



## Promoting Good Behaviour Manual

### Inc. Anti-Bullying Policy Sept 2021

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Behaviour and Discipline Policy (including policies on use of reasonable force and searching and confiscation)

Anti-bullying Policy

E-Safety and Acceptable Use of ICT Policy

Expulsion, Removal and Review Policy



## **Our Core Values**

1. The broad and deep worth of every person.
2. Intellectual curiosity
3. Practical kindness
4. Personal pride and dignity
5. A community of fun and energy

**"We learn together. We Play together. We grow together."**

### WHAT OUR CORE VALUES MEAN

1. We respect ourselves and the culture and beliefs of others.
2. We respect our local community, our school environment and everyone within it.
3. We have pride in ourselves and our work.
4. We are skilled learners who have the courage to challenge ourselves and take risks in our learning; we learn to do things by ourselves.
5. We ask questions and try to find out more.
6. We are always polite and we consider the manners and feelings of others.
7. We understand that not everyone is the same and we learn in different ways.
8. We take pride in our environment, our learning and each other.
9. We enjoy learning to create and achieve in school.
10. We will carry the love of learning with us and be lifelong learners.

Approved by the School Council 2018

## **Banned Items**

These may be searched for. See Appendix 4.



## Behaviour and Discipline Policy

This policy applies also to EYFS

### 1 Policy aims

The aims of this policy are:

- 1.1.1 to enable the Principal to carry out his responsibilities of maintaining order and good discipline in the School;
- 1.1.2 to promote good behaviour;
- 1.1.3 to ensure, so far as possible, that every pupil in this School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the school community;
- 1.1.4 to authorise the School Rules and any procedures necessary for implementing them.

### 2 School rules

2.1 The School rules shall be set by the Principal. The School rules are necessary:

- 2.1.1 for the safety and well-being of everyone at the School;
- 2.1.2 for the reputation of the school community as a whole;
- 2.1.3 for the protection of school property and the wider environment.

2.2 The School Rules apply to all age groups and at all times when the pupil is:

- at school, representing the School or wearing school uniform
- travelling to and from school
- associated with the School at any time.

2.3 Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

### 3 Scope

3.1 It is intended that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during an exeat or half term and in the holidays.

3.2 This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the



School Community or a member of the public, or which brings the School into disrepute.

## 4 Rewarding good behaviour

4.1 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.

4.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

## 5 Breaches of school discipline

5.1 The Principal may prescribe and authorise the use of any sanctions as comply with good educational practice and promote good behaviour and compliance with the School Rules. Examples of sanctions used at the School are set out in Appendix 1.

### 5.2 Serious breaches of discipline

5.2.1 For serious breaches of discipline, the pupil may be asked to leave the School permanently:

#### 5.2.2 Required Removal

- (a) For a 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. 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.

#### 5.2.3 Expulsion

- (a) A pupil is liable to Expulsion for a grave breach of school discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Formal 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.

5.2.4 The Principal is required to act fairly and in accordance with the principles of natural justice. Please see the School's separate Expulsion, Removal and Review Policy.



- 5.3 The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School Rules. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Required Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.
- 5.4 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.
- 6 Malicious allegations against staff**
- 6.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 6.3 In accordance with the DfE's guidance Dealing with allegations of abuse against teachers and other staff (October 2012), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.
- 7 Use of reasonable force**
- 7.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force (July 2013 reviewed July 2015) and as set out in Appendix 2.
- 7.2 Corporal punishment is not used at the School and force is never used as a form of punishment.
- 8 Searching pupils**
- 8.1 **Informed consent:** The School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his / her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 8.2 **Searches without consent:** In relation to prohibited items, the Principal, and staff authorised by the Principal, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see [Appendix] for the School's policy on



searching and confiscation. Such action will be taken in accordance with the DfE guidance Screening, searching and confiscation (February 2014).

### 9 Records

Administration of major punishments are recorded, with the name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment

### 10 Review

10.1 A pupil or his / her parents may request a Review of the Principal's decision to expel or Require the Removal of a pupil from the School. The form of application for a Review and the Review procedures will be supplied to parents on request at the time of the original decision.

10.2 There will be no right to a Review of other sanctions but a pupil who feels aggrieved may ask the Assistant Principal to take up his / her concerns with the member of staff who imposed the sanction.



## Appendix 1: Curriculum and Learning

1. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour, whether, for example, as part of lessons or assemblies. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
2. It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.
3. Within the EYFS we:
  - Use stories and songs as a strategy for encouraging/ supporting positive behaviour
  - Use prompts to follow expectations and gradually remove the prompts
  - Teach the rules of the setting in a varied structured way, for example, through play, story time, planned circle time.
  - Teach routines for some activities e.g. story time, snack time, tidy up time, group time.

## CLASSROOM AND PLAYGROUND MANAGEMENT

1. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.
2. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
3. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.
4. Outside the classroom.

Children should not linger in cloakrooms, toilets or corridors. Lining up to enter the school or move around the school should be orderly and quiet; some teachers have found it helpful to have a lining up order to avoid placing distractible children together. Walking around the school should be orderly; staff should challenge individual children running and ask them to go back and walk. Activities should be provided for wet play.



During playtimes co-operative and inclusive activities are encouraged. All staff in the playground should be vigilant and engage eye contact with children as they patrol. They should position themselves at various points around the playground so as to see into all areas. They should avoid talking to groups of children for a prolonged period so that they can scan the playground. Some staff are in the playground to care for particular children and not on general patrol.

### 5. Managing everyday incidents

A key objective is helping children learn from the incident, including strategies to help them operate independently should a similar problem occur. Children are listened to – separately or together as appropriate. Children are encouraged to talk to others involved to try to resolve the situation and consider alternative behaviour in future.

Adults dealing with the incident may suggest strategies to help pupils manage their own behaviour in a similar context and perhaps encourage the pupil to rehearse or role-play the behaviour. Children are encouraged to use assertive strategies to others annoying them, e.g. by saying firmly “I don’t like that, please don’t do it again.”

Children are encouraged to express their opinions and feelings e.g. telling the other person why they are upset, with the emphasis on what the person has done and not by labelling, name-calling or putting down the other, giving the other the chance to apologise. Children are encouraged to tell the teacher if someone is persistently annoying them and to know that this is not “telling tales”. [See our anti-bullying policy for more on this] The child’s class or form teacher should be informed. Playground issues are reviewed and the outcomes communicated to Wraparound Care/ lunchtime supervisors.

For younger children it is important to:

- Re-state the rule
- Praise the children who are complying
- Call the name of the child- wait for ‘take up’
- Distract and divert
- Offer a choice of suitable options
- Give a verbal warning about the consequences, for example leave the activity, alternate activity supervised by an adult or withdrawal time with an adult (calm-down time)
- Speak to carers/ parents
- Consider a behaviour plan.

