



Heath Mount School

Behaviour and Discipline Policy

Heath Mount School, Hertfordshire

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

December 2021

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 2021 (KCSIE));
 - 1.2.2. Working Together to Safeguard Children 2018, (DfE December 2020);
 - 1.2.3. Information Sharing Advice for Safeguarding Practitioners (DfE December 2018);
 - 1.2.4. Use of Reasonable force (DfE, July 2013);
 - 1.2.5. Searching, Screening and Confiscation: Advice in Schools and Colleges (DfE November 2018);
 - 1.2.6. Mental Health and Behaviour in Schools (DfE November 2018);
 - 1.2.7. Relationships Education, Relationships in Schools (DfE, June 2019) and;
 - 1.2.8. Behaviour and Discipline in Schools (DfE, January 2016).
 - 1.2.9. 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 (see Appendix 1);
 - 2.1.2. To enable the Head to carry out his 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 protect all who come into contact with the School from harm and to help create a culture of safety, equality and protection
 - 2.1.4. To actively promote and safeguard the welfare of pupils at the School;
 - 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 and any procedures necessary for implementing them.
- 2.2. This policy is part of the School's whole school approach to child safeguarding and wellbeing, which aims to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and 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 trip;
 - 3.3.5. Associated with the School at any time.
- 3.4. This policy shall also apply at all times and places 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. Affect School property or the wider environment; and
 - 3.4.4. 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. Pupils are expected to know and understand the School rules for behaviour and discipline which are included:
 - 4.2.1. This policy;
 - 4.2.2. The IT Acceptable Use Policy for Pupils;
 - 4.2.3. The Anti-bullying Policy; and
 - 4.2.4. The Smoking, Alcohol, Drugs and Substances Policy.
- 4.3. All of the rules, systems and policies for behaviour and discipline will be amended from time to time and reinforced in assemblies and on other appropriate occasions.

5. Definitions

- 5.1. References to **school 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 **Governors' Review** means a review by a Panel of the Head's decision in accordance with the Permanent Exclusion and Review: Review Procedure.

6. Rewarding positive behaviour

6.1. 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 at Appendix 1. A simplified version of the School values and rules and the expected behaviour flowing from them, can be found at Appendix 2.

6.2. 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.

6.3. In summary, pupils are expected to:

6.3.1. Act with honesty and integrity towards all members of the School community, taking pride in their school and their uniform;

6.3.2. Act with respect at all times and be kind and courteous, both in their actual and virtual (online) interactions;

6.3.3. 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;

6.3.4. 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;

6.3.5. 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.

6.3.6. Parents are expected to work with the School to ensure their children understand the School rules and values; Appendix 2 is displayed in classrooms and can be found within the Pupil Planners for Years 3-8. This policy, along with the School's behaviour and discipline systems will be reinforced periodically in form time and at assemblies.

6.3.7. The School's expectations about behaviour and upholding the School's values will be brought to the pupils' attention throughout their time at the School. Education on behaviour is delivered via the School's curriculum, PSHEE, form time, assemblies and the School's pastoral support system.

6.3.8. The Head has overall responsibility for behaviour management issues, with the Deputy Head (Pastoral) having responsibility for overseeing the pastoral team, providing guidance to staff, delivering related staff training and accessing expert advice if required in relation to a particular pupil.

7. Breaches of School Discipline

7.1. 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.

- 7.2. The Head may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the School rules. Examples of sanctions used at the School are set out in Appendix 2. A more serious sanction may be imposed if it is considered appropriate to do so, e.g. where there are persistent breaches of discipline by a pupil.
- 7.3. Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low-level sanctions may be given (see Appendix 3 for details of possible sanctions).
- 7.4. 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.
- 7.5. The Head must be consulted in cases of breaches of discipline where there may be special circumstances that should be taken into consideration (see also paragraph 10, below).
- 7.6. 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 year 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.
- 7.7. Persistent disruptive behaviour may give rise to a concern regarding a pupil's needs. In such circumstances, the School will work with parents and / or local agencies to assess those needs in accordance with the School's Learning Support and Safeguarding and Child Protection Policies.

