



# Heath Mount School

## **Behaviour and Discipline Policy**

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**Heath Mount School, Hertfordshire**

**Independent Day and Boarding School for  
Boys and Girls**

April 2023

## 1. Introduction

- 1.1. This policy has been authorised by the Governors and is a whole School policy including the Early Years Foundation Stage (**EYFS**). It is addressed to all staff and volunteers. It has been authorised by the Governors. It applies wherever staff, Governors and volunteers are working with pupils even where this is away from the School, for example an educational visit.
- 1.2. This policy sets out the behavioural expectations of Heath Mount School (the School) in order to promote good behaviour amongst pupils. It outlines the sanctions in the event of pupil misbehaviour. It has been prepared with regard to the following:
  - 1.2.1. [Keeping Children Safe in Education \(DfE, September 2022 \(KCSIE\)\)](#)
  - 1.2.2. [Working Together to Safeguard Children 2018 \(DfE, updated in July 2022\)](#)
  - 1.2.3. [Information Sharing Advice for Safeguarding Practitioners \(DfE, July 2018\)](#)
  - 1.2.4. [Behaviour in schools: advice for headteachers and school staff \(DfE, September 2022\)](#)
  - 1.2.5. [Use of Reasonable Force \(DfE, July 2013\), Searching, Screening and Confiscation: advice for schools \(DfE, September 2022\)](#)
  - 1.2.6. [Searching, Screening and Confiscation: advice for schools \(DfE, September 2022\)](#)
  - 1.2.7. [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(UKCIS, December 2020\)](#)
  - 1.2.8. [Mental Health and Behaviour in Schools \(DfE, November 2018\)](#)
  - 1.2.9. [Equality Act 2010: advice for schools \(DfE, June 2018\)](#)
  - 1.2.10. [PACE Code C 2019](#)
  - 1.2.11. [Relationships Education, Relationships in Schools \(DfE, September 2021\).](#)
- 1.3. The School recognises that all children mature at different rates and those expectations need to be adjusted according to an individual's maturity and stage of development.

## 2. Policy aims

- 2.1. The aims of this policy are:
  - 2.1.1. To actively promote the School's values, available on the website.
  - 2.1.2. To enable the Head to carry out his or her responsibilities of promoting good behaviour, maintaining order and good discipline in the School and to set a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
  - 2.1.3. To help promote a whole school culture of safety, equality, inclusion and protection.
  - 2.1.4. To actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm.
  - 2.1.5. To encourage pupils to take responsibility for their behaviour and to ensure, so far as possible, that every pupil in the 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.

- 2.1.6. To authorise the School rules (including bounds and uniform regulations) and any procedures necessary for implementing them.
  - 2.1.7. To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential
  - 2.1.8. To consider how negative behaviours can be prevented or prevented from recurring
  - 2.1.9. To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence.
  - 2.1.10. To set out a clear and fair process for the investigation of allegations of poor behaviour and/or breaches of discipline.
- 2.2. This policy is part of the School's whole school approach to child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and policies.
- 2.3. Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

### **3. Application and accessibility**

- 3.1. **This Policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.**
- 3.2. This policy and all of the policies referred to in it are available to staff in the policies folder on the staff drive and on the staff room noticeboards in each section of the School.
- 3.3. Together with the School Rules and all school policies on discipline and behaviour, this policy applies to all pupils at the School and at all times when a pupil is:
  - 3.3.1. In or at the School (including any period of remote learning);
  - 3.3.2. Representing the School or wearing School uniform;
  - 3.3.3. Travelling to and from the School;
  - 3.3.4. On a school organised trip;
  - 3.3.5. Associated with the School at any time.
- 3.4. This policy shall also apply at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:
  - 3.4.1. Affect the health, safety, welfare and well-being of a member of the School community or a member of the public;
  - 3.4.2. Have repercussions for the orderly running of the School;
  - 3.4.3. Bring the School into disrepute.

#### **4. School rules for behaviour and discipline**

- 4.1. The School rules and policies for behaviour and discipline shall be set by the Head. The behavioural expectations, rules and values of the School are captured within the overall School systems of standards and pastoral support which is continually reinforced to the whole school community.
- 4.2. The School rules are necessary:
  - 4.2.1. For the safety and well-being of everyone at the School
  - 4.2.2. For the reputation of the school community as a whole
  - 4.2.3. For the protection of school property and the wider environment
- 4.3. Pupils are expected to know and understand the School rules for behaviour and discipline which are included in:
  - 4.3.1. This policy;
  - 4.3.2. The IT Acceptable Use Policy for Pupils;
  - 4.3.3. The Anti-bullying Policy; and
  - 4.3.4. The Smoking, Alcohol, Drugs and Substances Policy.
- 4.4. School values can be found on the website and in pupils' planners.
- 4.5. All of the rules, systems and policies for behaviour and discipline will be amended from time to time
- 4.6. Parents are expected work with the School to ensure that their children understand (in an age-appropriate manner) this policy and the school rules. This policy and the school rules will be reinforced periodically at assemblies and at other times.
- 4.7. The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School and in particular on entry to any part of the School. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHEE and assembly programme, relationships education/relationships and sex education programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and through the operation of this policy, to accept responsibility for their behaviour.
- 4.8. The Head has overall responsibility for behaviour management issues. The following staff are responsible for day-to-day behaviour management issues:
  - 4.8.1. Heads of section (Head of Nursery, Head of Pre-Prep, Head of Lower School, Head of Middle School, Head of Upper School);
  - 4.8.2. The Deputy Head (Pastoral).
- 4.9. The above members of staff provide guidance to other staff and can access expert advice if ordinary management methods are ineffective with a particular pupil.