### RULES AND PROCEDURES

Rules should be designed to make clear to the children how they could achieve acceptable standards of behaviour. They should be kept to a necessary minimum. They should be positively stated, telling the children what to do rather than what not to do. Everyone involved should be actively encouraged to take part in his or her development. They should have a clear rationale, made explicit to all. They should be consistently applied and enforced. They should promote the idea that every member of the school community has responsibilities towards the whole.





All boundaries and rules should be explained regularly to the younger children- EYFS

Extreme behaviour: whether an isolated or repeated incident (violence, temper-tantrum, swearing), it will be dealt with promptly and calmly. An adult should remain with the class, with the teacher sending for assistance if required. The child should be escorted out of the room, or if this is not possible without physical intervention(s), the other children should be taken to a quiet area. He/She should not be left unsupervised or sent out of the room alone or with another child. The adult dealing with the incident should listen to the child, encouraging him/her to describe the incident and give him/her chance to explain how he feels. If the child is on an individual plan and the behaviour is within its scope, the relevant consequences should be applied. Otherwise the Head of School or Principal will decide whether parents should be informed and what next action should be taken.

An ABC chart should be considered- EYFS

EYFS- If the child's developmental age differs from the chronological age then simple strategies of saying stop with a physical gesture, distraction and diversion may be more appropriate.



## Appendix 2 : Rewards and Sanctions

### 1 Rewards

1.1 The School is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

#### Pre-Prep:

Praise which can be reinforced through communication with parents/ carers.

Stickers collected individually/ sticker charts (as appropriate)

'The Golden Book of Greatness' assembly recognises children weekly for achievements both academically and pastorally.

House Points are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions and through our weekly celebration assembly.

#### Years 3-5

#### Good To Be Green Rewards and Sanctions

	6) PERMANENT EXCLUSION.	
	5) SHORT TERM EXCLUSION (Parent meeting with RS)	
	4) INDIVIDUAL BEHAVIOUR PLAN (Parent meeting with HS)	



	3) Red card/ LUNCHTIME DETENTION	
	2) Yellow Cards	
	1) Verbal warning	

### 1) Yellow cards

When a child has broken a rule the first time, they get a verbal warning, if they break a rule again they get a yellow card. After the second yellow card further infringement of rules will result in a red card.

### 2) Lunchtime detentions

When a student has got a red card they will lose his/her lunchtime on the day or following day after the infringement. This is staffed by form tutors/class teachers on a rota system. There will be a google drive shared document for students to be signed in.

### 3) IBP (Individual Behaviour Plan)

This is for persistent poor behaviour and or lack of response to previous sanctions. Parents will be asked to meet with HS and Student will also be put on report. The length of time will be at the discretion of HS.

### 4) Short term exclusion

If a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts or aggressive behaviour or lack of response to the previous sanctions. Parents will be asked to collect their child, if they cannot be collected then they will be internally excluded for the day. The school meet with parents to decide when they can return to class. This will be at the school's discretion.

### 5) Exclusion

Please see the policy.

### REWARDS for Years 3-5

There are 3 types of rewards.



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## Green Cards.

These are given for classwork. Students will earn a green card for good work or effort. Students will earn badges and awards for an accumulation of green cards/stamps.

- Eg: 1 green card stamp = 1 green card
- 100 green cards = Pencil/rubber etc in assembly
- 175 green cards = Green Card certificate in assembly
- 250 green cards = Green Card badge is given out in assembly
- 300 green cards = letter home to parents re achievement.

## House Points

These are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions and through our weekly celebration assembly.

## Stars of the Week

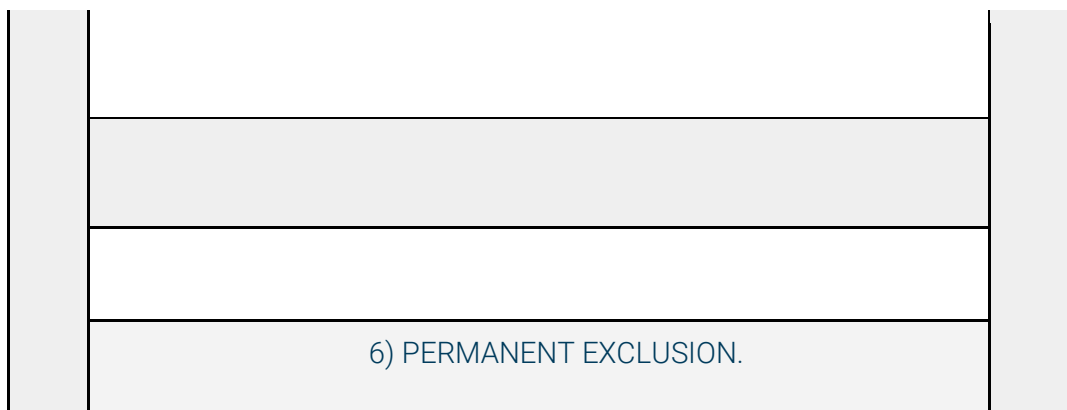
At end of week assemblies, form and subject teachers will be asked to nominate students for exceptional work in class, around school, or other achievements. These students will be highlighted as 'stars of the week' and will also be awarded a merit.

## COMMUNICATION HOME

Effort and behaviour are rewarded through communication home to parents, this may be through Departmental postcards, emails from Form teachers, or Head of School emails and letters.

## Prep School - Year 6

### LADDER OF INTERVENTION





4) SHORT TERM EXCLUSION (Parent meeting with Principal and Head of School)
3) Red Report Card
2) Head of School Detention
1) Three strike rule in class

## Explanation of descriptors

### 1) Three warnings in class for low level disruption and order marks.

When a student has broken rules in the classroom and/or is disturbing the learning of other they receive their first classroom warning (a name on the board), a second reprimand in lesson results in as second warning (a tick by the name) a third disruption means they are sent to the Head of Department or Head of School (HOS) to see if the situation can be resolved and learning resumed. The student is also given an order mark. For extreme behaviour an order mark or removal from class can be issued with immediacy.

### 2) Detentions

Head of School detentions will be held when a student receives three order marks in a half term or for any behaviour in which a detention seems appropriate.

### 3) Red Report Card

This is for used for persistent poor behaviour and or lack of response to previous sanctions. Parents will be asked to meet with the Head of School and the student will be put on report with clear targets set for improvement. The length of time will be at the discretion of HOS. The report card is the responsibility of the student and must be presented at each lesson and at the end of the day must be presented for signature to the form teacher.



## 4) Short term exclusion and internal exclusion

This occurs if a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts, aggressive behaviour or lack of response to the previous sanctions. Parents/guardians will be informed that their child has been placed into exclusion or they will be asked to collect their child to serve exclusion at home for a day.

- 1) An internal exclusion means silent and separated working from peers. In addition break and lunch times are held at different times from other students.
- 2) An exclusion served at home results in the parents meeting with the Head of School to decide when the student may return to learning. A meeting with parents must take place before a student who has served a short term exclusion will be allowed back to the learning environment.
- 3) **Short term exclusion.** If a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts or aggressive behaviour or lack of response to the previous sanctions. Parents will be asked to collect their child, if they cannot be collected then they will be internally excluded for the day. The school will meet with parents to decide when they can return to class. This will be at the school's discretion.
- 4) **Exclusion.** Please see policy.

