

Gad's Hill School

Behaviour Management Policy – inc. EYFS

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1. Introduction

1.1. Related Policies

General School Rules (Appendix A)
Behaviour Management Flowchart (Appendix B)
Anti-Bullying Policy
Safeguarding Policy
E-Safety Policy

1.2. Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- i. promoting good behaviour and discipline;
- ii. promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect; and
- iii. ensuring fairness of treatment for all.

It is an underlying principle of our school that if children are happy and able to enjoy school then they are much more likely to be productive, successful in their work and less troublesome in their approach to school life.

The Behaviour Management policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

1.3. Responsibilities

1.3.1. The Governing Body

The Governing Body will establish in consultation with the Head, staff and parents the policy for the promotion of good behaviour and keep it under review annually. The Governors will support the school in maintaining high standards of behaviour.

1.3.2. The Headmaster

The Headmaster will be responsible for the implementation and overall management of the policy and procedures.

1.3.3. Heads of Lower School / Upper School

The Head of Upper School is responsible for day-to-day behaviour management issues in the Senior school. **The Head of the Lower School** is responsible for day-to-day behaviour management in the Juniors, Kindergarten and EYFS.

1.3.4. All Staff

All Staff including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. They also have responsibility, with the support of the Headmaster for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headmaster and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality (Equality Act 2010). They will ensure that a pupil's Special Educational Needs or Disability (SEND) – including Social Emotional Mental Health needs (SEMH) - are taken into account when implementing behaviour management procedures. They will also ensure that the concerns of pupils are listened to and appropriately addressed. The school promotes respect for people of all abilities, cultures and religions in classroom teaching, PSHE and Religion and World

Views lessons, assemblies and through its proactive ethos of kindness towards all in our community, and promotion of the Fundamental British Values (FBV).

1.3.5. Pupils

Pupils will be expected to take responsibility for their own behaviour. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

1.4. Key Points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- The Headmaster and governing body must ensure they have a strong Behaviour Management policy to support staff in managing behaviour, including the use of rewards and sanctions.

1.5. What the Law Says

1. The law provides the Headmaster the authority to set out measures in the Behaviour Management policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.

2. When deciding what measures should be implemented within the policy, the Headmaster will take account of the governing body's statement of behaviour principles as well as have regard to any guidance or notification provided by the governing body in respect of the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The Headmaster will decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. The School has regard to Department for Education guidance on mobile phones in schools and operates a mobile-phone-free environment during the school day. Behaviour expectations relating to mobile phones apply during lessons, between lessons, breaktimes, lunchtimes and all other times pupils are on the school site unless specific permission has been granted.
5. 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.
6. The Headmaster will publish the school Behaviour Management policy, to staff, parents and pupils –within the Staff Handbook and on the school website.

2. Developing the Behaviour Management Policy

It is our intention that the Behaviour Management policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the Behaviour Management policy, the Headmaster should follow nine key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

i. The school will implement a consistent approach to behaviour

management which must be applied fairly and consistently. Rewards and sanctions must be issued in a way which is clear, fair and appropriate in response to the behaviour (positive or negative) of the pupil. Records should show that similar rewards and sanctions are issued for similar behaviour to all pupils and are proportionate. There should be no indication that pupils are discriminated against or treated unfairly as a result of their sex, race, religion, sexual orientation or other disadvantage.

ii. The school will show strong leadership

The Governors, school leadership team and staff must lead by example and ensure that their own behaviour and their approach to pupils and parents sets a good example of the high standards of behaviour we expect. School leaders will reinforce the school's behaviour policy and challenge staff who do not challenge poor behaviour or behaviour that upholds high standards.

iii. Classroom management

It is in the classroom where teachers can have the greatest influence over pupil behaviour by setting standards, being consistent, fair and utilizing their authority within the scope of this policy. Teachers should use the rewards and sanctions to their fullest extent. School leaders will monitor the use of rewards and sanctions and their impact on improving pupil behaviour & learning.

iv. Rewards and sanctions; (see sections 6-8).

v. Behaviour strategies and the teaching of good behaviour;

Teachers and other staff are vital role-models in helping to shape pupil behaviour. Children are more likely to be calm, purposeful, respectful, enthusiastic, well-mannered and engage in a positive way when these attributes are displayed by the adults around them. Consequently staff must ensure that their own behaviour sets a good example to pupils. Staff must take an active role in promoting good behaviour through praise and rewards. Staff must also ensure that they quickly deal with poor behaviour. Parents have a role to play by setting a good example to their children through their own activities. Parents should also support the school's behaviour policy, particularly the school's stance on sanctions when they are applied to their own children.

vi. Staff development and support;

Staff receive training on how to effectively manage behaviour inside and outside of the classroom as a part of the schools training and development programme.

vii. Pupil support systems;

Staff may recommend (to the Heads of Lower or Upper School) children for inclusion in discussion at Monday staff conference or termly assessment meetings. Pupils in the Upper School who need additional support may be put onto a PIP or UPS to monitor their behaviour and provide support over a determined period. In the Lower School, for children who require support with regulation and behaviour, a Pastoral Support Plan (PSP) will be developed by the Director of Inclusion or Head of School in partnership with the child's parents and teaching staff. Where a pupil is repeatedly removed from lessons, regularly isolated from peers or demonstrates escalating behavioural needs, the School will consider whether additional safeguarding, SEND, Early Help or Family Help interventions are required.

viii. Liaison with parents and other agencies;

Parents must be informed by text/e-mail whenever pupils are placed in a detention that is set for out-of-school hours. Parents will be informed whenever a pupil is placed on PIP or UPS. Or, whenever a pupil is being considered for potential temporary or permanent exclusion. Parents will not usually be

informed when pupils receive verbal warnings for minor offences or receive break or lunchtime detentions. Parents of pupils who show good behaviour and who are rewarded with commendations, colours or scholarships will be notified by the school.

ix. Managing pupil transition

As a school, we recognise the importance of transitions in young people's lives and are committed to ensuring that transitions are carefully planned for and communicated to our pupils. This includes: 'taster days' during the admissions process; opportunities to visit new classrooms and teachers ahead of joining a new year group; liaising closely as a staff team around individual pupils; and identifying pupils who find transitions more difficult so that additional support may be planned for.

3. Malicious Accusations against Staff

Should it be determined that a pupil made an allegation against a member of staff that was; after investigation, found to be malicious then following the investigation consideration will be given to a disciplinary penalty to be applied against that pupil. The sanction applied would be determined by the nature of the allegation and the effect the allegation had on the member of staff and the school.

4. Discipline in School

4.1. Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- At Gad's Hill that power also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

4.2. Parents / Carers

- Must ensure that they and their child to accept responsibility for their actions & their own learning.
- Must ensure that their child attends school each day and on time.
- Must ensure that their child attends school events (sports fixtures, plays, concerts, etc) as required
- Must ensure that their child has time allocated to do their homework.
- Must support their child in developing their own responsibility and in becoming an independent learner.
- Parents must support the ethos of the school and encourage their child to maintain high standards.

5. Teaching Good Behaviour

5.1. Upper School

In the Upper School, we value ourselves, our community, and our environment by demonstrating the GREAT values:

Gratitude - We appreciate our and each other's worth and the opportunities we have.

Respect - We value ourselves and each other; showing courtesy, listening, and following rules.

Equality - We value our diversity and treat ourselves and each other fairly and with kindness.

Aspiration - We make choices which support ourselves and each other in being the best we can.

Tenacity - We show curiosity, resilience, and determination in all that we do.

The Head of Upper School has day-to-day responsibility for behaviour management issues.

Students will:

- Attend school and lessons promptly and with the correct equipment.
- Wait and enter in an orderly manner (as published by the subject tutor).

- Must not shout out, they must raise hands to ask questions.
- Must respect others and their property.
- Have their homework diary / planner with them for each lesson.
- Enter full homework details in their diary / planner by the end of each lesson.
- Not leave the lesson unnecessarily.

