

This policy was reviewed in: **May 2024**  
 This policy is due to be reviewed in: **May 2025**

**This policy applies to the whole school including EYFS**

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## Policy statement

The school promotes good behaviour through its belief that it is the responsibility of each member of the school community to act with courtesy and consideration for others. In an atmosphere of mutual respect, our understanding of each other will grow and relationships will develop positively.

The talents of each individual should be recognised and encouraged, so that everyone contributes to the life of the school. We believe that a calm and caring environment helps every student to achieve their potential.

Students will be supported to manage transitions between key stages which are recognised to be a challenging time.

Staff will receive full training in relation to behaviour, rewards and sanctions as part of the induction programme and included in the induction policy.

This policy applies across the whole school including EYFS. (Further information specific to Pre-Prep, including EYFS, is included in Appendix 7).

This policy is written in accordance with "Behaviour and Discipline in Schools 2016".

The purpose of a sanction is to help students understand the consequences of their actions. They will be proportionate to their behaviour but will also acknowledge any relevant contextual factors.

The well-being of students affected by this behaviour will always be considered and appropriate support offered. This may include communicating with their parents, monitoring their well-being and specific referrals to the Head of Wellbeing or Student Counsellor.

In some cases a sanction for the student responsible for the behaviour will include ongoing well-being support to work to modify their attitudes and behaviour.

All of these strategies and approaches will be recorded on CPOMS and reviewed by the pastoral team.

## Pipers Corner Code of Conduct

The one rule for all of us in School is that everyone acts with courtesy and consideration for others and follows the School Code of Conduct:

- We always speak politely, respect people's feelings and try to understand other points of view
- We respect other people's possessions
- We respect our surroundings, keeping school clean and tidy so that it is a welcoming place
- We take pride in our appearance
- We are quiet and sensible as we move about school and in lessons so that it is as easy as possible for everyone to learn
- We are silent when required

## Anti-Bullying Code

Pipers takes all incidents of bullying very seriously and all students are expected to follow the code:

1. Every student at Pipers has the right to enjoy their learning and leisure free from intimidation, both in school and in the surrounding community
2. Our school community will not accept and will question **any** unkind actions or hurtful remarks
3. Any deliberate and/or repeated wounding action or comment will be called bullying. It will be dealt with seriously
4. We are a listening school. We all have a duty to report bullying
5. Bullying including that taking place electronically is too important to ignore

## Appearance

We expect all students to look neat and tidy without changing the school uniform in any way because of current fashion trends or individual taste. The following guidance is given to students and is published in the Prep and Senior School planners:

- You should tie shoulder length hair back with a red or black band and your hair must not be obviously coloured
- You may wear one pair of simple stud earrings only, one in the lobe of each ear. This is the only jewellery you are allowed to wear
- You are allowed an inexpensive watch of plain design. Smart watches are not permitted.
- You are required to wear School uniform, including your blazer/jacket, on daily journeys to and from School
- Sixth Formers must adhere to the Sixth Form dress code (see school uniform and dress code policy)
- Your clothing must be clearly named
- Your skirt should hang no more than 6cm above the knee
- Trainer socks are not permitted
- Patent shoes are not permitted
- Only a school coat is permitted in school

Students who do not adhere to these guidelines should be flagged using iSAMS.

Guidelines for staff dress are outlined in the Staff Handbook.

## Behaviour

We expect all students to respect other members of the School community at all times, moving quietly about the School and being courteous and considerate at all times. The following guidance is given to students and is published in the Prep and Senior School planners.

- You must not borrow property without the owner's consent. Buying or selling of property is not permitted except through the nearly new shop
- You may not use personal electronic devices in School, unless it has been agreed in advance, for example, if you have been granted permission to use a laptop or if you are in a year group where you may bring your own device
- Do not shout or run in corridors and keep to the left-hand side in corridors and on stairs
- You may not bring chewing gum, sweets or chocolate to School
- With the exception of Year 11, the Sixth Form and Pre-Prep, in fine weather students may only eat food outdoors or in the Café or Dining Room, never in Form rooms or inside other buildings.
- On wet play days, students may eat at break time only in corridors, but never in classrooms. Prep students may eat snacks in their Form room. No food waste is to be placed in classroom bins
- Light refreshments are provided at short break and you may only, therefore, bring a healthy snack as an alternative\*
- Drinking fountains are located around the school as it is very important that you do not become dehydrated and you may bring water bottles into school. You must have sports tops to avoid spillage and should be named. You are not allowed to drink from the bottles during lessons but may carry them in your school bag and therefore be able to drink from them during lesson changeover and break times. Drinking water is available from the drinking fountains and water bottles should be refilled only from these. Water from other sources should not be drunk\*\*

\*Students in Pre-Prep are provided with food at snack time and have the option to have milk so do not bring in snacks from home.

\*\*There are drinking water taps in Pre-Prep for the students to use to refill their bottles and they are allowed to drink from their bottles at any time.

Students in Prep store their water bottle in a tray at the front of their Form room and may take it with them to lessons in other classrooms, where it is stored on the floor under their desk or in another dedicated area.

The Behaviour and Discipline Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEND).

## Records of incidents

All incidents are recorded, including statements and notes from conversations. These are all logged on the School's online recording system CPOMS. Incidents relating to safeguarding are flagged "Safeguarding" and only accessible to the DSL Team. All other incidents are flagged according to incident e.g. Pastoral concern, Bullying, Medical, Academic etc. These are shared with all relevant staff and in particular the Form Tutor and Head of Year. The Assistant Heads, Deputy Heads and Headmistress receive copies of all incidents in order to monitor the School pastoral system.

## Rewards and Sanctions

Good discipline is the responsibility of every member of staff. It is achieved by high quality interactions between members of the School community and expecting and encouraging attentiveness, courtesy and consideration for others. It also necessitates checking unacceptable behaviour and unsatisfactory effort using school sanctions consistently when appropriate.

### Rewards

The School promotes good behaviour through an assumption that this is how we all should conduct ourselves. Recognition of good behaviour can be informal and casual, in the sense that it occurs in response to ordinary everyday situations. Our fundamental assumption is that people will behave well towards each other.

The School also operates a system of rewards (House Points) and further details about the ways in which the good behaviour may be rewarded are set out in Appendix 1.

The School recognises that where challenging behaviour is related to a student's 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.

The existing rewards at Pipers Corner include:

#### House Points (see Appendix 1)

These are awarded to all students for academic achievement and to reward exceptional service (except for House activities which are rewarded differently - see below). For academic achievement, the member of staff awards the House Point.

Please note:

- House Points may only be given one at a time
- A maximum of five House Points may be given for a project or an extended assignment

House Points should not be given for House activities, e.g. playing House netball or baking cakes for House cake sales. The House Spirit system is used for this.

#### Badges of Office (See Appendix 3)

A variety of responsibilities are awarded to students from Pre-Prep and above with a badge of office some of which are presented in assembly.