8. Serious breaches of discipline

- 8.1. Allegations, complaints or rumours of more serious breaches of discipline should be referred to the Head.
- 8.2. The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:
 - 8.2.1. Supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
 - 8.2.2. Actual or attempted theft, blackmail, physical violence, intimidation, racism or persistent bullying;
 - 8.2.3. Physical or emotional abuse;
 - 8.2.4. Harmful sexual behaviour including sexual violence and sexual harassment;
 - 8.2.5. Sexual harassment or misconduct, including sexting;
 - 8.2.6. Behaviour which contravenes school policies on the acceptable use of IT or online safety;
 - 8.2.7. Supply or possession of pornography;
 - 8.2.8. Possession or use of unauthorised firearms or other weapons;

- 8.2.9. Vandalism or computer hacking or serious misuse of the School's IT network;
 - 8.2.10. Persistent attitudes or behaviour which are inconsistent with the School's ethos;
 - 8.2.11. Other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute, whether on or off school premises;
 - 8.2.12. Any form of abuse or unlawful discrimination on the grounds of sex, race, religion or belief, disability, special educational needs, sexual orientation and gender reassignment etc.;
 - 8.2.13. Other serious misconduct provided for in the School's Parent Contract and / or School rules;
 - 8.2.14. Deliberately leaving or attempting to leave the School premises or the supervision of a member of staff whilst on an educational visit.
- 8.3. The Governors have authorised the range of sanctions set out below for serious breaches of discipline. Further details can be found in the Exclusion, Removal and Review policy. The sanctions include:
- 8.3.1. **Expulsion:** a pupil may be formally expelled from the School if it is proved on the balance of possibilities that the pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.
 - 8.3.2. **Exclusion:** is a neutral act whereby the pupil is sent home:
 - 8.3.2.1. For a defined period;
 - 8.3.2.2. Pending the head's decision following a disciplinary meeting;
 - 8.3.2.3. During the period before the head's decision takes effect; and / or
 - 8.3.2.4. Pending the outcome of a Governors' Review if requested by the parent;
 - 8.3.3. **Internal exclusion** is also an option available to the School, whereby the pupil is supervised at school.
- 8.4. **Removal:** The Head may require the Removal of a pupil from the School if, after consultation with the parents and if appropriate for the pupil, the Head is of the opinion that:
- 8.4.1. The pupil has committed a breach or breaches of School rules or discipline for which Removal is the appropriate sanction; or
 - 8.4.2. By reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School; or
 - 8.4.3. Apparent has treated the School, members of its staff or any member of the School community unreasonably.
 - 8.4.4. In these circumstances, the parents may be permitted to withdraw the pupil as an alternative to Removal being required.
- 8.5. The investigation procedures followed by the School in cases where a sanction of Expulsion, Exclusion or Removal may be imposed by the Head are set out in the

Expulsion, Removal and Review policy The Head is required to act fairly and in accordance with the principles of natural justice.

9. Parent involvement

- 9.1. 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 rules.
- 9.2. Parents may be contacted to discuss any disciplinary matter that may result in Expulsion, Removal or a Review 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.

10. Additional needs

- 10.1. The School has a legal duty under the Equality Act 2010. The School will make reasonable adjustments for managing behaviour that is related to a pupil's special educational need or disability or in respect of safeguarding Staff should seek advice from the Head and the Head of Learning Support if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.
- 10.2. If there is a concern that a pupil's behaviour is a result of unmet educational or other needs, advice should be sought from the Head and the Head of Learning Support and further action in accordance with the School's Learning Support Policy will be considered.
- 10.3. 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.
- 10.4. If behaviour and discipline matters give rise to a safeguarding concern, the School's child protection procedures will be followed. (See the Child Protection and Safeguarding Policy and Procedures).

11. Safeguarding

- 11.1. Some behaviour by a pupil towards another may raise safeguarding concerns. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:
 - 11.1.1. Bullying (including cyber-bullying);
 - 11.1.2. physical abuse such as hitting kicking, shaking, biting, hair pulling or otherwise causing physical harm;
 - 11.1.3. sexual violence and sexual harassment;
 - 11.1.4. sexting;
 - 11.1.5. initiation / hazing type violence and rituals;
- 11.2. The School policy and procedures with regard to peer on peer abuse are set out in the School's Safeguarding and Child Protection Policy. If the behaviour of a pupil gives rise to a safeguarding concern, the Safeguarding and Child Protection Policy will be followed.

12. Malicious allegations against staff

- 12.1. 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 Head will consider whether to take disciplinary action in accordance with this policy.