Teachers will:

- Publish in their classroom a notice setting out standard procedures for their lessons (entry, exit, homework, questions, seating, etc.).
- Refer to iSAMS and the SIS watchlists to identify students with SEND, MATS, medical needs or those identified as being vulnerable.
- Set high expectations and provide positive feedback.
- Register every class at the start of each lesson.
- Start each lesson with the learning outcome for that lesson.
- Use iSams to record all notable behaviour incidents, both positive and negative.
- Monitor the welfare and performance of their tutees via Isams, Form book, and form time.

5.2. Lower School

The Head of Lower School has responsibility for day-to-day behaviour management issues.

All Lower School pupils are expected to demonstrate Gad's Hill's 'Great' values in all areas of school life. These values underpin our school rules and are displayed in each classroom and around the school.

- **Gratitude:** We appreciate what we have.
- **Respect:** We are polite and listen to others.
- **Equality:** We are kind.
- **Aspiration:** We aim high.
- **Tenacity:** We try our best.

We are proud to be part of Gad's Hill School and this is reflected in our excellent behaviour and smart appearances.

In the Lower School, we recognise that all behaviour is communication. Staff understand the importance of calm, consistent adults in supporting pupils' behaviour within a culture of high expectations and strong pastoral support. Our approach includes a strong commitment to a restorative approach, with a focus on maintaining positive relationships and using negative behaviour incidents as valuable teaching moments. Our ethos and approach to behaviour in the Lower School is summarised further in the 'Blueprint Behaviour Policy' (Appendix C).

Approved school rewards and sanctions, as outlined in this policy, are applied fairly and consistently in the Lower School. Sanctions are treated separately from rewards: a poor

behaviour choice does not typically *undo* a previous good one. For example, a demerit is a negative behaviour mark and does not equal the removal of a previously earned merit.

We believe in rewarding pupils publicly and celebrating each others' successes: some rewards, such as 'Good to be Green' stickers (KG) and merits (Juniors), culminate in the awarding of special badges in Lower School celebration assemblies.

Conversely, we believe pupils should be corrected and sanctioned as privately as the situation allows, in a manner that aims to preserve their dignity and upholds a culture of mutual respect. Some sanctions, such as repeat 'Stop and Think' or 'Consequence cards' (KG) and demerits (Juniors), culminate in meetings with members of middle and senior leadership, and the application of further sanctions where appropriate. Further details regarding such rewards and sanctions is summarised further in the 'Lower School Behaviour Flow Chart' (Appendix C).

The School seeks to develop pupils who engage critically with online information and who can identify misinformation, disinformation, conspiracy content and other harmful online influences.

6. Rewards

'Good to be green' is a system used with the youngest pupils in the Kindergarten. Children receive a green frog card and will receive a sticker to add to it for demonstrating the school's values outlined above. Special green frog and gold star badges are issued during assembly as a reward for good behaviour to pupils who achieve a set number of stickers on their card during the course of the academic year.

Merits will be awarded to students from J3 upwards who make a very positive effort towards the school or their learning. They may be awarded at any time by staff to pupils for good work / homework or conduct. These will be recorded by the Form Tutor and reported to parents at the end of each term. Bronze, silver and gold merit badges are issued during assembly as a reward for good behaviour to pupils who achieve a set number of merits during the course of the academic year.

Distinctions certificates (on the recommendation of a teacher) are presented to a pupil by the Headmaster during weekly assembly for excellent work or conduct.

Text message: Subject or form tutors may send subject or tutor texts to parents to highlight a positive contribution by a pupil.

Form Tutors' Congratulations: Following termly assessment meeting pupils who have made good progress will be seen and congratulated by their form tutor.

Headmaster's Commendation: Following termly assessment meeting pupils who have made outstanding academic progress will be presented a certificate of commendation

during final assembly by the Headmaster. Pupils' parents will also receive a letter confirming the award.

Rewards for good behaviour / contribution in sport, drama, music, CCF

Colours: House or School Colours (or half colours) may be awarded to students for their all-round contribution to their House or the School in sports or other events.

Scholarships: May be awarded for sport, drama, music or academic excellence.

Promotions are awarded in the CCF for committed and skilled cadets who present exemplary standards of behaviour and who demonstrate developing skills in leadership.

Positions of Responsibility: When entrusted with responsibility, it is very rare that our children will let us down. Pupils throughout the school who model high standards of behaviour, resilience and compassion for others are given positions of responsibility and the opportunity to act as role models for others. These positions include, but are not limited to: Form Captains, School Council Representatives, Heads of House (in both Lower and Upper School), Prefects, Subject Leaders, Senior and NCO Cadets, Ambassadors, Heads of School (Lower and Upper School).

7. Managing Poor Behaviour

7.1. What the Law Allows

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorized by the Headmaster.
- b. The decision to punish the pupil and the punishment itself must be made on the school premises or off-site while the pupil is under the charge of the member of staff; and
- c. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Any punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is unlawful in all circumstances and must not be used or threatened. The School will not use part-time timetables as a behavioural sanction. Reduced timetables will only be considered for health, medical or wellbeing reasons and in accordance with the Attendance Policy.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy and refer their concerns to the DSL. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Concerns regarding a pupil carrying, using, possessing or threatening to use a weapon will be treated as both a behaviour matter and a safeguarding concern and will be referred immediately to the DSL.

7.2. Sanctions

The school Behaviour Management policy is designed to be consistently and fairly applied and to underpin effective education. School staff, pupils and parents should make themselves clear of the high standards of behaviour expected of all pupils at all times.

The school aims to encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

The school operates a Behaviour Management Flow-Chart. Staff should refer to this and use it to ensure that sanctions are fairly and consistently applied throughout the school.

When poor behaviour is identified, sanctions must be implemented consistently and fairly in line with the Behaviour Management policy and flow-chart. The school has a range of disciplinary measures. These include:

- A verbal reprimand / advice
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a school trip or event.
- Informal detentions during break or lunch-time
- Formal detentions after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” (PIP or UPS) for behaviour monitoring
- A formal reprimand (written warning placed on file)
- Temporary Exclusion
- Permanent Exclusion.

8. Sanction Guidelines

Approved sanctions must be used to respond to inappropriate behaviour and should be applied alongside consideration of how rewards can also promote good behaviour. A range of sanctions are clearly defined and their use is described within the Flow Chart (annex A). The sanctions applied will take account of any aggravating factors (attempt to divert blame, dishonesty, no remorse, hate crime etc) and also mitigating factors (early admission, genuine remorse, etc). It is for the teacher to determine which may be applied depending on the circumstances at the time and with reference to the flow chart. Other than for a minor verbal reprimand or demerits; any use of sanctions must be reported on Isams.

A verbal reprimand: A teacher would give this reprimand at the time of any minor infringement.

Demerits may be issued for behaviour which is poor or counterproductive to learning (no/poor homework/equipment, disruptive, lateness, rules etc.). Demerits are entered in the Form book and on iSams. In the Upper school, three demerits in one week = detention.

Loss of privilege: may be awarded where appropriate and may include: missing break/lunch time. It may also involve the pupil completing a small task on behalf of the school community e.g. clearing litter (marigold duty) or assisting the teacher with other smaller tasks.

Community Service

Pupils may be required to complete some task that benefits the school community. Examples may include litter picking duty, assisting with logistical arrangements for a school event etc

Detention

What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

At Gad’s Hill we use detention (including detention outside of school hours) as a sanction.

The times for detention outside normal school hours include:

- a. any school day where the pupil does not have permission to be absent;
- b. non-teaching days – usually referred to as ‘training days’, ‘INSET days’.

At Gad’s Hill all teaching staff are authorized to put pupils in detention.

When imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

Teacher should not issue a detention where they know that doing so would compromise a child's safety. When determining whether a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Parents must be informed of the detention by text / e-mail.

