Behaviour, Discipline and Exclusions Policy

Leehurst Swan School

Approved by:	Headteacher	**Date:** 25/06/25

Last reviewed on:	25/06/2025
Next review due by:	25/06/2026

Introduction

1.1 This policy applies to the whole school, including EYFS, and is available on the school website for parents to access. Its purpose is to promote a positive learning environment, encourage good behaviour, and provide clear expectations for promoting positive behaviour and the consequences of adverse behaviour. The policy is grounded in promoting respect, safety, and responsibility.

1.2 The policy emphasises the importance of consistent application by all staff members, ensuring that positive behaviour strategies and sanctions are applied uniformly across the school. Staff members are expected to record all behavioural incidents, whether positive or negative, consistently using the CPOMS system.

1.3 This policy is compliant with all relevant legislation, including the Department for Education's (DfE) guidance on behaviour in schools, Keeping Children Safe in Education (KCSIE 2024), and the Equality Act 2010.

Aims and Expectations

2.1 Leehurst Swan School has a zero-tolerance attitude to any form of behaviour which seeks to harm, intimidate, or coerce, and aims to foster an environment where every member of the school community feels valued, safe, and respected. This policy sets out the standards of behaviour expected of all pupils and the strategies in place to promote positive behaviour and deal with misconduct.

2.2 Corporal punishment is illegal. No member of staff may administer corporal punishment of any kind or threaten to do so. School staff will apply sanctions fairly, reasonably, proportionately and, where appropriate, after proper investigation. School sanctions will not involve unlawful or degrading activity.

2.3 Consistency across all teaching and non-teaching staff is paramount and reinforced through training and mentoring for all staff. All staff members are responsible for applying the Behaviour, Discipline, and Exclusions Policy fairly and consistently, while recognising the individual needs of pupils in accordance with the Equality Act 2010 and the school's Equal Opportunities Policy, regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

2.4 CPOMS will be the central platform used by all staff to log both positive behaviour achievements and disciplinary incidents (including merits, demerits and sanctions). This ensures accurate tracking of each pupil's behaviour, and the behaviour of groups of pupils, allowing for a more holistic understanding of patterns and trends and timely interventions where necessary.

2.5 Leehurst Swan promotes inclusivity, ensures all pupils have an equal opportunity to succeed, and makes reasonable adjustments for pupils with additional needs, including special educational needs and/or disability (SEND). For pupils with SEND, consideration will be given to whether their behaviour is connected to their SEND, and this will be considered at all times when implementing this Policy including when imposing discipline and sanctions. The school recognises that not every incident of misbehaviour will be connected to a pupil's SEND and that the school must manage behaviour effectively in all circumstances.

Principles

3.1 At Leehurst Swan School, all pupils are expected to maintain high standards of behaviour as a matter of course. This reflects their consideration for others, their age-appropriate self-control, and their pride in themselves.

3.2 The values underpinning our behaviour policy are to:

- Be Kind

- Be Safe
- Be Ready

3.3 The school will:
• Communicate expectations for acceptable behaviour and use our best endeavours to support children in learning to self-regulate;
• Ensure that every pupil is able to gain maximum benefit from all aspects of the education provided and that their learning is not affected by the inappropriate behaviour of others;
• Through partnership with parents, create a supportive and disciplined environment;
• Ensure consistency in practice whilst being mindful of individual needs and circumstances so far as reasonably possible and required by law.

3.4 The school believes in an empathetic approach with boundaries. This firm but kind approach to behaviour in school will enable pupils to have the opportunity to reflect on their behaviours and learn from experience.

3.5 The school prides itself on being a relatively small, friendly school in which pupils not only work hard but also learn to work together as members of a well-ordered and caring community. Common sense ensuring safety, kindness and respect for each other should therefore be the guiding principles of our daily conduct. The school aims to sustain an ethos which promotes:
• effective learning for all pupils;
• mutual respect between pupils and between staff and pupils;
• the development of pupils' self-esteem.

3.6 We believe that children develop best in a structured environment in which everyone, adults and children, knows what is expected of them. Children must be free to develop their play and learning in a relaxed atmosphere but with clear parameters of acceptable behaviour. They should not be in fear of being hurt mentally or physically and should be able to develop self-discipline and self-esteem through mutual respect and tolerance. To achieve this, the following guidelines apply:
• We are committed to reinforcing good behaviour rather than simply sanctioning poor behaviour.
• Pupils should always be praised for showing kindness to others and for being helpful.
• Pupils should have the security of knowing what to expect and what is expected of them.
• Expectations of behaviour should be applied consistently.
• All adults should be positive role models for the pupils, consistently demonstrating courtesy, care and friendliness.