#### **5. Definitions**

- 5.1. References to **working days** means Monday to Friday when the school is open during term time. Term dates are published on the school's website. In the event that the application of this definition is likely to introduce excessive delays due to intervening school holidays, the school's approach is to take sensible and reasonable steps so as to minimise and hardship or unfairness arising from such delays.

- 5.2. References to the **Board of Governors** are references to the proprietor of the School.
- 5.3. References to **Governors' Review** means a review by a Panel of the Head's decision in accordance with the Expulsion, Removal and Review policy.
- 5.4. References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g., Legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.

## **RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS**

6. The Board of Governors has overall responsibility for all matters which are the subject of this policy. In discharging of its responsibilities under this policy, the Board of Governors expects school leaders and staff to undertake the following roles:

### 6.1. School leaders will:

- 6.1.1. Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- 6.1.2. Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- 6.1.3. Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- 6.1.4. Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
- 6.1.5. Ensure staff have adequate training on matters such as; how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour;
- 6.1.6. Encourage engagement with experts e.g., educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

### 6.2. School staff will:

- 6.2.1. Play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- 6.2.2. Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and be confident to ask for help when needed;
- 6.2.3. Challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
- 6.2.4. Communicate school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;

6.2.5. Consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the Staff Code of Conduct

7. In order to achieve this, the board of Governors has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pastoral) and Compliance Manager	As required and at least annually
Reviewing induction and ongoing training for staff	Deputy Head (Pastoral)	As required and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pastoral)	As required and at least annually
Seeking input from interested groups (such as pupils, staff, parents) in order to consider improvements to the School's processes under the policy	Deputy Head (Pastoral) and Head of Pre-Prep	As required and at least annually
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Board of Governors	Annually

## **8. PROMOTING HIGH STANDARD OF BEHAVIOUR; FUNDAMENTAL PRINCIPLES – the Pupil Expectations**

8.1. Pupils of the School are expected to act with responsibility and show consideration at all times. They must adhere to the School's Values.

8.2. Values and behaviour expectations can be found in pupils' planners

8.3. Specifically, all pupils of the school are expected to:

8.3.1. Act with honesty and integrity and treat all members of the school community and the public with respect, courtesy and kindness both in actual and virtual (online) interactions;

8.3.2. Contribute positively to the school community;

- 8.3.3. Contribute to the high quality of learning by ensuring that they;
  - a. Arrive calmly, punctually and correctly equipped for each lesson
  - b. Listen carefully and use their time in class appropriately and effectively
  - c. Do not disturb teaching or the learning of others and
  - d. Write down any homework to be undertaken, complete it and hand it in on time
- 8.3.4. Take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity. Behave calmly and sensibly when moving around the school, when waiting for lessons and when not directly supervised;
- 8.3.5. Take care of the school environment, ensuring everybody's property is respected and safeguarded;
- 8.3.6. Take pride in their appearance, wearing uniform correctly and smartly

## **9. Rewarding positive behaviour**

- 9.1. 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 at Appendix 3. The School's values can be found on the website. A simplified version of the School values and rules and the expected behaviour flowing from them, can be found at Appendix 1.
- 9.2. The School recognises that where challenging behaviour is related to a pupil's educational needs, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 9.3. Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g., if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 9.4. In summary, pupils are expected to:
  - 9.4.1. Act with honesty and integrity towards all members of the School community, taking pride in their school and their uniform;
  - 9.4.2. Act with respect at all times and be kind and courteous, both in their actual and virtual (online) interactions;
  - 9.4.3. Demonstrate acceptance by understanding that mistakes are made; encouraging others less able; enjoying learning about the lives of others and appreciating that your friends have different opinions to you;
  - 9.4.4. Be industrious by arriving to lessons on time and with the correct equipment; using lesson time appropriately; asking for help when required and always striving to do their best;
  - 9.4.5. Aim to achieve by; understanding targets and always aiming to improve in each subject and activity; delivering on their teacher's expectations and discussing their learning so that their teacher can provide support.

## **10. Minor Breaches of School Discipline**

- 10.1. The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 10.2. The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline (these are detailed in Appendix 4 and 5).
- 10.3. Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the pupils involved. Low-level sanctions may be given (see Appendix 4 and 5 for details of possible sanctions).
- 10.4. A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 10.5. When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.