- 12.2. Where a parent has made a deliberately invented or 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.
- 12.3. In accordance with the DfE's guidance *Keeping Children Safe in Education* (2019), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

13. Use of reasonable force

- 13.1. 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) and as set out in Appendix 5. Detailed guidance about the use of reasonable force is provided to staff in the Staff Code of Conduct.
- 13.2. Corporal punishment is not used or threatened at the School and force is never used as a form of punishment.

14. Searching pupils

- 14.1. **Informed consent:** School staff may search a pupil or their possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the pupil to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 14.2. **Searches without consent:** in relation to prohibited items, the Head, and staff authorised by the Head, 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 7 for the School's policy on searching and confiscation. Such action will be taken in accordance with the *DfE guidance Searching Screening and Confiscation* (January 2018).

15. Records

- 15.1. Administration of major punishments and sanctions are recorded in the School's Management Information System. Records include: the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. This log is reviewed regularly by the Deputy Head (Pastoral) so that patterns in behaviour can be identified and managed appropriately.

16. Review

- 16.1. A pupil or their parents may request a Governors' Review of the Head's decision to Expel or Remove a pupil from the School or where the pupil is suspended from the School for 11 school days or more or where a suspension would result in the pupil missing a public examination. (See the School's separate Expulsion, Removal and Review Policy).
- 16.2. There will be no right to a Review of other sanctions but a pupil who feels aggrieved may ask the Deputy Head (Pastoral) to take up her concerns with the member of staff who imposed the sanction.

17. Monitoring and Review

- 17.1. 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.
- 17.2. The Governors will review this policy every two years.

Governors' Committee normally reviewing:	Governance Committee
Effective from:	December 2021
Date last formally approved:	November 2019
Date of next review:	December 2024
Person responsible for implementation and monitoring	Head Deputy Head (Pastoral)
Related policies:	Anti-Bullying Policy Complaints Policy Child Protection and Safeguarding Policy and Procedures Expulsion, Removal and Review Policy Online Safety Policy Smoking, Alcohol, Drugs and Substances Policy Acceptable Use of ICT Policy Risk Assessment for Pupil Welfare Learning Support Policy Relationships Education and Sex Education Policy

1. Appendix 1: School Values

1. **The Central Principles of Education:** The School endeavours to provide children with the education that is most suited to their own personal needs and abilities and recognises that this will vary from child-to-child. The School maintains the belief that every child is unique and strives to provide the education most suited to the individual child:
 - 1.1. The School is a co-educational day and boarding school open to pupils between the ages of 3 and 13 irrespective of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The School is academically non-selective for Foundation Stage entry, and selects from within the 25th percentile and above thereafter.
 - 1.2. Our central principles are **acceptance; respect; integrity; industry and achievement.**
 - 1.3. Our pupils are entitled to **be happy, healthy, safe and fulfilled within a community that values them.**
 - 1.4. We believe that '**Childhood**' should be embraced as a distinct life stage in its own right, and that this important time can provide incomparable preparation for adult life.
 - 1.5. The School recognises the importance of the '**Every Child Matters**' (ECM) framework, and this golden thread runs throughout this document.
 - 1.6. The School provides a **Holistic** education and the aims below, although separate, work together to achieve this principle.

2. Heath Mount School Aims

- 2.1. The School aims to provide a friendly and nurturing environment that promotes wellbeing. It seeks to uncover and develop potential, whilst maintaining a balance with traditional childhood experiences. The School wishes its pupils to develop self-confidence, self-discipline, and a strong values system.

3. Heath Mount School Objectives

- 3.1. The School strives to meet the following objectives, so that children enjoy a positive and fulfilling all-round education that cares for their emotional and spiritual needs, as well as delivering academic rigour:
 - 3.1.1. **Teaching:** The School is committed to providing excellence in teaching, in order to promote successful learning:
 - 3.1.1.1. The School provides a rich and diverse curriculum that demonstrates breadth and balance and actively promotes the spiritual, moral, cultural, physical, emotional and intellectual development of the pupils;
 - 3.1.1.2. Teachers pursue excellence as professional practitioners;
 - 3.1.1.3. The School provides varied contexts to enable pupils to think creatively, critically, solve problems and develop opportunities for pupils to be creative, enterprising and capable of leadership;