PRACTICAL ILLUSTRATIONS – A "CODE OF CONDUCT"

4.1 **General Conduct around the school**

Courtesy should be shown to all members of the school community and pupils are expected to:

• Listen to one another and other adults, raise their hand if they wish to ask a question, hold the door open for members of staff, visitors and pupils.

• All staff, including non-teaching staff, should be addressed by their title and surname.

• Pupils are expected to always display good manners, including using 'please' and 'thank you'.

• Respect for property, including school property, is essential if people are to work harmoniously together. Pupils who commit any form of theft, inside or outside the school, endanger their places at the school.

• Causing intentional damage to, or the defacement of, any school materials, teaching aids or any facilities is forbidden. Sanctions and/or remedial charges may be applied to those responsible.

• Swearing and the use of inappropriate language for example racism or misogynist language in school is not tolerated, nor is inappropriate physical contact.

• No pupil should discriminate against any member of the school community on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

• Pupils should wait for lessons in an orderly manner, leaving room for the safe and easy passage of others along corridors. Noise levels around the school should not cause interference with anyone else's work. Pupils should not enter the classroom until the teacher is present.

• Pupils are expected to always walk in an orderly fashion and quietly when going to and from classrooms to avoid unnecessary disruption to others who are working, keeping to the left-hand side of corridors and stairs.

• If a pupil wishes to enter a room occupied by another class, he or she should knock and wait for a reply before entering.

• Any pupil leaving the school site or arriving during the school day must report to Reception. Signing in or out at Reception is a requirement of the school's fire safety regulations. Any pupil leaving the school site during the school day requires an advance parental communication and the pupil must be collected from the main office at the agreed time.

• Some items are prohibited in school. These include nuts, matches or lighters, cigarettes, cigarette papers and tobacco, vapes, vaping kits and/or e-liquids, chewing gum, aerosols, glass bottles, illegal drugs, alcohol, stolen items, knives and weapons, pornographic or offensive images, fireworks and items that a member of staff reasonably suspects have been used (or are likely to be used) to commit an offence or cause personal injury or damage to property of any person including the pupil.

• The use of the infant or junior climbing apparatus is restricted to break and lunchtimes and only when appropriately supervised by a member of staff.

• During breaks, pupils must remain within the areas which have been designated 'in bounds'.

• Changing for games and other activities should take place only in the designated changing rooms.

4.2 **Punctuality**
Pupils are expected to arrive in their classroom not less than five minutes before registration at 8:30am, to allow them time to hand in homework and organise all books and equipment necessary for the first lesson of the day. As a courtesy to one another and to their teacher, as well as for their own effective learning, pupils should be punctual for all lessons. Pupils who arrive late (more than 5 minutes) without a valid reason will receive a demerit. Repeated lateness to a lesson may result in a major demerit.

4.3 **Conduct in the classroom**
• If a pupil wishes to ask a question or contribute to the lesson, they should put up their hand and wait to be acknowledged by the teacher.
• Unless pupils are working within a group situation and discussion is necessary and worthwhile, pupils should minimise talk during the lesson as this causes disruption to others.
• Pupils should not move around the classroom, unless this forms part of the lesson, as this interferes with the concentration of others and the progress of the lesson.
• Aisles in classrooms should be clear of coats and bags (both school bags and PE kit), and laptop cables, as this is a safety risk.
• Pupils should not eat or drink in classrooms unless it is a wet break. However, bottles of water are permitted in class at the teacher's discretion (bearing in mind health and safety requirements near equipment). Litter must be disposed of appropriately.
• Classes should acknowledge visitors appropriately and politely. Pupils should stand quietly when the Headteacher or a member of staff enters the room accompanied by visitors.
• On no account, should any pupil leave a classroom without the teacher's permission. Permission to leave the room should be at the discretion of the teacher. It is the responsibility of the teacher to decide when the lesson is over and to dismiss the class.
• In the event of a pupil's behaviour persistently disrupting the learning of others, the teacher should award a demerit in the Middle and Upper Schools, and, as a last resort, remove the pupil from the classroom. In this case, the pupil should be taken or sent directly to the appropriate member of the Lower, Middle and Upper Leadership Team and the matter followed up later.

4.41 **Conduct Beyond the School Gates**
This code of behaviour continues to apply when pupils are off-site where the behaviour is likely to bring the school (or employees and pupils) into disrepute, cause harm to another pupil or member of the public or have a negative impact on the orderly running of the school. This includes behaviour where a pupil is in school uniform or otherwise identifiable as a pupil of the school and on an

educational trip, attending a sports fixture or travelling to and from school. Additional rules for a specific outing will be made clear to pupils before leaving.