#### House Spirit Badges

In Prep and above contributions to House activities are recorded on an on-going basis in the House books by House staff and Sixth Formers. On an annual basis House Spirit badges are awarded to just

a few students in each House to recognise exceptional service to the House. Heads of Houses meet to moderate the awarding of these badges to ensure as much consistency as possible.

### **Postcards of Praise**

Postcards of Praise are awarded for outstanding work or contributions to School life to students in Year 7 and above. Postcards of Praise will be agreed by the Head of Department or the Head of Year. Postcards of Praise will also be signed off by the Headmistress. They are awarded for something "exceptional" and therefore would not be given for mere participation in an event. They are also for dissemination throughout the term, not at the end of a term, en-masse.

### **Head of Year Certificates**

These are awarded at the discretion of the Head of Year for excellent academic achievement, progress or attitude to learning. Many factors filter into the decision-making process, the criteria used for each section of the School are detailed in Appendix 4.

Students are also rewarded termly (at the discretion of Heads of Year) and annually for maintaining 100% attendance – the criteria are included in Appendix 7.

### **Prizes on Speech Day**

Prizes are awarded at the end of each academic year for achievement and effort. Account should also be taken of good attendance in the awarding of prizes.

### **Sports Colours**

- Sports Colours are awarded at the end of each sporting season to students in Prep and above.
- Commendations are awarded in recognition of commitment, effort and enthusiasm towards matches and practices
- Half-Colours are awarded for commitment to the squad and achieving a high level of performance
- Colours are awarded for commitment to the squad and achieving an excellent standard of performance

### **House Points, Postcards of Praise and Head of Year Certificates**

All the above apply to Prep through to Senior School, except that Prep award Certificates of Special Achievement instead of Head of Year certificates and Postcards of Praise commence at Year 7.

### **Prep Recognition of Achievement**

The Prep Department recognises achievement on a weekly basis via the Prep Values Board and the Friday celebration assembly, where values superstar awards are presented.

**Details of Pre-Prep awards are given in Appendix 8.**

### **Sanctions**

The School **does not** use or threaten to use corporal punishment of any kind.

A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

The School must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. Such interventions are recorded on CPOMS.

### **Use of reasonable force**

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 10. Corporal punishment is not used or threatened at the School and force is never used as a form of punishment. All instances should be recorded on CPOMS using the restraint tag.

### **Modifying inappropriate behaviour**

The Headmistress may prescribe and authorise the use of any sanctions as comply with good education practice and in keeping with the policy, to promote good behaviour and modify inappropriate behaviour.

Most examples of inappropriate behaviour can be dealt with by a quiet word and a system of minor sanctions. Again, as with rewards for good behaviour, sanctions are designed to be fitting to the age group at which they are aimed.

For more serious transgressions, there are systems in place to respond appropriately including detentions. These are outlined in the Behaviour Matrix (Appendix 1).

### **Academic Sanctions**

We expect all the students to come to all lessons fully prepared for their learning by being correctly equipped and having completed homework. If there is no note from a parent with a good reason for lack of equipment or homework an Academic Flag and action taken will be recorded on iSAMS in accordance with the guidelines given in Appendix 5 and in the Behaviour Matrix (Appendix 1).

In Senior School

- Offences leading to Academic Flags are to be dealt with by the class teacher
- Offences leading to Academic Detention are to be dealt with by Heads of Department or Head of Year as required
- After School Detentions are to be submitted by the class teacher / Head of Department and appropriate work provided; however, After School Detentions will be supervised by a member of Senior Leadership Team

In the Prep Department

- Offences leading to Prep Reminder Flags will be dealt with by the class teacher
- Head of Pre-Prep & Prep / Deputy Head of Prep will review Reminder Flags and this may lead to issuing of Prep Reflection Time
- Prep Behaviour Flags are awarded for serious breaches of the code of conduct and are only done in consultation with the Head of Pre-Prep & Prep, with further contact made to parents.

The success of this scheme relies on the consistent application of the suggested levels of action (as outlined in Appendix 5 and Appendix 1) by all staff and prompt action taken by all when a student defaults. Form Tutors, Heads of Department and Heads of Year will monitor the numbers of Academic Flags. When a student receives a number of Academic Flags the Form Tutor will discuss with the student this has occurred in order to help them improve. Students are reminded of the consequences of further Academic Flags. Every student has a clean record starting in September although the records remain on iSAMS for future reference. These staged guidelines and the time frame of a year are interpreted according to different students' circumstances by the Head of Year who will make decisions and act as and when required.

Parents will be informed of sanctions (Academic flags, Uniform Flags, Department Detention etc) via the Parent Portal. Parents will be notified as soon as a student is put on behaviour report or homework assistance because of concerns via flags: similarly, if a Head of Department has to see a student raising a cause for concern within their subject the subject teacher should contact parents via an email or telephone call and record all information on CPOMS.

### **Well-being Support**

Students can also be placed on a Well-being Plan (WBP) or Pastoral Support Plan (PSP) as deemed appropriate. This also applies to students affected by the poor behaviour. In some circumstances it will be appropriate for the student to be referred to the Head of Individual Learning (IL) who is an Educational Psychologist to investigate whether behaviour responses are because of difficulties in learning. The Head of IL can offer advice and consultation to the student and parents and advise staff on strategies appropriate to promote positive behaviour and engagement in their learning. Please see the SEND policy for the staged approach. If appropriate support can be offered to the student through the IL Department team and the School Counsellor if it is deemed more of a pastoral issue. All actions and reviews will be recorded on CPOMS and monitored regularly.

### **Lateness**

This is regarded as a serious matter by the school. Lateness will be treated as a behavioural issue if there is no valid reason given and this will be logged both on the register and as a concern on CPOMS. Form Tutors will monitor lateness to see if there is any pattern and communicate with parents if necessary. Members of staff may detain students at short break and lunch times to make up the time.

### **Confiscation of belongings**

Items of clothing which are not school uniform, or jewellery other than plain gold/silver earring studs will be confiscated and put in an envelope and labelled with the name and form of the student and date. For mobile phones, please refer to the Mobile Phone Policy. The confiscated belongings are given to the Head of Year and students may collect them on Friday at the end of school. Confiscated mobile phones and music players should be given to the Headmistress's PA. (See Appendix 11 for further information)

### **Child on child abuse**

This issue is taken seriously as outlined in the Safeguarding policy. There will be occasions where incidents of child on child abuse lead to sanctions for those involved.

### **Pastoral sanctions**

The School has a stepped matrix of pastoral behaviour and consequences (See Appendix 1). This is used to ensure consistency of application by all members of the school community. For incidents of a B4 level and above, Heads of Year will work with senior staff to investigate an incident and its context. They will then report to the Headteacher for a review of any sanctions imposed.