- 3.1.1.4. Assess pupils' learning to inform future planning, using a variety of tools (see the Feedback Policy);
- 3.1.1.5. Teachers understand the importance of managing pupils' emotional states to facilitate effective learning;
- 3.1.1.6. Teachers understand the importance of modelling emotionally intelligent behaviour to pupils;
- 3.1.1.7. Teaching meets the needs of pupils of different abilities;
- 3.1.1.8. Teachers create a climate of praise;
- 3.1.1.9. Pupils are prepared for successful transition to senior schools.
- 3.1.2. **Learning:** The School believes that learning is a life-long process and aims to cultivate this attitude in all of its pupils. The School has embraced the 'Learning Power Approach', a method of teaching *learners* to become better equipped to take charge of their own learning, developed by Professor Guy Claxton. The approach aims to strengthen students *learning* muscles and develop their independence, resilience, perseverance and collaboration skills, whilst fostering a love of *learning*. The school's aims to:
 - 3.1.2.1. Provide a positive attitude to and an enjoyment of learning throughout the School;
 - 3.1.2.2. Empower pupils to feel optimistic and hopeful about the future;
 - 3.1.2.3. Meet the needs of the individual by providing opportunities for learning that are appropriately resourced and differentiated;
 - 3.1.2.4. Build upon pupil strengths and interests and develop each pupil's capacity to learn independently and collaboratively, understanding learning powers and employing these in all areas;
 - 3.1.2.5. Help pupils to develop effective skills as independent learners;
 - 3.1.2.6. Ensure that pupils understand that learning takes place in many different situations and by differing means.
- 3.1.3. **Pastoral Care:** Pastoral care is of the upmost importance to the School and all staff/ parents are encouraged to view pastoral care with a collective approach and as a whole-school duty (more information can be found in the School's Safeguarding and Child Protection Policy): The School aims to:
 - 3.1.3.1. Demonstrate and promote a strong sense of community where pupils develop positive values, attitudes and behaviour, alongside the development of confidence, self-esteem, self-reliance and independence;
 - 3.1.3.2. Promote pupils' self-esteem and emotional well-being, helping them to form and maintain worthwhile relationships, respecting themselves and others;
 - 3.1.3.3. Prepare pupils for life at their senior schools by developing their sense of responsibility, enabling them to make informed decisions and to respond positively to challenge, risk and change;
 - 3.1.3.4. Encourage pupils to develop successful relationships with peers and adults that prepare them for their next school and for life beyond;

- 3.1.3.5. Help pupils to acquire a sense of responsibility, self-discipline and independence, benefitting from the range of opportunities for leadership and the management of others;
- 3.1.3.6. Encourage pupils to develop 'emotional intelligence', reading and managing their own emotional state and that of others.
- 3.1.4. **Pupils' Spiritual, Moral, Social and Cultural Education:** The School believes that education is about far more than academic progress and fully supports the idea of developing the 'whole-child'. As such, the School:
 - 3.1.4.1. Promotes each pupil's sense of identity, through their understanding of their cultural heritage and the global dimensions of their lives;
 - 3.1.4.2. Encourages participation in a variety of physical activities and experience a sense of well-being and confidence that arises from good health and fitness;
 - 3.1.4.3. Maintains a comprehensive Personal, Social, Health and Citizenship programme that helps them to lead happy and fulfilling lives and also fulfils our obligations as educators under *KCSIE*, September 2021 and *Prevent*, 2015 (see the school's *Child Protection and Safeguarding Policy*);
 - 3.1.4.4. Helps pupils to develop a moral, spiritual and aesthetic awareness that makes them receptive to the world around them, bringing with it a sense of wonder and openness to the most important ideas in our own and others' cultures;
 - 3.1.4.5. Maintains an awareness of the school's Christian values;
 - 3.1.4.6. Encourages an environment of mutual respect between parents and pupils.
- 3.1.5. **Pupils' Wider Development:** A child's time at school should provide not only classroom-based lessons, but also a range of activities that stretch their personal, social, physical and cultural development. As such, the School endeavours to:
 - 3.1.5.1. Provide a broad and varied curriculum;
 - 3.1.5.2. Provide a varied range of activities to enhance the curriculum;
 - 3.1.5.3. Encourage pupils to be adventurous and to participate in a range of activities, including outdoor activities, appreciating the rewards of teamwork;
 - 3.1.5.4. Give pupils the opportunity for personal achievement and fulfilment in a way befitting their own aspirations, and to promote personal enjoyment, both inside and outside of the classroom;
 - 3.1.5.5. Encourage our pupils to understand that they are global citizens, belonging to a wider national and international community;
 - 3.1.5.6. Encourage our pupils to understand the importance of making a positive contribution to their community and appreciate the personal fulfilment that this contribution brings;
 - 3.1.5.7. Provide equal opportunities for all, regardless of gender, race, disability, religion or belief.