• The school will deal with bad behaviour and bullying which occurs off the school premises applying this Policy as appropriate.

- Teachers reserve the right to remove or exclude children from out of school trips and excursions where reasonable if the behaviour of an individual is consistently unacceptable and they pose a risk to themselves or others [or to the orderly running of the trip].

• Parents are responsible for their children's conduct off-site and should inform the school of any issues that may arise. The school will deal with inappropriate off-site use of the internet, mobile or communication devices and social media when it impacts the life of the school in line with our Acceptable Use Policy.

4.5 **School Uniform**

Pupils must always bear in mind that to wear school uniform is, in a real sense, to represent the school. Pupils must attend school in full uniform, unless given permission to do otherwise. Uniform should always be purchased from the school-approved stockist. Full details of uniform expectations may be found on the school website.

Roles and Responsibilities of Staff Members

5.1 **Headteacher:** The Headteacher may impose fixed-term exclusions on individual pupils for serious acts of misbehaviour. The Headteacher must notify the Chair of Governors of any fixed-term exclusion. For repeated or very serious misbehaviour, the Headteacher may permanently exclude a pupil. A permanent exclusion will only take place after consultation with the Board of Governors.

5.2 **Lower, Middle and Upper Leadership Team and SLT:** The Heads of Phase and SLT support staff in implementing this Policy and ensure that all incidents logged on CPOMS are acted upon appropriately. They regularly review behavioural trends across the school and ensure that the response to negative behaviour aligns with this Policy.

5.31 **Teachers and Support Staff:** All teaching and non-teaching staff are expected to lead by example, applying positive behaviour strategies consistently across all year

groups. They must also ensure that all behavioural incidents are logged in CPOMS and escalated to the appropriate level.

5.32 It is the responsibility of each teacher to ensure that the school rules are enforced inside and outside their classroom and that their class behaves responsibly during lesson time.

5.33 The role of each teacher is to treat each pupil fairly and enforce the school reward and sanction system consistently.

5.34 It is an expectation that teachers treat all pupils in their class with respect and understanding. If a pupil misbehaves in class, the teacher should deal with incidents in the normal manner. However, if the misbehaviour is persistent, the teacher should discuss the pupil's behaviour with the form tutor. The Form Tutor reports to parents about the progress and behaviour of each pupil in his or her class.

5.35 All members of staff are aware of government guidance on the use of reasonable force in schools: 'Use of Reasonable Force', July 2013. In line with that guidance, staff may use such force as is reasonable in the circumstances only to prevent a child from doing, or continuing to do, any of the following:

- Committing any offence;
- Causing personal injury to any person including themselves;
- Causing damage to the property of any person including themselves; and
- Prejudicing the maintenance of good order and discipline at the school.

5.4 **Form tutors:** Form tutors play a key role in overseeing their pupils' behaviour and well-being. They are responsible for monitoring the behaviour of their form group, using CPOMS reports to identify patterns of behaviour, and intervening when necessary to offer guidance or support. The form tutor has a responsibility to monitor the rewards and sanctions obtained by each pupil in his or her charge. If they are concerned about a pupil, then a discussion is held with the Deputy Head or Head of Phase about suitable means of helping the pupil. If the pupil does something commendable, the form tutor should implement a suitable reward and keep a record of it so that it can be reported to parents at the most suitable juncture. The form tutor is responsible for supervising the lunchtime detention after a pupil has received a major demerit or five demerits in Middle or Upper School, or in Lower School committed a Tier 2 offence.

5.5 **Parents and Carers:** The school seeks to work in partnership with parents and carers to support positive behaviour. Parents are encouraged to support this Policy, reinforcing expectations at home and maintaining open communication with the school as set out in the parent school contract.

5.6 **Governors:** The Governing Body has the responsibility of ensuring that:

- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;

- the policy is implemented effectively; and
- a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

The Governors will review the effectiveness of this Policy, support the Headteacher in its day-to-day implementation and may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rewards

Reward Systems by Age Group:

6.1 **Lower School (Reception to Year 4):**

- **Verbal Praise:** Dojo points for kindness, manners, and achievement.
- **Dojos:** Dojo points awarded for effort, behaviour, and academic achievements linked to the school's core values: Be Kind, Be Safe, Be Ready. Dojo points are recorded on SchoolBase. Pupils who achieve 100+ Dojos will receive a Headmaster's Commendation.
- **Super Shop**: Dojo points converted to 'tokens' for the super shop, where tokens can be exchanged for gifts at the end of each term.
- **Star of the Week:** Weekly recognition for contributions to class and positive behaviour. The selected pupils will be mentioned in the school bulletin.
- **Postcard Home:** Special recognition for outstanding behaviour and academic effort from tutors/teachers.
- **Golden Time:** Pupils earn 'Golden Time' for good behaviour and effort, where they participate in free-choice activities.
- **Class Treats:** Collective rewards for pooled dojo points, such as extra playtime or Dojo party.

