aware that changes in behaviour, repeated sanctions, removal from lessons, aggression, harmful behaviour or other difficulties in meeting expectations may indicate an unmet safeguarding need. Staff should consider not only what has happened, but what the behaviour may be communicating.

Where patterns, changes or types of behaviour suggest an underlying need, NHP will seek to understand what may be driving the behaviour rather than considering the behaviour in isolation. This may include SEND or communication needs, bereavement, family difficulties, peer relationships or other pastoral needs.

Information sharing

NHP sees information gathering, recording and proportionate information sharing as key components of successful, joined-up behaviour management and safeguarding. Staff are expected to record relevant discussions, concerns, decisions and actions on the appropriate School system. Where a record relates to a safeguarding concern, it must include a clear summary, actions taken, decisions made, the rationale for those decisions and any outcomes, and must be shared promptly with the DSL/DDSL. Data protection is not a barrier to sharing information where this is necessary to safeguard a child. Parents should be informed appropriately, unless doing so would create or increase a safeguarding risk.

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 that falls below the School's expectations. 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. 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
- Sitting an early morning restorative conversation (outlined in 3. Sanctions)
- 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 three categories—early morning restorative conversations, after-school detention and Saturday detention. Early morning restorative conversations are used to address a broad range of issues, where a 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. The teacher who gave the sanction alongside the Head of Year will be present during the restorative conversation. After-school detentions are a more serious sanction, issued where behaviour has significantly crossed a line and involved wilful unkindness or endangered health and safety or when a child receives two early morning restorative conversations in a half-term. Saturday detentions are for the most serious offences or when a pupil receives two after-school detentions in a half-term.

3. Sanctions

Early Morning Restorative Conversations

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 Reception-Year 8 there is an opportunity for children to spend time thinking about how they can take positive steps with the member of staff who issued the sanction and their Head of Year from 7.50-8.10am the following morning.

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 time reflecting for a variety of issues:

- Repeated low-level disruptive behaviour
- Incomplete classwork/homework
- Disorganisation
- Unkindness
- Aggressive harmful physical play
- Verbal abuse
-

Procedure

Members of staff will give the children a non-verbal reminder that they are not meeting NHP classroom expectations, if their behaviour does not improve the teacher will have a one-to-one conversation outlining why their behaviour is not meeting expectations and explaining what they expect from the child. If their behaviour still does not improve the child will receive an early morning restorative conversation. The member of staff issuing the sanction and the Head of Year will attend the conversation with the child.. All early morning restorative conversations will be held the day after the sanction was issued, with the exception of parent's inability to drop their child at school by 7.50am.

Parents will be informed of an early morning restorative conversation via a notification on MySchoolPortal and an email from the teacher issuing the sanction, this email will be sent the day the sanction was issued. This may be after the school day if the sanction was issued after lunch, we ask that parents inform the teacher issuing the sanction if they are unable to drop their child off to school the next day so that another day can be agreed.

The restorative conversation 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 two restorative conversations in a half-term, the sanction will be treated as an after-school detention and the process below will be followed:

After-School Detention

Rationale

After-school detentions 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 two restorative conversations
- Damage to property
- Inappropriate language or behaviour, or unkindness
- Bullying, including allergy-related bullying (see Allergy Policy)

Procedure

If a child receives an after-school detention, parents will be informed by their child's Head of Section; why their child has received the sanction, when it will be and the parental participation in the sanction. The child will stay in school with their Head of Section and parents will be invited in to have a conversation with any relevant teachers (Head of Year, form teacher, teachers issuing sanctions) so that home and school can work in partnership to support the child make better decisions and choose the safe and expected behaviours.

Saturday Detention

During the detention, a member of SLT will explain what consequences will follow, should the misbehaviour and sanctions continue. 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 Saturday detention or a period of internal exclusion.

Parents are expected to attend for a conversation with the members of SLT present to outline and agree action steps to support the child going forward.

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 sanctions on a regular basis and will meet with parents, alongside the Head (if available), Head of Year, 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.

Where a child's behaviour presents an immediate risk to themselves or others, the School will first take steps to make the situation safe, including appropriate supervision, de-escalation and, where necessary, reasonable force or restrictive intervention in accordance with the section below. The child may be supervised away from their usual class while the incident is assessed.

A pupil will not be sent home informally simply to "cool off" as a behaviour sanction. Where removal from School on disciplinary grounds is considered necessary, the Head will determine the appropriate formal action under this policy and parents will be informed and the decision recorded. Any decision will take account of the child's age, SEND, disability, individual needs and safeguarding vulnerabilities. A reintegration/support meeting may be arranged to identify support, reasonable adjustments and steps to reduce the likelihood of recurrence.

Report Cards (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 focuses or goals that have 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.