- 3.1.6. **Managing Staff and Relationships with Parents:** The School recognises that, in order to maximise children's potential at school and create a positive and healthy work environment for staff, there must be communication and a relationship of trust between; staff members, parents and staff and pupils and staff, as such:
- 3.1.6.1. The school recognises the crucial importance of its staff in pursuing these aims and undertakes to provide them with appropriate support such as continuing professional development through the appraisals system;
 - 3.1.6.2. encourages and supports appropriate staff involvement in decision making and initiatives;
 - 3.1.6.3. The effective 'Virtuous Triangle' between teachers, parents and pupils is maintained, as it is central to an effective partnership and communication between home and school.

Appendix 2 - Agree to abide by these values

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

Appendix 3: Rewards and sanctions

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.

1.3. Children in Years 3 and 4 also have the opportunity to gain a further 5 Pluses on a weekly basis, for maintaining the high expectations that the School asks of its pupils. Year 5 and above pupils have the opportunity to gain a further 10 plusses a week. We ask all pupils to complete prep on time and to a good standard, work hard in class, behave in a thoughtful and respectful manner and be on time for lessons, with the correct equipment.

1.4. We expect high standards of behaviour, effort and work from all of our pupils and feel that it is important to reward these. Children who do not adhere to our high expectations 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).

1.5. The fewer letter marks that are written in a child's student planner, the more Pluses they will be awarded.

2. **Letter marks:** The following letter marks can be given out:

2.1. **L** – for lateness;

2.2. **B** – for inappropriate behaviour inside or outside the classroom;

2.3. **D** – for disruption to lessons;

2.4. **E** – for equipment missing;

2.5. **W** –for producing little or no work (this can include prep).

3. **Merits:**

3.1. 5 Pluses are exchanged for 1 Merit.

3.2. Merits are recorded in the specially designed sections of pupils' 'Student Planners'. They are collated each week by Form Teachers and recorded by the Senior Deputy Head. Pupils' merits are also displayed on a notice board in the central downstairs corridor. House, 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.

3.3. The Head award certificates in School Assembly.

3.4. 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.

4. Headmaster's Commendations

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

The teacher will complete a certificate and hand it to the pupil. The pupil will then bring their work or certificate to the Headmaster, who will personally congratulate them and present them with the certificate in the Friday assembly. Pupils who achieve a Headmaster's Commendation are invited to a Friday morning tea with the Headmaster.

5. Other Rewards

5.1. 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.

6. Prefects' Award Schemes

6.1. Year 8 pupils have the opportunity to become Prefects. 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 Prefects 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. Prefects undertake mediation training, so that they will have the skills necessary to resolve minor disputes between other children.

6.2. Prefects 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 prefects 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 Prefect 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. Prefects 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 the role of Prefect and the behaviour of children who hold Prefect status is expected to reflect this after their selection, even more so than prior to it.

7. The Pre-Prep School (including EYFS)

- 7.1. 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.

- 7.2. 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:

7.2.1. Do be gentle. Do not hurt anybody;

7.2.2. Do be kind and helpful. Do not hurt people's feelings;

7.2.3. Do work hard. Do not waste your or other people's time;

7.2.4. Do look after property. Do not waste or damage things;

7.2.5. Do be honest. Do not cover up the truth.

- 7.3. 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:

7.3.1. **Verbal Praise:** positive comments offered throughout the day to all children.

7.3.2. **Award Stickers:** class Teachers award stickers for adherence to the Golden Rules and for improved and excellent work.

7.3.3. **Record of Achievement:** each week, the Class Teacher recommends pupils (Reception to Year 2) who have been particularly helpful or produced an excellent piece of work to receive a certificate from the Headmaster in assembly.

7.3.4. **Headmaster's Commendations:** For outstanding work or behaviour, a Headmaster's Commendation 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.

7.4. 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.

8. Sanctions

8.1. In addition to the particular sanctions set out here the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School behaviour and discipline systems.