6.2 **Middle School (Years 5-8):**

- **Dojos:** Dojo points awarded for effort, behaviour, and academic achievements. Dojo points are recorded on SchoolBase.
- **Super Shop**: Dojo points converted to 'tokens' for the super shop, where tokens can be exchanged for gifts at the end of each term.
- **Star of the Week:** Weekly recognition for contributions to class and positive behaviour.
- **Postcard Home:** Special recognition for outstanding behaviour and academic effort from tutors/teachers.
- **Headteacher's Commendation:** Special recognition for outstanding behaviour and academic effort.
- **Reward Event:** for good behaviour and effort.

6.3 **Upper School (Years 9-11):**

- **Merits:** Awarded for effort, behaviour, and academic achievements. Form tutors monitor merits logged on SchoolBase as positive behaviour. Reward for effort, academic achievement, progress or consistent positive behaviour.
- **Star of the Week:** Weekly recognition for progress and positive behaviour.
- **Postcard Home:** Special recognition for outstanding behaviour and academic effort from tutors/teachers.
- **Headteacher's Commendation:** Recognising exceptional effort or behaviour, with communication to parents.
- **Reward Event:** for good behaviour and effort.

Positive Behaviour Management Strategies

7.1 **Managing Low-Level Disruption:**

- Recognise the needs of each individual e.g. SEND and reference any EHCP and Behavioural Support Plans if available.
- Check pupil can understand/access task. Remind of expectations.
- Have quiet 1:1 conversation reminding about how to behave and reminding them of how well they can/have behaved previously.
- Change seating.
- Set targets for work in short timeframe.
- Provide opportunities to re-set/de-escalate.
- Talk with pupil at end of lesson to reframe next lesson.
- Warning – name on the board.
- Demerit (D by name) for continued disruption.
- Lower Phase children to be given green and red choices. Children to understand the consequences associated with each choice, in line with the behaviour policy Tier system *(see Sanctions, 10.1).*
- Provide 1:1 support to complete work in an alternative area (Deputy Head's Office or Pastoral Base (Room 34)).

7.2 **Proactive Classroom Management:**

- Build strong relationships and respectfully support pupils in positive behaviour.
- Positive welcoming approach towards all pupils: meeting, greeting, resetting expectations at start of lesson.
- Make learning expectations clear.
- Prompt, warm praise for positive behaviour.
- Speak calmly and clearly to de-escalate challenging situations.
- Pre-emptively address potential behavioural issues rather than relying on punishment.
- Provide opportunities for pupils to correct their behaviour without embarrassment.

- Keep pupils in during breaks to discuss unacceptable behaviour.

Homework

8.1 Middle School: If a pupil in the Middle School does not complete homework by the deadline set, they will be encouraged to bring it in the following day. If it remains incomplete, then the pupil is expected to complete the work with the subject teacher during break time. If the pupil is unable to complete the homework, then we expect parents to get in touch with the relevant member of staff to give a reason for this and they may be excused from completing it. If the pupil fails to complete homework regularly or frequently hands it in late, then the member of staff should inform the parent via email to discuss a way forward. The Head of Phase will intervene if there are concerns in several subject areas.

8.2 Upper School: If a Upper School pupil does not bring in their homework, they are given a demerit but given until the next day to provide the homework to the subject teacher. If the homework is not handed in on the following day, the pupil will be kept in by the subject teacher that set the task during their lunch break to complete the set task. The Head of Phase will intervene if there are concerns in several subject areas.

9.1 **Academic Referrals**

Where a pupil's academic work is unsatisfactory e.g. poor effort, lack of homework or missed deadlines, this should be addressed initially by the subject teacher. If the subject teacher remains concerned about a pupil's academic performance after he or she has tried to address it, an academic referral should be made to the Head of Phase, Deputy Head and SENCO who will speak with the child to provide support and strategies for improvement where necessary.