### **Other Sanctions**

- 10.6. The Head may prescribe and authorise staff to use sanctions other than those detailed in Appendix 4 and 5 as long as they comply with good educational practice and promote good behaviour and compliance with the School rules and codes of conduct.
- 10.7. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.
- 10.8. Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the School believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 10.9. Where possible staff should attempt to link the task in the sanction to the offence in order to provide the pupil with an opportunity to learn. Teachers must consult with relevant senior staff if they consider a creative sanction to be more appropriate to the individual case (these must be appropriate, proportionate and not humiliating).
- 10.10. The School will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 10.11. In considering whether a sanction is reasonable in all circumstances, the School will consider whether it is proportionate in the circumstances of the case. It will also consider any special circumstances relevant to its imposition including:
  - 10.11.1. The pupil's age
  - 10.11.2. Any special educational needs or disability they may have; and
  - 10.11.3. Any religious requirements affecting them



10.12. In most cases of poor behaviour, the School will not only use a sanction but also provide support for the pupil. This may include sessions with their form teacher or Head of Section to help with any pastoral concerns. The pupil may be supported by a member of the pastoral team, or the pupil and their parent may be directed to an appropriate professional to assist them. The School will try to address underlying issues rather than just dealing with the consequences of those issues.

## **11. Additional needs**

11.1. In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

11.1.1. Whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

11.1.2. Whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

Whether, in light of the conclusions reached, in respect of 11.1.1 and 11.1.2 above, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include;

a. Ensuring that education, benefits, facilities and services are targeted at those who most need them;

b. The fair exercise of powers;

c. Ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's Child Protection and Safeguarding Policy;

d. Maintaining academic and behaviour standards, including adherence to the School rules; and

e. Ensuring the wellbeing and dignity of pupils

11.2. If there is a concern that a pupil's behaviour is a result of unmet educational or other needs, advice should be sought from pastoral staff and the Head of Learning Support and further action in accordance with the School's Learning Support Policy will be considered.

11.3. Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with the parents and/or local agencies to assess those needs in accordance with the School's Learning Support Policy and Child Protection and Safeguarding Policy.

11.4. The School recognises that it may be difficult for pupils to make a transition into the School and immediately adopt the School's values. The School pays special attention to ensure that new pupils are supported in early days after joining.

11.5. In the Early Years, particularly in Nursery, it is recognised that extreme poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues children's hours may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

## **12. Serious breaches of discipline**

- 12.1. Allegations, complaints or rumours of more serious breaches of discipline should be referred to the Deputy Head, who may then consult with the Head.
- 12.2. Allegations, complaints or rumours that a pupil may have committed a serious breach of School discipline will be dealt with in accordance with Appendix 6 and the Expulsion, Exclusion and Removal Procedure.
- 12.3. The main categories of misconduct which are likely to be considered to be serious breaches of discipline for the purposes of paragraph 12.1 and which may therefore result in permanent exclusion or a requirement to leave the School include but are not limited to:
  - 12.3.1. Supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply (e.g., sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents, or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School's policy on Smoking, Alcohol, Drugs and Substances Policy;
  - 12.3.2. Actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
  - 12.3.3. Physical violence and/or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
  - 12.3.4. Physical or emotional abuse or harassment (to include behaviour that may be categorised as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys');
  - 12.3.5. Initiation/hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
  - 12.3.6. Abuse in intimate personal relationships between peers (teenage relationship abuse);
  - 12.3.7. Sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour;
  - 12.3.8. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos;
  - 12.3.9. Behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
  - 12.3.10. Supply or possession of pornography;
  - 12.3.11. Behaviour which may constitute a criminal offence, such as possession or use of firearms, knives or other weapons, or vandalism, defacement, computer hacking or serious misuse of the School's IT network and/or destruction of School property;
  - 12.3.12. Persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's values;
  - 12.3.13. Other 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;

- 12.3.14. Any form of abuse or unlawful discrimination on the grounds of sex, race, religion/belief, disability, special educational needs, sexual orientation and gender reassignment etc;
- 12.3.15. Deliberately coughing/spitting on other pupils/staff or a member of the School community;
- 12.3.16. Persistent or serious breach of the School's Health and Safety guidance;
- 12.3.17. Other misconduct specifically provided for in the School's parent contract and School rules.
- 12.3.18. Deliberately leaving or attempting to leave the School premises or the supervision of a member of staff whilst on an educational visit.
- 12.3.19. The Board of Governors have authorised the range of sanctions set out below for serious breaches of discipline. The sanctions include:

#### **12.4. Permanent Exclusion**

- 12.4.1. A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that they have committed a grave breach of school discipline or a criminal offence. Permanent exclusion is reserved for the most serious breaches. For the avoidance of doubt, a pupil may also be permanently excluded from the School for persistent lower-level breaches.

#### **12.5. Removal**

- 12.5.1. The parents may be required to remove a pupil permanently from the School if, after consultation with the Parents and if appropriate, the pupil, the Head is of the opinion that:
  - a. the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
  - b. by reason of the pupil's conduct or behaviour or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
  - c. if one or both of the Parents have behaved unreasonably including, but not limited to, if they have treated the School or members of its staff or any member of the School community unreasonably.
- 12.5.2. Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school

