



Behaviour, Rewards and Sanctions Policy

Policy Type	Statutory
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Reviewed by	Deputy Head Pastoral
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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
9(b) the policy is implemented effectively; and
9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour
32(3)(a) particulars of the School's policy on and arrangements for admissions, misbehaviour and exclusions.

1.3 Supporting Documents

The following related information is referred to in this policy:

Attendance Policy
Alcohol, Drugs and Smoking Policy
Anti-Bullying Policy
Coach Code of Conduct
Complaints Policy
Criminal Justice and Immigration Act 2008
Education Act 1996
Education and Inspections Act 2006
Equal Opportunities Policy
E-Safety Policy/Acceptable Use Policy
Expulsion and Suspension Policy
General Data Protection Regulation (2018)
Keeping children safe in education (September 2024)
Schools (Specification and Disposal of Articles) Regulations 2012
School Rules
Screening, searching and confiscation (January 2018)
Use of reasonable force (July 2013)

1.4 Terminology

Expulsion is the permanent dismissal of a Student from the School following serious misconduct formally recorded.

Head means Headmistress of Haberdashers' Girls' School.

Parents includes one or both parents, a legal guardian, or education guardian.

School means Haberdashers' Girls' School which is operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

School Rules include any behaviour code or code of conduct.

Student or **Students** means any student or students in the School at any age.

Suspension is the temporary exclusion of a Student from the School.

2 Introduction

We aim to create a school culture in which every child is known and is valued and has a strong sense of belonging to a kind, supportive and respectful community. We aim to encourage all Students to take pride in their School and to have a sense of responsibility for all members of the community so that everyone can flourish. The School expects all members of the School community to be considerate, inclusive and role models for each other. Poor behaviour will not be tolerated and will be dealt with immediately.

This policy is applicable to all Students at the School, although the rules and their application may differ according to their age. This policy is also mindful of and gives advice on the need for equality, malicious allegations against staff, the use of reasonable force, searching and confiscation.

The School attaches importance to, amongst other things, courtesy, integrity, honesty, good manners, good discipline and respect for the needs of others. All Students are expected to engage fully in School life, to be punctual, to work hard, to follow the School's behaviour code and to comply with the School Rules and the Uniform and Dress Code. The Head (and other members of staff acting on her behalf) has authority delegated by the Governing Body to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of all members of the School community.

2.1 Behaviour Away from the School Premises

This policy applies to Students when they are away from the School premises, for example when:

- Travelling to and from the School by whatever means
- Taking part in or supporting any activity organised by or endorsed by the School.
- Wearing school uniform
- Engaging in any activity that could bring the school into disrepute e.g. online behaviours.

All Students using the coach service must adhere to the Coach Code of Conduct.

This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member of the School community or a member of the public, or which brings the School into disrepute.

The School's behaviour code of conduct is based on the premise that each Student should be able to learn in safety and in civilised surroundings. All Students should be aware that any

serious or repeated breach could lead to Expulsion. The School expects the atmosphere in the classroom to be purposeful and the Students to be attentive and courteous so that there is an orderly and disciplined approach. Students are expected to complete class and homework assignments according to the published timetables and to the best of their ability.

The Head is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise this discretion in a reasonable and lawful manner, and with procedural fairness when the status of a Student is an issue.

2.2 Equality

The School will make reasonable adjustments for managing behaviour which is related to a Student's special educational needs or disability. The School recognises that where challenging behaviour is related to a Student's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the Student's behaviour more effectively and improve their educational outcomes.

Where Expulsion needs to be considered, the School will ensure that a Student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

Due regard will also be made for any requirements relating to religious observance that affect the Student.

2.3 Sharing information

The School will liaise with parents about poor behaviour, and where it is a safeguarding concern, the School will liaise with the appropriate authorities as per the safeguarding policy. Where a Student moves to another school, records will be transferred as per the safeguarding policy.

