



DANES HILL SCHOOL

Behaviour, Rewards and Sanctions Policy

This policy applies to Prep School and Pre-Prep School (Bevendean)

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1. Legal Framework and Other Policies

1.1 This policy has due regard to all the relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996 and 2002
- Health Act 2006
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

1.2 This policy operates in conjunction with the following school policies:

- Pupils Code of Conduct
- Pupils Mental Health and Wellbeing Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Inclusive Education and Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Pupils IT Acceptable Use Policy
- Mobile Phones Policy

2. Introduction

2.1 Danes Hill School aims to encourage pupils to adopt the highest standards of behaviour and conduct during their time at school and within the community. We believe that good relationships, good manners and a safe and secure learning environment are essential requirements for the effective development of intellectually curious and motivated pupils.

2.2 We believe in the importance of kindness and mutual respect between all members of our community and place great importance on creating an inclusive and welcoming ethos. We treat everyone as an individual and aim to develop the whole person, so that pupils are well equipped to take their place in the world.

2.3 The School recognises that behaviours sometimes can be the result of educational needs, mental health issues, or other vulnerabilities, and will address these needs via an individualised graduated approach.

2.4 The School recognises that poor behavioural choices necessitate appropriate consequences. The primary aim of any sanction is to encourage the pupil to reflect on their actions, understand the impact on others, and work towards restitution. The pupil should show genuine remorse and resolve to make better behavioural choices in the future. All incidents will be addressed on a case-by-case basis, considering the specifics of the situation.

3. Aims

3.1 Danes Hill School aims to:

- Provide a caring and supportive environment, where kindness, courtesy and mutual respect are shown to all
- Develop an inclusive culture in which pupils can learn well, and teachers can teach effectively
- Create an environment in which pupils are able to distinguish between right and wrong, where mistakes can be corrected and learnt from, and where success can be celebrated and rewarded
- Help pupils self-regulate their emotions, encourage them to use initiative and to accept responsibility for their behaviour, actions and conduct
- Show pupils that a strong work ethic and excellent behaviour are highly valued.

3.2 In addition:

- We will make reasonable adjustments for pupils who have special educational needs or disabilities under the Equality Act 2010
- Support systems are in place for pupils and are managed by Heads of Section
- There is an effective parent liaison system in which parents are always informed of any significant disciplinary procedures taken by the school. The school may also consult external agencies (such as Educational Psychologists) when needed
- We can take disciplinary action against pupils who are found to have made malicious accusations against staff

4. Approach

4.1 In order to achieve the highest standards of behaviour at Danes Hill School, a strong degree of co-operation is important between staff, parents and pupils

4.2 Every effort is made by staff to adopt a positive approach to the issues of behaviour and manners in the school.

4.3 Great emphasis is placed on rewards for good behaviour. There is, however, a high level of expectation for respect and positive behavioural choices for pupils and a system of guidelines for action to be taken by staff when dealing with misdemeanours.

4.4 The transition of pupils between the Pre-Prep and the Prep School is organised via a series of induction days delivered by Heads of Section.

4.5 We expect the highest standards of behaviour inside and outside the classroom as well as beyond the school gates, and in any written or electronic communication concerning the school.

4.6 We expect pupils, parents and staff to treat each other with kindness, consideration and mutual respect and to respond positively to the demands of school life.

4.7 We expect our pupils and staff to behave in a way that reflects the best interests of the entire school community.

4.8 We believe in the importance of cooperation amongst all members of the school community and as such we expect the entire School community to adhere to our Code of Conduct.

4.9 Pupils have an excellent support system in which members of the teaching staff may be approached

at any time. The main point of contact at the Pre-Prep, the Junior School and the Upper School is the Form Teacher. Deputy Head Pastoral or Deputy Heads can also be contacted at any time.

4.10 Corporal punishment is not used or threatened.

4.11 Everyone has the right to feel safe and secure and to be treated with kindness and mutual respect. Danes Hill Anti-bullying Policy makes clear our commitment to this aim.

4.12 Children will be helped to understand why their behaviour is inappropriate.

4.13 The school keeps a register of sanctions imposed for serious misbehaviour.

4.14 We work hard to promote the right of every child to:

- Learn in a stress-free environment
- Be in a school that believes bullying is wrong and an unacceptable behaviour
- Expect the highest standards of teaching and caring
- Be different, to tolerate beliefs, opinions and ways of life that differ from their own and respect diversity of race, religion and culture, age, disability, gender reassignment, sex, sexual orientation and all the characteristics protected within our British Values under the Equality Act 2010.
- Be free to express opinions and to live by a set of codes which the school, as a community, values and promotes. These include Children's Rights Act, child protection laws, anti-racism laws and the rulings of the Equal Opportunities Commission.
- Be safe and protected by a body of teachers whose primary goal is to protect the interests of each individual child in its care

5. Roles and Responsibilities

5.1 The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation. Due to the age of the pupils attending the school, marriage and civil partnership categories do not apply.
- Promoting a whole-school culture where calm, dignity and structure encompasses every space and activity.
- Handling complaints regarding this policy, as outlined in the School's Complaints Policy.
- Ensuring this policy is published on the school website.

5.2 The Head, together with the Deputy Head Pastoral and the Assistant Head in charge of wellbeing are responsible for:

- The implementation and efficiency monitoring of this policy and the behaviour procedures in school
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and appropriate disciplinary sanctions
- Reporting to the governing board on the implementation of this policy and any related issues
- Overseeing the whole school approach to mental health, how staff are supported in managing pupils with Social, Emotional and Mental Health (SEMH) difficulties.
- Ensuring pupils and parents engagement with regards to pupils' behaviour, particularly pupils with SEMH.

5.3 The SENDCo is responsible for:

- Informing the strategic development of the school behaviour procedures in regard to pupils with Special Educational Needs and Disabilities (SEND)
- Supporting teachers in further assessments of a pupil's strengths and areas of improvement, where SEND are present and arranging suitable support in line with their needs
- All staff, contractors and volunteers are responsible for:
- Adhering to this policy and applying it consistently and fairly
- Supporting pupils to adhere to this policy
- Have a responsibility to reinforce positive behaviour and to challenge incidents of poor behaviour in School
- Reinforce positive behaviour by giving praise, appropriate rewards and by setting high expectations and modelling that we expect to see in pupils
- Support the School's behaviour expectations at all times. This includes when pupils are off the premises (e.g. fixtures, trips, en route to school) and in any discussions with parents
- Developing supportive, respectful and trustworthy relationships with pupils and other staff
- Incidents of misbehaviour should be corrected whenever they are observed. Staff are expected to monitor behaviour even when not taking part in an official duty.