#### **12.6. Exclusion**

- 12.6.1. A pupil may be excluded as a neutral act while a complaint is investigated and for up to a further ten school days as a disciplinary sanction in its own right.
- 12.6.2. Removal or exclusion sanctions will form part of the pupil's school permanent disciplinary record but will not usually be used in references.
- 12.6.3. An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 6.
- 12.6.4. Complainants will be taken seriously, and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not

creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

- 12.6.5. If the findings of fact of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Expulsion, Removal and Review Procedure.
- 12.6.6. If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the parents if necessary, and to make appropriate findings. The School reserves the right to report these findings to regulators and / or local authorities / police and / or to refer to such disciplinary action in references provided for the pupil.
- 12.6.7. The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
  - a. the factual findings made;
  - b. whether or not they constitute serious misconduct; and
  - c. the sanctions under consideration.
  - d. Sanctions imposed will be fair and proportionate to the breach.
- 12.6.8. The School's aim is to deal with disciplinary matters sensitively and with due respect for the privacy of any individuals involved. Pupils and their parents must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter.
- 12.6.9. A pupil and/or their parents must not make electronic recordings of any meeting conducted under this procedure and doing so may be treated as a separate disciplinary matter. The School may take steps to protect the identity of witnesses if we believe their identity should remain confidential.

### **13. The Role of Parents**

- 13.1. The School seeks to work in partnership with parents over matters of discipline, and it is part of our parents' obligations to the School to support the School values, conventions and rules and this policy.
- 13.2. Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but the School may be prevented from doing so immediately e.g., by the policy if they are involved.
- 13.3. All parents will be notified of any pending disciplinary hearing in accordance with paragraph 12.9.
- 13.4. Parents will be notified of disciplinary sanctions;
  - 13.4.1. Imposed for significant minor breaches of discipline (i.e., Headmaster's Detention or persistent receipt of disciplinary behavioural letters);
  - 13.4.2. Imposed for serious breaches of discipline and any rights of review; and
  - 13.4.3. As required and/or within School reports.

- 13.5. Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

### **The Role of Pupils**

- 13.6. Every pupil will be made aware of the school behaviour standards, values, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- 13.7. Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

### **14. Safeguarding and Child-on-Child Abuse**

- 14.1. Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 14.1.1. Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
  - 14.1.2. physical abuse such as hitting kicking, shaking, biting, hair pulling or otherwise causing physical harm (which may include an online element which facilitates, threatens and/or encourages physical abuse);
  - 14.1.3. sexual violence and/or sexual harassment (which may include an online element which encourages sexual violence)
  - 14.1.4. causing somebody to engage in sexual activity without consent;
  - 14.1.5. consensual and non-consensual sharing nudes and semi-nude images and/or videos (also known as youth produced sexual imagery);
  - 14.1.6. upskirting and/or attempts to commit upskirting; and
  - 14.1.7. initiation/hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 14.2. Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 14.3. Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

14.4. In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's Child Protection and Safeguarding Policy. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the School's Child Protection and Safeguarding Policy and procedures will take priority.

### **15. Corporal Punishment and Use of reasonable force**

15.1. Corporal punishment is not used at the School and force must never be used as a form of punishment. Staff, or any person living or working on the premises, must not give corporal punishment to any pupil or threaten corporal punishment or any form of punishment which could have an inappropriate impact on the pupil's well-being. So far as they are able, they should ensure that no one on the premises threatens or uses corporal punishment to any pupil.

15.2. There are exceptional circumstances when it could be appropriate for staff to use reasonable force to safeguard pupils. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in [DfE publication Use of Reasonable Force \(Advice for Headteachers, Staff and Governing Bodies\)](#).

15.3. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

15.3.1. committing a criminal offence;

15.3.2. injuring themselves or others;

15.3.3. causing damage to property, including their own;

15.3.4. 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.

15.4. In these circumstances, force can only 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 them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

15.5. In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see the School's policy on Searching and the Retention and Disposal of Confiscated Items).

15.6. In these circumstances, "reasonable" means using no more force than is needed.

15.7. Force will not be used as a punishment.

15.8. In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.

15.9. Where reasonable force is used by a member of staff, the Head 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.

## **16. Searching pupils**

- 16.1. School staff may search a pupil and their possessions and accommodation on trips for any item if the pupil agrees. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 16.2. If a pupil refuses to co-operate with a search the Head, and staff authorised by the Head, may use reasonable force to search a pupil or a pupils' possessions where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see the School's policy on Searching and the Retention and Disposal of Confiscated Items including the definition of prohibited items.

## **17. Staff Training**

- 17.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 17.1.1. how staff can support pupils in meeting high standards of behaviour;
  - 17.1.2. how staff can ensure that this policy and sanctions are applied in a way that is consistent, fair, proportionate and predictable; and
  - 17.1.3. where applicable to reflect the need of particular pupils.
- 17.2. The level and frequency of training depends on the role of the individual member of staff.

## **18. Records**

- 18.1. All records created in accordance with this policy are managed in accordance with the School's Records Management Policy and Records Retention Schedule.
- 18.2. The School will keep a separate record of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include the date and nature of the offence, name and year of the pupil concerned, the sanction imposed and the reason for it, and the name of the person administering the sanction on Isams and within the Serious Disciplinary Offences file kept by the Deputy Head (Pastoral). This also applies to EYFS.
- 18.3. The records of sanctions for serious misbehaviour are reviewed regularly by the Deputy Head (Pastoral) so that any patterns in behaviour can be identified. This will also help if/when responding to any complaints about the way a case has been handled by the School.
- 18.4. The School will keep a separate record for:
- 18.4.1. Allegations and concerns reported in respect of:
    - a. Sexual harassment or sexual violence
    - b. Bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racists, sexist, disability and homophobic/ biphobic/ transphobic bullying, use of derogatory language and racist incidents.