The School maintains a log of sanctions imposed for serious behaviour which allows patterns to be identified and acted upon.

2.4 Malicious Allegations against Staff

Where a Student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where Parents have made a deliberately invented or malicious allegation, the Head will consider whether to require the Parents to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

In accordance with the DfE's guidance Keeping children safe in education (September 2025), the School will consider a malicious allegation to be one where, on the balance of probabilities, there has been a deliberate act to deceive and the allegation is entirely false.

2.5 Restrictive interventions including use of reasonable force

It is illegal to use force on a pupil for the purpose of punishment. Please see Appendix A for our policy on restrictive interventions including use of reasonable force.

Use of Reasonable Force

Corporal punishment is never used or threatened to be used.

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 only when immediately necessary and for the minimum time necessary to prevent the Student from doing or continuing to do any of the following:

- Commit a criminal offence
- Injure themselves or others
- Cause damage to property, including their own
- Engage in any behaviour prejudicial to good order and discipline at the School or among any of its Students, whether that behaviour occurs in a classroom or elsewhere.

In deciding whether reasonable force is required, the needs of individual Students will be considered, and reasonable adjustments will be made for Students with special educational needs or disabilities.

Where reasonable force is used by staff, this is recorded in writing and Parents will be informed about serious incidents involving the use of force. In the EYFS setting at the School, Parents will be informed about any use of reasonable force on the day of the incident or as soon as reasonably practicable. Where reasonable force is used, staff should seek a witness to observe where possible. Force is never used as a form of punishment.

2.6 Searching and Confiscation

The School staff may search a Student and/or their locker, for any item, with the Student's consent. This will always be conducted by two members of staff. Appropriate consideration will be given to factors that may influence the Student's ability to give consent. If the Student refuses, sanctions will be applied in accordance with this policy.

In relation to prohibited items, as defined in the School Rules, the Head and any staff authorised by them, have a statutory power to search a pupil and may search a Student or a Student's possessions, without their consent, where they have reasonable grounds for suspecting that a Student has a prohibited item in their possession. Such action will be taken in accordance with the DfE guidance Screening, searching and confiscation (September 2018), see [Appendix A](#).

3 Behaviour

3.1 Behaviour in the Junior School

In the Junior School, we have a positive culture where Students are expected to be engaged with the task in hand. Praise and recognition of effort motivate positive behaviour.

Whilst sanctions are kept to a minimum, a system of staged sanctions is applied should a Student continuously give cause for any concern.

Where misbehaviour stems from an issue that needs expert help, appropriate advice is sought.

An important part of the School's pastoral care is to help Students face up to their responsibility for their own behaviour and to understand the need to apologise if appropriate.

Bullying is always seen as a serious offence and is referred immediately to the Deputy Head Pastoral. See the School's Anti-Bullying Policy.

3.2 Behaviour in the Senior School

The Senior School operates within a positive ethos, emphasising praise and reward rather than sanction. However, it will sometimes be appropriate to sanction a Student in accordance with this policy.

We take bullying seriously and it will be referred immediately to the Head of Year and Head of Section, who will deal with it in line with the School's anti-bullying policy.

4 Rewards

The aim of our rewards system within the school is to foster a culture of respect, kindness, inclusion, risk-taking, responsibility, scholarship and endeavour in line with our school values.