Report cards 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 on ISAMS so we keep a record, year on year. This helps us to see patterns of behaviour and also ensure consistency and fairness.
- Serious behavioural incidents and any bullying is recorded separately on CPOMS
- 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 available to all relevant staff on Sharepoint

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**)
- allergy-related bullying or deliberate behaviour involving a pupil's known allergy, including threatening, taunting or intentionally exposing a pupil to an allergen (see Allergy 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
- having or distributing child sexual imagery, including but not limited to AI generated content
- 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 smartphones onto the School site at NHP. The School's rules on mobile phones also apply, where specified, to other personal communication and smart technology such as smartwatches. The School prohibits the use of mobile phones and covered smart devices throughout the School day unless an individual exception has been expressly authorised, for example as a reasonable adjustment or for a medical need.

If staff have reasonable grounds to believe that the School's rules are not being complied with, an authorised member of staff may search for and/or confiscate a device in accordance with current DfE guidance on searching, screening and confiscation and the School's safeguarding procedures. Searches must be necessary, proportionate and conducted with regard to the child's dignity, age, SEND and safeguarding needs.

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 Digital Safety and IT Use Policy).

Reporting to the Police

Where behaviour may constitute a criminal offence, the School will consider whether referral to the police is appropriate, taking account of the circumstances, the age of the children involved, the seriousness of the incident and the School's safeguarding duties. Where there is an immediate risk of serious harm, the police will be contacted without delay. Drugs, weapons or other relevant items will be secured and managed in accordance with current DfE guidance and police advice. If it is believed that a pupil may have taken drugs or otherwise requires urgent medical attention, the School will seek appropriate medical assistance.

Sexual offences

Any behaviour involving sexual violence, sexual harassment, harmful sexual behaviour, or self-generated intimate images and/or videos involving children, including AI-generated or digitally altered material, will be treated as a safeguarding concern and referred promptly to the DSL/DDSL. It will be managed in accordance with the School's Child Protection and Safeguarding Policy and current statutory guidance. Any behavioural sanction will sit alongside, and will not replace, the safeguarding response.

Reasonable Force and Restrictive Intervention

The School seeks to prevent situations from escalating and staff will use appropriate de-escalation and behaviour-management strategies wherever possible. Restrictive intervention, including reasonable force, will only be used where it is necessary and proportionate, and never as a punishment. Staff should use the least restrictive option for the shortest time necessary to prevent harm or otherwise maintain safety.

In deciding whether and how to intervene, staff must take account of the pupil's age, SEND, disability, communication needs, individual circumstances and any known safeguarding vulnerabilities, including the potential impact of previous trauma. Any use of reasonable force or restrictive intervention must be reported promptly to a senior member of staff and formally recorded. Parents should be informed as soon as practicable unless doing so would create a safeguarding risk. Significant, repeated or concerning incidents will be reviewed by senior leaders, with input from the DSL and/or SENCO as appropriate, to identify patterns, consider whether adjustments or additional support are needed, and reduce the likelihood that restrictive intervention will be required again.

Behaviour related to a disability or Special Educational Need

The School will consider whether SEND, disability or another identified need has contributed to behaviour and will make reasonable adjustments where required by the Equality Act 2010. A diagnosis is not required before staff consider whether a pupil may need additional support or adjustment. The School will not assume that SEND caused a particular behaviour, but will consider relevant needs, triggers, communication difficulties and the support already in place when deciding on an appropriate response. Where serious disciplinary action is being considered, the pupil will be supported to understand and participate in the process, and the SENCO and/or DSL will be involved where appropriate.

Other circumstances

Allegations of serious misconduct should be referred to a member of SLT in the first instance. Where the allegation may also raise a safeguarding concern, the DSL/DDSL must be informed immediately and the School's Child Protection and Safeguarding Policy must be followed.

Procedure

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

The member of Senior Leadership Team (SLT) will start an investigation into the matter with a view to establishing the facts. They may carry out the investigation themselves or ask another member of SLT 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 Head will be informed of the commencement of the investigation.

As part of an investigation, a pupil may be spoken to and, where lawful and appropriate, an authorised member of staff may search a pupil or their possessions and confiscate items in accordance with current DfE guidance. Any search must be justified, proportionate and conducted sensitively, with due regard to the pupil's age, sex, SEND, individual needs, vulnerability, privacy and dignity. More intrusive searches require particular safeguards and must follow current statutory guidance. Where there is reason to suspect that a search may reveal evidence of a safeguarding concern or an offence, the DSL/DDSL should be consulted where practicable and the police contacted where appropriate. Any search or confiscation that raises a safeguarding concern must be recorded and managed in accordance with the School's Child Protection and Safeguarding Policy.

Serious behaviour investigations must be documented accurately on the appropriate School system. Safeguarding concerns and safeguarding-related investigations must be recorded on CPOMS. Staff should use open, non-leading questions and should not conduct repeated or unnecessarily detailed questioning where this could compromise a safeguarding or police investigation. Where a disclosure or allegation indicates a safeguarding concern, the matter must be passed to the DSL/DDSL without delay.

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 investigating member of SLT will coordinate these arrangements with the pupil's parents or guardians.

On completion of the investigation, the member of SLT 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