The use of break time and lunch time detentions for pupils must be carefully utilised and monitored. As a tool such sanctions can be useful in managing pupil behaviour. However, children should always be allowed to eat a lunch, and staff must be mindful of balancing the loss of privilege as a sanction, with the importance of a break from work, for a child who might be struggling to regulate themselves. It should also not be the case that pupils are in break or lunch time detention day after day. If repeated break time detentions are not proving successful in supporting a child to correct their poor choices, then consideration should be given to escalating the sanction, rather than repeatedly depriving a child of their break without evident benefit.

In the Upper school, detentions may be awarded by a teacher at any time for persistent minor infringements (lack of, or poor homework / coursework, lateness for lessons, disruptiveness, etc.) or for a more serious offence (failure to meet coursework deadlines, serious disruptive behaviour etc.).

Detentions may take place the same day, or at a later date, whichever is most convenient for the member of staff. There is no requirement to give parents 24 hours notice of a detention. The teacher setting the detention must set work. Parents should be informed by email. Detentions will be recorded on Isams. Failure to attend detention without a valid reason will be reported to the Head of Upper school and a further detention issued in addition to the original. A pupil who absents him/herself from this second detention will be referred to the Headmaster for more serious sanctions.

Formal Reprimand

Pupil may receive a formal written reprimand which will remain on their file for a fixed period (6 months – 2 years). Any live reprimand would be referred to within a reference request from another school or employer.

Pupil Improvement Plan (PIP)

This can be issued at any time by a Form Tutor following review of a pupil's performance and when directed by the Head of Lower or Upper School or Headmaster. The PIP is designed to monitor a pupil's performance and provide support in an effort to improve progress, either academically or in line with our GREAT values.

Payment for Damages to Property

If a pupil causes damage to school property or to property belonging to other pupils, staff, parents or visitors through conduct or behaviour which is negligent, reckless as to the consequences or a deliberate act – then they / their parents will be liable for the cost of making good such damages.

Payment for costs incurred

If a pupil's engages in behaviour or conduct which is negligent, reckless as to the consequences or a deliberate act while at school or on a school trip/ activity and as a result additional costs are incurred by the school (for example; to provide staff supervision, or to repatriate the pupil back to school, or transport costs, or equipment, or food and refreshments, or administrative costs, or alternative accommodation) Then the pupil / parent will be liable for these costs.

Group Punishments: Teachers MUST NOT use "*group punishments*". They must not punish (say) a whole class because of the misdemeanours of one child or several children. There is no natural justice in punishing pupils who are innocent and have not committed any offence. If teachers are unable to identify which particular child has committed an offence then a more appropriate means of dealing with the matter needs to be implemented.

Corporal punishment is unlawful, strictly forbidden and must not be threatened.

9. Serious Disciplinary Matters Which May Result in Exclusion

Pupils who, despite being offered the support measures described above, continue to make persistent poor or limited academic progress or whose approach to their education is negative, or whose actions are detrimental to their own education or the education of other children will be removed from the school, either on a temporary or permanent basis.

9.1. Reasons for Exclusion

Exclusion will take place as a last resort and for the most serious offences. The following is a non-exhaustive list of the sorts of behaviour that could merit exclusion:

- Physical assault against pupils or adults

- Verbal abuse/threatening behaviour against pupils or adults
- Bullying (especially if it is severe or persistent)
- Misogynistic behaviour, harmful sexualised behaviour, sexual harassment or sexual violence
- Malicious abuse based on discrimination against any protected characteristic
- Sexual misconduct (including sexual activity on the school premises)
- Drug (including tobacco products and vaping equipment) and/or alcohol misuse, including bringing either on to the school site
- Intentional or reckless damage to property
- Theft or fraud
- Persistent disruptive behaviour
- Significant dishonest conduct
- **Repeated** commission of a less serious offence (this can include lateness or truancy, poor academic effort or performance, breaches of school rules)

School premises include premises used during residential visits and other venues used for school events.

In cases of serious misconduct outside of school premises, including online, the Headmaster's decision will be dependent upon his judgement as to whether there is a clear link between that behaviour and maintaining good discipline within, and the good reputation of, the School. The School is entitled to take disciplinary action against pupils whose conduct outside school affects the welfare of the school community or brings the school into disrepute.

The school keeps a register of serious disciplinary incidents.

In any situation where an incident is (if proven) of a sufficient seriousness to warrant consideration of permanent exclusion as a sanction, the procedure set out at 9.2 below will be followed.

9.2. Investigation of a Serious Disciplinary Incident

Investigation of an incident involves:

- Assessing the situation
- Gathering information
- Informing parents

Assessing the Situation

When exclusion is being considered, the School will:

- investigate the nature of the allegation
- inform the pupil of the case against him or her and hear his or her version of events
- find out what information is available and what further information is required

- assess whether anyone is at risk, ie whether the police and/or social services need to be informed
- decide who should be dealing with it.

Gathering information

Statements should be taken from all pupils and staff who were involved in, or who witnessed, the incident, except in cases where excessive statement-taking from pupils on the periphery of an incident may be harmful to the welfare of pupils involved.

All written statements should be attributed, signed and dated by the witnesses who should have had the opportunity to read them. However, the child giving the statement should not necessarily be expected to write the statement themselves, particularly where this may be an obstacle to expressing a representation of events. In such cases, an investigating member of staff may write up notes of a conversation which can be led by open questioning.

Where possible, two members of staff should be present at the interview with the accused pupil.

Those involved in an incident should be kept apart as far as reasonably possible. Pupils should be told not to discuss the matter with other pupils. Any pupil who threatens or seeks to intimidate another pupil, either as a result of that other pupil having reported an offence, or in an attempt to prevent the disclosure of further information, will be considered to have committed a serious disciplinary offence. This includes verbal, physical or online bullying, or inciting others to intimidate or bully.

The investigation into a serious offence can be carried out by any member of the Senior Leadership Team.

Informing Parents

As a general rule, parents should be informed after initial investigations have been made but sufficiently in advance of any hearing to give them time to prepare.

At the conclusion of the investigation process, the Headmaster will consider the report of the Investigating Officer and decide whether or not permanent exclusion is a possible outcome in the circumstances. If it is possible that the pupil may be permanently excluded, the procedure at 9.3 below will be followed.

Alternatively, if the Headmaster is satisfied that permanent exclusion cannot be a possible sanction in the circumstances, he or his deputy will decide on the appropriate sanction and inform the parents and pupil accordingly. In a case where **temporary** exclusion is decided as the sanction:

- the offence must be sufficiently serious to justify the action taken
- the guilt of the pupil must be established, on the balance of probabilities.

In the event that parents are dissatisfied with the Headmaster's decision they have recourse to the School's parental complaints policy. If their complaint relates to a temporary or permanent exclusion it will progress immediately to Stage 3 of that policy. If for any lesser sanction, it shall progress immediately to Stage 2 of that policy.

9.3. Serious Disciplinary Hearing

The hearing will generally be heard by the Headmaster and attended by:

- the accused pupil
- parents of the accused pupil
- a note-taker
- any other person required, eg witnesses or those members of staff who carried out the investigation although in most cases, written witness statements from these people would be preferable.

Before the hearing

Before the hearing, the school should notify the pupil and parents of the hearing in writing. The letter should set out precisely:

- the allegations that have been made
- practical details, eg the time, date, place and purpose of the hearing.

All parents must be notified in writing, including those with parental responsibility who live at a different address, each of whom has the right to make representations. The pupil and his/her parents will be informed that permanent exclusion and required removal are potential outcomes of the process.

A pupil may not be temporarily excluded from the school while an investigation takes place prior to a hearing, except if, in the Headmaster's judgement, their presence in class or with other pupils during break or lunchtimes may hinder a proper investigation, prevent other pupils from giving evidence or may be detrimental to their own or other pupils' welfare, arrangements may be made by the school for the child to work or take breaks separately from others. If parents decide that they wish to keep their child at home during this period of investigation, the absence from school would ordinarily be approved by the Headmaster.