### **Serious breaches of discipline**

More serious matters such as the use of foul and abusive language, violence towards another student or a teacher or other adult on the School's staff, theft, deliberate damage or vandalism, could lead to the isolation of the perpetrator until the student can be collected by their parents or guardians. Such matters will be thoroughly investigated by an appointed member of staff and it may be necessary to require the student to remain at home while this is done. The incident will be discussed fully with parents and a sanction could be imposed.

This sanction could take the form of either:

- a. a formal warning that a repeat of such serious misbehaviour could lead to a period of suspension from School; or
- b. a period of suspension (fixed term exclusion)

### **Fixed Term Exclusion:**

In the unlikely event that it becomes necessary and for more serious misdemeanours or persistent misbehaviour where other school sanctions have failed to correct misbehaviour, the Headmistress reserves the right to exclude a student from the school premises for a fixed period of time, for e.g. one or two days and up to a maximum of fifteen days in any one School Term. The kind of behaviour which may result in fixed term exclusion for example could be smoking, disruption to a class, persistent rudeness or swearing, fighting, bullying, racist or homophobic bullying, repeated detentions, failure to comply with the rules or codes of conduct as specified after a final warning or any other misconduct which disrupts the smooth running of the school or puts at risk the health and safety of others. If an investigation into serious allegations is needed it may be necessary to ask a student not to attend school. The Headmistress can temporarily or permanently exclude students who make false or malicious allegations. In extreme circumstances, they can involve the police if there are grounds for believing a criminal offence has been committed. For all fixed term exclusions, parents will be telephoned on the day, notified in writing and students will be set work to do at home which must be submitted to teachers for marking. At the end of a fixed term exclusion the student will have an appointment with the Headmistress or senior member of staff before returning to classes and will be carefully monitored and parents will be immediately notified of any further misconduct which could result in more serious action.

### **Internal Exclusions:**

Students may face internal exclusions (or internal suspensions). This sanction will only be levied by the Headmistress and normally will occur when a significant offence has been committed or repeated

misdeemeanours have caused the student to be referred to the Headmistress. An internal exclusion will result in a student being allowed to stay on school premises but will be excluded from classes and not allowed to communicate with peers. They will be set work to do and it will be marked by teachers.

### **Expulsion and removal**

In the most serious cases, the student may be asked to leave the School permanently. Where permanent removal from the School is a possibility, the procedures in the School's Expulsion, Removal and Review Procedure will be followed.

The possible sanctions are:

- a. **Removal:** a student may be Removed from the School, if after consultation with the parents and if appropriate the student, the Headmistress is of the opinion that:
  - i. by reason of the student's conduct or progress, the student is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School; or
  - ii. a parent has treated the School, members of its staff or any member of the School unreasonably.In these circumstances, the parents may be permitted to withdraw the student as an alternative to Removal being required.
  
- b) **Expulsion:** a student is liable to Expulsion for a grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches and is considered a last resort.

Expulsion will be considered for all serious breaches of discipline including but not limited to:

- Unsupervised and excessive consumption of alcohol on the school site
- Possession of illegal substances
- Violence to another person
- Sexual abuse or assault
- Repeated or persistent bullying
- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- theft, blackmail, physical violence, intimidation, racism or persistent bullying
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the School's ethos
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises

A student or their parents/guardians/carers may request a Governors' Review of a decision to expel or remove a student from the School. See the School's separate Expulsion, Removal and Review Policy.

A student may be suspended pending the outcome of an investigation or a Governors' Review.

The School seeks to work in partnership with parents and other agencies over matters of discipline, and it is part of parents' obligations to the School to support the School's Code of Practice. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Removal or Expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

The School will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. 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. Any religious requirements affecting the student will also be considered.

Every parent, student or guardian has the right to appeal against the School's decision. The Headmistress has a duty to inform the governing body of all permanent exclusions. An independent



panel of governors will be available to form a Discipline Committee, and may, if a parent or guardian wishes to appeal against the school's decision(s), hear the appeal, review evidence and question or challenge the decision. The procedure and circumstances for appeal and review are set out in the school's Terms & Conditions Section 8.

### **Malicious allegations against staff**

When a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with this policy.

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

In accordance with the DfE's guidance "Keeping Children Safe in Education" (2023), 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.

### **Searching students (See Appendix 10)**

**Informed consent:** The School staff may search a student or their possessions with their consent for any item. If a member of staff suspects that a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.

**Searches without consent:** In relation to prohibited items, the Headmistress, and staff authorised by the Headmistress, may search a student or student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Please see Appendix 10 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).

### **Records**

Major punishments are recorded, with the name of the student 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. This also provides an overview to show consistency and fairness.

This policy will be reviewed annually by the Deputy Head Pastoral and form part of the annual review of policies by the governors.

## Appendix 1 – Behaviour Matrix

Level	Behaviour	Potential sanction
<b>Pastoral</b>		
<b>B1</b>	<p>Low level behaviour such as:</p> <ul style="list-style-type: none"> <li>• Uniform, jewellery, forgotten lanyard, hair not tied up</li> <li>• Lack of engagement in class/unacceptable attitude to learning/shouting out in class</li> <li>• Lateness to lesson, registration, assembly, meeting</li> <li>• Missing or misused equipment</li> <li>• Not following instructions/basic School rules</li> <li>• Inappropriate language, or attitude</li> <li>• In School during break/lunchtime/before 0815 hours</li> <li>• Eating in classroom</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Flag on iSAMS</li> </ul>
<b>B2</b>	<p>Repetition of B1 offences x3 in a two-week window – including homework across all subjects</p> <p>Behaviour such as:</p> <ul style="list-style-type: none"> <li>• Out of bounds (such as meadow)</li> <li>• Chewing gum</li> <li>• Mobile phone not handed in (Years 7-9), or is out in ASP without good reason</li> <li>• Creating litter (community service, litter picking)</li> <li>• Persistent interrupting of staff or other students</li> <li>• Lying to a member of staff (context dependent)</li> <li>• Derogatory language aimed at staff or students (context dependent)</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Lunchtime detention (run by Head of Year, Assistant Head of Year or Head of Subject)</li> </ul>