- 18.5. The records created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The

School has published privacy noticed on its website which explain how the School will use personal data.

18.6. Overall statistics are made available to the Independent School's Inspectorate (ISI) on an annual basis and are monitored by Governors.

### **19. Malicious allegations against staff**

19.1. Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head will also consider whether to take disciplinary action against the pupil in accordance with this policy.

19.2. Where a parent has made a deliberately invented or made a malicious allegation the Head 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.

19.3. the School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

### **20. Risk Assessment**

20.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

20.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

20.3. The Head has overall responsibility for ensuring that matters which affect pupil welfare in all areas of the school are adequately risk assessed and for ensuring that the relevant plans are implemented, monitored and evaluated as required.

20.4. Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head (Pastoral), Head of Upper School, Head of Lower School, Head of Middle School or Head of Pre-Prep as appropriate, who have been properly trained in, and tasked with, carrying out the particular assessment.

### **21. Governors' Review**

21.1. Parents may request a Governors' Review of the Head's decision

21.1.1. To permanently exclude or remove a pupil from the School; or

21.1.2. where the pupil is suspended from the School for 11 school days or more  
or

21.1.3. where exclusion would result in the pupil missing a public examination.

21.2. There will be no right to a Review of other sanctions.

### **22. Monitoring and Review**

22.1. The School will monitor this policy on an ongoing basis, taking into account the recommended guidelines from the relevant authorities and organisations. The School will regularly review the effectiveness of this policy and how it can be improved.



22.2. The Governors will review this policy every two years.

Governors' Committee normally reviewing:	Governance Committee
Effective from:	April 2023
Date last formally approved:	April 2023
Date of next review:	April 2024
Person responsible for implementation and monitoring	Head Deputy Head (Pastoral) Compliance Manager (updates)
Related policies:	Anti-Bullying Policy Complaints Policy Child Protection and Safeguarding Policy and Procedures Online Safety Policy Smoking, Alcohol, Drugs and Substances Policy Acceptable Use of ICT Policy Risk Assessment for Pupil Welfare Learning Support Policy Relationships Education Policy (including Sex Education Policy) Staff Code of Conduct Inclusion, Equality and Diversity Policy Searching and Retention and Disposal of Confiscated Items Equality and Accessibility Policy Disability Policy

## Appendix 1: School Values

Value	Behaviour
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Always be <b>honest</b></li> <li>• Wear your uniform <b>smartly</b></li> <li>• Take <b>pride</b> in your school</li> <li>• Be <b>loyal</b> to friends</li> <li>• Stand up for those who need <b>support</b></li> <li>• Your <b>conduct</b> should be a credit to you, your family and your school</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Be <b>polite</b> to adults, fellow pupils and parents</li> <li>• Stand to one side to allow others to pass</li> <li>• <b>Respect</b> opponents in matches</li> <li>• Treat the school buildings with <b>care</b></li> <li>• Look after our possessions</li> <li>• <b>Respect</b> others, use language and behaviour that is <b>supportive</b>, not offensive or designed to hurt</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>• <b>Understand</b> mistakes are made</li> <li>• <b>Encourage</b> others that are less able than you</li> <li>• <b>Enjoy</b> learning about the lives of others</li> <li>• <b>Understand</b> that it is okay for your friends to have different opinions to you</li> </ul>
<b>Industry</b>	<ul style="list-style-type: none"> <li>• Be on <b>time</b> for lessons</li> <li>• Bring the correct <b>equipment</b> to lessons</li> <li>• <b>Settle</b> to your work quickly</li> <li>• <b>Ask</b> for help when needed</li> <li>• Take <b>pride</b> in your books and work</li> <li>• Always <b>strive</b> to attain your highest standard</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Know your <b>targets</b> so that you can <b>improve</b> in each subject and activity</li> <li>• <b>Deliver</b> on your teacher's <b>expectations</b> of you</li> <li>• Discuss your <b>learning</b> with teachers so that they can best <b>support</b> you</li> </ul>

## **Appendix 2: Rewards – Prep School**

### **1. Rewards**

1.1. The rewards system is central to creating the 'climate of praise' that we value so highly at Heath Mount School. This enables pupils to gain recognition for their unique skills and abilities and for their personal and social growth. We believe that affirmation is central to success at school and seek to affirm our belief and optimism in each individual within the community

1.2. **The Prep School:** Pluses: Pluses are awarded by any member of staff to reward:

- 1.2.1.1. above average effort or attainment for that individual;
- 1.2.1.2. contribution to the community;
- 1.2.1.3. courtesy, good manners, kindness and consideration for others;
- 1.2.1.4. To reinforce behaviour that is seen to set a good example.

### **2. Merits:**

2.1. 5 Pluses are exchanged for 1 Merit.

2.2. Merits are recorded in the specially designed sections of pupils' 'Student Planners'. They are collated each week by Form Teachers and recorded by a member of the Senior management Team (SMT). Bronze, Silver, Gold and Platinum certificates are then given for 25, 50, 75, 100 and 125 merits respectively. These are recorded in the Student Planner and on the School's Management Information System.