In advance of the hearing, the School will then:

- circulate the evidence
- ask for written submissions from pupils and parents
- make sure all parties have sufficient time to prepare
- circulate all further evidence produced by pupil/parents in advance of the hearing

The School will usually aim to provide the above information not less than five calendar days before the scheduled hearing however the school does reserve the right to provide less notice than this if in its sole discretion it feels the matter requires dealing with without further delay.

At the hearing

Minutes should be taken by a note-taker appointed by the School. Any form of recording, electronic or otherwise, by any party is not permitted, unless agreed by all parties present at the start of the hearing.

The Head should explain the purpose of the hearing and set out how it will be conducted and the roles of everyone present.

Pupils/parents should be invited to ask questions.

Pupils/parents may present their case.

The Head may ask questions of pupils/parents.

It is good practice in all but the most straightforward of cases to adjourn the hearing before announcing the decision.

The pupil should generally always be present at the hearing in accordance with the rules of natural justice.

Particularly where witnesses are other pupils, it is preferable to rely on written statements at the hearing.

Parent representatives

No party at the Hearing shall be accompanied by legal representation however parents may bring a supporter who is not legally qualified.

Result of the hearing

After the hearing, the school should inform all parties of the decision. This can be done face-to-face in the first instance but should always be confirmed in writing.

The letter should state:

- the decision
- the sanction
- when the sanction takes effect
- the reasons
- to whom the parents may appeal
- the deadline by which they must do so.

9.4. Deciding the Outcome

Once the hearing has been held, the decision-taker (generally the Headmaster) will first of all need to consider whether or not, on the balance of probabilities, the pupil is guilty of the accusations as presented. If the Headmaster is not satisfied that the pupil is guilty on the balance of probabilities then the matter concludes at this point, and the pupil and his/her parents will be informed accordingly.

If the Headmaster considers that, on the balance of probabilities, the pupil is guilty of the accusations, the Headmaster must determine the appropriate sanction.

Before concluding that exclusion is justified, the School must ensure that the exclusion is fair in all the circumstances.

Fair exclusion

The decision to exclude is a very serious one with significant potential repercussions.

In general, the decision should be taken only:

- in response to a serious breach of the school's behaviour policy
- once other options have been exhausted
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude should never be based on a child's race, sex, disability, sexual orientation or religious belief, or any other protected characteristic.

The Headmaster may decide on a sanction less than permanent exclusion. These include required removal, temporary exclusion, internal exclusion or any other sanction in accordance with this policy.

9.5. Appeal Procedure

In the event that parents are dissatisfied with the Headmaster's decision they have recourse to the School's parental complaints policy. If their complaint relates to a temporary or permanent exclusion it will progress immediately to Stage 3 of that policy. If for any lesser sanction, it shall progress immediately to Stage 2 of that policy.

9.6. Welfare of Pupils

Involving Social Services

Children sometimes experience abuse or neglect at home and this can cause behaviour leading to exclusion. Schools can play a vital part in the prevention of abuse and neglect. This can happen through the School's own policies and ethos or by referring concerns to the social services or another appropriate agency.

Risk of harm

The obligation to refer matters to social services applies in all cases where the School believes that a child may be suffering significant harm or may be at risk of suffering significant harm.

The child and parents should be treated sensitively and with respect, and the situation should be approached with care and concern.

The School will generally discuss any concerns with the family first and, where possible, seek their agreement to making a referral to social services.

However, this should be done only where it will not place a child at increased risk of significant harm.

Where social services are referred a case that constitutes or may constitute a criminal offence against a child, they should inform the police at the earliest opportunity. The aim thereafter is for both agencies to consider jointly how to proceed in the best interest of the child.

The Headmaster/DSL may make informal contact with children's social services to discuss the best course of action to manage a potential safeguarding incident with a local authority safeguarding advisor. However, where the DSL feels that it may be advisable to make a formal referral in writing, the submission of such a referral will be the standard procedure. Either of these steps may, in accordance with agreed local safeguarding policies, be taken without the pupil or the pupil's parents being notified in advance – see the School's Safeguarding Policy for further information on parental consent when making referrals.

Involving the Police

In some cases, a difficult question arises whether to involve the police and, if so, at what stage. This will be relevant where:

- the incident being investigated may amount to a criminal offence
- there is a genuine belief that pupils are at risk from harm, eg via a reprisal from a drug dealer.

As a rule, the School will report to the police anything they believe may amount to criminal activity. An element of discretion is inevitably involved, however.

For example, an incident in which Pupil A steals something from Pupil B technically constitutes theft, but is unlikely to warrant a report to the police.

The police are likely to be notified of:

- incidents involving drugs and weapons
- potential hate crimes
- potential sexual offences.

Parents should be aware also that the standard of proof required by the police may be stricter than that needed by the school to justify exclusion – it may, therefore, be the case that the Police take no action in a situation where the School was legitimately entitled to sanction the pupil.

Drugs and weapons

Incidents involving drugs and weapons are more serious than theft. Drugs and weapons should be confiscated and held for the police as potential evidence.

If the school believes a pupil may have taken drugs, then medical advice should also be sought.

Potential hate crimes

The Police and CPS define hate crimes as: *"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."*

In addition to consideration of whether a crime may have been committed and whether it is therefore appropriate to make a report to the police, the School will also consider whether it is appropriate to make a referral under the Prevent Duty – full details of which are available in the School's Safeguarding Policy.

Potential sexual offences

Sexual offences are potentially serious and should generally be reported to the police immediately, including cases where a pupil is only suspected or alleged to have committed an offence. However, there must be a reasonable amount of evidence.

The alleged victim's parents should 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.

9.7. If a Pupil is Excluded

Issues for the School to consider following the decision to exclude are:

- after-care for the excluded pupil
- finding a new school
- allowing time to find a new school by deferring the exclusion
- references
- settlement of fees after a pupil is excluded.

After-care

The consequences of a decision to exclude can be far-reaching, both in terms of the immediate issue of placing the pupil in another school and in light of the perceived blemish to a pupil's good character.

The potential for emotional and psychological side-effects should be borne in mind.

Finding a new school

The School will provide reasonable assistance in helping parents find a new school for their child. This could include helping them to make contact with the Education departments of local authorities or, where appropriate, completing a Children Missing Education referral in order to help access support.

Deferred exclusion

The School may also consider whether an exclusion decision can be made but on a deferred basis so that the parents have sufficient time to make suitable alternative arrangements, although it is under no obligation to do so.

References

In giving references, the School will owe legal duties both to the pupil and also the recipient. Any reference must therefore be:

- fair
- accurate
- not misleading.

There is, however, no absolute obligation on the School to provide a reference.

Fees after exclusion

Any payment or refund of fees in circumstances where a child is excluded or required to be removed from the School will be dealt with as provided for in the School's standard terms and conditions, available on the website or upon request.

10. Behaviour Outside School

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

The behaviour management policy applies to all pupils whilst on the school premises, in after-school clubs or in after-school care. They also apply to pupils on school visits and sports fixtures when under the supervision of staff. Staff and pupils need to be aware of expectations for each part of any trip or visit, including the journey whether on school transport or otherwise.

Teachers may discipline pupils for:

- a. misbehaviour when the pupil is:
 - taking part in any school organized or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- b. or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

This includes misuse of artificial intelligence systems to harass, bully, impersonate, threaten or otherwise cause harm to another member of the school community.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or off-site when the pupil is under the lawful control of the staff member.

11. Searches and Confiscation

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** (as described above under the heading Teachers' Powers) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects teachers from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

If the teacher considers that it is appropriate, that item may be returned to the pupil or parents at a time and date as determined by the teacher. Or if the teacher considers it inappropriate to return it; the items may be seized and disposed of. Prohibited items (as described below) must never be returned to pupils or parents. Whenever an item is confiscated or seized a record must be made on Isams.