Sanctions

10.1 **Three-Tier System of Offences and sanction by age group**

Whilst the list of misdemeanours below is extensive, it cannot cover every eventuality. Staff have a discretion regarding their categorisation of behaviour not listed below, subject to the oversight of the Phase Leaders and SLT.

.	**Lower**	**Middle**	**Upper**
Tier 1 – Breaking school rules: - Not being kind - Unsafe behaviour - Not being ready Including but not limited to: • Late to lesson without good reason; • Failure to bring correct equipment; • Talking out of turn; • Not completing homework; • Low-level disrespectful behaviour; • Not going outside as required at break; • Pushing in a queue; • Teasing / name calling (one-off); • Throwing food; • Chewing gum; • Hiding another person's property; • Swearing; • Uniform infringement; • Incomplete homework • Rudeness	Verbal warnings, preventative 1:1 time to support individual to re-regulate, followed by, if required, a verbal apology to an appropriate member of staff. All Tier 1 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	Verbal warnings, Demerit if behaviour continues after the verbal warning, followed by verbal and/or written apologies to an appropriate member of staff. All Tier 1 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	Verbal warning, Demerit if behaviour continues after the verbal warning, loss of breaktime if behaviour persists after the demerit is issued. All Tier 1 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.
Tier 2 – Repeated pattern of Tier 1 behaviours or 5 demerits; • Repeated defiance; • Disrespect towards staff; • Repeated non-compliance/rudeness; • One-off bullying (*refer to bullying flowchart, Appendix 1*);	Discussion with parents, visit to Head of Lower or Head/ Deputy Head. Persistent issues lead to lunch time or	Discussion with parents, visit to Head of Middle School or Head/ Deputy Head. Major demerit and log	Parents informed; parent-teacher meeting if appropriate; Lunchtime detention (1 Major Demerit), After-school

• Persistent disruptive behaviour; • Rough behaviour; • Entry to areas out of bounds; • Inappropriate sexualised language; • Failing to hand in phone; • Over familiarity with staff.	internal fixed-term exclusions. All Tier 2 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	action(s) on CPOMs. Persistent issues lead to lunch time or internal fixed-term exclusions. All Tier 2 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	Detention (2 Major Demerits), Friday night detention (3 Major demerits) All Tier 2 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.
Tier 3 – Repeated pattern of Tier 2 behaviours • Repeated or serious bullying (r*efer to bullying flowchart).* • Unsafe or inappropriate physical interaction; • Physical aggression; • Threatening behaviour; • Bringing prohibited items to school; • Being under influence of alcohol or drugs; • Leaving site without authorisation; • Damage to or theft of property; • Strong, repeated sexualised language or behaviour; • Racist, homophobic or sexist abuse; • Striking another pupil; • Exhibiting serious disrespect to another person; • Cyber-bullying, prejudice based and discriminatory bullying; • Making inappropriate images without consent; • Deliberately violating the online safety agreement; • Bringing school into disrepute; • Gross insubordination.	Parent meeting with Head of Phase and Head/Deputy Head fixed-term internal or external exclusion, or permanent exclusion. All Tier 3 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	Parent meeting with Head of Phase and Head/Deputy Head, fixed-term internal or external exclusion, or permanent exclusion. All Tier 3 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.	Parent meeting with Head of Phase and Head/Deputy Head, fixed-term internal or external exclusion, or permanent exclusion. All Tier 3 offences and linked actions must be consistently and efficiently logged on CPOMs by the member of staff dealing with the offence.

10.2 **Demerits**

- A pupil's demerit tally is zeroed at the start of each term, but a record is kept of major demerits on the CPOMS system.

10.3 **On report**

- Any pupil whose work, attitude, organisation or behaviour has been consistently unsatisfactory may be placed "on report" to support them to break that cycle of behaviour. Being "on report" involves the pupil carrying a Report Form to each class, giving it to the teacher at the beginning of a lesson, and having it signed by the teacher at the end of the lesson. The pupil will take the completed Report Form home at the end of each day for their parents to sign, and they will then return it to school the next day for checking by the form tutor. The Head of Phase will review the Report Form at the end of the reporting period.

10.4 **Exclusions**

- For all Tier 3 sanctions a plan will be developed to help the pupil to change their behaviour, which may entail providing one-to-one supervision of the pupil throughout the day. However, the Headteacher reserves the right to impose a **Fixed Term or Permanent Exclusion.** More information about exclusions is included in Section 15 of this policy.

Use of CPOMS for Behaviour Tracking

11.1 CPOMS is used to record all behavioural incidents and interventions consistently across the school. This includes logging merits, commendations, and positive behaviour, as well as disciplinary actions like warnings, demerits, and detentions.