4.1 Rewards in the Junior School

- Students are regularly awarded House Points for their academic and creative work, as well as evidencing the school values.
- When a student reaches the relevant threshold of house points, they are awarded either a 'Bronze,' 'Silver' or 'Gold' badge in assembly.
- All House Points count towards the House Cup, which is awarded at the end of the school year.
- Students are rewarded for collective effort with 'Golden Points', which are awarded to an entire class. A class which has attained 10 Golden Points in KS1, or 15 Golden Points in KS2 will be rewarded with 30 minutes of 'Golden Time.'
- Cornflower certificates are presented to students who uphold and reflect the School Values, and these are awarded weekly in Cornflower Assembly.
- British Values certificates are presented to students who uphold and reflect the British Values. Each Student will receive one Cornflower certificate and one British Values certificate during the school year, and these are some of the most significant rewards students can attain.
- Half Termly Celebration Assemblies are held within phases in which students' certificates, medals and other achievements are celebrated in front of their phase. Exceptional achievements (both academic and non-academic) are sometimes also celebrated in the Cornflower Assembly.
- Academic work that shows where excellent effort has been made will be awarded a Head Teachers' Award. The student will be sent to share their work with the Head of Junior School, where they will receive a special sticker and have their achievement recorded in the 'Headteacher's Award Book.'
- Musicians/performers in Year 3 and above are invited to perform during assemblies in order to bring outstanding performances to a wider school audience
- Formal Prize Giving ceremonies take place at the end of each full term.
- Student achievements are shared publicly with our parent community on the Habs App.

Roles of Responsibility:

- Eight Year 6 House Captains are democratically elected by their peers at the start of each academic year. These captains are responsible for running half-termly House Assemblies, as well as leading their House during House Events throughout the year.
- All Year 6 students are assigned a Prefect responsibility, which is related to a particular academic subject or aspect of school life.
- School Council and Eco-Council members are selected by each class to serve on the respective council for one year (School Council) or half a year (Eco Council). Meetings take place every week and give students across the Junior School to give their views on aspects of school life.
- Form Captains are elected termly in Years 3 and above, and these students are given additional leadership responsibilities by their class teacher, within the classroom.
- Sports Captains are selected yearly by PE staff. Sports Colours and trophies are awarded at the end of each full term for Students who embody the school's sporting ethos and morals, in addition to outstanding performance.

Class teachers may also decide to assign additional roles of responsibility (particularly in KS1) to promote leadership and positive role-modelling. These may include, but are not limited to: book monitor, iPad monitor, cloakroom monitor etc.

4.2 Rewards in the Senior School

House Points are awarded to individuals who show behaviour or actions or academic achievement in line with the school values. These will usually be given out singly. If a member of staff feels a student is deserving of higher-level recognition for their behaviour, effort or achievement, they can award a Cornflower, which is worth 3 House Points. For outstanding achievements, staff can nominate students to the Head to sign the Excellence Book; this is worth 10 House Points and students will be asked to visit the Head's study to write their name and the reason for the award in the book, with new entries announced in whole-school assembly. When rewarding academic work, awards should be made in the context of that individual's ability and progress, **not** in comparison to their peers.

5 Awards for Contribution

Students who make a consistently significant contribution to school may be awarded School Colours. These are to recognise those students who give a substantial amount of their time and effort to an area of school life, for example, after school and weekend commitments, demonstrate strong and positive leadership qualities, as well as excellence in their field. They will be awarded in end of term assemblies.

6 Sanctions

6.1 Sanctions in the Junior School

The Junior School run two separate behaviour management policies, one for children in Years 1 to 6 and another for our children in Reception:

- In Reception, the approach to behaviour is restorative and utilises a visual ladder system that is depicted as different weather types. Staff may ask a child to move their name on the weather system depending on their behaviour (as detailed in appendix D).
- For Years 1 -6, initially, students are given the opportunity to understand, acknowledge and correct behaviour through discussion and encouragement. If the behaviour then persists, the student will be given a consequence in line with our Junior School 'Behaviour Ladder.'

In the Junior School, the Behaviour Ladder is broken down into four different 'Levels' (Level 1 to Level 4) which increase in their degree of seriousness. We ask that parent's response to all sanctions is supportive and that they should trust our teachers' decisions. This is particularly the case for Level 1 and Level 2 sanctions and should be viewed as a chance for a child to reflect on their behaviour and understand what can be learnt.