5.4 Pupils are responsible for:

- Their own behaviour both inside and outside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff

5.5 Parents are responsible for:

- Signing the Parent Contract upon the pupil's admission at the School
- Agree to support their child in adhering to this and other policies and rules such as attendance, punctuality, uniform and appearance, standards of work, extra-curricular activities and homework
- Informing the school of any changes in circumstances which may affect their child's behaviour

6. Monitoring, Communicating and Recording

A. Monitoring

6.1 The Pastoral Team monitors behaviour across the school in order to identify patterns and ultimately improve behaviour through new initiatives. Behaviour is monitored in the following ways:

- Form Teachers are, in the first instance, responsible for the pupils' pastoral care and will monitor their pupils' academic and personal development closely. Heads of Year and Heads of Section are also involved in the monitoring of these pastoral records, as are the Assistant Heads and Deputy Heads
- Discussions between Form Teachers and the pupil's Heads of Year, Heads of Section, Assistant Heads and Deputy Heads
- Sharing relevant pastoral information at weekly staff briefings
- Discussion between the Deputy Heads, Assistant Heads, Heads of Year and Heads of Section informally and during weekly meetings
- Discussion at School Leadership Team meetings

- Meetings between pupils and the School Counsellor and parents

B. Recording

- Recording of all pastoral observations is done on CPOMS. CPOMS is a cloud-based platform that uses 2-factor authentication to ensure all pastoral records are kept secure.
- All incidents and communication concerning behaviour are logged electronically via CPOMS.
- Incidents of bullying are recorded on CPOMS and flagged accordingly. Records flagged under the bullying category will only be available to relevant members of the pastoral team.
- Any safeguarding concerns are referred to a Designated Safeguarding Lead in line with the School's Safeguarding Policy.

C. Communicating

- Information regarding pupils' behaviour is communicated between staff electronically via CPOMS
- Discussions may take place between the relevant members of staff and pupils depending on the severity of the issue reported
- A member of staff may feel the need to arrange a meeting with a pupil's parent(s) to discuss their behaviour and parents are requested to make themselves available at the earliest opportunity.

7. Reward System at the Pre-Prep

7.1 The reward system exists to recognise achievement in all areas of the curriculum for good standards, progress and effort. It also serves to recognise pastoral achievements such as good manners and behaviour, helpfulness, kindness, consideration, perseverance and resilience.

7.2 The children in this section are very young and need continuous praise and encouragement. Therefore, rewards are frequent but not to the extent where they become meaningless. The rewards become more difficult to achieve as they proceed through the school.

7.3 All Heads of Year ensure continuity, fairness and standardised levels of reward within their year group. Pre-Prep children are class teacher based for the majority of the day so nearly all the rewards are given by the teachers. Specialist teachers are welcome to nominate a child from their lessons to receive special rewards.

7.4 On occasions, a pupil might be sent to the Head of Year or the Head of Pre-Prep for further praise, especially if they have been through a difficult time. In these special circumstances we use the same system of rewards. The Head of Pre-Prep can award special stickers and certificates, including Head Teacher certificates where appropriate.

A. Mini Transition and Transition

- Stickers and stamps are used to reward children for pleasing work, model behaviour, good social skills, correct behaviour at playtimes, etc. For the most part, these are placed on the child's clothing but may occasionally be put on a piece of work, if appropriate.
- On some occasions certificates have been used to reward groups of children. Praise and verbal recognition of children's achievements is constant, and individuals are frequently applauded by their peers.
- Appropriate behaviour is usually rewarded by giving that child added responsibility, e.g. leading the class or helping an adult. In Transition, 'Star of the Day' certificates and stickers are awarded every

day to a child in each class and Golden Certificates are awarded every week to one child in each class

- In Transition, The Kindness Cup is awarded every Friday to one child in each class for a very kind deed. Individual learning targets are set and renewed termly for each child.

B. Reception

- Stars, stamps, stickers and house points are awarded at teacher's discretion for attitude, attainment, behaviour, helpfulness, etc. These are placed on the child directly or put on the piece of work or both.
- Merit certificates and a sticker badge are awarded to two children per class at the end of each week in assembly by the Head of Pre-Prep. Every child will receive this award approximately once a term. Ambassador badges are also awarded to children who are role-models in Reception. These children demonstrate skills such as kindness, resilience and perseverance.
- Individual learning targets are set, monitored and reviewed termly and verbal praise is given constantly in this year group.

C. Year 1

- Year 1 staff maintain the consistent use of special stickers and Dojo points to act as immediate and frequent motivational rewards, both of which feed into the awarding of house points, which contribute towards House totals.
- Merit certificates are awarded to two children per class each week in assembly by the Head of Pre-Prep. Leader badges are also awarded to children who are role-models in Year 1. These children demonstrate skills such as kindness, resilience and perseverance.
- Individual learning targets are set, monitored and reviewed termly and verbal praise is given constantly in this year group

8. Reward System in the Prep School

8.1 The School recognises the importance of praise and rewards in promoting good behaviour. Reinforcing positive behavioural traits encourages reinforcement and repetition of these good behaviours. It is part of a Form Teacher's role to establish good routines with their Form and introduce the Code of Conduct and expectations to their Form at the beginning of each academic year.

8.2 Positive behaviour is acknowledged both formally and informally. Staff are strongly encouraged to reward pupils for high academic achievement, effort, acts of generosity, helpfulness, care, concern for others, and good manners.

8.3 Good behaviour can be reinforced using the following rewards:

- **An encouraging word to a pupil:** staff members are encouraged to celebrate achievements, good manners and effort. This may be done discreetly (e.g. a word of encouragement to an individual) or more publicly (e.g. in front of a class, complementing a group on exemplary behaviour on a school trip or in the corridor, in a House meeting or in an assembly).
- **A positive comment in the pupil's homework diary or report:** making positive comments about their behaviour, involvement and attitude so that success can be **shared at home**.
- **Informing the pupil's Form Teacher:** sending an email to inform a Form Teacher that excellent behaviour has been observed.