11.2 All staff are required to log significant behavioural incidents on CPOMS within 24 hours, ensuring a consistent record is maintained. Parents are notified of any serious issues logged in the system.

11.3 Details of specific serious incidents are kept separately by the Headteacher and in an individual pupil's file.

Search, Confiscation, and Use of Reasonable Force

12.1 **Right to Search:**
In line with Section 550ZA of the Education Act 1996 and the DfE's guidance, currently: *Searching, Screening and Confiscation: Advice for schools (July 2022)* ("DfE Guidance")., the school reserves the right to make lawful searches of pupils and their possessions for prohibited items (see 4.1 above)

12.2 **Searches with Consent:**
The Headteacher and staff authorised by the Headteacher can search any pupil with their consent (which does not need to be in writing) for any item. The pupil should be told the reason for the search and how it will be conducted.

12.3 **Searches without Consent:**

12.31 The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions on school premises (or elsewhere if the staff member has lawful control of the pupil), without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item. School staff may wish to consider utilising CCTV footage to make a decision as to whether to conduct a search for an item.

12.32 School staff can seize any prohibited item found as a result of a search. They can also seize any item that poses a risk to staff or pupils or is evidence in relation to an offence.

12.33 In accordance with Article 8 of the European Convention on Human Rights (ECHR) pupils have a right to respect for their private life. In the context of these powers, this means that pupils have a right to expect a reasonable level of personal privacy.

12.34 If a member of SLT suspects a pupil has a prohibited item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply the appropriate punishment as set out above. If a pupil refuses to cooperate in such a search, an appropriate disciplinary penalty will be applied.

12.35 The member of staff undertaking the search must be the same sex as the pupil being searched and must carry out the search in the presence of another member of staff who must, where reasonably practicable, be the same sex as the pupil being searched. There is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex and/or without a witness present if the staff member reasonably believes that there is a risk of serious harm

to any person (including the pupil being searched) if the search is not conducted as a matter of urgency and, in the time available, it is not reasonably practicable to summon another member of staff or a member of staff of the same sex as the pupil. Where a member of staff conducts search without a witness, they should report this immediately to another member of staff to ensure a record is kept.

12.36 The person conducting a search of a pupil may not require the pupil to remove clothing other than outer clothing and the search may include pockets. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats; shoes; boots; gloves and scarves.

12.37 An authorised staff member may search a pupil's possessions but only in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

12.38 Staff may examine any data or files on an electronic device that they have confiscated as a result of a search if they reasonably suspect that the data or the file on the device has been, or could be used to cause harm, undermine the safe environment of the school and disrupt teaching or be used to commit an offence.

12.39 Where a member of staff has reason to believe that a device might contain an indecent image of a child, the member of staff should confiscate the device and refer to the school's DSL who can advise on a response.

Never:

- Intentionally view the image.
- Send, share, print, store, copy or save the image anywhere
- Allow children to do any of the above.

Staff who have viewed any indecent images should self-report.

13.0 **Confiscation of Items:**

13.1 An authorised staff member carrying out a search may confiscate any item they have reasonable grounds to suspect poses a risk to staff or pupils, is a prohibited item or may be evidence in relation to an offence.

When determining what to do with confiscated items, staff should refer to and follow DfE Guidance, paragraphs 57 to 81.

14.1 **Use of Reasonable Force:**

School staff may use reasonable force to control or restrain pupils to prevent them from committing an offence, injuring themselves or others, damaging property or causing disorder in school. Any force used must be reasonable and proportionate to the circumstances and seriousness of the behaviour and must consider any disability, certain health conditions or SEN that the pupil may have.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment.

Serious incidents involving the use of force will be reported to parents and recorded on CPOMS.

Exclusions

15.1 **Internal Exclusion:**
Pupils may be placed in internal exclusion for persistent Tier 2 offences and Tier 3 offences, where they will complete work in a supervised environment away from peers. Internal exclusion is used: to maintain the safety of pupils and to restore stability an unreasonably high level of disruption; to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and to allow the pupil to regain calm in a safe space.

15.2 **Fixed-Term Exclusion:**
Fixed-term exclusions involve the temporary removal of the pupil from the school and are given for Tier 3 offences;

15.3 **Permanent Exclusion:**
Permanent exclusion means that a pupil is no longer allowed to attend the school and is a last resort for extreme or repeated misconduct characterised as falling into Tier 3.