2.3. The Head or a member of the SMT award certificates in School Assembly.

2.4. Merits are added together each week, so that House totals can be calculated, and the winning House named. There is a House cup awarded to the House that gains the most Merits each term. Recognition is also made of the pupil in each Year group who gains the most merits each term, with a cup presented to the pupil with the highest number of Merits in the School.

### **3. Headmaster's Commendations**

3.1. Headmaster's Commendations are awarded when a pupil's attainment, effort, or behaviour is, by their personal standards, outstanding.

The teacher will complete a Headmaster's Commendation bookmark and hand it to the pupil. The pupil will then take this to the Main Office. Pupils who achieve a Headmaster's Commendation are invited to a Friday morning tea with the Headmaster.

### **4. Other Rewards**

4.1. Class and subject teachers will, from time to time, want to incentivise pupils by offering their own rewards. This is acceptable but must not detract from the Merit system (see the school's *Staff Code of Conduct* and the *Anti-Bribery* policies for more information). Verbal praise must not be overlooked as an important reward, particularly for older pupils.

4.2. Pupils also have 'acts of kindness' recognised by having their photo, and the reason why they are celebrated on the acts of kindness board, in the corridor of the Main House. They will also feature in the schools weekly Newsletter, The Griffin.

#### 5. **End of Term Assemblies and Speech Day**

At the end of term formal assemblies take place in section groups and children are awarded certificates for excellence, effort and for consistently upholding the school values.

At the end of the Summer Term, Speech Day is held to celebrate the achievements of the Year 8 pupils. Department cups, prizes and Form prizes are awarded with an emphasis on the Year 8 leavers. These are awarded to pupils who have shown consistent levels of effort and performance in academic, sporting and other extracurricular areas. Pupils who win these awards win a trophy and a book.

#### 6. **Leadership' Award Schemes**

6.1. Year 8 pupils have the opportunity to take on Leadership Roles. They must earn this right by setting a good example to others, responsibly and reliably undertaking duties and supporting the school's aims and objectives. All Senior Leaders are expected to set a good example to the other children around them, to act as role models for younger children in the school and their peers. Senior Leaders undertake mediation training, so that they will have the skills necessary to resolve minor disputes between other children.

6.2. Leadership positions will be selected both based on their leadership skills and the application that they submit to the Head of the Upper School. If children aspire to be in a position of responsibility at the end of Year 7, they need to have demonstrated appropriate behaviour throughout the year, as well as some evidence of leadership qualities. The decision regarding their suitability for leadership status will be made by the Head of the Upper School, in consultation with other teachers and the Senior Management Team. Pupils will need to have demonstrated that they have undertaken duties in Year 7 with a good level of commitment, common sense and leadership potential. Senior Leaders need to prove that they are accountable for their actions and behaviour and that they are aware that with rights come responsibilities.

6.3. It is considered a privilege to be selected for a senior position and the behaviour of children who are in a position of responsibility are expected to reflect this after their selection, even more so than prior to it.

### Appendix 3 - The Pre-Prep School (including EYFS) Rewards

- 1.1. Pre-Prep teachers aim to promote positive and considerate behaviour through a range of different strategies. We understand that many young children can be diverted from inappropriate behaviour by giving them focussed attention or simply turning their attention to something else. Through observation and assessment, teachers build a clear picture of the children in their class, and they begin to develop a whole picture of individual needs and interests. This helps us to understand the best way to encourage appropriate behaviour in individual classrooms. We are consistent in our approach throughout the school.
- 1.2. Children discuss school rules (known as the 'Golden Rules') at the beginning of every term. These are then referred to regularly during the course of the week in order to reinforce 'good' behaviour. The Golden rules are:
  - 1.2.1. Do be gentle. Do not hurt anybody;
  - 1.2.2. Do be kind and helpful. Do not hurt people's feelings;
  - 1.2.3. Do work hard. Do not waste your or other people's time;
  - 1.2.4. Do look after property. Do not waste or damage things;
  - 1.2.5. Do be honest. Do not cover up the truth.
- 1.3. Pre-Prep staff reward good behaviour, as they believe that this will help to develop an ethos of kindness and co-operation. Praise and reward are the main strategies for promoting good behaviour. Staff also use sanctions as a consequence of inappropriate behaviour that may occur in the classroom or in the playground. An outline of the rewards given in the Pre-Prep is as follows:
  - 1.3.1. **Verbal Praise:** positive comments offered throughout the day to all children.
  - 1.3.2. **Award Stickers:** class Teacher's award stickers for adherence to the Golden Rules and for improved and excellent work.
  - 1.3.3. **Record of Achievement:** each week, the Class Teacher recommends pupils (Year 1 to Year 2) who have been particularly helpful or produced an excellent piece of work to receive a certificate from the Headmaster in assembly.
  - 1.3.4. **Headmaster's Commendations:** For outstanding work or behaviour, a Headmaster's Commendation bookmark may be awarded. Children are invited to a Headmaster's Tea as a reward and in recognition of their achievement. All children in Pre-prep are recognised with this award at least once an academic year.
- 1.4. There are children ranging from 3 to 7 years old in the Pre-Prep. It is where staff help children to lay the foundations for good behaviour throughout the school.