- A Level 1 is our lowest level of sanction given for minor poor behaviour choices given by any member of staff.
- A Level 2 is given for more serious behaviours or repeated occurrences of Level 1 choices; this includes academic as well as pastoral issues. These will be dealt with the relevant Phase Leader and will result in some reflective time during morning break. The class teacher will contact parents when a Level 2 sanction is given.
- A Level 3 sanction will be dealt with by the Deputy Head Pastoral or Deputy Head Academic. It will result in a lunch time reflection time and a meeting or phone call with the parents.
- A Level 4 is our most serious level of sanction. It will be dealt with by the Headteacher and the Deputy Head. Level 4 sanctions can result in internal or external temporary exclusions (suspensions) or permanent exclusion, at the discretion of the Headteacher.

6.2 Sanctions in the Senior School

Dealing with poor behaviour is the responsibility of all teaching staff. We try to keep sanctions as low key as possible and aim for a restorative outcome. If a Student is not meeting the School's expectations the Student may be reprimanded or kept in during lunch (an L1), which would take priority over any club or extra-curricular activity. Behaviour Points (e.g., L1s or L2s) should only be given following a conversation with the student to outline the problem with their behaviour and explain what they would like them to spend their reflective time doing. Staff are responsible for making it clear to the student that a Behaviour Point has been awarded, The member of staff issuing the L1 is responsible for telling them where and when they must turn up for their L1. The student will be sent a reminder from the pastoral office either the day before or on the day.

An after-School detention (L2) may be used for persistent failure to meet the School's expectations, the culmination of receiving three L1s within one half term, or where behaviour is deemed more serious (see examples below). The first time a student receives an L1 parents will not be informed, giving students the opportunity to adjust their behaviour. The second time in a half term that a student receives an L1 parents will be informed, as well as any time a student receives an L2. After-school detentions (L2s) are only to be assigned by the Head of Year, Head of Department or a member of the Extended Leadership Team.

At least 48 hours' notice must be given to the Parents for an L2 and, if the Student is kept in after School, the Head of Year, Head of Section, Head of Department or Assistant Head, Head of Sixth Form will contact the Parents by phone or email and give the date and time of the

detention, and the reason for it. The support of the Parents in reinforcing the message here is always a great help and we, together with the Parents, work to encourage the Student to make a fresh start after the sanction is spent.

A Student wearing non-uniform items, jewellery or who breaches the School's policy on mobile devices should expect to have them/it confiscated. The items should be collected from the school office before the Student goes home that same day.

A Student who is having difficulty over a period of time is sometimes placed 'on report', usually after consultation with their Parents. They will be given a timetable or a report booklet for 2 weeks and each member of staff taking a lesson will be asked to confirm that they have behaved suitably. Students who are having problems organising their work may be placed on homework report by the Head of Year, Head of Section or Assistant Head, Head of Sixth Form after discussion with the Student, their tutor and their Parents. Reports should be considered a supportive measure.

6.2.1 Supporting the Student

After an incident of misbehaviour, the Student will be spoken to by their Form Tutor to ascertain if the poor behaviour is due to a wider issue. If this is the case, the Student is encouraged to meet with a suitable member of staff who can help and support them for example, the School Counsellor, Head of Section, Head of Year, their Tutor or the Pastoral Support Manager. In discussion with the Student, and if appropriate, their Parents will be informed of the issues, and the School will work with them to support the Student. The Student may be placed on behaviour report for 2 weeks with the Head of Year/Heads of Section/Head of Sixth Form monitoring progress. If appropriate, the Student will be offered support from a prefect or student mentor (whom will have received appropriate training) or a member of staff with whom the Student has good rapport. At the end of the 2 weeks, the Head of Year/ Head of Section/Head of Sixth Form will meet with the Student again to reassess how the Student is feeling. If a student receives a Level 1 or Level 2 sanction, the focus of the detention will be restorative with the aim of encouraging students to reflect on their behaviour and consider how they could behave more positively in the future. It is reinforced to the Student that in line with the School's ethos the School accepts that individuals make mistakes or poor errors of judgement and are allowed to move on with no further recriminations.