- A visit to the Head of Year, Head of Section, Assistant Head, Deputy Head or Head following particularly good behaviour, effort or academic excellence.
- **House Points:** these are awarded frequently and are the most common method of rewarding pupils. House Points can be awarded for good behaviour, effort or achievement. These may be awarded by any member of staff. Certificates are awarded in House Meetings and Section assemblies to pupils who have met key milestones. The Deputy Heads monitor the awarding of House Points to ensure the system is applied fairly between classes and year groups. Every House point contributes towards the overall House competition. Gaining points for their Houses is a good incentive for pupils and fosters a sense of team spirit. Pupils and parents can see which House is leading in the collection of House points alongside the categories House Points have been awarded for. In the final assembly of term, the Head of Houses announces the winning House.
- **Individual Prizes:** prizes are awarded in the annual Prize Giving in the Summer Term to recognise contributions to school life, excellence and endeavour.

8.4 Pupils can be rewarded for good behaviour, effort and work in the following ways:

- Praise: all children respond to praise. Remember to pass on good news to Form Teachers, as well as bad.
- House points are awarded to pupils by staff who record the points using ePraise. House points can be given for academic work and also to recognise good behaviour such as acts of kindness or helpfulness. The highest House point earner at the end of each term receives an award in assembly. Pupils should not receive more than one House point for one piece of work or activity.
- Head's Commendations are also awarded to pupils using ePraise. Earning multiple commendations in year 4 and above will mean that pupils are also able to earn badges in recognition of their achievements. These badges are given to pupils to pin to their uniform. Pupils can also see their latest awards by logging on to the ePraise platform.
- Pupils are able to earn prominent positions of responsibility in Year 8. For example, pupils can be appointed as House Captains, Prefects, Senior Prefects, or Heads of School. Children are selected by the Head after consultation with the Senior Leadership team and staff.
- "Random Acts of Kindness" presentations occur regularly during assemblies. If a pupil is nominated for doing something kind, such as helping teachers or fellow pupils, the pupil's name will be placed in a ballot box and pupils nominated for these acts will be selected from the submissions and read out in assembly. Those who have been particularly kind will be awarded a Kindness band.
- In the Pre-Prep, children may be rewarded with stickers and stars for good behaviour. Merit stickers/badges (2 per form in Reception and Year 1) are awarded and presented to the children in weekly Friday assemblies. There is also a system to encourage corporate good behaviour in each class.
- Sweets are banned in school, other than on designated days, such as Charities Day. At the discretion of the Head, sweets may occasionally be used as a reward. Staff members are required to seek prior permission before using sweets as a reward.

9. Guidelines for Head's Commendations

9.1 Head's Commendations (HCs) are given by members of staff. A note to this effect should be written by the teacher on or inside the piece of work concerned and should be placed on ePraise. HCs may be recommended for the following reasons:

A. Academic

- Outstanding class work, whether written or oral
- A top exam / CAT mark
- Exceptional effort or improvement in a subject / topic / CAT

B. Social

- Exceptional helpfulness
- Valuable contribution in Form Time (including PSHCE lessons)
- Noticeable and maintained improvement in behaviour / manners / attitude
- Organising charity / fundraising events
- Assisting children who need extra care during a difficult period of time, e.g. helping new children in the school

C. Music / Art / Speech & Drama / Sport

- Music exam result grade 'distinction'
- Representing the school at County / National level for sport (e.g. IAPS National Swimming Gala)
- Outstanding artwork / DT, particularly if displayed around the school
- Music or drama performance on stage or in Assembly
- Being selected to represent the school in competitions
- Outstanding performance or achievement when representing the school

D. Junior School Commendations

- Recommended by Form, set or subject teacher for any outstanding effort and / or achievement – may be academic or social
- Similar guidelines to Head's only age appropriate

10. Disciplinary Procedures at The Pre-Prep

10.1 The Head of Pre-Prep, is responsible for behaviour management in the Pre-Prep. Circle Time and weekly PSHEE/PSED Jigsaw lessons plays a major part in the life of Pre-Prep children and the six Golden Rules form the firm foundation of our Pre-Prep Behaviour policy.

10.2 The Golden Rules are:

- Do be gentle - Do not hurt anybody
- Do be kind and helpful - Do not hurt people's feelings
- Do be honest- Do not cover up the truth
- Do listen to people - Do not interrupt
- Do work hard - Do not waste your or other people's time
- Do look after property - Do not waste or damage things

10.3 With very young children, disciplining after a misdemeanour must be immediate and delivered, on the majority of occasions, by the Form Teacher. Behaviour patterns are very much in the formative stage, therefore, unless there are elements of danger or insolence, discussing the positive and negative aspects of an action should be the first port of call. Should another child be hurt, accidentally or otherwise, an apology must be procured. Time-out and observing good behaviour are both additional strategies which can be utilised.

10.4 Some examples of unacceptable behaviour at this age are:

- Hitting
- Punching
- Scratching
- Swearing
- Kicking
- Spitting
- Biting
- Ignoring the requests of adults
- Lack of respect for property
- Stealing
- Stabbing
- Cutting with scissors
- Running in school (apart from playtime)
- Answering back
- Name calling
- Rudeness
- Rough playground behaviour
- Willful damage
- Bullying, ganging up, exclusion tactics

10.5 Should any of the above occur frequently the parent and Head of Year must be informed and a File Note completed on CPOMS. The pupil will also be accompanied to see the Head of Pre-Prep, where necessary.

10.6 Follow –up Action

- Initially, any issues should be dealt with by the Form Teacher. They will exercise professional judgment when deciding on the appropriate form of reprimand e.g.: time out, clear up damage, apology, deprivation of special rewards etc.
- If persistent, the Head of Year and/or Head of Pre-Prep should be informed and a File Note completed on CPOMS. If deemed appropriate the teacher should take the child to the Head of Early Years or Head of Pre-Prep, who will reinforce the behaviour expectations.
- Should poor behaviour continue the Head of Pre-Prep will request an appointment with the parents
- Heads of Year must ensure that continuity, fairness and standardised levels of discipline exist throughout their year groups
- Incidents which are recorded on CPOMS are reported to parents within 24 hours and are always shared with the Head of Pre-Prep
- In exceptional circumstances, where the behaviour puts the child, another peer or a member of staff at risk of significant harm, the parent/carers will be informed and asked to collect the child from school for the remainder of the day.