2. **Power to search Pupils**

With reference to *Searching, Screening and Confiscation: Advice for Schools, Department for Education (current edition)*

Schools are not required to inform parents before a search takes place or to seek their consent.

Schools should inform a pupil's parents where alcohol, drugs or harmful substances are found (though there is no legal requirement to do so)

Complaints about searching and screening should be dealt with via the school's standard complaints procedures.

With Consent

School staff can search a pupil for any item if the pupil agrees.

Without consent

The Headmaster and staff authorized by them have a statutory power to search pupils without consent when they have reasonable grounds for suspecting the pupil may have a prohibited item or an item specifically banned and listed in school rules (annex A)

Prohibited items in law include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- vapes, tobacco and cigarette papers
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff can seize any prohibited items found. They can also seize any item they consider harmful or detrimental to school discipline.

Screening

The school can require pupils to undergo screening by a walk-through or via a hand-held device even if they do not suspect them of having a prohibited item and without the consent of pupils. If a Pupil refuses to be screened then the school can refuse admittance. The pupil has not been excluded (as they can enter if they submit to screening) absence should be treated as un-authorized absence.

The legislation sets out what must be done with prohibited items found as a result of a search:

- Weapons and knives and extreme or child pornography will always be handed over to the police. If the police decline to be involved it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

The Headmaster gives all teaching staff (including Teaching Assistants, CCF instructors, the School Nurse and IT support staff) the authority to conduct such searches of pupils. Searches may be undertaken of any locker, desk, bag or other place at school under the control of or used by the pupil. This includes a search of electronic storage within the school network, cloud systems or pupil's electronic devices. Searches may be conducted at school or at another location if the pupil is off-site and a part of a supervised school trip, visit or fixture.

When considering a search the member of staff must act proportionally and consider the risk of a pupil having such an item and the likely consequences of that item not being removed. This must be balanced against the location, staff available and the need to preserve the pupil's dignity as far as practicable in the circumstances.

Pupils may be required to remove outer clothing or layers such as coat, blazer, jacket, and headwear and to empty and to turn out pockets. Staff may search pupils' bags. Pupils should not be required to remove clothing that is immediately next to their skin (ie shirt, trousers, skirt, underwear) If practicable staff conducting the search should be the same sex as the student and searches should be made in the presence of another adult. However, urgent circumstances may justify a search being conducted by staff of any gender – though staff will be required to justify their reasons for doing so. If a pupil refuses to be searched, is un-cooperative or, if staff suspect items are being concealed within intimate clothing or parts of the body then the police must be summoned. The police have the legal power to conduct more intimate searches if required.

If a search reveals any 'offensive weapons' or controlled drugs, the school will report this to the police. (An offensive weapon is any item which is used, made or intended for use as an offensive weapon).

Staff must record the details of a search including the reason, justification and outcome on the school management information system (Isams).

The Headmaster and parents must be informed of any search regardless of whether items were found or not that same day.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child, including AI-generated, manipulated or deepfake imagery (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response.

Staff should also be alert to evidence of financially motivated sexual extortion (FMSE), online blackmail or coercion involving the sharing of images or videos.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State:

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

12. Power to Use Restrictive Intervention (Reasonable Force, Restraint and Seclusion)

12.1. Legal Framework and Principles

All school staff have the power to use reasonable force in order to prevent a pupil from:

- committing a criminal offence
- causing injury to themselves or others
- damaging property
- causing serious disorder

The use of force must always be lawful, reasonable and proportionate to the circumstances.

The decision whether or not to intervene physically rests with the professional judgement of the member of staff concerned and must always be informed by the individual circumstances of the incident. Staff are not under a duty to use physical intervention and should not place themselves at unreasonable risk of harm.

This section reflects current Department for Education guidance on restrictive interventions, including the use of reasonable force and seclusion, as set out in *Restrictive interventions, including use of reasonable force in schools (April 2026)*.

12.2. De-escalation and Prevention

The use of reasonable force, restraint or seclusion should only be considered where:

- de-escalation strategies have been attempted and have failed, or
- the situation is sufficiently urgent that there is no realistic opportunity for de-escalation

Staff are expected, wherever possible, to employ:

- verbal calming strategies
- clear warnings and instructions
- time-limited space or distance
- the support of additional adults
- repositioning themselves or pupils to reduce risk before resorting to physical intervention

12.3. Definitions

12.3.1. Reasonable Force

Reasonable force refers to physical intervention using no more force than is necessary to achieve a lawful aim.

12.3.2. Restraint

Restraint occurs when a member of staff restricts a pupil's movement otherwise than as a disciplinary penalty. This includes holding part of the pupil's body, physically directing a pupil, or depriving a pupil of an auxiliary aid that they normally use to assist with movement.

12.3.3. Seclusion

Seclusion refers to situations where a pupil is placed or kept apart from others for immediate safety reasons, and is prevented from leaving that space or reasonably believes they are not permitted to leave.

Seclusion is never a disciplinary sanction and must not be used to punish, correct behaviour, or impose consequences. Any use of seclusion must be solely to prevent serious harm and must be proportionate, time-limited, recorded and reviewed.

12.4. Use of Physical Intervention

Reasonable force may be justified where failure to intervene would be likely to result in harm to a pupil, to others, or to property. Any force used must be:

- the minimum required to manage the risk
- applied for the shortest time necessary
- ceases as soon as the risk has passed

Staff should remain mindful that interventions intended solely to protect property or prevent disorder will generally require a higher threshold of justification for intervention than those involving risk of personal injury.

12.5. Searches and Physical Intervention

The Headmaster and authorised staff may also use reasonable force, where necessary, when conducting a lawful search without consent for prohibited items, including (but not limited to):

- weapons and knives
- alcohol
- illegal drugs
- stolen items
- vapes, tobacco and cigarette papers
- fireworks
- pornographic images or articles likely to cause harm.

Reasonable force may only be used when conducting a lawful search where permitted by statutory guidance and where it is reasonable, necessary and proportionate in the circumstances.

12.6. Recording of Incidents

All incidents involving use of force, restraint or seclusion must be recorded in writing as soon as practicable and ideally on the same day, regardless of whether the intervention was brief or planned.

Records will be made in the school's Restrictive Intervention Log on the School Information System (SiS) and will include, as a minimum:

- the name of the pupil and staff involved together with any relevant SEND, medical or disability-related information
- the date, time, location and duration of the incident
- the reason the intervention was deemed necessary
- steps taken to de-escalate prior to physical intervention
- the type and degree of force, restraint or seclusion used
- any injuries sustained or medical attention required
- details of post-incident support provided.

Records may also include pupil or witness accounts, parental communication, and actions taken to review or amend behaviour support plans.

12.7. Informing Parents and External Agencies

Parents will be informed of any incident involving restraint or seclusion as soon as practicable and ideally on the same day. Information provided will include:

- the nature of the incident
- the reason the intervention was considered necessary
- any follow-up actions or support offered

Where a member of staff reasonably believes that informing a parent would be likely to result in significant harm to the pupil, information will not be shared with that parent. In such circumstances, the school will provide the relevant information to the appropriate local authority in accordance with statutory requirements

12.8. Safeguarding, Review and Oversight

The use of restraint or seclusion is recognised as a significant intervention and may indicate unmet need. All recorded incidents will be reviewed by the Designated Safeguarding Lead.

Patterns of use, repeated incidents, or concerns arising from records will trigger:

- review of behaviour or pastoral support plans
- consideration of additional internal or external support
- appropriate safeguarding actions where required

This oversight ensures that restrictive interventions are minimised, proportionate, and consistent with the school's duty to safeguard and promote pupil welfare.

Where appropriate, a post-incident debrief will be offered to the pupil and staff involved in order to support wellbeing, identify learning points and reduce the likelihood of future incidents.

The governing body and senior leaders regularly review data relating to restrictive interventions to identify patterns, ensure proportionality, and inform training and support.