15.4 Internal and external fixed-term and permanent exclusions can be imposed only by the Headteacher. Before they are imposed, the school will carry out an investigation into an allegation of unacceptable behaviour falling within Tiers 2 and 3. The investigation will be carried out by the Headteacher or a staff member instructed to investigate by the Headteacher. The pupil will be given an opportunity to respond to the allegation at the investigation stage and, where appropriate, be supported in doing so by an advocate such as a parent. A pupil may be subject to a fixed-term exclusion imposed as a neutral act during the investigation and only in exceptional circumstances, for example, if deemed necessary to ensure a fair process or to protect the parties involved.

15.5 In determining whether an allegation is substantiated, the investigator will decide on the balance of probabilities, meaning whether it is more likely than not that the alleged conduct took place. When considering the strength of witness evidence, the investigator should consider all relevant circumstances including the prior conduct of the witness, whether the witness has been honest in the past, the age and maturity of the witness and any attempts by the pupil or third parties to manipulate the witness.

15.6 If the investigator determines that a pupil's behaviour was unacceptable and amounts to a Tier 2 or 3 offence, the Headteacher may conclude (based on the severity or persistent nature of the behaviour) that exclusion is a suitable sanction.

15.7 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. A first exclusion would normally be internal for one or two days; subsequent exclusions would normally be external for several days up to a week but the imposition of exclusions are entirely in the discretion of the Headteacher who may exclude a pupil permanently including in response to a one-off offence if sufficiently serious. It is also possible for the Headteacher to convert an internal or fixed-term exclusion into a longer or permanent exclusion, if the circumstances warrant this.

15.8 Parents will be informed in writing as soon as reasonably practicable if an allegation is under investigation that could result in the fixed-term or permanent exclusion of a pupil.

15.9 If the Headteacher decides to impose a permanent exclusion following investigation, they must write to the parents, giving reasons for the exclusion, making clear to the parents that they can, if they wish, appeal against the decision as set out in section 16 below. If the parents withdraw a pupil from the school prior to a decision to exclude them, there will be no right of appeal.

15.10 The Headteacher must inform the Governing Body of any decision to exclude a pupil and must consult with the Chair of Governors before imposing a permanent exclusion.

Appeals Process

16.1 If the parents wish to appeal a permanent exclusion, they must do so in writing to the Chair of Governors within one week of the letter notifying the parents of the exclusion. The parents must set out the grounds for their appeal and the outcome that they seek. The right of appeal does not extend to internal or fixed term exclusions.

16.2 An appeal panel of three panel members of the Governing Body will be set up to consider any exclusion appeal on behalf of the Governors. Panel members must have had no prior involvement or knowledge of the circumstances that involved the decision to exclude the pupil.

16.3 The appeal panel will carry out a review of the Headteacher's decision to exclude a pupil. An appeal will not involve a full re-investigation or re-hearing of the matter. When carrying out the review, the appeal panel should apply the following tests which must be met to recommend a review or overturn the Headteacher's decision:

- **Illegality:** Did the Headteacher act outside the scope of their legal powers in taking the decision to exclude?
- **Irrationality:** Did the Headteacher rely on irrelevant points, fail to take account of all relevant points or make a decision so unreasonable that no Headteacher acting reasonably in such circumstances could have made it?
- **Procedural impropriety:** Was the process of exclusion and the Headteacher's consideration so unfair or flawed that justice was clearly not done?

16.4 An appeal meeting will usually be held within 3 normal working weeks of receipt of the letter requesting the appeal. The parents may bring a friend or relation to an appeal meeting provided they are not legally qualified. The Headteacher will not be a member of the panel but will be asked to attend to present the supporting facts and materials and to answer questions.

16.5 The appeal meeting will be chaired by one member of the appeal panel. It should be conducted in an informal, non-adversarial manner appropriate to the age, understanding and maturity of the pupil involved, considering any additional needs of the pupil. The chair of the meeting should ensure that all those present have the opportunity to ask questions and make appropriate comment.

16.6 Minutes should be taken of the meeting and can be provided to the parents after the meeting if they request a copy. Electronic recordings are not permitted.

16.7 The appeal meeting will be adjourned for the appeal panel to consider their decision. The appeal panel may decide to:

- Uphold the decision of the Head
- Recommend the decision of the Head is reviewed and may recommend an alternative sanction
- Overturn the Head's decision and reinstate the pupil

16.8 The appeal panel will usually write to the parents informing them of the decision and the reasons for it within 1 week of the appeal meeting, although additional time may be required if it is necessary to carry out further investigations following the meeting. The decision of the panel will be final.