<p><b>B3</b></p>	<p>Repetition of B1 and B2 offences or increased level of seriousness of above offences</p> <p>Behaviour such as:</p> <ul style="list-style-type: none"> <li>• Mobile phone used in School</li> <li>• Truancing a lesson/assembly/House</li> <li>• Graffiti (will do community service during detention)</li> <li>• Dangerous handling of equipment</li> <li>• Refusal to do as asked by member of staff</li> <li>• Out of bounds (offsite or staff office)</li> <li>• Misuse of IT (e.g. playing computer games)</li> <li>• Damaging School property (context dependent)</li> <li>• Accessing another student's log in/account</li> <li>• Leaving classroom without permission</li> <li>• Serious use of derogatory language to staff or student (context dependent)</li> <li>• Non-attendance of lunchtime detention</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• After-school detention (run by the Senior Leadership Team)</li> <li>• Communication with parents</li> </ul>
<p><b>B4</b></p>	<p>More serious and sustained misbehaviour described above or behaviour such as:</p> <ul style="list-style-type: none"> <li>• Possession of cigarettes/e-cigarettes</li> <li>• Misuse of social media, including any actions which would bring the School into disrepute</li> <li>• Videoing/photographing/sound recording others without consent; sharing such without consent</li> <li>• Theft</li> <li>• Child-on-child abuse, bullying and intimidation</li> <li>• Behaviour likely to endanger others</li> <li>• Physical assault (context dependent)</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Internal Exclusion (1-4 days)</li> <li>• Communication with parents</li> <li>• Recorded on Serious Sanctions Log</li> </ul>
<p><b>B5</b></p>	<p>More serious and sustained misbehaviour described above or behaviour such as:</p> <ul style="list-style-type: none"> <li>• Racist/homophobic remarks or actions</li> <li>• Physical assault (context dependent)/fighting</li> <li>• Supply/sharing of cigarettes, e-cigarettes, alcohol or pornographic material (context dependent)</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Term Exclusion (1-4 days)</li> <li>• Communication with parents</li> <li>• Recorded on Serious Sanctions Log</li> <li>• Reintegration meeting with Headmistress or Deputy Headteacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Possession of illicit or illegal substances</li> <li>• Swearing, verbal threats or offensive language to staff</li> <li>• Vandalism</li> <li>• Bringing the School into disrepute</li> </ul> <p>Anything else deemed appropriate for this level</p>	
<b>B6</b>	<p>Persistent, serious and sustained misbehaviour outlined above or as defined as Misconduct in the Pipers Corner 'Expulsion, Removal and Review Policy', including:</p> <ul style="list-style-type: none"> <li>• Sale/purchase of an illicit or illegal substance</li> <li>• Theft, blackmail, physical violence, intimidation, racism or persistent bullying</li> <li>• Misconduct of a sexual nature; supply or possession of pornography</li> <li>• Possession or use of unauthorised firearms or other weapons</li> <li>• Vandalism</li> <li>• Computer hacking</li> <li>• Persistent attitudes or behaviours which are inconsistent with the School's ethos</li> <li>• Other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Exclusion</li> <li>• Communication with parents</li> <li>• Chair of Governors informed</li> <li>• External agencies involved</li> </ul>
<b>Academic</b>		
<b>A1</b>	<ul style="list-style-type: none"> <li>• Disorganised/incomplete notes or file</li> <li>• Inappropriate use of AI tools to complete homework</li> <li>• No homework</li> <li>• No preparation work for class (set as homework)</li> <li>• Not attending an agreed booster session to assist learning</li> <li>• Minimal academic work completed during lesson despite repeated requests and encouragement from staff member</li> <li>• Underprepared with equipment</li> <li>• Failure to complete homework 2+ occasions in a four-week period</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Flag on iSAMS x 3 in two-weeks can result in Academic detention (run by Heads of Subject)</li> </ul>

<p><b>A2</b></p>	<ul style="list-style-type: none"> <li>• Failure to hand in draft coursework by deadline</li> <li>• Failure to hand in homework after an extension or failing to submit on original deadline</li> <li>• Failure to update notes/files following assistance from teacher</li> <li>• Inappropriate use of AI tools to complete an assessed homework</li> <li>• Inappropriate assistance by parent/tutor to complete an assessed piece of work</li> <li>• Second late homework for a subject in a three-week period*</li> </ul> <p>Anything else deemed appropriate for this level</p> <p>*This will be monitored by the individual/teacher. If an A2 flag is issued, the teacher does not need to enter a “no homework” flag (A1).</p>	<ul style="list-style-type: none"> <li>• x 1 can result in a lunchtime detention (run by Heads of Subject)</li> </ul>
<p><b>A3</b></p>	<ul style="list-style-type: none"> <li>• Cheating in internal assessments</li> <li>• Continued failure to hand in a piece of homework despite two extensions</li> <li>• Continued inappropriate use of AI tools to complete an assessed homework</li> <li>• Failure to hand in coursework by deadline</li> <li>• Plagiarism</li> <li>• Refusal to complete any academic work throughout a lesson despite repeated requests and encouragement from staff member</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• x 1 can result in an after-school detention (run by the Senior Leadership Team)</li> <li>• Communication with parents</li> </ul>
<p><b>A4</b></p>	<ul style="list-style-type: none"> <li>• Plagiarism of coursework</li> </ul> <p>Anything else deemed appropriate for this level</p>	<ul style="list-style-type: none"> <li>• Internal exclusion (1-3 days)</li> <li>• Communication with parents</li> <li>• Recorded in Serious Sanctions log</li> </ul>

## **Appendix 2 – House Points**

### **House Points**

The number of points required for an award in each section of the school is as follows:

#### **Pre-Prep & Prep**

Bronze – 75

Silver – 100

Gold – 150

#### **Year 7 and 8**

Bronze - 60

Silver - 90

Gold - 120

#### **Year 9, 10 and 11**

Bronze - 25

Silver - 50

Gold - 75

#### **Sixth Form**

Bronze - 15

Silver - 20

## **Appendix 3 – Badges of Office**

### **Badges of office – Senior School**

Head Girl  
Prefects  
Form Captain  
Form Vice Captain  
Eco Rep  
Library  
Scholars  
Student Parliament?  
Student Subject Leader (Years 10/11 and Sixth Form)  
Coach Prefect  
Ambassador

### **Badges of office – Prep Department**

Form Captains  
Prep Sports Captains  
Prep House Captains  
Charity Committee  
Student Voice Committee  
Pre-Prep Leaders  
Playground Leaders  
Librarians  
Subject Leaders  
Eco-Ambassadors

### **Badges of office – Pre-Prep Department**

Reception and Year 1 – Class Leaders  
Year 2 – Class Prefect

### **Reception, Year 1 and Year 2**

Playground Buddies  
Eco Warriors  
Eco Club Committee

## Appendix 4 – Awards Criteria

### Head of Pre-Prep Awards Criteria – Reception to Year 2

Pre-Prep issue Head of Year (Department) certificates for Attitude to Learning, once a term. A certificate is presented to one student in each year group at the end of each term. Students' effort grades are converted into a quantitative format and the student in each year group with the highest score is given the award. Any students who have been given an 'unacceptable', even if they are at the top of the year group, will not be eligible for the award.

### Head of Prep Awards Criteria - Years 3 – 6

Year 3 - 6 Attainment	Students' attainment for academic subjects has been ranked and those who are achieving a high standard are given an award. These are only awarded in the Summer Term
Year 3 – 6 Progress	Students' progress is measured by change in overall attainment scores in an APS cycle. Awards will be given to those who demonstrate they have made <b>significant</b> progress in terms of their level of attainment. This will also be supported by other information including assessment results and subject reports. These are awarded termly.
Year 3 – 6 ATL	Students' effort grades are converted into a quantitative format and a number of students with the highest scores in each of the year groups is given the award. Anyone who has been given an 'unacceptable', even if they are at the top of the cohort, will not be eligible for the award. These are awarded termly.