11. Disciplinary Procedures in the Prep School

11.1 Pupils are taught to understand choices and consequences. When there is a concern that a pupil is making poor behavioural choices, they are given a caution. The emphasis will be on using caution as a sign

that the pupil needs to be mindful about the choices they are making and coaching them to consider the consequences of poor choices.

11.2 In more serious cases, or after the accrual of three cautions, pupils may be placed in a lunchtime or after-school detention at the discretion of the Head of Section.

11.3 In the Upper School, Heads of Departments (HODs) deal with any academic misdemeanours such as missing prep, vocabulary tests and a caution or detention is given. The Head of Upper School has the overview of all cautions.

11.4 Depending upon severity, Junior School misdemeanours will be dealt with using the same follow-up procedure as the Pre-Prep.

11.5 Examples of behaviour for which a caution could be given:

- Shouting out in class
- Running (except at games / playtime)
- Pushing or shoving
- Excessive talking
- Rudeness
- Unkind or thoughtless comments to a classmate
- Lateness
- Missing homework
- Poor classwork
- Forgotten kit
- Disruption
- Lack of effort
- Talking out of turn
- Several reminders are needed for minor offences such as: appearance, equipment etc.
- Repeated behaviour issues

11.6 Examples of behaviour for which a detention could be given:

- Aggressive or abusive language
- Lying
- Several missing preps
- Throwing food
- Littering
- Cheating

12. Sanctions

A. Key Principles

12.1 In implementing a strong and fair behaviour policy, which is clearly understood by the whole community, staff will try to ensure that their responses are, above all, consistent. In order to achieve this consistency, a progressive scale of sanctions is used to help staff distinguish between different levels of behaviour.

- Wherever possible, an incident of poor behaviour should be dealt with immediately by the member of staff present. In more serious cases, the Head of Year, Head of Section, Assistant Head or the Deputy Head should be involved

- The type of sanction employed should always be appropriate to the seriousness of the incident, as well as to the previous history of the pupil concerned
- An incremental scale of sanctions is in place, on the premise that it is not sensible to reach the ultimate sanction too soon. In serious cases of misbehaviour, a pupil may be fast-tracked to an appropriate sanction, which may include one of the most serious sanctions
- Staff acknowledge that their response should be swift, and they must have confidence in their own judgement and discretion in enforcing the appropriate sanction
- The School will take into account those pupils who have particular learning and behavioural needs to ensure that they are not unfairly penalised
- The Deputy Head Pastoral has the overall responsibility to ensure that the system is applied fairly and consistently, and members of staff should seek their advice or that of their Head of Year/Head of Section if in doubt as to what action to take following an incident
- Recording information on CPOMS is essential. It enables the Form Teacher to build up an accurate picture of the pupil's behaviour over time. The responsibility for addressing the unacceptable behaviour remains with the member of staff who has spotted it, but the Form Teacher will follow up with pupils any incidents of unacceptable behaviour by issuing one of the sanctions listed below.

Note: Whilst the possible sanctions for various infringements are outlined within the policy, each case will be dealt with individually and the circumstances of each scenario will be considered when deciding upon a sanction. This may include pupil's age, SEND, safeguarding, pastoral needs, etc.

B. Physical Restraint

12.2 Danes Hill School vehemently rejects the use of corporal punishment and any threat to use it may constitute assault. Its use would ordinarily result in a crime being committed. This applies to all members of staff, including those acting in loco parentis such as unpaid volunteers and contractors.

12.3 Any use of restraint by a member of staff must be used only as a last resort and it must be reasonable, proportionate and lawful. Any physical restraint used will comply with DFE and LEA guidance. Restraint will only be used in exceptional circumstances when immediately necessary (e.g. for a pupil's own protection or for others' safety) and for the minimum time required to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

12.4 Whenever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

12.5 When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

12.6 Where restraint is used, it must be reported to one of the Deputy Heads and Head via the School's Neutral Notification System. This facilitates discussion between the staff member and Senior Leader regarding why it was necessary and to plan follow-up actions with the pupil. Parents are informed as soon

as practically possible after the event.

C. Report Books to Support Pupils Who Are Experiencing Behaviour Difficulties

12.7 In cases where pupils have made consistently poor choices, the report book can be a constructive method for encouraging regular reflection on their behaviour.

- Report books cannot be implemented without informing parents or guardians
- Report books cannot be put in place for longer than two weeks without a review
- After each lesson, the teacher is required to make a written comment and award a grade according to the schedule in the cover of the Report book
- At the end of each day the pupil must see their Form Teacher to discuss the day's comments. The Form Teacher will sign the Report book, and the pupil takes home a copy to show their parents
- The booklet should be counter-signed by the pupil's parent or guardian each evening
- The pupil will present their Report book to the Head of Section on the Friday afternoon of each week
- Should a pupil's work or behaviour fail to improve following being on report, then the Head of Section will arrange a meeting with the child's parents or guardians and any combination of the following members of staff: Form Teacher, Head of Learning Support, Head of Year, Head of Section, Assistant Head, Deputy Head or Head.
- The purpose of the meeting would be to discuss the current behaviour problems being exhibited by the pupil concerned and to come up with strategies to help them improve the situation.
- Where appropriate, a referral to the School Counsellor, to the family GP or to other external agencies might be considered.

D. Overview of the Sanction Structure

Level	At discretion of	Examples	Possible Intervention (but not restricted to)
4	Head, Deputy Head, Assistant Head	Serious cases of bullying, racism, homophobia, sexual harassment, etc.	Major Sanctions: Weekend Detention Suspension Expulsion Internal Reflection
3	Head of Section, Head of Year	Repetitive mid-level issues – three cautions, serious infringements, property damage etc. Some cases of serious misconduct where circumstances mean that a Major Sanction is not deemed appropriate.	Lunchtime Detention After School Detention
2	Form Teacher, Classroom Teachers	Repetitive low-level issues (behavioural and academic), extreme lateness, offensive language, unkindness, friendship issues etc.	Stay In Caution
1	Classroom Teachers, All Staff	Excessive talking, rudeness, lateness, no homework, poor classwork, forgotten equipment etc.	Confiscation Quick Word Stay-In

A. Interventions

12.8 The majority of disciplinary matters are minor day to day offences and the School encourages such matters to be dealt with by the individual member of staff. These may include offences in relation to homework, schoolwork and pastoral or social matters which are accepted as not being abnormal for pupils of this age on a daily basis at this school.