## REWARDS for Year 6

There are 3 types of rewards.

**MERITS:** These are given for class work. Students will earn badges and awards for an accumulation of merit marks.

30 = Bronze Badge

45 = Silver Badge

70 = Gold Badge

90 = Platinum Certificate

100 = Diamond Certificate

150 = Voucher

200 = Letter from the Headteacher for outstanding achievement.

## 2) Student Of The Week

Each week staff can nominate a pupil of the week from each form. This can be for anything out of the ordinary. And extraordinary. They will be announced in the weekly assembly and the fortnightly newsletter.



### 3) House points

These are given by any member of staff as well as the head boy, head girl and senior prefect in the Upper School and Upper Prep. House points are awarded for polite and kind behaviour around the school. These could include holding the door, pleases and thank yous, excellent uniform, acts of kindness to one another. House points will be added together each week and the winning house will receive a half termly reward. Each house's achievements will be added to a board and displayed in a shared area.

### Sanctions at the Senior School Y7-Y11

6) PERMANENT EXCLUSION.
4) SHORT TERM EXCLUSION (Parent meeting with Principal and Head of School)
3) Red Report Card
2) Head of School Detention



	2) Three strike rule in class	
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### **1) Three warnings in class for low level disruption and order marks.**

When a student has broken rules in the classroom and/or is disturbing the learning of other they receive their first classroom warning (a name on the board), a second reprimand in lesson results in a second warning (a tick by the name) a third disruption means they are sent to the Head of Department or Head of School (HOS) to see if the situation can be resolved and learning resumed. The student is also given an order mark. For extreme behaviour an order mark or removal from class can be issued with immediacy.

Students may be given order marks for behaviour inside and outside of the classroom, for lateness, uniform and homework breaches etc.

### **2) Detentions**

Head of School detentions are held weekly on a Wednesday. Students may be placed in detention if they are a serial offender of missing homework, are consistently late to lessons or receive three order marks in a half term or for any behaviour in which a detention seems appropriate.

Head of School detentions are on Wednesday at 4pm. They are also used if a student receives order marks for negative behaviour on our data system (ISAMS) in a half term. Parents are informed in advance, via ISAMS, if a student is due to attend a Head of School detention.

### **3) Red Report Card**

This is for used for persistent poor behaviour and or lack of response to previous sanctions. Parents will be asked to meet with the Head of School and the student will be put on report with clear targets set for improvement. The length of time will be at the discretion of HOS. The report card is the responsibility of the student and must be presented at each lesson and at the end of the day must be presented for signature to the form teacher.

### **4) Short term exclusion and internal exclusion**

This occurs if a student needs to be excluded from their peers due to rudeness and defiance to staff, physical outbursts, aggressive behaviour or lack of response to the previous sanctions. Parents/guardians will be informed that their child has been placed into exclusion or they will be asked to collect their child to serve exclusion at home for a day.

An internal exclusion means silent and separated working from peers. In addition break and lunch times are held at different times from other students.

An exclusion served at home results in the parents meeting with the Head of School to decide when the student may return to learning. A meeting with parents must take place before a





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student who has served a short term exclusion will be allowed back to the learning environment.

## 5)Exclusion

Please see the policy.

## Rewards at the Senior School

Good behaviour and attitude to learning is promoted in several ways at the Senior School;

### HOUSE POINTS

These are given to pupils outside of class. They are for kindness, manners, being polite, helping others, good uniform and conduct. Each week house points will be totalled by the House Prefects and announcements will be made in assemblies. The cumulative total of house points goes towards the overall House Cup at the end of each academic year.

In addition to good behaviour and collective house points, team spirit is achieved through House Competitions.

### FABULOUS FRIDAYS (Stars of the Week)

At end of week assemblies form and subject teachers will be asked to nominate one student for exceptional work in class, around school, or other achievements. These students will also be awarded a merit.

### MERITS

These are given for work in class. Good academic work and effort. Good homework, concentration etc. Each merit converts to 5 house points, individual recognition also therefore feeds into team celebration.

There is a ladder of achievement for merits.

30 merits - Bronze badge

50 - Silver badge

70 - Gold badge and postcard home from Form teacher

100 - Letter of achievement from Head of School

150 - Letter of achievement from Principal (and a seat on the bus for a special end of year trip)

### COMMUNICATION HOME

Effort and behaviour is rewarded through communication home to parents, this may be through Departmental postcards, emails from Form teachers, or Head of School emails.



## 2 Sanctions

2.1 Sanctions that may be used at the School include those set out below:

Sanctions range from expressions of disapproval (being told off), through withdrawal of privileges (time outs, losing part of break or lunchtimes), to referral to the Head of School or Principal or the Directors in extreme cases, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Children should not be left unsupervised at any time.

**In EYFS - a child may have to leave an activity and have 'calm down' time with an adult.**

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head of School, Principal and Directors.

### **Exclusion:**

A serious offence, for example involving violence, could by itself justify a pupil's exclusion. Otherwise exclusion would be applicable only when alternative strategies have been tried and have failed. Exclusions may be fixed (suspension) or permanent (expulsion) or may be for the duration of lunchtime break, or part day. A warning letter may be sent and signed by pupil, parent and school issuing a final warning.

Only the Principal or School Governors may exclude a pupil permanently. This power may not be delegated. In all cases the Principal will promptly inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent, and give the reasons for the exclusion. These sanctions will form part of the pupil's permanent disciplinary record.

**Sancton Wood School does not use or threaten corporal punishment.**

2.2 **Suspension:** a pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right.

2.3 In addition, the Principal may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote good behaviour and compliance with the School Rules.



## Appendix 3 Use of reasonable force

- 1 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - 1.1 committing a criminal offence
  - 1.2 injuring themselves or others
  - 1.3 causing damage to property, including their own
  - 1.4 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.
- 2 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him / her to do so would risk his / her safety or lead to behaviour that disrupts the behaviour of others.
- 3 In addition, reasonable force may be used to conduct a search for 'prohibited item' (see Appendix 3 below).
- 4 In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.
- 5 Where reasonable force is used by a member of staff, the Designated Person for child protection must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.



## Appendix 4 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the Department for Education (DfE), Screening, searching and confiscation (February 2014).

### 11 Prohibited items

11.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

11.1.1 knives or weapons, alcohol, illegal drugs and stolen items

11.1.2 tobacco and cigarette papers, lighters and matches, equipment for vaping, fireworks and pornographic images

11.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil) and

11.1.4 any item banned by the School rules that are identified as being items which may be searched for.

11.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the school (for example on a school trip).<sup>1</sup>

### 12 Searching with consent

12.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

12.2 If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, disciplinary action may be taken in accordance with the School's Behaviour and Discipline Policy.