**Awards will be given at the discretion of the Head of Pre-Prep & Prep. Students' progress is measured by an improvement in the overall attainment scores in an APS cycle. These will be awarded in a Prep assembly.**

### Head of Year awards criteria Years 7 – 13

(Criteria for Years 7-9 are under review Spring/Summer 2022)

Data from Academic Performance Summaries is collated for each student and the following information is gathered and used to inform Heads of Year:

1. Year group rank linked to CEM data
2. Average half termly ATL
3. Count of Excellent & Outstanding
4. Average termly attainment
5. Year group rank linked to attainment data
6. Average termly progress



Sixth Form	<ul style="list-style-type: none"> <li>• Weekly unsung heroine (nominations from students and awarded in Sixth Form Monday meeting)</li> <li>• Head of Sixth Award – half-termly</li> <li>• Academic attainment – to be recognised through academic departments</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Star of the Week – staff nominations</li> <li>• Recognising high ATL – half termly meeting with Head of Year</li> <li>• Progress – awarded Easter and July/September – average 2/3<sup>rd</sup> grade increase in attainment</li> <li>• Badges and certificates</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Recognising high ATL – half termly meeting with Head of Year</li> <li>• Progress – awarded Easter and July/September – average 2/3<sup>rd</sup> grade increase in attainment</li> <li>• Badges and certificates</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Recognising high ATL – 5 or more excellent and outstanding</li> <li>• Awarded half termly in Head of Year assembly</li> <li>• Badges and certificates</li> <li>• Recognising attainment – meeting with Head of Year</li> <li>• Top 10 attainers in year group</li> <li>• Recognising progress – 2/3 average grade improvement</li> <li>• Awarded Easter and July in Head of Year assembly</li> <li>• Badges and certificates</li> </ul>
Year 8/7	<p><b>Awarded programme runs for five terms bronze, silver, gold, advanced gold, diamond levels</b></p> <ul style="list-style-type: none"> <li>• Recognising high ATL – 6 or more excellent and outstanding</li> <li>• Awarded half termly in Head of Year assembly</li> <li>• Badges and certificates</li> <li>• Recognising attainment – meeting with Head of Year</li> <li>• Top 10 attainers in year group – show and tell of work</li> <li>• Recognising progress – 2/3<sup>rd</sup> average grade improvement</li> <li>• Awarded Easter, September, December, Easter in Head of Year assembly using badges and certificates</li> </ul>

Head of Year commendations will be at the discretion of the Head of Year and will be given to students who have just missed out on the above criteria but deserve acknowledgment for their progress and for improved effort and attainment. These will not be awarded within the assembly but names read out.

## Appendix 5 – Guidance on Academic Sanctions

### To be used for Year 7 – 11

**Pastoral and Academic Sanctions – all sanctions should be recorded on iSAMS (staff receiving iSAMS notification – Deputy Head Academic, Deputy Head Pastoral, Assistant Heads, Heads of Year, Form Tutors)**

- 1. First sanction – Pastoral or Academic Flag:** To be used for basic offences which require recording, but no action. The teacher is responsible for discussing with student, form tutor will be notified, but no action required.  
Please see the B1 and A1 sections in the Pipers Corner School Behaviour Matrix for details of behaviours and potential sanctions (Appendix 1)
- 2. Second sanction – Pastoral or Department Detention:** To be used for consistent offence already recorded as flags. Detention is held on Friday lunchtimes. Form Tutor should also discuss with student why problems keep occurring.
  - Regularly being under prepared (i.e. 3 kit marks in PE)
  - Consistent lack of engagement or Unacceptable ATL
  - No homework – second offence in a half term, or failure to hand in after an extension
  - Repetition of A1 and B1 offences 3 times in a two-week window.See B2 and A2 sections in the Pipers Corner School Behaviour Matrix (Appendix 1)
- 3. Third Sanction - Friday After School Detention:** To be used if Departmental Detention has not addressed the issue. Department to set work. Senior Leadership Team to supervise detention. See B3 and A3 sections of Pipers Corner School Behaviour Matrix (Appendix 1)

**Any academic concerns should be recorded on CPOMS – academic tab. All Sixth Form concerns should be recorded on CPOMS.**

#### **Incorrect Uniform - Uniform Infringement**

- To be issued for any uniform infringement seen by teachers in Form or in class. The Form Tutor should issue uniform card at start of day
- Form Tutors will monitor and raise any persistent offenders with Head of Year
- Head of Year can issue a pastoral detention for persistent infringements

**All pastoral concerns should be recorded on CPOMS.**

### Prep Academic Sanctions

**Academic Sanctions – All sanctions should be recorded on iSAMS (staff receiving iSAMS notification – Deputy Head Academic, Head of Prep, Deputy Head of Prep, Form Tutors)**

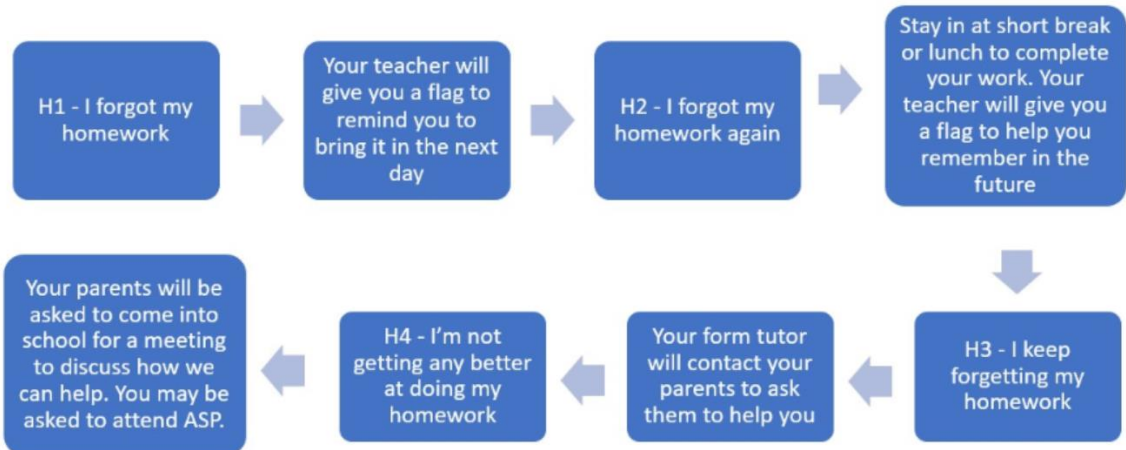
- 1. First Sanction – Prep Reminder Flag -** To be used for basic offences which require recording, but no action. The teacher is responsible for discussing with student. The Form Tutor will be notified, but no action required.
  - Underprepared
  - Lack of engagement
  - No homework
  - Punctuality
  - Other – reason must be stated in description
- 2. Second Sanction – Reflection Time** To be issued by Head of Pre-Prep & Prep / Prep Deputy Head following a review of Prep Reminder Flags. Students will also be discussed at Prep meetings.