12.9 More often than not, misbehaviour at this level can be dealt with swiftly and relatively easily by having a discussion with the pupil. Initially a member of staff will ask a pupil to correct their behaviour. If the behaviour continues the member of staff will remind the pupil of what is expected and explain that they have one more chance to correct their behaviour. Staff should use CPOMS to record any incidents of misbehaviour and where appropriate, information will be shared with parents.

12.10 When having a quick word with a child, staff are reminded to:

- **Meet the pupil where they are by taking their time to encourage pause and encourage reflection:** “I can see you are out of sorts – why don’t you take a few seconds to have a think and then talk to me about what’s going on?”
- **State their position to give the pupil a chance to reflect on why their behaviour is problematic -**

"The problem I have is that we are trying to complete this task, but if you are interrupting, it makes it difficult. Everyone is impacted. Can you see why this is an issue?"

- **Use questions and offer choices to give them the opportunity to do something that will have a positive impact on their behaviour** - "Can we do anything to help you focus better? Would it be a good idea for you to sit over here?" "Which zone of regulation are you in? Do you need to take some time out?"

Cautions

12.11 If the pupil does not improve their behaviour, a Caution is issued along with the reason for the sanction. This is recorded on CPOMS. The Form Teacher will receive notification of the misdemeanour and will speak to their tutee about this. Three cautions result in a detention with the pupil's Head of Year.

- After the first caution, a pupil will be asked by their Form Teacher to take responsibility for informing their parents.
- After a second caution, the Form Teacher will call the pupil's parents to explain that a second caution has been issued.
- After a third caution, the Head of Year or Head of Section will contact the parents to inform them that the pupil will receive a detention. Further information may be shared by email or telephone as appropriate.

Stay-ins

12.12 As well as issuing a pupil with a Caution, a member of staff may ask a pupil to return to the classroom during a break time to complete a piece of work, write an apology letter or serve an informal detention known as a stay-in.

12.13 A stay-in should last no longer than fifteen minutes and is to be supervised by the member of staff who dealt with the behaviour and should be completed at the next available opportunity. This should be filed under 'Sanctions' in CPOMS.

12.14 During the stay-in the teacher should review how the pupil's behaviour has not met the standards outlined in the Code of Conduct and if appropriate discuss any discrepancies between their behaviour and the values promoted by the School.

Lunchtime Detentions

12.15 If an offence is more serious than the Form Teacher or member of staff would reasonably expect to deal with themselves, the member of staff should consult with the pupil's Head of Year. Such offences may include repeated disruption or anti-social behaviour or a consistent failure to produce satisfactory work.

12.16 If they feel that previous sanctions have not improved a pupil's behaviour, they may give the pupil a Lunchtime Detention to be served with the Head of Year. When given a lunchtime detention, the pupil concerned must speak with the Head of Year, preferably during a break or lunchtime. A detention may be given for an individual act of serious behaviour or for cumulative offences (e.g. 3 cautions).

12.17 Equally, when a series of Cautions have been received for similar small incidents of poor behaviour, a member of staff can issue a Lunchtime Detention to address these.

After-School Detentions

12.18 If the behaviour warrants a more serious sanction, the Head of Section may recommend an after-school detention. This will be imposed when a pupil has either been given an unacceptable number of lunchtime detentions or for a single act of particularly poor behaviour.

12.19 After-School detentions will be held for one hour from the end of the pupils' academic day. The Head of Section, Assistant Head or Deputy Head will write to parents explaining the reasons for the detention.

12.20 No set number of detentions will warrant an after-school detention. Each case will be considered individually after consultation between the Head of Section or Deputy Head Pastoral and the relevant member of staff. However, in most cases after a pupil has served two lunchtime detentions, they will be warned that a third may be an after-school detention. After school detentions are recorded on CPOMS.

12.21 If a pupil receives two After-School Detentions in an academic year then one of the Deputy Heads will contact the pupil's parents to warn them that a failure to improve their behaviour may result in a more serious sanction.

Constructive Behaviour Programme

12.22 When a child has been disciplined for poor behaviour on a frequent basis, it may be that an alternative form of intervention is necessary to address the root cause of the behaviour issue and poor choices.

12.23 A Constructive Behaviour Programme is a consistent set of interventions with a member of the pastoral team over a sustained period of time. This may take a number of different forms, but will be designed for an in-depth exploration as to the reasons why poor choices are being made and to help the child in developing the resources to make better choices.

12.24 This will usually take place in regular slots during the child's free time, such as break or lunch times; often giving them the opportunity to step away from some of the situations where managing behaviour can be problematic.

Pupil Contract

12.25 A pupil may be asked to enter into a contract between the School, pupil and parents outlining the terms which need to be met in order to improve academic performance and/or behaviour. It will also outline the consequences of good as well as poor behaviour. This meeting will be coordinated by the Head of Section or one of the Deputy Heads who will take responsibility for drawing up an agreed contract.

Loss of Privileges

12.26 Losing the right to go on trips, residential visits or membership of School teams may be enforced due to misbehaviour on a previous visit or away match. However, consideration is given to the impact on others teaching or taking part in these activities. A loss of privileges will be communicated home by the Head of Section in most instances. This sanction is recorded on CPOMS.

12.27 Incidents that have occurred during fixtures or clubs can result in pupils missing subsequent fixtures or extra-curricular activities. This sanction can also be used if it is deemed likely to be effective where other sanctions haven't worked.

Leaving the Classroom

12.28 In rare circumstances when a member of staff feels that it is necessary to remove a pupil from the classroom, they should be taken to the school office by a peer or another adult. In circumstances where a child needs to be disciplined, they should not be made to stand outside of the classroom for a time out, nor should they be asked to leave the classroom when it is possible that they will be left unsupervised.