8.2. It is important that poor behaviour be seen in the context of an individual's personal circumstances and that no socially unjust group punishments are used. Sanctions include; break time detention, loss of Golden Time, Head of Year tutorial, Deputy Head detention, Headmaster's detention, Community Service, school suspension and internal or external exclusion.

8.3. Punishments will usually be accompanied by support:

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

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

8.3.3. Conflict resolution (involving mediation);

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

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

8.3.6. School Counsellor;

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

8.4. 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.

8.5. Punishments requiring the detention of a pupil after school must be communicated to parents 24 hours before implementation.

8.6. 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.

8.7. For pupils who are frequent offenders, careful consideration should be given to the underlying cause of their behaviour. A self-fulfilling prophecy should be

avoided and pupils should not be allowed to slide into a permanent negative behavioural pattern.

8.8. Equally, it is also important that no individual is perceived by his/her peers to receive 'special treatment' and that ongoing behavioural issues do not negatively affect other children's learning and development. Where such a situation appears to be developing, it is likely that contact will be made with outside agencies and an internal suspension or school exclusion may become the only viable option in order for the school to fulfil its safeguarding and educational obligations to the wider body of pupils.

9. The Pre-Prep School (including EYFS)

9.1. 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.

9.2. 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.

9.3. Punishment of young children (seen as different from correction) can be counterproductive in the long run. Children must not develop a belief that they are naughty children!

9.4. In circumstances where teachers are unable to progress a situation through usual class-management strategies, a pupil may:

9.4.1. Be given a verbal admonition: this is given as an immediate response to inappropriate behaviour;

9.4.2. Be Moved away from a group: a child may be moved away from children to lessen the distractions;

9.4.3. Be given warnings: children are reminded that their inappropriate behaviour may result in a timeout;

9.4.4. Receive a Timeout: a child may miss a set amount of time from their playtime or golden time.

9.5. If inappropriate behaviour continues, children will be sent to speak to the Head of Pre-Prep or the EYFS Lead. 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. We want to help children take responsibility for their behavior, repair any harm and restore good relationships.

9.6. 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.

- 9.7. All incidents involving children hurting others are recorded on the School's Management Information System. This allows the School to keep a log of incidents that have occurred over time and track patterns of behaviour.
- 9.8. Using reading or additional work as a punishment for bad behaviour should be avoided, so as not to create a dislike of learning or feeling that learning is a punishment as the child develops. The principle is to find something that really matters to the child and to use this as a vehicle for leverage.
- 9.9. The Head of Pre-Prep has responsibility for discipline and is the point of referral should teachers find a situation difficult to manage. Incidents should be recorded on the School's Management Information System and any sanction detailed in the text of actions take

Appendix 4: Investigations

- 1 An investigation will be carried out where:
 - 1.1 There is an allegation, complaint or rumour about a serious breach or breaches of School rules or discipline or;
 - 1.2 There is a case in which the Head considers that a pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School or;
 - 1.3 Parents have treated the School, members of its staff or any member of the School community unreasonably will be investigated.
- 2 The Head will be informed and will appoint the Deputy Head (Pastoral) to carry out an investigation.
- 3 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face formal disciplinary action, unless the School is prevented from doing so by the police, if they are involved.
- 4 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 5 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is suspended (see paragraph 8 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 should note that there might 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.
- 6 A pupil's space or belongings may be searched during the course of the investigation. See Appendix 7 of this policy for the School's policy on searching and confiscation.
- 7 If the pupil is interviewed formally about an allegation, 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). The interviewing member of staff will record a minute of the interview in writing. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 8 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 appropriate external agencies and will be subject to periodic review. If considered necessary, the School may arrange for legal representation for the pupil to be funded entirely at the parents' expense.
- 9 The outcome of the investigation will be reported to the Head. If the findings of the investigation support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in the Expulsion, Removal and Review Policy.

Appendix 5: 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 her to do so would risk 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 certain "prohibited items" (see Appendix 7 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 Head must be informed of the incident and it must be logged on the School's Management Information System, with a written report provided as soon as possible. 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.
- 6 Further guidance is available to staff in the Staff Code of Conduct.