**Prep Pastoral Concerns - ALL should be recorded on CPOMS.** The Prep Department may choose to use Reflection Time as a sanction for poor behaviour. Sanction to be recorded by Head of Pre-Prep & Prep / Deputy Head of Prep following discussion.  
**Any Prep academic concerns should be recorded on CPOMS – Academic tab.**

## Prep Behaviour Matrix Guidelines

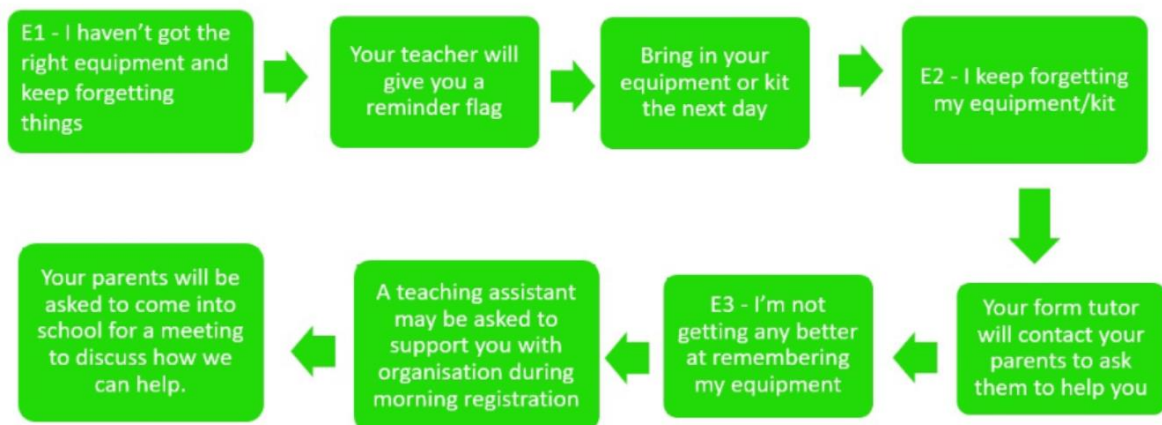
### How my teachers will help if things go wrong

#### Homework



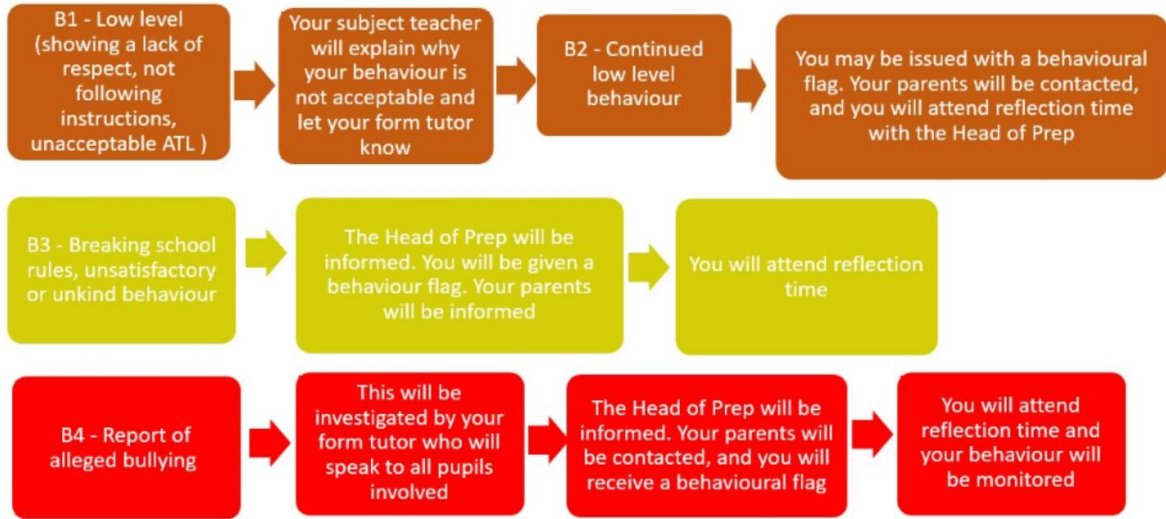
### How my teachers will help if things go wrong

#### Organisation and equipment



## How my teachers will help if things go wrong

### Behaviour



## Prep Behaviour Matrix – teacher notes

Homework	Organisation	Behaviour – see policy
H1 – Subject teacher to issue a reminder flag	E1 – Subject teacher to issue a reminder flag	B1 Subject teacher to inform form tutor. Form tutor to remind pupil of rules with explanations. Discussion of possible further action in staff meeting.
H2 It is the subject teacher’s responsibility to keep pupil in during break or lunchtime and to issue a reminder flag.	E2 Discussion in pastoral meeting. Potential reasons for lack of equipment (e.g. not wanting to take part in swimming, lack of family support or change in circumstances). Form tutor to contact parents.	B2 Discussion in pastoral meeting. Behavioural flag may be given after discussion with Head of Prep. Parents to be contacted by either form tutor/Deputy or Head of Prep
H3 Discussion in staff meeting. Form tutor to contact parents to ask for support at home.	E3 Head of Prep will request a meeting with parents. Support may be provided by TAs during registration.	B3 Discussion in staff/pastoral meeting. Behaviour flag may be given after discussion with Head of Prep. Parents to be contacted by Head of Prep. Behaviour monitored (report card)
H4 Discussion in pastoral meeting. Potential reasons for lack of homework. Head of Prep / Deputy to meet with parents		B4 Bullying policy implemented. Discussion in pastoral meeting. RUr to inform SLT. No remorse – possible internal or fixed term exclusion. Recorded on Serious Sanctions Log Reintegration meeting with HT or DHT





## **Guidelines for Statement/Interview forms**

**The statement forms should be used for more serious incidents such as:**

- When a student reports a specific incident for example an allegation of physical or verbal bullying
- When a student reports they have witnessed an incident
- When a teacher witnesses an incident or has had to intervene in an incident
- When a complaint is received from a student or parent of unkind/bullying behaviour that has been persistent.