12.29 Some children with SEND or emotional regulation needs have been instructed on how to use the zones of regulation to communicate their emotional state. At the discretion of the class teacher, these children may be allowed to take a time out to go to a designated quiet space and may return once they have had an opportunity to regulate their emotions. These children will have specific instructions, and it will not be mandatory for them to be supervised from the classroom to the quiet space depending on age and needs.

Monitored Dynamic

12.30 This measure involves the close monitoring of interactions between specific pupils where there is concern over a potentially unhealthy relationship. All staff will be informed to observe these interactions carefully and escalate even minor incidents to the Head of Year. Communication will be maintained with relevant parents, and, at the discretion of the Deputy Head or Head of Section, the pupils themselves may be informed."

13. Search and Confiscation

A. Search with Consent

13.1 School staff can search a pupil, their bag, desk, lockers, possessions or other personal items for any prohibited or banned items noted in the Behaviour, Rewards and Sanctions Policy if the pupil agrees. The school will take into account the age of the child when considering consent. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.

13.2 The following list of banned items gives a few examples, but is not deemed to be exhaustive:

- Glass bottles, including perfume
 - Internet enabling electronic devices.
 - Vapes and e-cigarettes
- Makeup
- Fizzy drinks
- Nuts and other allergens banned from school
- Other electronic equipment without image taking capabilities that is deemed as unsuitable to be brought into school
- Large sums of money and/or jewellery.

13.3 Prohibited items are part of the banned items at Danes Hill, but carry a higher risk and higher consequences as per the list below:

- mobile phones (except with special permission) knives or weapons
- alcohol
- Illegal/controlled drugs and other substances which are not believed to be controlled stolen items
- Tobacco and cigarettes papers,
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). This may include legal highs, aerosol cans, paint thinners, non-prescribed hypodermic needles and other items.

13.4 The school makes it clear in this policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned or prohibited item in his/her possession, they

can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, a teacher can apply an appropriate punishment as set out in this policy

13.5 A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we will look to apply an appropriate sanction.

13.6 When exercising the right to search with consent, the staff member will assess and consider the age and needs of the pupil searched. Where required, reasonable adjustments will be put in place if a pupil has additional needs or disability.

B. Search Without Consent

13.7 If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Head, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

13.8 The Head and staff authorised by the Head have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item. At this stage the Head (or in his absence, the authorised staff) may instruct a member of staff to conduct the search or may decide to contact parents, police or other external agencies for support and advice.

13.9 The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

13.10 There is a limited exception to this rule. Staff can carry out a search of a pupil of the same or opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

C. Reasonable Force

13.11 If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any 'prohibited items', but not for 'banned items' which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Unless a member of staff is alone and must act immediately to prevent the pupil harming themselves or others, damaging property or from causing disorder, it would be preferable for staff trained in Safer Handling or similar practice to be the one to use reasonable force.

D. Establishing grounds for a search

13.12 Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other

pupils talking about the item or they might have noticed a pupil behaving in a way that causes them to be suspicious.

13.13 In the exceptional circumstances when it is necessary to conduct a search of a pupil of the same or opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

13.14 The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property that are later found not to be illegal or stolen.

13.15 School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.

E. During the search

13.16 Definitions:

"Outer clothing" – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.

"Possessions" – any goods over which the pupil has or appears to have control, including desks, lockers and bags.

13.17 A pupil's possessions, their locker or desk will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately.

13.18 Staff will always remain aware that the power to search without consent only enables a personal search involving the removal of outer clothing and the searching of pockets, desks, lockers, etc. Staff will never conduct an intimate search and remain aware that only a person with more extensive powers, i.e. a police officer, can conduct an intimate search.

13.19 If a pupil does not consent to a search or withdraws their consent, then they may be subject to a search without consent, but only for prohibited items.

F. Strip searches

13.20 The definition of a "strip search" is a search that involves the removal of more than outer clothing (see definition of outer clothing in section 9).

13.21 Staff members will never conduct a strip search on a pupil – strip searches will only be conducted by police officers.

13.22 During a strip search, members of staff will maintain their duty of care to the pupil and will advocate for their wellbeing at all times. Strip searches will be conducted in a private area of the school, away from others.

13.23 Before requesting the strip search of a pupil by the police, staff members will balance the risk of negatively affecting the pupil's physical and/or mental wellbeing against the risk of not recovering the suspected item.

13.24 Strip searches will only be considered where:

- It is absolutely necessary to undertake this type of search, and;
- Where other, less invasive approaches cannot be conducted or have already been exhausted, and;
- It is deemed necessary by a police officer to recover an item related to a criminal offence and they have reasonable grounds to suspect the pupil has concealed the item.

13.25 Whenever a strip search involves the exposure of intimate body parts, the school will ensure that at least two people are present, other than the pupil, where one of whom will be an appropriate adult. Where the pupil's parent wishes to act as the appropriate adult, the school will facilitate this where possible. These circumstances may not apply if the strip search is urgent or there is a risk of serious harm to the pupil or others.

13.26 Unless in urgent or high-risk cases, strip searches that involve the exposure of intimate body parts will only take place without an appropriate adult where the pupil explicitly states, in the presence of the appropriate adult, that they do not want the appropriate adult to be present during the search. A record will be made of the pupil's decision.

13.27 Records of all strip searches will be kept and monitored by the school.

G. After the search

13.28 Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the pupil's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be an offensive weapon or drugs, it will be passed to the police.

13.29 Staff members will be legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

13.30 Confiscation, retention and disposal of prohibited items

13.30.1 The staff members carrying out a search will be permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence

13.30.2 When a staff member conducting a search finds:

- Alcohol- they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the pupil.
- Controlled drugs- they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- Other substances which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour, discipline and safety.
- Stolen items- they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
- Tobacco or cigarette papers- they will retain or dispose of them; they will not be returned to the pupil.
- Fireworks- they will be retained or disposed of, but not returned to the pupil.
- A pornographic image- they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence, i.e. the image is extreme or child pornography; in these cases, the staff member will deliver the image to the police as soon as possible.
- An item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property- they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.
- Weapons or items which are evidence of an offence- they will pass the item to the police as soon as possible.

13.13.3 It is at the discretion of authorised staff to decide whether there is a 'good reason' not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item.

13.30.4 Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such.