6.2.2 Serious Breaches of Discipline

In the case that a Student is suspected to have committed a serious breach of School discipline, the School will follow the procedures in the Expulsion and Suspension Policy. All sanctions imposed on Students for serious misbehaviour will be recorded and the record kept by the Head and Deputy Head Pastoral.

For examples of levels, see [Appendix C](#).

6.2.3 Mobile Phones

Mobile phones are **not** allowed to be used in school, unless in exceptional circumstances with permission from a member of staff, under staff supervision and for a specific and pre-arranged educational purpose, or for a specific medical reason, for which the student has permission to use their mobile phones (a list of these students will be distributed by the School

Nurses at the start of each term). Mobile phones should be locked in student lockers throughout the school day.

- 1st offence - Phone confiscated for 1 day and L1 issued.
- 2nd offence - Phone confiscated and L2 issued.
- 3rd offence - Phone confiscated and parents asked to collect it in person and meet the Head of Year.
- 4th offence - Escalated to Head of Section or Assistant Head: Head of Sixth Form

7 Senior School Uniform and Dress Code

Uniform is central to building a sense of community, sense of pride and sense of belonging. Uniform policies have the purpose of promoting equality and minimising visible socioeconomic differences e.g., wealth, fashion, body type or style. It helps to place students in a working environment mindset.

Where a student is not following the guidance a staff member may inform them that their uniform does not meet our expectations, and to adjust it accordingly.

7.1 Middle and Upper School

- School skirt: the length should not be tailored and/or rolled up and should be an appropriate length for a school environment.
- Navy tailored trousers (not jeans, leggings, tracksuit bottoms, joggers, etc.)
- School blouses: long or short sleeve
- School blazer – worn to all assemblies
- School jumper (optional)
- Plain dark coloured outdoor coat or jacket to wear over the blazer (not hoodie) – only a discreet logo is allowed.
- Outerwear must not be worn within school buildings.
- Shoes: must be a leather or leather-type black low-heeled shoe, not a boot, with no embellishments, coloured trim or laces and no logo. It should offer good support, unlike a slip-on ballet pump. No trainers allowed.
- Tights or socks: black, navy blue or flesh coloured plain tights (not leggings), or black, navy, or white ankle or knee-high socks (not trainer socks). Socks should not be worn with tights.
- Pupils may wear a small discreet religious token. One pair of plain stud-earrings, worn in the lobe, is permissible. Non-medical bracelets, anklets, facial piercings or rings may not be worn.
- Students may wear a discreet watch: analogue or digital (with no connectivity). Smart watches are not allowed.
- A rucksack is an appropriate and health-conscious way of carrying schoolbooks, bags should be suitable for carrying books and equipment safely.

Hair, make-up and nails

- Hairstyles and makeup should be discreet (hair may not be dyed a non-natural colour).
- Hair jewellery, apart from plain navy or black bands or clasps to hold hair back, is not permitted. Religious headwear must be plain black or navy
- Nail varnish/gel is not allowed, nor nail extensions/acrylics.

Full school uniform must be worn at all times during the day, and to and from school.

If this is not possible, due to exceptional circumstances, parents should contact the school in writing. Variations in uniform for medical or significant individual needs reasons will need to be supported by a doctor's note or equivalent.

7.2 Sixth Form

Sixth Formers should be dressed in a professional manner suitable for an educational environment. As leaders in the school and role models for our younger students, your appearance should reflect a sense of pride in the school.

Students must wear the following items:

- A smart top or shirt, appropriately covered for the school environment. This excludes strappy tops, vest tops and crop tops
- A smart jumper/cardigan and/or blazer (if needed)
- Smart trousers, skirt or dress. Skirts and dresses should be of an appropriate length for the school environment.