**Members of staff need to exercise their professional judgement as to whether the incident seems serious enough to warrant the taking of statements. If in doubt err on the side of caution and take statements.**

**All incidents & statement forms taken will be recorded on CPOMS.**

### **Procedure – Specific Incidents**

1. If possible the incident should be managed immediately by the teacher concerned or if deemed necessary the Head of Year/Assistant Head/Head of Department/Deputy Head/Head of Prep/Head of Pre-Prep (depending when and where the alleged incident has occurred) - the students involved must be separated from each other and not allowed to collaborate on statements (even if they are upset and tearful) and be asked to write a statement detailing the events and provide the names of other witnesses. Staff should make no comments at this stage that apportion blame or refer to any sanction. The most important element is the situation is managed quickly.
2. The statement should only pertain to the incident concerned - it should be made clear to all students that they will have to sign the statement to say it is true and that ultimately it may go to the Headmistress. We would want to discourage 'tale telling' and unspecific generalised allegations of unpleasantness, these should be dealt with robustly by the member of staff.
3. The Head of Year/Head of Prep and Head of Pre-Prep will review the statements along with the Head of Department if appropriate (or with the Assistant Head or Deputy Head for more serious incidents) and recommend suitable action or seek further statements from the named witnesses as soon as possible after the incident. All information should be recorded on CPOMS.
4. For those more serious incidents the Head of Prep and Pre-Prep, Assistant Head or Deputy Head will consult with the Headmistress to determine the sanctions.

N.B. All statements should be taken using the School Form.

### **Procedure – General Accusations of Bullying/Unkindness**

1. Where the concern is more generalised, for example – a complaint of unkindness etc over a period of the time the Form Tutor/HOY should agree a set of questions and interview the complainant – supplementary questions can be asked to clarify points. This should be recorded as an interview and the girl asked to sign the statement.
2. Students who are named as witnesses should interviewed rather than be asked to write statements (Unless the complainant has revealed information about a specific incident).



3. The HOY should then consider in conjunction with the DHP whether a fuller scale investigation is warranted. This may include reviewing additional CPOMS evidence and interview any students identified as perpetrators.
4. Once this is completed the HOY/HOD can decide the most appropriate form of action in line with the School's Behaviour policy.

N.B. In the case of a student directing verbal or physical aggression at a member of staff – the member of staff should complete a brief CPOM with the details and the names of any staff/students who witnessed the incident and refer the matter immediately to the Head of Year or Head of Department (whoever is available) who should take a statement at the earliest opportunity from the student concerned. If the Head of Pre-Prep and Prep, Head of Year/Head of Department or Assistant Head or Deputy Head is not available then the student should in the meantime be isolated and then escorted to the Headmistress' P.A.'s office to await collection once a suitable relevant person becomes available.

## **Appendix 7 – Criteria for the award of 100% attendance badges**

Heads of Year will award certificates each term for students with 100% attendance, for the year to that date (please note not within an individual term) and students achieving 100% attendance in the academic year will be awarded a 100% badge in the final assembly.

**The following criteria will be used:**

**Heads of Year may disregard absences as follows when calculating 100% attendance:**

- Any interviews for School, Sixth Form or University entrance or Open Days as long as leave of absence has been approved
- Any hospital appointments where the appointment time is dictated by the hospital (**not** routine dentist, orthodontist and other GP appointments)
- Any family event for which a C code ('other authorised absence') has been entered, such as a family wedding or funeral these will be events over which the student /parent has no control as to the timing and where leave of absence has been agreed by the Headmistress in advance
- When the school grants examination leave – students taking unauthorised leave will be recorded as an unauthorised absence

**A student will not have 100% if:**

- For any of the reasons above when leave of absence has not been requested and granted in advance
- For transportation difficulties resulting from overseas holidays without supporting written evidence that a delay/cancellation was unavoidable (email from airline etc.) or when an absence results from a booking error on the part of a parent
- A routine medical or dentist appointment (other than as stated above) is taken in school time

## Appendix 8 - Pre-Prep Department Key Stage One and Early Years Foundation Stage

This appendix is underpinned by the whole school policy for Rewards, Behaviour and Sanctions

### Aims and objectives

Our aims and objectives include the following:

- a) To promote good relationships
- b) To work together in an effective and considerate way
- c) To be fair and consistent
- d) To enable the students to grow in a safe and secure environment
- e) To enable the students to become positive, responsible and increasingly independent members of the school
- f) To reward good behaviour
- g) To develop an ethos of kindness and co-operation

### Guidelines

The Headmistress, Deputy Head Pastoral, Head of Pre-Prep & Prep and Pre-Prep Co-ordinator are responsible for the overall management of behaviour issues within the Pre-Prep Department. Together they provide support and guidance to other staff for behaviour management issues. They are also responsible for accessing expert advice if ordinary methods are not effective with a particular student.

In order to notice and reinforce positive behaviour staff work very closely together observing and assessing behaviour and ensuring that expectations are made very clear to the student. Some students may require extra support to enable them to behave appropriately and any on-going difficulties are discussed with parents so they may be involved with supporting their children. We aim to fulfil our expectations by:

- a) constantly noticing and praising positive behaviour
- b) staff playing and working alongside the students and modelling good behaviour
- c) using stories, assemblies, PSHE activities and circle time to explain what is good behaviour or otherwise
- d) discussing school and playground conduct and values
- e) giving students suggestions as to how they may react to others at different times
- f) discussing situations and posing questions to enable the students to decide the appropriate way to behave
- g) giving students opportunities to care for and help each other
- h) making it clear that it is the behaviour which is unacceptable, not the student
- i) teaching students how to recognise good behaviour in each other

### Conduct and Values

Each classroom has “dangles” and a poster displayed called “In our class”. These display the values and behaviour expectations that we have agreed to as a Department.

The “In our class” poster displays the following:

- We are a team
- We are positive
- We respect each other
- We try our best
- We make good choices
- We are kind
- We are honest
- We listen to each other
- We work hard
- We encourage each other

- We are all important

## Rewards

The most important reward for a student is praise. To become an active motivated learner students, need to know that their efforts and achievements are recognised and valued.

A variety of rewards are used within Pre-Prep. They include the following:

- complimentary remarks
- individual praise and encouragement
- stickers to wear
- written comments on work
- Values Superstar certificates and cups (one certificate and cup is issued to a student in each class on a weekly basis and is presented during our Celebrations Assembly. These are issued for a specific achievement)
- Attitude to Learning certificates (one certificate is presented to one student in each year group at the end of each term. Students' effort grades are converted into a quantitative format and the student in each year group with the highest score is given the award. Any students who have been given an "unacceptable", even if they are at the top of the year group, will not be eligible for the award)
- House points are awarded to recognise success in any area of school life.

The issuing of rewards vary in timescale but include immediate, weekly and termly. Rewards given can be a one off or accumulative leading to a reward of greater significance.

We also recognise the efforts and achievements of students made out of school and these are celebrated in our weekly Celebrations assembly. Outside school efforts and achievements are recognised in two different ways.

- **Outside School Achievements** - This is when, for example, a student achieves a medal and a certificate for participating in a triathlon. The medal and certificate are shown and discussed during the assembly.
- **Magical Moments** - This is when, for example, a student has managed to ride their bike for the first time without stabilisers. The parent completes a "Magical Moment" slip detailing the achievement and this is then celebrated during the assembly by the student wearing the "Magical Moment" hat and their achievement being recognised.