## **Appendix 4 – Sanctions and Communications – Prep**

1. It is our aim to resolve and address poor behaviour directly to deter repeated behaviours, to protect all members of the community and to help pupils improve in order to meet behavioural expectations.
2. Children who do not adhere to our high expectations in Year 5 and above will receive a letter mark in their 'student planner'. The letter mark serves a dual purpose. Firstly, it allows a simple form of communication between staff member and parents. Secondly, it allows the Form Teacher to keep track of the pupil and tutor accordingly (e.g., if a child is constantly calling out in class or is consistently late for lessons without good reason, his/her Form Teacher needs to be aware of this, so that they can put in place suitable strategies to support and monitor the child).
3. **Letter marks:** The following letter marks can be given out:
  - 3.1. L – for lateness;
  - 3.2. B – for inappropriate behaviour inside or outside the classroom;
  - 3.3. D – for disruption to lessons;
  - 3.4. E – for equipment missing;
  - 3.5. W –for producing little or no work (this can include prep).
4. In Years 3 and 4, where minor breaches of discipline occur, the Form Teacher will speak to the pupil to explain the importance of upholding high standards.

### **5. Minor Sanctions**

- 5.1. **Form Teacher Tutorial:** If pupils in Year 5 and above receive 3 letter marks for Behaviour or Disruption in a week or if a pupil (in Years 3 – 8), in isolation, breaks the school rules or causes upset then they will receive a Form Teacher Tutorial. These tutorials are primarily a way to help correct behaviour and recalibrate.
- 5.2. **Mid – Level Sanctions - Head of Section Tutorial:** If a pupil receives 3 Form Tutor Tutorials in a term, then the next stage is to escalate the sanction to a Head of Section Tutorial. These tutorials take place during a break or lunch and will usually last 30 minutes. During the tutorial the Head of Section will work with the pupil to find strategies to help correct any poor choices of behaviour.
- 5.3. Pupils may also skip the Form Tutor Tutorial and go straight to the Head of Section Tutorial if an incident is deemed serious enough. Fights, poor choice of language or breaking the school rules might all constitute going straight to a Head of Section detention.

### **6. Higher Level Sanctions**

#### **6.1. Deputy Head Detention**

- 6.1.1. Pupils receive a Deputy Head Detention if they receive 3 Head of Section Tutorials in a term or if they have broken school rules of a more serious nature. Isolated incidents that can also warrant a Deputy Head Detention are:

- Poor attitude in relation to academic work
- Unacceptable behaviour
- Direct disobedience
- Intentionally hurting others
- Foul Language or inappropriate comments
- A clear breach of expected sensible behaviour
- Defacing property or belongings

## **6.2. Headmaster's Detention**

6.1.2. Pupils are given a Headmasters detention for either receiving 3 Deputy Head detentions in a year or a more significant breach of the rules than those listed above. These take place after school on a Friday and parents are given a minimum of 24 hours' notice.

## **6.2. Creative Sanctions**

6.2.1. It is important that poor behaviour be seen in the context of an individual's personal circumstances. Additional sanctions may include loss of Golden Time, Community Service or loss of privileges. These must always be devised with the relevant members of staff (Form Teacher, Head of Section, Deputy Head Pastoral and/or the Headmaster).

## **6.3. Sanctions will be accompanied by support:**

6.3.1. Interaction with Form Teacher or Tutor (Why did the incident/ behaviour happen? How can we prevent it from happening again?);

6.3.2. Restorative Circle (Who was affected by the behaviour? What can be done to make the situation right?);

6.3.3. Conflict resolution (involving mediation);

6.3.4. Heads of Year (Tutorial, Behavioural Report card);

6.3.5. Deputy Head (mentoring, counselling, mediation, involving parents);

6.3.6. School Counsellor;

6.3.7. Head (any of the above, referral to outside agencies).

6.4. All consequences, together with details of the circumstances, should be entered onto the School Management Information System, in the Incident Log, and emailed to relevant staff.

6.5. It is not considered appropriate for punishments to be deferred until after a holiday period and every attempt should be made to resolve issues before a holiday begins. In doing so, pupils' safety, well-being and emotional development are carefully balanced with the needs of the community.