13.30.5 In relation to stolen items, the police will not be involved in dealing with low-value items, e.g. pencil cases; however, it may be appropriate for the school to contact the police if high-value items, e.g. laptops, or illegal items, e.g. fireworks, are involved.

H. Aftercare following a strip search

13.31 Pupils subject to a strip search will be provided with appropriate support, regardless of whether a prohibited item is found. Safeguarding processes will be followed where necessary, giving attention to the pupil's wellbeing. The DSL will be involved in any safeguarding processes.

13.32 Pupils subject to a strip search will always be given the opportunity to ask questions about the search and express their views following it.

13.33 Staff will give particular consideration to the wellbeing and safeguarding of any pupils and/or groups of pupils who have been subject to a strip search with unusual frequency. Where required, preventative approaches will be put in place in order to avoid harm to the identified pupil, or group of pupils' wellbeing.

I. Recording a search

13.34 All searches for prohibited items and those conducted by police officers will be recorded via the school's safeguarding systems.

13.35 Records of searches for prohibited items, both by staff and by the police, will include:

- The date, time and location of the search.
- The name of the pupil subject to the search.
- The name of the individual who conducted the search.
- The name of any other adults or pupils present during the search.
- The item being searched for.
- The reason for the search.
- Whether the item was found.
- Any other items found.
- What follow-up actions were taken as a consequence of the search.

13.36 All searches for banned items will be recorded.

J. Informing parents

13.37 The pupil's parents will be informed when a search of their child is conducted in order to recover prohibited items.

13.38 The pupil's parents will be informed when a search of their child is conducted in order to recover prohibited items.

13.39 Where a strip search is requested, the school will inform the pupil's parents of the search before it is conducted, unless there is an immediate risk of harm. Where there is an immediate risk of harm, the pupil's parents will be informed about the strip search as soon as possible.

13.40 Complaints about searching, screening or confiscation will be managed via the school's complaints procedure, in line with the Complaints Policy.

K. Residential Trips

13.41 It may be necessary to conduct a search during a residential visit. When searching a pupil's room or their possessions, it is important to:

- ensure that the student understands the reasons why a member of staff believes that a search is necessary
- ensure that the student is asked to empty bags, or storage spaces and to ensure that their belongings are moved around for a thorough search to take place - where possible avoid touching their belongings
- ensure that the search is witnessed by two members of staff and that the search is recorded on CPOMS
- Items regarding searches in section 13 also apply to school trips and residential.

L. Informing Parents

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school
- If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed
- There is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded on CPOMS

M. Confiscation

13.42 There are occasions when it may be necessary to confiscate property from pupils, for example if a pupil is playing with a tennis ball in the corridor. Normally confiscated property should be returned to the pupil at the end of the school day.

13.43 Members of staff should not destroy confiscated items as they remain the property of the pupil. Valuable items that have been confiscated, such as a mobile phone, should be given to the School Office to look after during the school day. The Office will keep a record of who has had phones confiscated so Heads of Year can issue sanctions as appropriate.

13.44 Where an item has been confiscated because it was inappropriate, unlawful or hazardous for the pupil to have brought it into school, staff should immediately refer the matter to the Head of Section or Deputy Head.

13.45 When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Schools DfE 2022.

14. Major Sanctions

14.1 Cases involving serious misconduct (as defined below) will be decided upon by one of the Deputy Heads and by the Head. A pupil who is found guilty of serious misconduct may be liable to a major sanction, such as a Saturday detention or a fixed-term or permanent exclusion. In the case of exclusion, the Head will be involved and make the final decision based on a recommendation from one of the Deputy Heads.

A. Definition of serious misconduct

14.2 For the purposes of this policy, 'serious misconduct' means any act or omission or any series of acts or omissions that:

- has or could have had a serious adverse effect on:
 - any part of the physical environment or property of the School
 - any aspect of the wellbeing of any member of the School community
 - the learning of the pupil themselves or that of any other pupil.
- is criminal and/or illegal
- harms the public image of the School

B. Examples of serious misconduct

14.3 The following are examples of serious misconduct, although this is not an exhaustive list:

- violent or threatening behaviour
- intimidation or blackmail
- indecent, offensive, abusive, racist, homophobic, misogynistic or transphobic language
- persistent bullying or harassing behaviour
- theft
- involvement (including supply, possession or use) with illegal drugs, psychoactive substances, associated items, or items intended to resemble them, or alcohol or tobacco (see also the school policy on drugs)
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- misconduct of a sexual nature
- supply or possession of pornography
- cheating in examinations
- vandalism and deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of and event organised by the School, or acting on behalf of the School
- serious misuse of ICT facilities or the serious breach of the School's AUP
- serious or repeated breaches of the Code of Conduct
- persistent attitudes or behaviour which are inconsistent with the School's ethos
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract
- making a deliberately false or malicious allegation against a member of staff
- 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.

C. Weekend Detention

14.4 This sanction will apply for certain acts of serious misconduct. This includes the use of racist, homophobic, misogynistic or transphobic language. It lasts for two hours and is supervised by a member of the Senior Leadership Team, who will set work for the pupil concerned after consultation with relevant teachers.

14.5 This is a serious sanction and should and will be issued by one of the Deputy Heads or by the Head. Where appropriate, the Deputy Head will convene a meeting with parents to discuss the matter.

D. Internal Reflection

14.6 This sanction involves a pupil being removed from their normal timetable for a period ranging from two periods to two school days. The pupil will be supervised by a dedicated member of staff and will

complete a reflection task focused on understanding the impact of their behaviour on others and designing improvement strategies.

E. Suspension

14.7 A pupil may be suspended, as a sanction in its own right, for between one day and up to three weeks for a serious breach of school discipline where expulsion is not deemed appropriate. A record is made and filed under 'Sanctions' in CPOMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team.

14.8 Should a suspension continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Deputy Head will coordinate these arrangements with the pupil's parents or guardians.

F. Requirement to Leave

14.9 For an extremely serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. This decision can only be taken by the Head.

14.10 Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school. A record is made in CPOMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team.

G. Permanent exclusion (expulsion)

14.11 The pupil is expelled from Danes Hill School. This decision can only be taken by the Head. A pupil is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or some willful act calculated to cause serious damage to the school, its community or any of its members.