We also awarded a "Kindness Cup" to an individual or group of students who has/have demonstrated particular kindness during the week. The "Kindness Cup" is awarded on a weekly basis during the Celebrations assembly and is held by the student /students for the week. An apple is also produced detailing the name/names of the students and the reason for the "Kindness Cup" being awarded. This is displayed on "Our Kindness Tree".

## Sanctions for unacceptable behaviour

The safety of all the students is paramount. If a student's behaviour endangers the safety of others, the member of staff stops the activity immediately and deals with the situation appropriately.

If a student displays unacceptable behaviour the following steps are applied:

1. Ask the student why they feel that intervention has taken place (if the student is able to identify the reason then proceed to the next point, if not provide the reason)
2. Relate, with the student, to the conduct and values
3. Ask the student the effect that their behaviour may or has had on others
4. Ask the student and discuss the appropriate behaviour that should have taken place or needs to take place in the future

If, following the above, the member of staff feels that the incident needs no further action then the incident is brought to a close. If further action is required the following must be followed:

- In each classroom a star system is operated. All of the students' names in the class are placed on the "Class Stars" star at the beginning of each academic year. If, after following the steps 1-4, it is considered that a further sanction is required, for the inappropriate behaviour, the student's name is removed from the star. This is explained to the student at the end of steps 1-4. At the end of the day the student's name is replaced on the star, the student is reminded that the inappropriate behaviour should not happen again and the parent is informed.
- If a student's inappropriate behaviour is persistent and/or severe, and all of the steps above have been followed, the student will then be taken to the Pre-Prep Coordinator and their behaviour will be discussed further. Parents will be informed of the action taken.
- If a student's inappropriate behaviour continues to persist after being taken to the Pre-Prep Coordinator, the Pre-Prep Coordinator will consult with the Head of Pre-Prep & Prep, Deputy Head Pastoral and the Headmistress and a request will be made for a formal meeting to take place with the student's parents.

CPOMS is used to record the incidents and conversations with parents. Entries are read by the Head of Pre-Prep and senior pastoral staff and discussed when necessary.

The Department endorses the School's anti-bullying code and if it is discovered that an act of bullying or intimidation has occurred staff will act immediately.

The School **does not use or threaten to use** corporal punishment of any kind and does not use or threaten any punishment which could adversely affect a child's well-being.

A person will not be taken to have used corporal punishment where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. A record must be kept of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

## Appendix 9 - Use of reasonable force

DfE guidance is available <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### The use of force or physical restraint

All instances should be recorded on CPOMS using the Restraint tag.

Physical restraint: All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, Staff who are authorised by the Headmistress to have control or charge of students, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a student from doing, or continuing to do any of the following:

- committing a criminal offence or
- injuring themselves or others or
- causing damage to property, including their own or
- engaging 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

Application of code of restraint: This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or charge of the student elsewhere, for example on a field trip or other authorised out of School activity. It only applies where no other form of control is available and where it is necessary to intervene.

The School acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Before intervening: physically you should, wherever practicable, tell the student to stop and what will happen if they do not. You should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a student in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

Inform senior staff: You should inform the Deputy Head Pastoral / Headmistress immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the student. The parents, guardians or carers of the student should be informed about serious incidents involving the use of force on the same day. In the EYFS setting, the parents, guardians or carers will be informed about any use of force on the same day or as soon as reasonably practicable. The Deputy Head / Headmistress will advise as to when parents should be contacted.

Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a student is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:

- any use of force should be proportionate to the behaviour of the student involved and the seriousness of the harm prevented
- physical force could not be justified to prevent a student from committing a trivial misdemeanour
- any force should always be the minimum needed to achieve the desired result

- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the student

### **Physical contact in other circumstances**

When physical contact may be appropriate: Physical contact with a student 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. Any physical contact should be in response to the student's needs, of limited duration and appropriate to the student's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

### **Guidance on using physical contact**

You should observe the following guidelines (where applicable):

- Explain the intended action to the student
- Do not proceed with the action if the student appears to be apprehensive or reluctant, or if you have other concerns about the student's likely reaction
- Ensure that the door is open and if you are in any doubt, ask a colleague or another student to be present during the demonstration
- Consider alternatives if it appears likely that the student might misinterpret the contact
- Report concerns: If you are at all concerned about any instance of physical contact, inform a senior colleague or the Deputy Head without delay, and make a written record in the incident book and on the student's file if necessary

### **Offering comfort to distressed students:**

Touching may be appropriate where a student is in distress and needs comforting. You should use your own professional judgement when you feel a student needs this kind of support and should be aware of any special circumstances relating to the student. 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, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.

## Appendix 10 – Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a 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 DfE in "Searching, Screening and Confiscation" (January 2018).

### 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 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 that are identified as being items which may be searched for.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Students 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). The Head Teacher and authorised staff may search for such items.

### Searching

#### Searching with consent

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. Written consent will not usually be required.

The consent of the student must be obtained for searches for items that are not prohibited items as listed in section 1 above. The consent of the student must be sought even if she is not at the School at the time. 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, or to search a locker.

If the student refuses to provide consent disciplinary action may be taken in accordance with the School's Rewards, Behaviour and Sanctions Policy.

#### Searching for prohibited items – searching without consent

Where the Headmistress or an authorised member of staff have reasonable grounds to suspect that a student may have a prohibited item, consent is not required, and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in point 4 of the list of prohibited items).

Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit 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 and / or
- a search of School property (e.g. students' lockers or desks) and / or
- 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, the searcher and the second 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 Headmistress, or staff authorised by the Headmistress, 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.

### **Searching electronic devices**

An electronic device such as a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. For mobile phones, please refer to the Mobile Phone Policy. If there is good reason to suspect that the device has been, or could be used to commit an offence, cause personal injury or damage to property or 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.

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.

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. If the material on the device is of a pornographic image of a child or an extreme pornographic image it should not be deleted prior to giving the device to the police. In those cases, staff will follow the guidance in "Sharing Nudes and semi-nudes: advice for education settings working with children and young people".

### **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.

### **Disposal of confiscated items**

1. **Alcohol:** alcohol which has been confiscated will be destroyed.
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 Headmistress 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 considered, and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the student.
3. **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as though it is illegal and disposed of as above.
4. **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmistress 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.
5. **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
6. **Fireworks:** fireworks will not be returned to the student. They will be disposed of safely at the discretion of the Headmistress or other authorised member of staff which may include donation to an appropriate charity.
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 student has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Children's Social Care.

8. Other pornographic images will also be discussed with the 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.
9. **Articles used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmistress or authorised member of staff, taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
10. **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
11. **An item banned under School rules:** such items may, at the discretion of the Headmistress or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headmistress considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a student persists in using a mobile phone in breach of School rules, the phone will be confiscated and must be collected by a parent.
12. **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the student 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. Smart watches are not allowed in School or External examinations.

### **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. In appropriate cases the School will inform parents on how the School will dispose of certain items.

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

Complaints about searching or confiscation will be dealt with through the School's Complaints Policy. A copy of the policy is posted on the School website and hard copies are available on request.

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.