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<sup>1</sup> The School Rules should include details of any items that are banned and which may be searched for.



## 13 Searching for prohibited items

- 13.1 Where the Head or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate.
- 13.2 Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or in training settings.
- 13.3 When pupils travel outside England on a school trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.
- 13.4 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 13.4.1 a search of outer clothing and / or
  - 13.4.2 a search of school property (e.g. pupils' lockers or desks) and / or
  - 13.4.3 a search of personal property (e.g. bag or pencil case).
- 13.5 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 13.6 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.

4.4 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

## 14 Confiscation

- 14.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 14.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.



### 15 Searching electronic devices

- 15.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break school rules.
- 15.2 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

### 16 Disposal of confiscated items

- 16.1 Alcohol: alcohol which has been confiscated will be destroyed.
- 16.2 Controlled drugs: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 16.3 Other substances: substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 16.4 Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 16.5 Tobacco or cigarette papers: tobacco or cigarette papers will be destroyed as will all associated materials and any materials associated with vaping.
- 16.6 Fireworks: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- 16.7 Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the school's Designated Person for Child Protection will also be notified and will decide whether to make a referral to children's social care.



- 16.8 Other pornographic images will also be discussed with the School's Designated Person for Child Protection. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 16.9 Article used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 16.10 Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
- 16.11 An item banned under school rules: such items may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner. If a pupil persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.
- 16.12 Electronic devices: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.
- 17 Communication with parents**
- 17.1 There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the School should dispose of certain items.
- 17.2 We will keep a record of searches carried out which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of the disposal of items confiscated.
- 17.3 Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is posted on the School website and hard copies are available on request.
- 17.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.



## Anti-bullying Policy

### 1 Policy statement

- 1.1 This policy applies to all pupils and staff at the school, irrespective of their age and whether or not a pupil is in the care of the School when or if bullying behaviour occurs. This policy has been drawn up with assistance from guidance issued by the Department for Education (DfE), Preventing and tackling bullying (October 2014) and will be reviewed against any new government guidance issued from time to time.
- 1.2 Through the operation of this policy we aim:
  - 1.2.1 to maintain and drive a positive and supportive culture among all pupils and staff throughout the School
  - 1.2.2 to deter bullying behaviour, detect it when it occurs, and deal with it on a case by case basis by counselling and / or disciplinary sanctions and, if necessary, by expulsion
  - 1.2.3 to comply with the School's duties under the Equality Act 2010.
- 1.3 Bullying behaviour is always unacceptable and will not be tolerated at the School because:
  - 1.3.1 it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
  - 1.3.2 it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation
  - 1.3.3 it is contrary to all our aims and values, our internal culture and the reputation of the School.
- 1.4 This policy will apply to bullying behaviour outside of the School of which the School becomes aware.

### 2 Bullying behaviour

- 2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be:
  - 2.1.1 **Physical:** hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
  - 2.1.2 **Verbal:** name-calling, taunting, teasing, insulting or demanding money
  - 2.1.3 **Exclusionary Behaviour:** intimidating, isolating or excluding a person from a group





- 2.1.4 **General Unkindness:** spreading rumours or writing unkind notes, mobile phone texts or e-mails; or
- 2.1.5 **Cyberbullying:** using the internet, mobile phones, social networking sites etc to deliberately upset someone else (see section 2.3 below).
- 2.2 Bullying may also be:
  - 2.2.1 Sexual: talking to or touching someone in a sexually inappropriate way
  - 2.2.2 Sexist: related to a person's gender or gender reassignment
  - 2.2.3 Racist, or regarding someone's religion, belief or culture
  - 2.2.4 related to a person's sexual orientation (homophobic bullying)
  - 2.2.5 related to pregnancy and maternity
  - 2.2.6 related to a person's home circumstances; or
  - 2.2.7 related to a person's disability, special educational needs, learning difficulty, health or appearance.
- 2.3 **Cyberbullying:** The School has a separate policy which deals with cyberbullying (see the School's E-Safety and Acceptable Use of ICT Policy). Cyberbullying is the use of information and communications technology, particularly mobile telephones and the internet, deliberately to upset someone else.
- 2.4 **Intention:** Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.
- 2.5 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no one becomes a victim of bullying. A person may be vulnerable to bullying because of his / her age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because he / she is new in the School, appears to be uncertain or has no friends. He / she may also become a target because of an irrational decision by a bully.
- 2.6 **Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.



## 3 Anti-bullying culture

3.1 Our expectation of all members of the School community is that:

3.1.1 everyone will uphold the School rules

3.1.2 a pupil or a member of staff who witnesses or hears of an incident of bullying will report it

3.1.3 a complaint of bullying will always be taken seriously

3.1.4 no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

3.2 In School and in every year group:

3.2.1 discriminatory words and behaviour are treated as unacceptable

3.2.2 positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the School; and

3.2.3 positive attitudes are fostered towards both sexes through the curriculum and tutorials.

3.3 **Staff:** Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

3.3.1 celebrating achievement

3.3.2 anticipating problems and providing support

3.3.3 disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils

3.3.4 making opportunities to listen to pupils

3.3.5 acting as advocates of pupils.

3.4 **Pupils:** Through the School's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the School. They are encouraged:

3.4.1 to celebrate the effort and achievements of others

3.4.2 to hold and promote positive attitudes

3.4.3 to feel able to share problems with staff

3.4.4 to turn to someone they trust, if they have a problem



3.4.5 not to feel guilty about airing complaints

3.4.6 to treat meals as pleasant social occasions.

## 4 Anti-bullying systems

4.1 The School's systems for detecting and dealing with bullying are designed to operate vertically (through all year groups) and horizontally (within year groups and in the classroom and other activities).

4.2 Members of staff are vigilant at all times but particularly:

4.2.1 before lessons; in the queue for the dining hall and in the dining hall itself

4.2.2 in School corridors

4.2.3 on school transport.

4.3 Bullying is regularly discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent bullying incidents.

4.4 **Education:** Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

4.4.1 The PSHE curriculum includes lessons on bullying.

4.4.2 Anti-bullying posters placed around the School.

4.4.3 Anti-bullying messages are given in assemblies.

4.4.4 Once a year we highlight an Anti-bullying week.

4.4.5 Our well-being ambassadors and Prefects are placed to report to staff and to act as advocates on behalf of students.

4.5 **Staff training:** Appropriate training in all aspects of care is arranged to ensure that staff have the necessary professional skills, especially:

4.5.1 awareness of the risk and indications of child abuse and bullying, and how to deal with cases

4.5.2 counselling skills (including bereavement).

4.6 **Pupils' responsibilities:** We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

4.7 **Record keeping and monitoring:** School staff maintain records of the welfare and development of individual pupils. In addition, every complaint or report of bullying



must be recorded. The Designated Person for Child Protection monitors these records in order to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.