Appendix 6: Physical contact in other circumstances

- 1. When physical contact may be appropriate:** Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games.
- 2. Guidance on using physical contact:** you should observe the following guidelines (where applicable):
 - 2.1. explain the intended action to the pupil;
 - 2.2. do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's (or other pupil's in the vicinity) likely reaction;
 - 2.3. Ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration.
- 3. Report concerns:** if you are at all concerned about any instance of physical contact, inform a senior colleague immediately, and make a written record.
- 4. Offering comfort to distressed pupils:** touching may also be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify a senior colleague when comfort has been offered and should seek guidance if unsure whether it would be appropriate in a particular case.
- 5. Administering first aid:** when administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the school's Health and Safety at Work Rules and Intimate Care guidelines, and parents should be informed (see Health and Safety and Intimate Care policies).
- 6. Regular physical contact:** generally, regular physical contact can only be justified where it is part of an agreed plan such as a school policy, or because of a Special Educational Need. Details of such will be available to staff on the Staff Drive and updated regularly by the Learning Support Department. Email guidance from the Learning Support Department to colleagues, regarding a particular child, may also be periodically distributed.
- 7. Pupils' entitlement to privacy:** children are entitled to privacy when changing or showering. However, there still must be an appropriate level of supervision to ensure safety. You should:
 - 7.1. avoid physical contact or intrusive behaviour when children are undressed;
 - 7.2. announce yourself when entering changing rooms and avoid remaining unless required;
 - 7.3. In addition, male members of staff should not enter female shower / changing rooms and female staff should not enter male changing rooms from Year 5 upwards.

(For further information, see the school's Safeguarding and Child Protection Policy and Staff Code of Conduct.)

Appendix 7: Searching and confiscation

1. 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 DfE, *Searching, Screening and Confiscation* (January 2018).

2. Prohibited items

2.1. 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:

2.1.1. knives or weapons, alcohol, illegal drugs and stolen items;

2.1.2. tobacco and cigarette papers, fireworks and pornographic images;

2.2. any article that a member of staff reasonably suspects has been, or is likely to be used: to commit an offence; or

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

2.4. Any item banned by the School Rules that are identified as being items which may be searched for.

2.5. 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 an educational visit).

3. Searching with consent

3.1. 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.

3.2. The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 2 above. The consent of the pupil must be sought even if she is not at the School at the time. 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 her pockets or bag.

3.3. If the pupil refuses to provide consent, disciplinary action may be taken in accordance with the School's Behaviour and Discipline Policy.

4. Searching for prohibited items

4.1. Where the Head or a member of staff authorised by the Head, has 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 if necessary

4.2. 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 an educational visit or in training settings.

4.3. If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- 4.3.1. a search of outer clothing; and / or
- 4.3.2. a search of School property (e.g. pupils' lockers or desks, or dormitories); and / or;
- 4.3.3. A search of personal property (e.g. bag or pencil case).
- 4.4. 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.
- 4.5. 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.
- 4.6. School staff may wish to consider utilising CCTV footage to assist in reaching a decision as to whether to conduct a search for an item.
- 4.7. 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.

5. Confiscation

- 5.1. 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.
- 5.2. 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 harmful or detrimental to School discipline. Where an item is reasonably suspected to be an offensive weapon, it must be passed to police.

6. Searching electronic devices

- 6.1. 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 search of an electronic device should be conducted in the presence of a member of the IT staff.
- 6.2. 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.
- 6.3. 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.
- 6.4. All staff are aware that behaviours linked to sexting put a child in danger. Further information and guidance on sexting is available in the School's Child Protection and Safeguarding Policy and the Safe and Acceptable Use of IT Policy. Guidance should be sought from the DSL or one of the DDSLs.

7. Disposal of confiscated items

- 7.1. **Alcohol:** alcohol, which has been confiscated, will be destroyed.
- 7.2. **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.
- 7.3. **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.
- 7.4. **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.
- 7.5. **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 7.6. **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.
- 7.7. **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 DSL will also be notified and will decide whether to make a referral to Hertfordshire Children's Social Care.
- 7.8. Other pornographic images will also be discussed with the D S L. The images may then be passed to Children's Services 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.
- 7.9. **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.
- 7.10. **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 7.11. **An item banned under School Rules:** such items may, at the discretion of the School 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 its owner can claim it, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 7.12 below. 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.

7.12. **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 a parent must collect the device or carer and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

8. **Communication with parents**

8.1. 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. In appropriate cases, we will inform parents on how the School will dispose of certain items.

8.2. We will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of any disposal of items confiscated.

8.3. Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is available via on the School's website and hard copies are available on request.

8.4. 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.