There should be no leisure wear such as tracksuit bottoms (except for PE), jeans, cargo style trousers or leggings

- A pair of leather (or vegan leather) shoes or ankle boots (no flip flops, ugg-style boots or trainers)

For safeguarding reasons, lanyards must be worn and visible at all times. Students without their lanyard must check in with the Sixth Form administrator, who will issue u a temporary lanyard for the day.

Guidance on clothing for PE and various other activities will be given by the member of staff responsible.

It is beyond the scope of the dress code to provide guidance for every outfit. In the event of queries, the final decision of what is appropriate will be taken by the Head of Sixth Form, Deputy Head of Sixth Forms, or a member of the school's Senior (or Extended) Leadership Team. If a student's attire is not deemed appropriate, you may be sent home to change and return. You may also be sanctioned in accordance with the Rewards and Sanctions Policy.

Appendix A

Restrictive interventions including use of reasonable force and Searching and Confiscation

1) Restrictive interventions

All members of staff have a legal power to use a restrictive intervention – including reasonable force- to prevent or stop a pupil from:

- 1) Causing injury to themselves or others
- 2) Committing a criminal offence
- 3) Damaging property
- 4) Causing disorder among pupils at the school, whether during a teaching session or otherwise

In rare instances, seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving,) may be used as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation. Where possible this would be the medical centre and the students should be supervised at all times during the period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Any incident involving the use of seclusion must be recorded and reported.

The need to use restrictive interventions can be minimised through prevention and de-escalation. Haberdashers Elstree schools use measures such as:

- Consideration of how the school and classroom environment can support all students to achieve and thrive
- Sharing best practice for whole-class behaviour management and for managing communal spaces such as corridors and playgrounds
- Development of working staff-pupil relationships and trust, using effective communication strategies such as appropriate tone of voice and empathy to aid de-escalation
- Giving students time, space and strategies to calm down before their behaviour escalates.
- Working closely with parents to support individual students
- Strategies to support individual pupils based on their identified needs. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support students with reasonable adjustments. For students where restrictive interventions may be required, a risk assessment should be in place.

Determining when use of restrictive interventions is appropriate

To make this assessment, the member of staff should consider:

- **If it is necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider if the intervention is likely to reduce risks or escalate the situation further

- **If it is proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
- **The student's welfare:** staff should consider the impact of the restrictive intervention on the student, for example for students who have experienced adverse life events. They should also seek to maintain respect for their dignity.

Recording and reporting duties

Following a restrictive intervention such as seclusion or use of reasonable force, incidents must be recorded in writing as soon as practicable after the event by the staff member(s) involved and they should endeavour to do this no later than the same day. It should be sent to the DSL who will maintain a log of incidents. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The following details should be included:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- any witnesses of what happened
- when and how parents were notified
- what follow-up has taken place.

Notifying parents and carers

Parents or carers of the pupil involved should be contacted as soon as practicable after the incident, and staff should endeavour to do this no later than the same day unless doing so would be likely to result in serious harm to the pupil. Parents should be sent a written report of the incident including the following details:

- Time and date
- location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Any incidents should be evaluated by the head as soon as possible after the event to understand why the restrictive intervention was used, the impact on students and staff, any patterns and how to avoid it happening in the future.

7.3 Searching and Confiscation

All Schools have a general power to impose reasonable and proportionate disciplinary measures on Students (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a Student's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the Department for Education (DfE), Screening, searching and confiscation (September 2018).

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed in paragraph 3 of the DfE Searching, Screening and Confiscation in Schools Guidance, or any other item that the school rules identify as an item which may be searched for.

1. Prohibited items

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:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco, vapes/e-cigarettes and cigarette papers, fireworks and pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the Student) and
- Any item banned by the School Rules. Students must not have any such item in their possession on the School premises or at any time when they are in the lawful charge and control of the School (for example on a School trip).