## **Appendix 5 - The Pre-Prep School (including EYFS) Sanctions**

1. Excellent classroom management is seen as the key to good discipline with younger pupils. Teachers are expected to socialise pupils into acceptable behaviour, by having clear expectations and boundaries, and by modelling appropriate behaviour. Every effort is made to help pupils make the right choices of behaviour.
2. Such boundaries should be consistent, and in maintaining these boundaries, staff will be cognizant of the school's underlying principles on behaviour and the climate of praise.
3. In circumstances where teachers are unable to progress a situation through usual class-management strategies, a pupil may:
  - 3.1.1. Be given a verbal warning: this is given as an immediate response to inappropriate behaviour;
  - 3.1.2. Be Moved away from a group: a child may be moved away from children to lessen the distractions;
  - 3.1.3. Be given warnings: children are reminded that their inappropriate behaviour may result in a timeout;
  - 3.1.4. Receive a Timeout: a child may miss a set amount of time from their playtime, golden time or a special activity.
4. A discussion is always held with pupils when a sanction is used to help pupils understand the situation and move forward positively. Where appropriate, an apology to the appropriate person would be issued. Parents are involved at an early stage.
5. If inappropriate behaviour continues, children will be sent for a tutorial with the Head of Pre-Prep or the Nursery Lead (as appropriate). If the behaviour persists, parents will be informed and meet with child's teachers to establish a behaviour programme to help the children conform to the school's behavioural expectations. On rare occasions the Headmaster or Deputy Head (Pastoral) may also become involved if a child is not responding to all other behavioural strategies. If the Deputy Head or Head do need to become involved, then a Deputy Head Tutorial or Headmaster's Tutorial would be the expected next step. We want to help children take responsibility for their behaviour, repair any harm and restore good relationships.
6. Pre-Prep Assembly themes are planned to encourage good behaviour, respect, friendship and manners. We talk to children in regular circle times about feelings and about how to treat others. If an incident occurs which results in children being hurt, all parties are given time to reflect and talk about how they feel and what they could do to ensure it does not happen again.
7. All incidents involving children hurting others are recorded on the School's Management Information System, iSams. This allows the School to keep a log of incidents that have occurred over time and track patterns of behaviour.



**8. Creative Sanctions:** It is important that poor behaviour be seen in the context of an individual's personal circumstances. Additional sanctions may include loss of Golden Time, Community Service or loss of privileges. These must always be devised with the relevant members of staff (Form Teacher, Head of Pre-Prep, Deputy Head Pastoral and/or the Headmaster).

## **Appendix 6: Investigations into Serious Breaches of Discipline**

- 1 Preliminary statements may be gathered to collect initial information and establish the potential seriousness of the incident.
- 2 The Head will generally appoint a senior member of staff (the investigating officer) to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline but if appropriate, the Head may instruct an appropriate third party to undertake the investigation. The purpose of such an investigation is to make findings of fact on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 3 If the pupil leaves the school before the investigation is concluded the investigations may not be able to progress. The school cannot require cooperation from any person who is not a current pupil.
- 4 If the incident involves a complainant, a formal statement will be required from the complainant. It will be made clear to them that the allegations will be shared with the alleged perpetrator(s) in order that the pupil(s) can respond to the allegations. The same principle will apply to witness statements. A pupil may withdraw consent to share at any time, but they should be aware that this will affect the ability to complete the disciplinary process. It is likely that accounts will be redacted before being shared with the pupil, for example: on the basis of pupil safety.
- 5 It is not possible to promise confidentiality or anonymity to any individual. However, anonymity should be retained in cases of sexual violence or sexual harassment progressing through the criminal justice system.
- 6 The pupil and parents will be provided with all allegations relating to them in writing. Should additional allegations arise in the course of the investigation, these will be shared with the pupil and their parents, and they will have an opportunity to respond to them.
- 7 For all formal interviews (after preliminary statements) as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.
- 8 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police and/or social care if they are involved.
- 9 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 10 The School will usually report to the police any activity which it reasonably suspects may amount to criminal activity. Sexual offences will generally be reported to the police immediately, including in cases where a pupil is suspected or alleged to have committed the offence. Other external agencies may also be notified where appropriate to the facts.
- 11 Arrangements may be made for a pupil to be taught outside of their normal cohort or a pupil may be excluded from the School as a neutral act pending the outcome of a disciplinary process (This course of action is applicable following allegations or reports of sexual violence / harm whilst matters are being investigated. The advice in Part 5 of KCSIE, the School's Child Protection and Safeguarding policy and its risk assessment for pupil welfare will inform the correct approach to take when

investigating allegations and reports of this nature). This would usually be for safeguarding reasons or that their presence is likely to compromise the disciplinary process – the basis of the decision will be underpinned by a risk assessment. Should an exclusion continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the exclusion under regular review. The Deputy Head (Pastoral) / Head of Pre-Prep or the relevant Head of Section will co-ordinate these arrangements with the pupil's parents or guardians. Parents 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, and at the discretion of the Head, the pupil may be offered a segregated arrangement on School premises.

- 12 A pupil's space or, following appropriate risk assessment, belongings may be searched during the course of the investigation. See the School's separate Searching and Retention and Disposal of Confiscated Items Policy and Acceptable Use of ICT Policy for Pupils.
- 13 It may be necessary to delay the School's investigation or put it on hold, for example, where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE, and the School's Designated Safeguarding Lead (or a deputy) will take a leading role in decisions.
- 14 In cases where police have investigated a matter but decided to take no further action, the School may still decide to proceed with disciplinary action. It should be noted that the conclusion of a police investigation does not necessarily mean there is no breach of the School's policies on behaviour and discipline.
- 15 Where a group of pupils have been involved and it is not immediately clear as to where the blame lies, all members of that group (unless they have clearly attempted to stop the incident happening or have removed themselves from the group - (I.e., to clearly and actively dissociate from the group)) may be subject to investigation by the school.
- 16 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and/or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.
- 17 Where the pupil is the subject of a police investigation, the DSL will liaise with the Head to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of **PACE Code C** and any other code of practice apply.
- 18 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures set out in our Exclusion, Expulsion and Removal Procedure.