12.9. Staff Training and Support

Staff who may need to use physical intervention will receive appropriate training and guidance. The school recognises that such incidents can be distressing and will ensure that staff involved are supported following any use of restraint or seclusion.

13. Electronic Devices

Staff that find pupils in possession of or using an electronic device contrary to school rules or which they suspect is / has been used to commit an offence, cause injury or damage they may examine any data on the device where there is good reason to do so.

They may also delete data and files if they think there is good reason to do so. There is no requirement for parental consent to search through a pupil's mobile phone if it has been seized in a lawful without consent search and is prohibited by school rules.

Guidance relating to the deletion of data and whether data or electronic equipment is required to be passed on to the police can be found in more detail within DfE guidance *"Searching, Screening & Confiscation – advice for schools."*

APPENDIX A: General School Rules

These general school rules supplement the school's policies and procedures, which are available for inspection by parents or pupils in the school office or are viewable on the School Information System (SiS). School rules, policies and procedures may be subject to change from time to time at the Headmaster's and Governors' discretion. Parents or pupils who wish to complain about any aspect of school rules or their interpretation may in the first instance approach the Headmaster. If they are unable to resolve matters then they may resort to the school complaints procedures as published.

The School Day

1. Registration is at 8.40am. Pupils should arrive promptly and be in their Form Room in time for registration at 8.40am. The school cannot take responsibility for pupils who arrive before 8.30am unless they are in wraparound care (charges apply) where they are supervised by a member of staff between 7.30 and 8.30am.
2. If students are absent through illness then a parent must telephone and inform the school office before 9.00am and provide a written explanation for the child's absence (by e-mail or letter) prior to or upon their return to school
3. Leave of absence from lessons is not encouraged. Parents who wish their child to miss school for whatever reason must request permission from the Headmaster or Head of School in writing (by e-mail or letter).

Contact Information

Parents must keep the school up-dated with their names, address, telephone numbers and e-mail address. Should any of these change they must notify the school immediately.

Uniform

1. Complete school uniform must be worn during the school day as detailed in the uniform list.

2. Jewellery (except for religious purposes), cosmetics, acrylic nails or nail varnish are not permitted.
3. Long hair must be tied back and hair-bands, clips or ribbons must be black or brown in colour.
4. Kindergarten (KR-K2) and Junior School pupils must wear school headwear to and from school.
5. Excessive hairstyles or manner of dress are not permitted. The final decision in such matters will be that of the Headmaster.

Food and Drinks

1. Kindergarten pupils are offered milk and a healthy snack each break time.
2. Pupils may bring into school a snack for consumption at break. The school operates a tuck shop from which Junior & Upper School pupils may purchase refreshments.
3. All pupils are encouraged to have a cooked school lunch but may, if they prefer, bring in a packed lunch. Pupils having school lunch may opt for a vegetarian or dietary alternative.

Personal Belongings

1. The school does not accept responsibility for personal belongings on school premises. Items of high value should not be brought into school.
2. Pupils must not take or violate another person's property. They must not open other people's bags, desks or lockers. Pupils must not enter classrooms without the consent of the teacher concerned.

Mobile Phones & Digital Communication devices

1. The policy for mobile phones set out below includes all devices capable of communication with other devices and connection to the internet.
2. The School recognises that mobile phones and connected devices can provide benefits outside school; however, the School's position is that the school should by default be a mobile phone-free environment for children.
3. The school cannot accept responsibility for the loss of or damage to mobile telephones or any other items, even if these devices have been handed over to staff for safe storage.
4. If Upper School parents wish their child to bring a mobile phone to school they must accept that pupils will be required to hand the phone / SIM-enabled /

internet connected device at registration and then collect it again at the end of the school day. The school will not accept responsibility for the loss, misplacement, or theft of a mobile phone/ device even while handed over to staff. Mobile phones will be required to be turned off and placed in a class “phone box” and this will be stored relatively securely until the end of the school day when pupils may collect their phone from the box.

5. If parents or pupils have concerns about the security of their child’s phone while it is in storage at school then they must decide whether their child really needs to bring a phone one to school. Another option would be for their child to bring a cheaper, old style, “Nokia” type phone to school and leave their more expensive smart device at home for evenings and weekends.
6. From September 2026, pupils who bring a mobile phone in to school must not use it at any time while they are on the school site. This means that phones must not be used before school, before being handed in at form time, and must also not be used after school on site after being collected from phone boxes at 4pm. Phones may be used on school bus transport routes to and from school at the driver’s discretion.
7. Pupils found to be using a mobile phone on the school site or found to be in possession of a mobile phone during the school day will have the mobile phone confiscated until the end of the following school day, for a first offence, and for a period of one week for subsequent offences.
8. Staff who arrange school trips and visits may amend rules relating to mobile phone use as appropriate to the trip, visit or activities being undertaken. For example; it may be prudent for pupils taking part in a unaccompanied expedition across country to have a phone to enable them to seek assistance in an emergency. Pupils visiting an art gallery might need a phone / device to record images, etc.
9. Pupils on residential trips must not use phones, tablets or other devices in a way which disrupts the trip, prevents pupils sleeping, and disrupts their daily routine or their educational experience. The trip organiser will determine rules regarding the use of mobile phones and devices that is compatible with the nature of the trip. The trip leader will include mitigation for the use of phones on a school trip in their risk assessment.
10. Kindergarten children and pupils in the Junior School from J3 to J5 **may not** bring a mobile telephone into school. Lower Shell pupils may bring a mobile phone into school if they use the bus service. The only other exception to this rule is if there is an alternative collection arrangement in place that day (e.g. they are going home with a friend) and the storage of the phone has been agreed by the form tutor in advance. In these cases, mobiles must be handed to the form teacher at morning registration and are then stored in main reception. Kindergarten & Junior pupils must not bring into school a watch (or other device) that is linked to a phone or capable of accessing the internet.

Safety

1. Chewing gum, glass bottles, Tippex liquid (or similar correction fluid) and solvent-based glue must not be brought to school.
2. The laboratories, Design & Technology workshops, ICT suites, music rooms, school hall, gymnasium equipment and stage equipment are out of bounds unless supervised by a member of staff.
3. Kindergarten children are released to parents via the KG main door or individual classroom gates.
4. Staff will not release Lower School children to anyone other than the child's parents unless parents have notified staff beforehand. If parents are not present at collection time then the child will be taken to Post School Supervision until parents can be contacted.
5. Upper school pupils may wait for their parents in the car park. Full details of after school routines can be found in the Out of Hours Policy.

Medical

1. Requests from pupils to be excused from PE/Games must be notified in writing.
2. A pupil who needs to take medication during the school day must deposit the medicine with the School Nurse prior to registration. A letter, signed by a parent, must accompany the medication authorising the school to administer the medication. The letter must also provide details of dosage and timings for the medication. Parents of children under 8 must sign any medication in and out, each day, via the school office. This is a legal requirement. Full details of procedures relating to medication can be found in the Medical Treatments Policy
3. Parents must inform the school of any medical condition likely to affect the welfare of the child.
4. Parents must inform the school of any condition, medical or otherwise which may affect the welfare of any other person in the school. The school reserves the right to remove any pupil (temporarily or otherwise) from school where their presence may affect the health or welfare of another person.