### 4.8 Why incidents might not be reported

**4.8.1 Victim:** There are many reasons why a pupil who has suffered bullying may be reluctant to report it. He / she may become demoralised and may say, for example:

- (a) it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- (b) the things they are saying and doing are too embarrassing to discuss with an adult
- (c) it is all my fault anyway for being overweight / too studious etc
- (d) there are too many of them; there is nothing the staff can do
- (e) it will get back to my parents and they will think less of me
- (f) I will just try and toughen up and grow a thicker skin
- (g) I will lie low and not audition for a part in the school play etc.

**4.8.2 Witnesses:** There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. He / she may say:

- (a) it is "grassing" and I will become unpopular
- (b) it is not my concern anyway
- (c) I don't like the victim and I would find it embarrassing to be associated with him / her.

**4.9** Any of these responses would be contrary to our culture at the School. When we drive and implement this policy we encourage every pupil to understand that:

**4.9.1** every complaint of bullying will be taken seriously

**4.9.2** members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received

**4.9.3** there is a solution to nearly every problem of bullying

**4.9.4** a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis



4.9.5 the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary.

## 5 Procedures

5.1 Guidelines: The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

### 5.2 Reporting bullying complaints

5.2.1 **Pupils:** A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay. He / she should tell his / her parents or a member of staff at the School.

5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's class teacher without delay.

5.2.3 **Staff:** This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

5.3 **Initial complaint:** A person who learns of alleged bullying behaviour should:

5.3.1 firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then

5.3.2 report the allegation to Designated Person for Child Protection as soon as possible.

5.4 **Assessment:** The Designated Person for Child Protection will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

5.4.1 the nature of the incident(s) - physical? verbal? exclusionary? etc

5.4.2 is it a "one-off" incident involving an individual or a group?

5.4.3 is it part of a pattern of behaviour by an individual or a group?

5.4.4 has physical injury been caused? Who should be informed? Head? Parents? The School's child protection officer? Social Services? The police?

5.4.5 can the alleged bully be seen on a no-names basis?

5.4.6 what is the likely outcome if the complaint proves to be correct?

5.5 At this stage, the possible outcomes for an incident which is not too serious include:



- 5.5.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- 5.5.2 the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).
- 5.6 **Serious incident:** If the Designated Person believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" he / she will then:
  - 5.6.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He / she may decide to ask another senior member of staff to be present; and
  - 5.6.2 send a summary of his / her findings to the Head and other relevant staff.
- 5.7 Together with the Head, the Designated Person will decide on the action to be taken in accordance with the Range of Action set out below. The Head will notify the parents of the victim and bully giving them details of the case and the action being taken. In serious cases, such action may include further investigation in accordance with the School's Behaviour and Discipline Policy and the Expulsion, Removal and Review Policy.
- 5.8 **Range of Action:** When a complaint of bullying behaviour is upheld, the range of responses will include one or more of the following:
  - 5.8.1 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
  - 5.8.2 advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning
  - 5.8.3 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed
  - 5.8.4 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
  - 5.8.5 a disciplinary sanction against the bully, in accordance with the School's Behaviour and Discipline Policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the School permanently in accordance with the School's Expulsion, Removal and Review Policy
  - 5.8.6 action to break up a "power base"



- 5.8.7 moving either the bully or victim to another House after consultation with the pupil, his / her parents and the relevant staff
  - 5.8.8 involving social services or the police
  - 5.8.9 notifying the parents of one or both pupils about the case and the action which has been taken
  - 5.8.10 such other action as may appear to the Head to be appropriate.
- 5.9 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:
- 5.9.1 sharing information with some or all colleagues and with pupils in the House so that they may be alert to the need to monitor certain pupils closely
  - 5.9.2 ongoing counselling and support
  - 5.9.3 vigilance
  - 5.9.4 mentioning the incident at meetings of staff
  - 5.9.5 reviewing vulnerable individuals and areas of the School
  - 5.9.6 liaison between Heads of Year, the outcome being recorded in the House Incident Books.
- 6 **Review**
- 6.1 The annual review of this policy will take into account any guidance published by the DfE together with the record of any bullying incidents as set out in 4.7 above.



## E-Safety and Acceptable Use of ICT Policy

### 1 Scope

1.1 This policy is addressed to all pupils and parents are encouraged to read it with their child. A copy of the policy is available to parents on request. This policy relates to the use of technology, including:

- the internet
- e-mail
- mobile phones and smartphones
- desk-tops, lap-tops, netbooks, tablets/phablets
- personal music players
- devices with the capability for recording and / or storing still or moving images
- social networking, micro blogging and other interactive web sites
- instant messaging, chat rooms, blogs and message boards
- webcams, video hosting sites (such as YouTube)
- gaming sites
- Virtual Learning Environments
- SMART boards
- other photographic or electronic equipment.

1.2 It applies to the use of any of the above on School premises and also any use, whether on or off School premises, which affects the welfare of other pupils or where the culture or reputation of the School are put at risk. Staff are subject to a separate policy which forms part of their contract of employment.

### 2 Aims

2.1 The aims of this policy are:

- 2.1.1 to encourage pupils to make good use of the educational opportunities presented by access to the internet and other electronic communication;
- 2.1.2 to safeguard and promote the welfare of pupils by preventing cyberbullying and other forms of abuse;
- 2.1.3 to minimise the risk of harm to the assets and reputation of the School;
- 2.1.4 to help pupils take responsibility for their own e-safety (i.e. limiting the risks that children and young people are exposed to when using technology);
- 2.1.5 to ensure that pupils use technology safely and securely.





## 3 Internet and e-mail

- 3.1 The School provides internet access and an e-mail system to pupils to support its academic activities and to maximise the educational opportunities presented by such access.
- 3.2 Pupils may only access the School's network when given specific permission to do so. All pupils will receive guidance on the use of the School's internet and e-mail systems. If a pupil is unsure about whether he / she is doing the right thing, he / she must seek assistance from a member of staff.
- 3.3 For the protection of all pupils, their use of e-mail and of the internet will be monitored by the School. Pupils should remember that even when an e-mail or something that has been downloaded is deleted, it can still be traced on the system. Pupils should not assume that files stored on servers or storage media are always private.

## 4 Protocols

- 4.1 Pupils should comply with the following protocols:
  - 4.1.1 internet and e-mail protocol (Appendix 1);
  - 4.1.2 mobile electronic device protocol (Appendix 2);
  - 4.1.3 protocol for communication between staff and pupils (Appendix 3).
- 4.2 The School's policy on the use of mobile electronic devices and cameras in the EYFS setting is set out at Appendix 4.