2. Searching with Consent

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before any search is undertaken, the Student will usually be asked to consent. In seeking consent, the age and maturity of the Student will be taken into account, together with any special needs the Student may have. Where possible two members of staff will always be present and where possible one should be the same gender as the student. Written consent will not usually be required. If a member of staff suspects that a Student has an item that is banned by the School, they can instruct the Student to turn out their pockets or bag. If the Student refuses, disciplinary action may be taken in accordance with this policy.

3. Searching for Prohibited Items

Where the Head or an authorised member of staff has reasonable grounds to suspect that a Student may have a prohibited item, consent is not required, and the search will be carried out by two members of staff. Reasonable force may be used during such a search.

The Head has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:

- Members of the Senior Leadership Team or Extended Leadership Team (of which the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are members)
- Designated Visit Leaders.

Searches will be carried out only on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the Student, for example on a School trip or in training settings.

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

- A search of outer clothing
- A search of School property (e.g. Student's locker or desk)
- A search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a Student or their possessions will be carried out in the presence of the Student and another member of staff. Where a Student is searched, at least one member of staff present will be the same gender as the Student.

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 Student of the opposite sex and/or in the absence of a witness.

Where the Head or member of 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.

4. Confiscation

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

5. Searching Electronic Devices

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 the School Rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased if there is good reason to suspect that the data or files have been or could be used to cause harm to disrupt teaching or break the School Rules.

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 of a criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

6. Disposal of Confiscated Items

Alcohol: alcohol which has been confiscated will be destroyed.

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 Student. In taking temporary possession and disposing of controlled drugs, the member of staff should ensure a second adult witness is present throughout, the sample is sealed with the date and time on and stored in a secure location.

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.

Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.

Tobacco or cigarette papers: tobacco, cigarette papers, e-cigarettes or e-sticks will be disposed of.

Fireworks: fireworks will not be returned to the Student. They will be disposed of safely at the discretion of the Head or other authorised member of staff. 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 Student has been abused, the School's Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

Other pornographic images will also be discussed with the School's Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority, the images will be erased after a note has been made for disciplinary purposes confirming the nature of the material.

An 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.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

An item banned under the School Rules: such items may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of.

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 the School Rules, including carrying out cyberbullying, the device will be confiscated and may be used as

evidence in disciplinary proceedings. Once the proceedings have been concluded, the device must be collected by their Parents and the Student may be prohibited from bringing such a device onto the School premises or on School trips. In serious cases, the device may be handed to the police for investigation.

7. Communication with Parents

There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, the School will inform their Parents of any search that takes place and provide details of any items that have been found. In appropriate cases the School will consult their Parents on how the School should dispose of certain items.

The School will keep a record of searches carried out, which can be inspected by Parents of the Student(s) involved, subject to any restrictions under the General Data Protection Regulation (2018). The record will include details of the disposal of items confiscated.

Complaints about searching or confiscation will be dealt with through the School's complaints procedure. See the School's Complaints Policy.

The School will take reasonable care of any items confiscated from Students. 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.

Appendix B

Senior School Categories and Examples of Rewards:

House Point (1)	Cornflower (3)	Excellence Book (10)
Being particularly kind/helpful/thoughtful in interactions with peers/staff member	Voluntary contribution to/participation in an event or the wider life of the school	Participation, contribution or achievement outside of or beyond school
Proactively looking after the school environment – picking up litter/clearing up mess (not caused by them!)	Participation within school at a notable level in Drama, Music, Sport etc.	
A particularly impressive show of effort, ownership of their own learning, contribution, or piece of work in class or homework	Marked improvement in effort/engagement with studies etc.	
	Achieving personal targets (academic or pastoral), agreed with Tutor	
	Independent research/exploration outside of the curriculum	

Appendix C

Senior School Categories and Examples of Sanctions

These are examples of behaviour that are not in keeping with our school values and expectations including behaviour on coaches or trips. Lists are neither exhaustive nor definitive. Ultimately it is for the School to decide the appropriate sanction, Any behaviour deemed serious enough by the Head may result in a suspension or permanent exclusion.