Prohibited Items

Pupils must not have with them at school during the school day or off site during a school trip, visit, fixture or event items that are prohibited. Unless, they have the specific permission of the teacher in charge of such an event. These include:

Items prohibited in law and as listed in para 3 of the behaviour management policy

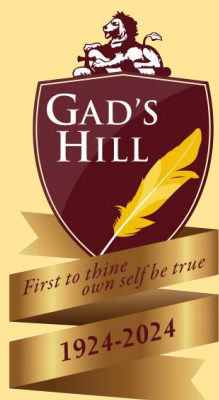
Items specifically prohibited by the school:

- Mobile phone / SIM-enabled devices / devices capable of accessing the internet or communicating with other devices.
- Laptop (unless authorized for use with SEND)
- Any electronic device capable of taking photographs, or recording sounds, or accessing the internet, or making phone calls
- High energy or high caffeine drinks
- Cigarettes, e-cigarettes, vape equipment
- Nitrous oxide, helium canisters
- Substances described as “*Legal Highs*”
- Jewellery
- Prescription drugs unless authorized by the school medical and welfare manager
- Age restricted products processed by pupils under the relevant age

APPENDIX B: Upper School GREAT Values and Great Values Flowchart

Greatest of Expectation Values

We value Ourselves, our Community, and our Environment by demonstrating:



Gratitude

We appreciate our and each other's worth and the opportunities we have.

Respect

We value ourselves and each other; showing courtesy, listening, and following rules.

Equality

We value our diversity and treat ourselves and each other fairly and with kindness.

Aspiration

We make choices which support ourselves and each other in being the best we can.

Tenacity

We show curiosity, resilience, and determination in all that we do.



Greatest of Expectations



My tutor will review my planner weekly for Merits for displaying values and required consequences for not.

Gratitude- show appreciation and courtesy (punctual, polite, manners)

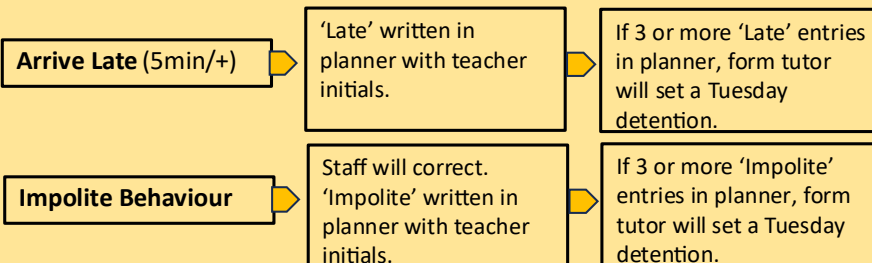
Respect- follow rules and instructions (listen, expected behaviours)

Equality- value everyone (positive language and behaviours to all)

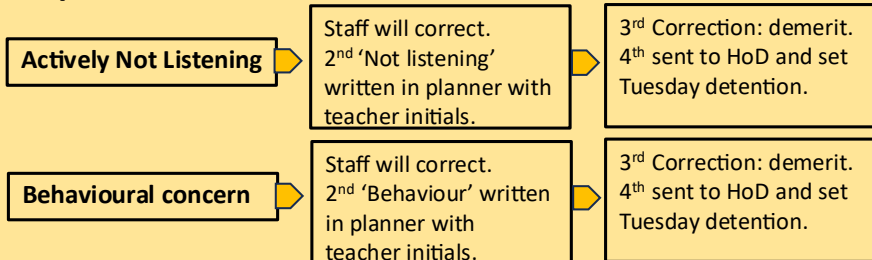
Aspiration- arrive prepared (correct uniform, equipment, homework)

Tenacity- dedication to learning (engage with tasks, try, ask if unsure)

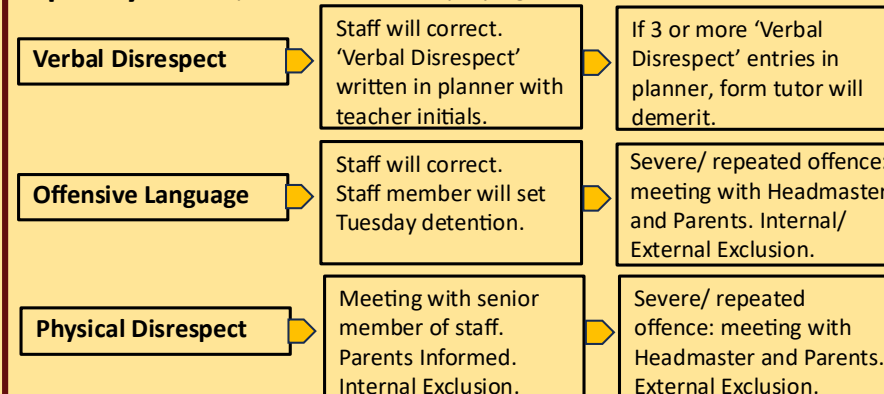
Gratitude- consequences for not displaying value:



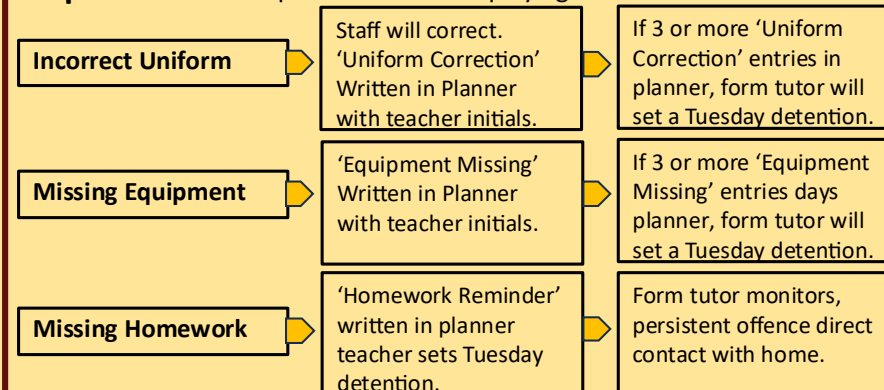
Respect- consequences for not displaying value:



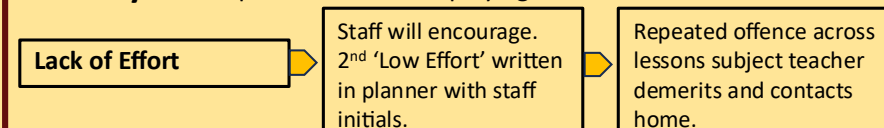
Equality- consequences for not displaying value:



Aspiration- consequences for not displaying value:



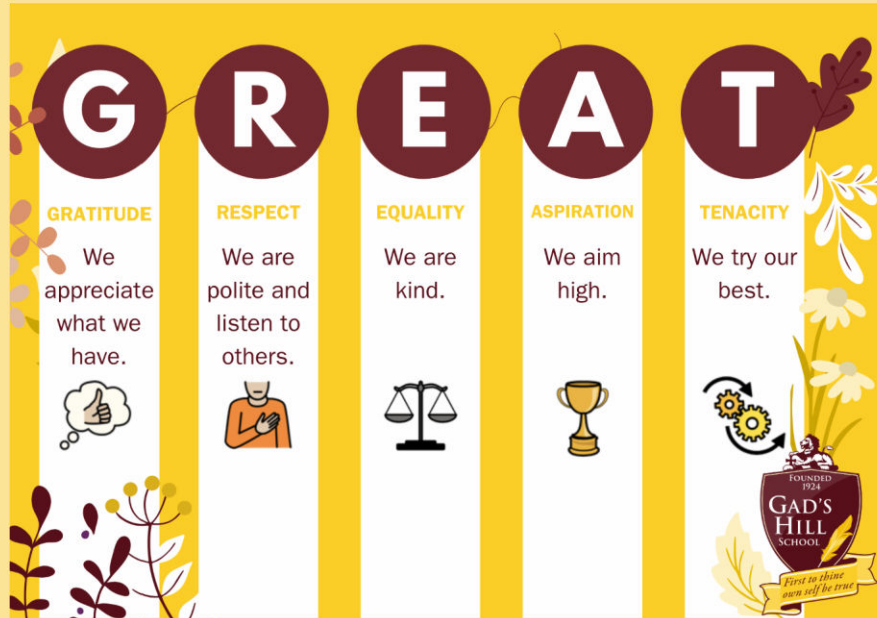
Tenacity- consequences for not displaying value:



APPENDIX C: Lower School Blueprint Behaviour Policy and Behaviour Flow Chart

Our Great Expectations

We are proud to be part of Gad's Hill School and this is reflected in our excellent behaviour and smart appearances.