## 5 Procedures

- 5.1 Pupils are responsible for their actions, conduct and behaviour on the internet in the same way that they are responsible during classes or at break time. Use of technology should be safe, responsible and legal. If a pupil is aware of misuse by other pupils he / she should talk to a teacher about it as soon as possible.
- 5.2 Any misuse of the internet will be dealt with under the School's Behaviour and Discipline Policy.
- 5.3 Pupils must not use their own or the School's technology to bully others. Bullying incidents involving the use of technology will be dealt with under the School's Anti-bullying Policy. If a pupil thinks that he /she might have been bullied or that another person is being bullied, talk to a teacher about it as soon as possible.
- 5.4 If there is a suggestion that a child is at risk of abuse or significant harm, the matter will be dealt with under the School's child protection procedures (see the School's Child Protection Policy). If a pupil is worried about something that he / she has seen on the internet, he / she should talk to a teacher about it as soon as possible.



## 6 Sanctions

- 6.1 Where a pupil breaches any of the School's protocols, the Head is authorised to apply any sanction which is appropriate and proportionate to the breach in accordance with the School's Behaviour and Discipline Policy including, in the most serious cases, expulsion. Other sanctions might include increased monitoring procedures and withdrawal of the right to access the School's internet and e-mail facilities. Any action taken will depend on the seriousness of the offence.
- 6.2 Unacceptable use of electronic equipment could lead to confiscation in accordance with the protocols attached to this policy and the School's Behaviour and Discipline Policy (see Appendix 3 of the Behaviour and Discipline Policy for the School's policy on the searching and confiscation of electronic devices).
- 6.3 The School reserves the right to charge a pupil or his / her parents for any costs incurred to the School, or to indemnify any significant liability incurred by the School, as a result of a breach of this policy.

## 7 The liability of the School

- 7.1 Unless negligent under the terms of this policy, the School accepts no responsibility to the pupil or parents caused by or arising out of a pupil's use of the internet, e-mail or any electronic device whilst at School.
- 7.2 The School does not undertake to provide continuous internet access. E-mail and website addresses at the School may change from time to time.

## 8 Monitoring and review

- 8.1 All serious e-safety incidents will be logged. The record of e-safety incidents and new technologies will be reviewed regularly in order to consider whether the existing security procedures are adequate.



## Internet and e-mail protocol

### Introduction

- 1 We want each pupil to enjoy using the internet, and to become proficient in drawing upon it both during their time at School, and as a foundation for their future education. However, there are some potential drawbacks with e-mail and the internet, both for pupils and for the School.
- 2 The purpose of this protocol is to set out the principles which pupils must bear in mind at all times and also the rules to be followed in order for all pupils to use the internet safely and securely.
- 3 The principles and rules set out below apply to all use of the internet, including social media, and to the use of e-mail in as much as they are relevant. Failure to follow this protocol will constitute a breach of discipline and will be dealt with in accordance with the School's Behaviour and Discipline Policy.

### Access and security

- 4 Access to the internet from the School's computers and network must be for educational purposes only. Pupils must not use the School's facilities or network for personal, social or non-educational use.
- 5 Pupils must not knowingly obtain (or attempt to obtain) unauthorised access to any part of the School's or any other computer system, or any information contained on such a system.
- 6 No laptop or other mobile electronic device may be connected to the School network without specific consent in writing from a member of staff.
- 7 Passwords protect the School's network and computer system. Pupils should not let anyone else know their password. If a pupils believes that someone knows his / her password she / he must change it immediately. Pupils should not attempt to gain unauthorised access to anyone else's computer or to confidential information to which he / she is not authorised to access. If there is a problem with your passwords, pupils should please speak to their class teacher.
- 8 The School has a firewall in place to ensure the safety and security of the School's networks. Pupils must not attempt to disable, defeat or circumvent any of the School's security facilities. Any problems with the firewall must be reported to the class teacher.
- 9 Viruses can cause serious harm to the security of the School's network and that of others. Viruses are often spread through internet downloads or circulated as attachments to e-mails. If a pupils thinks or suspects that an attachment, or other material to download, might contain a virus, he / she must speak to his / her teacher before opening the attachment or downloading the material. Pupils must not disable or uninstall any anti-virus software on the School's computers.



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### Use of the internet

- 10 Pupils must use the School's computer system for educational purposes only and are not permitted to access interactive or networking web sites when using School computers or, if using personal laptops or other devices, on School premises.
- 11 Pupils must take care to protect personal and confidential information about themselves and others when using the internet, even if information is obtained inadvertently. Receiving or using this kind of information may be unlawful under data protection legislation and laws relating to confidentiality.
- 12 Pupils must not load material from any external storage device brought in from outside the School onto the School's systems, unless this has been authorised by a member of staff.
- 13 Pupils should assume that all material on the internet is protected by copyright and such material must be treated appropriately and in accordance with the owner's rights - pupils must not copy (plagiarise) another's work.
- 14 Pupils must not bring the School into disrepute through your use of the internet.
- 15 Viewing, retrieving, downloading or sharing any material which in the reasonable opinion of the Head is unsuitable, at any time, is strictly prohibited. Pupils must tell a member of staff immediately if they have accidentally read, downloaded or have been sent inappropriate material, including personal information about someone else.
- 16 Pupils must not enter into any contractual commitment using the internet when in the care of the School, or otherwise associated with the School, whether for themselves or on behalf of another (including the School).

### Use of e-mail

- 17 Pupils must not use any personal web based e-mail accounts such as Yahoo or Hotmail through the School's network.
- 18 E-mail should be treated in the same way as any other form of written communication. Pupils should not include or ask to receive anything in an e-mail which is not appropriate to be published generally or which the pupil believes the Head and / or his / her parents would consider to be inappropriate.
- 19 Pupils must not send, search for or (as far as pupils are able) receive any e-mail message which contains offensive material. Offensive material includes, but is not limited to, content that is abusive, racist, sexist, homophobic, any form of bullying, pornographic, defamatory or criminal activity. If pupils are unsure about the content of a message, they must speak to a member of staff. If a pupil comes across such material he / she must inform a member of staff as soon as possible. Use of the e-mail system in this way is a serious breach of discipline. The School will take no responsibility for any offence caused by a pupil as a result of downloading, viewing or forwarding inappropriate e-mails



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- 20 Trivial messages and jokes should not be sent or forwarded through the School's e-mail system. Not only could these cause distress to recipients (if inappropriate) but could also cause the School's IT system to suffer delays and / or damage.
- 21 All correspondence from the School e-mail account must contain the School's disclaimer.
- 22 Pupils must not read anyone else's e-mails without their consent.