14.12 Expulsion implies that the pupil's name will be expunged from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the school. A record is made and filed under 'Sanctions' in CPOMS and is recorded on the appropriate School records, available only to members of the Senior Leadership Team.

H. Investigation Procedure

14.13 Complaints or allegations of serious misconduct should be referred to one of the Deputy Heads in the first instance. The Deputy Head will start an investigation into the matter with a view to establishing the facts. The Deputy Head may carry out the investigation themselves or ask another member of the Senior Leadership Team to do this if they consider this to be appropriate.

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

14.15 As part of the investigation, the pupil may be questioned and the pupil's private space, belongings and clothing may be searched in appropriate circumstances. Clothing will only be searched if the pupil removes it voluntarily. Only outer clothing will be searched. If necessary, the police will be called. All reasonable care will be taken to protect the pupil's human rights and freedoms. Wherever possible another adult will be present.

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

14.17 During the investigation in appropriate cases, the pupil may be suspended from School and from engaging in any School activities. Suspension will also prohibit access to any part of the School site. Should a suspension continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Deputy Head will coordinate these arrangements with the pupil's parents or guardians.

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

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

I. Leaving Status

14.19 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:

3.3 The form of reference which will be supplied for the pupil

3.4 The entry which will be made on the school record and the pupil's status as a leaver

3.5 Arrangements for transfer of any course and project work to the pupil, their parents or another school

3.6 Whether (if relevant) the pupil will be permitted to return to school premises to sit Common Entrance for another school

3.7 Whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil

3.8 The conditions (if any) under which the pupil may re-enter school premises in the future

3.9 Financial aspects: payment of any outstanding fees and extras: whether the deposit will be returned or credited: refund of prepaid fees

14.20 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.

J. Governors' Review

14.21 A pupil or their parents may request that the Governors review a decision by the Head to expel a child or require their removal or where a decision has been made to suspend the pupil for 11 school days or more. An application for a review must be made in writing within seven days of the Head's decision being notified in writing to a parent, or longer by agreement. It should be sent to the Director of Finance & Operations.

14.22 If the parents or the pupil have any special needs or disabilities which call for additional facilities or

adjustments, these should be made known to the Clerk so that appropriate arrangements can be made.

14.23 In their application the pupil or parents must state the grounds on which they seek a review and the outcome which they seek. For the avoidance of doubt, a mere disagreement with the decision of the Head will not of itself be grounds sufficient for a Governors' review. It is not the role of the Review Panel (hereafter known as the Panel) to overturn the Head's decision but to consider the representations made as outlined below and to make recommendations to the Head accordingly.

14.24 The review will be undertaken by three members of the Board of Governors. The Panel will have no previous detailed knowledge of the case or of the pupil, parents or guardian and will not normally include the Chairman of Governors. Selection of the Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the Panel members. Full consideration will be given to any bona fide objection to a particular member of the Panel.

14.25 The role of the Panel is to consider the representations made as outlined below and to make recommendations to the Head accordingly. It is not within the powers of the Panel to reinstate a pupil's place at the school against the wishes of the Head. The Panel may either uphold the Head's decision or refer the decision back to the Head with recommendations so that the Head may consider the matter further.

K . Review Meeting

14.26 The meeting will take place in the School Boardroom. Other than in exceptional circumstances, the review meeting will take place within fourteen days of the receipt of the application. The review procedure is a private procedure and all those concerned in it will be required to keep the proceedings of the review meeting confidential and not disclose any details of it except as required by law.

- Those present at the review meeting will normally be:
- Members of the Review Panel.
- The Head
- Parents or those with parental responsibility.
- The pupil, if they or the parents so wish.
- The Clerk to the Governors or their deputy.

14.27 If the pupil or the pupil's parents experience difficulty in attending due to a disability, or the parent's travel and working commitments prevent them from attending, the School will make reasonable alternative arrangements to ensure that the pupil and/or their parents can be involved in the Review.

14.28 The pupil and their parents may be accompanied by a friend or relation and by a member of the School's staff selected by them, if desired. Legal representation will not usually be appropriate. If the pupil and their parents are accompanied by someone who is legally qualified, seven days' notice must be served to the Clerk to the Governors.

14.29 The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. Any statements made at the hearing will not be required to be made under oath. The Clerk will be asked to keep a handwritten minute of the main points that arise. All present will be entitled, should they wish, to write their own notes.

14.30 The hearing shall be directed at all times by the Chair of the meeting who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments. Each of the grounds given in the parent's request for review will be considered and discussed. The rules of natural justice will apply.

14.31 All those attending the hearing are expected to show courtesy, restraint and good manners. The Chair may in their discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.

14.32 If the Head considers it necessary in the interests of the individual or of the School that the identity of any person should be withheld, the Chairman of the panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chair at their discretion may direct that the person be identified.

14.33 Up to two members of the School staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so, but will not be expected to express an opinion about the decision which is being reviewed.

14.34 When the Chair decides that all issues have been sufficiently discussed, they will close the hearing. The Review Panel will decide:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or require removal of the pupil on the basis of the balance of probabilities;
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which were found to have occurred and to the legitimate aims of the School in that respect.

14.35 If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting, they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

14.36 If, having heard all parties, the Panel is minded recommending that the Head's earlier decision should be confirmed, it is open to the Panel, with the agreement of the Head, the pupil and their parents to discuss the pupil's leaving status with a view to reaching agreement.

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

Appendix 1

Pre-Prep School (Bevendean) Behaviour Expectations

1. On arrival in the morning, children are in the care of their parents until they are handed over to staff from 8.25am. Whenever possible, children should move around the school as a whole class or group and must have one member of staff accompanying them at all times. The member of staff should lead the line of children rather than send the children ahead.
2. During class time, two girls and two boys are allowed to visit the toilet, without a member of staff, from each Reception class at a time and one girl and one boy in Year 1. Staff must always be aware who is out of the room and check on children who do not return to the classroom within a short time.
3. During playtimes, children are only allowed to go to the toilet if permission has been sought from the designated member of staff on duty. Children should report back to the duty staff member so that

the number of children who leave the playground area can be monitored at all times.

4. Children will be supervised according to their age when using shared areas. Sinks in the classrooms should be used wherever possible.
5. All staff should discuss behaviour expectations with children caught running to the toilets or misbehaving in any way in line with this policy.