We are rewarded by when we go 'above and beyond', exemplifying the school's values and expectations.



Stickers



Positive messages home



Distinctions
Commendations

Some rewards, such as merits (juniors) and good to be green stickers (kindergarten) add up to earn special badges.



15 stickers

30 stickers



Bronze: 30 merits
Silver: 70 merits
Gold: 120 merits
Headmaster's Award: 200 merits.

Behaviour Flow-Chart

When things go wrong, we believe children should be corrected as privately as the situation allows, in a manner that aims to preserve dignity and upholds a culture of mutual respect.

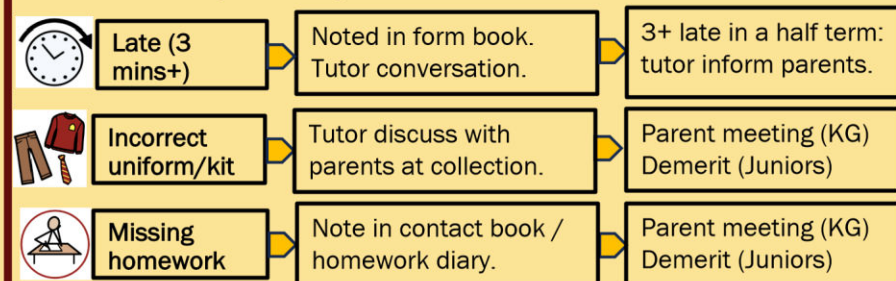
Low-level behaviours

e.g. talking over others, thoughtless or unkind comments, poor care of property, defiance, impolite behaviour, low effort.

	1 st instance	2 nd instance	3 rd instance
KG	Visual warning / reminder of expectations.	Stop and Think – move seat / area of playground. Support to reflect.	Red Card –logical consequence applied with consideration to age of pupil.
JS		Reflection – move seat / area of playground. Allow time to reflect.	Demerit –further logical consequence applied if deemed necessary.
Staff will:		Note in form book (JS) or inform form tutor (KG) for monitoring.	- Inform parents. - Log on iSAMs. - Lead a restorative conversation.

If behaviour persists, leadership will be called to support.

Timeliness, smart appearances and commitment to learning are some of the important ways we demonstrate our shared values.



Repeat Demerits and Red Cards (half termly)

2 = Meet AH of phase → 3 = Meet HoS → 4 = HoS meet with parents

The Gad's Hill School Way

Lower School Behaviour Policy

At Gad's Hill School, we have high expectations for our pupils, staff and wider community. Children and adults aspire to the greatest of expectations for teaching, learning and behaviour; mutual respect for each other underpins everything we do. We pride ourselves on sharing a friendly environment, where aspiration and tenacity contribute to our individual and shared successes.

Consistent Adults

- Meet and greet
- Attention to best conduct first
- Calm and kind
- Restorative

Our Expectations

G: We appreciate what we have
R: We are polite and listen to others
E: We are kind.
A: We aim high.
T: We try our best.

Celebrating Success

- Merits and stickers
- Distinctions
- Commendations
- Star of the week
- Notes/texts home

Our Great School Values

Gratitude

Respect

Equality

Aspiration

Tenacity

Stepped Sanctions

1. Verbal reminder/warning – as privately as possible
2. Reflection – time out (away from peers but not outside classroom)
3. Demerit
4. Consequence in line with policy flow chart e.g missing an age appropriate amount of play or lunch time (parents and SLT informed)

All incidents must be logged on iSAMs and steps taken to repair relationships, educate pupils on positive self-regulation and expectations for future conduct.

Choices and consequences

A 30 second script

- **I have noticed that you are...**(unwanted behaviour) **right now.**
- **At Gad's Hill, we...**(remind of golden rules/values).
- **You have a choice, you can either...** (positive choice) **and** (positive outcome).
- **Or you can** (negative choice) **and** (consequence).
- **Do you remember yesterday when you...**(refer to previous positive choices)?
- **That is who I need to see today - it's your choice.**

Restorative Conversations

Visual booklet to be used consistently to scaffold.

- What happened?
- What were you thinking (feeling) at the time?
- Who has been affected by what happened?
- What do you think needs to happen to put things right?
- What do you think (feel) about it now?
- What could you do differently next time?

Aggravating Factors (Examples)
 Track record of previous bad character
 Lack of remorse
 Evidence of dishonesty
 Deflects blame / hinders investigation
 Argumentative

Appendix D - Behaviour Management
Flowchart for medium level and serious offences

Mitigating Factors (examples)
 1st Offence
 Result of provocation
 Early Admission / Genuine
 Remorse
 Personal circumstances

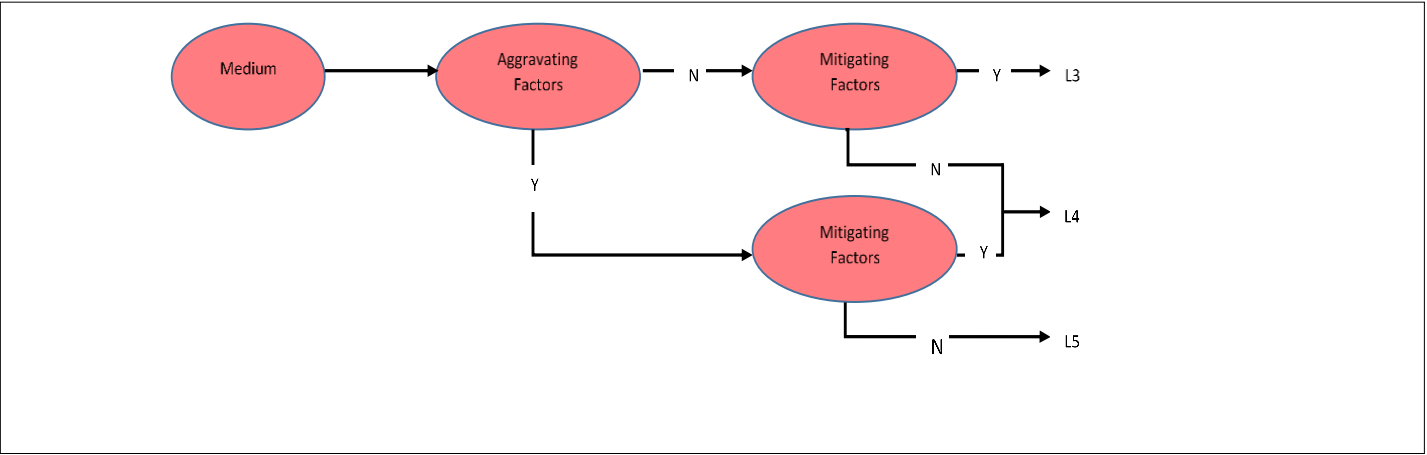
Sanctions
 L3 Formal detention (after-school)
 L4 First Formal Written Warning
 L5 Final Formal Written Warning
 L6 Temporary (or internal) Exclusion
 L7 Permanent Exclusion

NB: Internal exclusion and supervised removal from class are used to maintain safety, enable regulation and support continued learning. These arrangements do not prevent a pupil from leaving with supervision and are distinct from seclusion.

Minor Offences

Sanctions for minor offences are governed by the GREAT VALUES flowchart and JUNIOR BEHAVIOUR GUIDE (see Appendices B and C)

Medium Level Offences
 Repeatedly committing minor offences
 Repeatedly committing statutory detention offences
 Bullying,



Serious Offences
 Assault intended to result in harm,
 Possession or use of drugs, weapons or prohibited articles,
 Persistent underperformance / disruption of other pupils learning
 Persistent bullying
 Incident of a racial, homophobic, religious (or other protected characteristics) nature
 Repeatedly committing medium level offences
 Unlawful behaviour