## Mobile electronic devices protocol

### Use of mobile electronic devices

- 1 "Mobile electronic device" includes without limitation mobile phones, smartphones, tablets, laptops, MP3 players.
- 2 Mobile phones and other mobile electronic devices must be switched off (and not just on silent mode) and kept in bags during School hours, including at break times and between lessons. Use of such devices is only permitted during School hours with the express permission of a member of staff.
- 3 In emergencies, pupils may request to use the School telephone. Parents wishing to contact their children in an emergency should always telephone the School office and a message will be relayed promptly.
- 4 Pupils may not bring mobile electronic devices into examination rooms under any circumstances, except where special arrangements for the use of a tablet or laptop have been agreed with the Head.
- 5 The School does not accept any responsibility for the theft, loss of, or damage to, mobile electronic devices brought onto School premises, including devices that have been confiscated.
- 6 Use of electronic devices of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline, whether or not the pupil is in the care of the School at the time of such use. Appropriate disciplinary action will be taken where the School becomes aware of such use (see the School's Anti-bullying Policy and Behaviour and Discipline Policy).
- 7 The School reserves the right to confiscate a pupil's mobile electronic device for a specified period of time if the pupil is found to be in breach of this protocol. The pupil may also be prevented from bringing a mobile phone into the School temporarily or permanently and at the sole discretion of the Head.
- 8 **Photographs and images**
  - 8.1 Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.
  - 8.2 Pupils may only use cameras or any mobile electronic device with the capability for recording and / or storing still or moving images with the express permission of the member of staff in charge and with the permission of those appearing in the image.
  - 8.3 All pupils must allow staff access to images stored on mobile phones and / or cameras and must delete images if requested to do so.
  - 8.4 The posting of images which in the reasonable opinion of the Head is considered to be offensive on any form of social media or websites such as YouTube etc is a serious breach of discipline and will be subject to disciplinary



procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

- 9 Please see Appendix 3 of the School's Behaviour and Discipline Policy on the searching of electronic devices.



## Protocol for communication between staff and pupils

- 1 The School is committed to safeguarding and promoting the welfare of children at the School. As part of our safeguarding policy we expect staff and pupils, and where appropriate, parents, to follow this protocol on communication by mobile phone. Throughout this protocol the term mobile phone includes a PDA or similar device.

### On school premises

- 2 Staff and pupils should avoid using mobile phones to speak to or send each other messages whilst in School. Telephone numbers should not be exchanged or displayed. Any messages that are sent should be brief and courteous.

### Emergencies

- 3 Staff on supervisory duties in the playground, on playing fields or in relation to transport may carry and use a mobile phone to seek assistance from colleagues or emergency services.
- 4 Where a pupil or group of pupils are involved in an emergency situation they may use a mobile phone to seek assistance.

### Outside school

- 5 Again, staff and pupils should avoid using mobile phones to speak to or send each other messages outside School. Any messages that are sent should be brief and courteous.
- 6 The leader of an educational visit will carry a mobile phone supplied by the School and, as part of the preparations for the visit, will ensure that other adults taking part in the visit are equipped with mobile phones and that relevant numbers are exchanged.
- 7 Staff and pupils taking part in such visits should avoid using mobile phones to speak or send messages to each other except in emergencies. Any messages that are sent should be brief and courteous.

### Inappropriate communications

- 8 If there are reasonable grounds to believe that inappropriate communications have taken place, the Head will require the relevant mobile phones to be produced for examination. The usual disciplinary procedures will apply. Pupils may expect to have mobile phones confiscated if there has been a breach of this protocol.





## Use of mobile devices and cameras in the EYFS setting

### EYFS MOBILE PHONE AND CAMERA ACCEPTABLE USE POLICY

Policy reviewed: September 2021

Next review: Autumn 2022

#### Aims

We aim to provide an environment in which:

- children, parents and staff are safe from images being recorded and used inappropriately;
- staff are not distracted from their work with children and
- mobile phones and cameras are not used inappropriately around children

#### Implementation

We aim to protect children by implementing a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

Throughout 'the setting' refers to the EYFS setting at Sancton Wood School.

#### Mobile Phones

The School allows staff to bring in personal mobile telephones and devices for their own use.

The setting does not allow members of staff to contact parents using their personal devices – except for dire emergencies e.g. emergency contact with parents required, but malfunction of all the setting phones due to power cuts / lack of mobile signal for the setting mobile.

Users bringing personal devices into the setting must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children.

Mobile phone calls may only be taken during staff breaks or in a staff member's own time - and in a designated staff area.

If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in a designated staff area of the setting, e.g. a staff room.

Staff (will need to) ensure that the School have up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. (This is the responsibility of the individual staff member.)

During group outings nominated staff will have access to a school mobile phone, held in the front office.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Head of School, Assistant Principal's or Principal.



## Sancton Wood School

Concerns will be taken seriously, logged and investigated appropriately. See our Safeguarding Policy.

The School reserves the right to check the image contents of a staff member's mobile phone should there be any cause for concern over the appropriate use of it.

### Cameras

Photographs may be taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. (This is an effective form of recording a child's progression in the Early Years Foundation Stage.) However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated school cameras may be used to take any photo within the setting or on outings.

Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the cameras, which should be stored securely when not in use e.g. in the office at the school.

Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.

Images must only be downloaded by authorised members of staff.

If the technology is available images should be downloaded on-site. Should these facilities not be available these may be downloaded off-site and erased from the laptop/computer as soon as the images have successfully been printed or downloaded to the school's secure server.

Photographs should then be distributed in a printed format to members of staff (keyworkers) to record in children's learning journey books.

Under no circumstances must cameras of any kind be taken into the washrooms without prior consultation with the teacher and authorisation from the Head or Deputy Head.

If photographs need to be taken in a washroom, e.g. photographs of the children washing their hands, then authorisation from the Head must be obtained in advance and the staff member taking the photographs must be accompanied by another member of staff whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.



## Expulsion, Removal and Review Policy

### 1 Introduction

1.1 **Scope:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from the School, or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his / her parents.

1.2 **Interpretation:** The definitions in this clause apply in this policy.

**Head:** references to the Head may include deputies.

**Parent:** includes one or both of the parents, a legal guardian or education guardian.

**Expulsion:** means the dismissal of a pupil from the School following serious misconduct formally recorded.

**Removal:** means that a pupil has been required to leave, but without the stigma of expulsion.

### 2 Policy statement

2.1 **Aims:** The aims of this policy are:

- to support the School 's behaviour code
- to ensure procedural fairness and natural justice
- to promote co-operation between the School and parents when it is necessary for the School that a pupil should leave earlier than expected.

2.2 **Misconduct:** The main categories of misconduct which may result in expulsion or removal include but are not limited to:

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the School 's ethos
- 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.

- 2.3 **Equality:** The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.
- 2.4 **Other circumstances:** A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he / she remains at the School.

### 3 Procedure

- 3.1 **The procedure:** The procedure followed by the School in cases where a sanction of expulsion or required removal may be imposed by the Head are:
- 3.1.2 **Investigation procedure** - further details of the procedures to be followed at this stage are set out in Appendix 1
- 3.1.3 **Disciplinary meeting with the Head** - further details of the disciplinary meeting are set out in Appendix 2
- 3.1.4 **Review meeting** - further details of the Review meeting are set out in Appendix 3



## Appendix 1 - Investigation procedure

- 1. Complaints:** Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by one of the Deputy Head, and its outcome will be reported to the Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being expelled or removed from the School.
- 2. Suspension:** A pupil may be suspended from the School while a complaint is being investigated or while an investigation is suspended (see paragraph 6 below). 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. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 3. Search:** We may decide to search a pupil's space and belongings and ask him / her to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched. If necessary, the police would be called. See also Appendix 3 of the School's Behaviour and Discipline Policy for the School's policy on searching and confiscation.
- 4. Interview:** A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for him / her to be accompanied by a member of staff of his / her choice and/or by a parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff.
- 5. Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 6. Suspension of an investigation:** It may be necessary to suspend an investigation, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review.