Behaviour Point category	L1 Examples
L1 Poor attitude to learning	- Disruptive behaviour in a lesson/organised activity - Repeated failure to hand homework in on time* - Repeated failure to bring correct equipment to lessons* - Repeated failure to complete work to the best of their ability* - Repeated lateness to lessons/other organised activity*
L1 Incorrect uniform	- Wearing items of clothing which are not school uniform/in line with dress code - Wearing outerwear inside - Wearing any jewellery not covered by the uniform policy - Wearing visible socks with tights
L1 Breaking school rules	- Use of prohibited items (chewing gum etc.) - Entering staff-only/restricted areas - Having a mobile phone out on site (unless in Late Study for transport arrangements)
L1 Disrespect for property/the school environment	- Littering/making avoidable mess - Eating in the corridors/a classroom - Damage to school property (through carelessness/thoughtlessness) - Carelessness with school device (leaving it in unsuitable places/walking around with it out and the cover open; other than specifically for the purpose of filming etc.)
L1 Disrespect for others	- Lack of appropriate respect shown to other students/staff - Any instance of unkindness or rudeness
L1 Technology misuse	- Use of personal mobile phone during the school day - Using device to watch TV or play games with no educational content whilst on the school site

Behaviour Point category	L2 Examples
L2 Poor attitude to learning	- Choosing persistent disruptive behaviour in class or poor h/w, missing kit Cheating in a test - Plagiarism, copying work - Bunking a lesson
L2 Incorrect uniform	Incorrect uniform after an L1
L2 Breaking school rules	- Failure to attend an L1 without good reason or communication - Play fighting - Trading - Failure to sign out of school

Behaviour Point category	L2 Examples
	Failure to register for Games
L2 Disrespect for property/the school environment	Damaging/defacing property
L2 Disrespect for others	- Defiance towards a staff member - Offensive behaviour - Repeated unkindness, bullying - Non-attendance at a fixture without good reason
L2 Technology misuse	- Breach of AUP e.g. inappropriate use of email/Airdropping/messaging in lessons or other organised activity, misuse of social media - Use of personal mobile phone during the school day – 2nd offence

Behaviour Point category	Examples
Serious misdemeanours which may result in suspension or expulsion, for example:	- Drugs - Use or possession of cigarettes/ vapes/lighters/alcohol/legal highs - Dangerous items e.g., knives - Sexual harassment or assault - Fighting/physical assault - Serious or repeated bullying - Serious discriminatory language - Serious breaches of AUP - Theft/graffiti/vandalism/gambling - Swearing at/about a staff member - Repeated offences after an L2 - Truancy (2nd offence) - Cheating in an exam - Wilful breach of uniform policy

Appendix D

EYFS Behaviour Policy

In Reception the approach to behaviour is restorative and utilises a visual ladder system that is depicted as different weather types. Staff may ask a child to move their name on the weather system depending on their behaviour, as detailed below.

	All children start the day with their name on the sunshine. If a child displays negative behaviour, they will be given a verbal warning. 2 verbal warnings will be given before the child will be asked to take their name off the sun. Behaviour that warrants coming off the sun includes repeatedly not following an instruction or being unkind to another child. The child will be spoken to quietly and given the chance to apologise and reflect on their behaviour. Parents will be spoken to if the teacher feels that this is necessary. Parents will be communicated with at some point during the day. For more serious behaviour, the parents will be invited in for a discussion with the class teacher. This will be escalated to the Phase Leader or SLT if required.
	A child may be moved onto the rainbow as a reward for positive behaviour. For example, a teacher may notice that a child has helped a friend, has been kind etc.



A child's name is placed on the pot of gold as reward for exemplary behaviour, for example, consistently demonstrating a school value. The child is awarded a special sticker from the teacher.