Monitoring

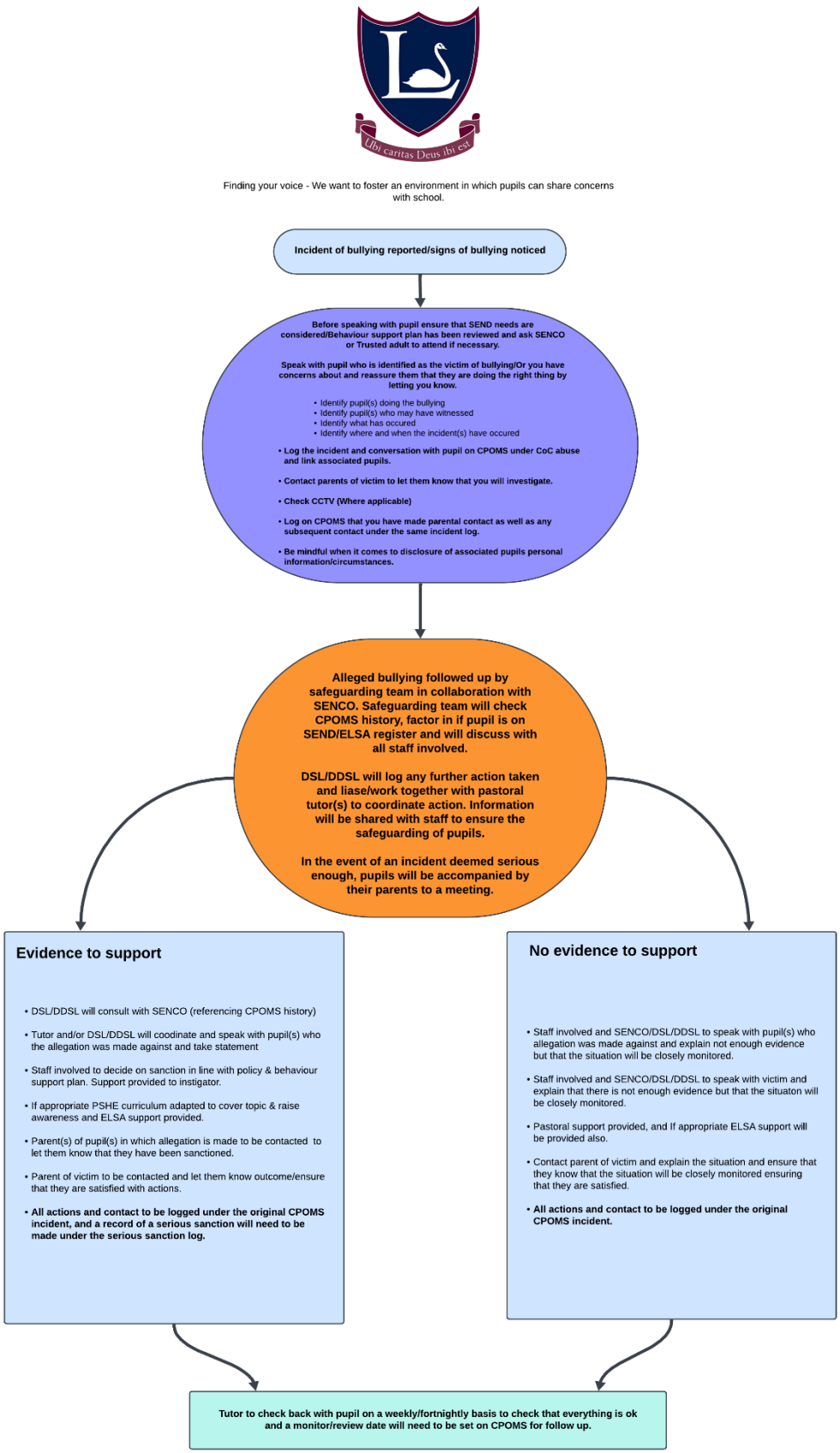
17.1 The Headteacher monitors the effectiveness of this Policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

17.2 The school keeps a record of serious incidents of misbehaviour. A sanctions record is kept on CPOMs on which all sanctions and the reasons for them are recorded. Details of specific serious incidents are kept separately by the Headteacher and in an individual pupil's file.

17.3 It is the responsibility of the Governing Body, including the Safeguarding Governor, to monitor the rate of suspensions and exclusions, and to ensure that this Policy is administered fairly and consistently.

Review

18.1 This policy is reviewed on a regular basis but is also updated whenever a new initiative is introduced to manage pupil behaviour of any kind.

18.2 The Governing Body reviews this policy every two years. The Governors may review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix 1: Bullying flowchart.