## Appendix 2 - Disciplinary meeting with the Head

1. **Preparation:** Documents available at the disciplinary meeting before the Head will include:

- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- the Deputy Head's Investigation Report
- the pupil's school file and (if separate) conduct record
- the relevant School policies and procedures.

2. **Attendance:** The pupil and his / her parents (if available) will be asked to attend the disciplinary meeting with the Head at which the Deputy Head will explain the circumstances of the complaint and his / her investigation.

The pupil may also be accompanied by a member of staff of his / her choice. The pupil and his / her parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Deputy Head so that appropriate arrangements can be made.

If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3. **Proceedings:** There are potentially three distinct stages of a disciplinary meeting:

3.1 **The complaints:** The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, he / she will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. Appropriate reliance may be placed on hearsay evidence but the Head will not normally refer to the pupil's disciplinary record at this stage.

3.2 **The sanction:** If the complaint has been proved the Head will outline the range of disciplinary sanctions which he / she considers are open to him / her. He / She will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be



taken into account. Then, or at some later time, normally within 24 hours, the Head will give his / her decision, with reasons.

**3.3 Leaving status:** If the Head decides that the pupil must leave the School, he / she will consult with a parent before deciding on the pupil's leaving status (see below).

**4. Delayed effect:** A decision to expel or remove a pupil shall take effect seven days after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from School premises. If within seven days the parents have made a written application for a Review of the decision, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

## 5. Leaving status

**5.1 Explanation:** If a pupil is expelled or removed, his / her leaving status will be one of the following: Expelled, Removed or if the offer is made and accepted Withdrawn by parents.

**5.2 Detail:** Additional points of leaving status include:

- the form of letter which will be written to the parents and the form of announcement in the School
- the form of reference which will be supplied for the pupil
- the entry which will be made on the School record and the pupil's status as a leaver
- arrangements for transfer of any course and project work to the pupil, his / her parents or another school
- whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil
- whether the pupil will be entitled to leavers' privileges
- the conditions under which the pupil may re-enter School premises in the future
- financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.



## Appendix 3 - Review

1. **Request for review:** A pupil or his / her parents may request a Review of the Head's decision to expel or remove a pupil. The application must be made in writing using the Request Form at **Appendix 5** and received by **Aatif Hassan** within seven days of the Head's decision being notified to the parents, or longer by agreement. 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 Aatif Hassan so that appropriate arrangements can be made.

2. **Grounds for review:** In their application the parents must state the grounds on which they are asking for 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 Review.

3. **Review Panel:** The Review will be undertaken by a three member panel selected by Aatif Hassan. The panel members will have no detailed previous knowledge of the case or of the pupil or parents. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

4. **Role of the Panel:** The role of the Panel is to consider the documentation provided by the parties and representations made and to decide whether to uphold the Head's decision or refer the decision back to his / her with recommendations so that he / she may consider the matter further.

5. **Review meeting:** The meeting will take place at the School premises, normally within ten school days after the parents' application has been received. A Review will not normally take place during school holidays. The parents and the Head will be asked to submit any documents they wish to refer to at the meeting to Aatif Hassan and a single bundle will be circulated to the Panel and the parties at least three days before the meeting. On receipt of new information not previously available to the Head before his decision was made, the panel will decide whether:

- to include the new information in the bundle; or
- to omit the information if not relevant to the grounds for Review; or
- to make further enquiries of the parents or the pupil about the information; or
- to refer the information to the Head for his / her consideration as to whether the decision should be revisited.

A Review meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law. The requirement is without prejudice to the parties' right to refer to the Panel's decision in any subsequent legal proceedings.

6. **Attendance:** Those present at the Review meeting will normally be:

- members of the Review Panel and an appointed Clerk





- the Head and any relevant member of staff whom the pupil or his / her parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome
- the pupil together with his / her parents and, if they wish, a member of the School staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not necessary. Aatif Hassan must be given seven days' notice if the friend or relation is legally qualified and the parents should note that the Review Panel will wish to speak to them directly and this person will not be permitted to act as an advocate.

7. **Conduct of meeting:** The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The meeting will not be recorded but the Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chair who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may at his / her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

8. **Procedure:** The Head will provide the parents with a copy of the current Review procedure if requested. The Panel will consider each of the points raised by the pupil or his / her parents and any documentation they wish to rely on so far as relevant to:

- **whether the decision was fair procedurally and / or substantively** - whether the facts of the case were sufficiently proved when the decision was taken to expel or require the removal of the pupil. The civil standard of proof, namely, "the balance of probability", will apply and
- **whether the sanction was proportionate** - that is whether it was warranted in respect of the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect.

The requirements of natural justice will apply. If for any reason the pupil or his / her 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.

9. **Decision:** When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, he / she may adjourn the meeting; alternatively the Chair may ask those present to withdraw while the Panel considers its recommendations. The Panel's decision and any recommendations will be notified in writing, with reasons, to the Head and the parents by the Chair of the Review Panel within three days of the meeting. The Head will provide his / her response to those recommendations, if appropriate, in writing within 24 hours. In the absence of a significant procedural irregularity, the Head's decision will then be final.



## Appendix 5 - Form for requesting a Review

To [●]

Subject [Name of pupil]

I/we request a Review of the Head's decision to expel or require the removal of the above named pupil. I/we agree that the Review will be carried out in accordance with the Review Procedure supplied to us with this form and I/we agree to abide by the terms of that Procedure and in particular that the proceedings are and will remain confidential subject to law and that the Head's decision following consideration of the recommendations made by the Panel will be final, subject to such legal rights (if any) as may exist.

I/we confirm that I/we have parental responsibility for the above named pupil and that I/we have consulted the pupil who wishes the Review to be undertaken.

I/we understand that the Panel will be concerned with the fairness and proportionality of the Head's decision in accordance with the School 's existing policies (where applicable and relevant) on educational, pastoral care and administration matters.

I/we understand that we may be accompanied at the Review meeting by a friend or relation and that I/we may ask up to two members of the School staff to attend the meeting and speak on behalf of the pupil if they are willing to do so. If I/we wish to bring a friend or relation who is legally qualified I/we will provide seven days' notice as required.

I/we will inform [●] if I/we have any special needs or disabilities requiring additional facilities or adjustments.

The grounds upon which I/we seek a Review and the matters which I/we wish to discuss at the Review and to ask the Panel to take into account are as set out in a statement attached to this sheet.

(Two signatures required where practicable)

Signed	Signed
Full name	Full name
Relationship to pupil	Relationship to pupil
Date	Date
Address	Address
Telephone number	Telephone number