

Bloxham School



9a

Promoting Positive Behaviour

ISI	Part 3. Welfare, Health and Safety of Pupils	
NMS (if applicable)	12	
Policy Owner (SLT)	MGP	
Governor Responsible	N/A	
Next Gov Annual Review Date	N/A	
Policy Last Updated	04.08.22	MGP
On the Website	Yes	

Please read in conjunction with:

- Staff Code of Conduct
- Safeguarding Policy
- School Regulations
- SEN Policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Sex and Relationships Education Policy
- Drugs Policy
- Alcohol Policy
- Smoking Policy
- Search Policy

INTRODUCTION

Bloxham aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to treat all members of the school community with dignity, kindness and respect, and uphold the ethos of the school. The school aims to create a safe environment and believes that promoting the emotional well-being of all of our students is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. The school develops qualities of team-work and leadership through its extensive programme of extra-curricular activities.

Bloxham is an inclusive community. We welcome students from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

Bloxham's community of governors, staff, parents and students adhere to an established routine and code of conduct, rather than to lists of rules. Bloxham sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation and all staff have a role in maintaining consistent behaviour expectations. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Bloxham School is a community built upon mutual respect and care of one another, where we try to avoid all forms of inappropriate behaviour. This is the atmosphere in which young people can best develop their academic, social, moral and physical abilities.

- We believe that members of the school community should be respected.
- We aim to create an environment in which all people can do their best.
- We believe that all members of the school community should be valued.
- We aim to create an environment in which all people feel safe.
- We believe that our individual characters should be celebrated.
- We should treat other people with respect, dignity, honesty, fairness and courtesy.
- We should seek to be supportive, generous of spirit and encouraging to others.
- We believe that challenging situations are most likely to find constructive resolution when approached in a spirit of openness, humour and readiness to listen to others.
- Adult members of the school community act as role models for young members. They are expected to uphold the school rules and policies.

We seek to eliminate from our community:

- Physical or verbal aggression aimed at any member of the community.
- Rudeness and disrespect
- Any bullying behaviour
- Mockery or deliberate belittling of others
- An abuse of power within any relationship

Everyone has a right to feel secure and to be treated with respect at Bloxham, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is on our website in the parents' area and on the Parent Portal. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, pregnancy or maternity, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disability.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects students to behave at all times in a manner that reflects the best interests of the whole community, respecting the right of all to learn.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place for their child at Bloxham undertake to uphold the school's policies and regulations, including this policy when they accept a place and thereby accept the Terms and Conditions of Bloxham School. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. Teachers, parents and guardians are expected to uphold this policy in their own behaviour.

The school is always happy to consider suggestions from parents and hopes that parents find the school responsive and open-minded.

UNEXPLAINED ABSENCES

The school will always telephone a day student's home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident.

INVOLVEMENT OF STUDENTS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in various formats including the House, Year Group and School Councils which meets regularly.

SCHOOL RULES AND REGULATIONS

The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our academic and House reward systems. Sanctions help us to set boundaries and to manage challenging behaviour and our outlined in this policy. Copies of the regulations are set out in the Parent Portal and may change from time to time. Parents and guardians accepting a place at Bloxham School, undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

SCHOOL REWARDS

Bloxham School encourages the establishment of good teacher/ student relationships and supports the school's ethos through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Positive reinforcement of good behaviour is a key element of our policy. Our system of rewards includes:

- Verbal praise and written praise for good work;
- Stars and Headmaster's Stars for both effort and achievement, which are celebrated in Houses and School Assemblies.
- Termly subject/year group prizes;
- House merit awards for sporting and non-academic achievements
- Regular reporting to parents

As well as the Academic Stars system, and the Headmaster's Stars system and the award of academic prizes at the end of term, and in addition to Sports colours prizes, each House has a House Rewards system. Each is presented in the House style of the particular House and the totalled points will lead to recognition and the award of House ties or scarves, and further awards as appropriate.

The following is one example of the House rewards system, outlining achievements, points awarded, and who is responsible for awarding the points. The full academic rewards system for use across the school is presented in the Academic Handbook.

Category	Achievement	Points
Academic	Good prep (1 star)	1
	Excellent prep (HM star)	2
	Good performance in test (better than previous mark)	1
	Good effort demonstrated in CG's	3
House	Commitment and participation to Raymond (tutor time, duties, Raymond families, socials)	3
	Helpful to staff (comments from staff to tutor/housemistress)	1-3
	Helpful in house (awarded by Matron)	1-3
Activities	Good performance in activity for term (tutors)	1-3
	Participation and performance in School play (Mrs Britten-Snell)	1-5
	Performing in a concert	2
	Represent house in sport (Mrs White)	1-5
Organisation	Take on organisation of a Raymond event (including House Dance and House Music Competition)	3-5

SCHOOL SANCTIONS

The Headmaster aims to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detentions, including occasionally on Saturdays, which may be on a Saturday evening;
- withdrawal of privileges;
- assistance with domestic tasks
- withdrawal from a lesson, school trip or team event;
- suspension for a specified period, removal or exclusion.
- confiscation of property that is being used inappropriately or without consideration, and this may include material that may assist in any investigation

The school's policy on discipline and exclusions is set out on the parental portal, and all parents and students should be aware of the more serious sanctions, including suspension and exclusion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations are included in the Sanctions table beneath.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing students with a disability at a disadvantage compared with students who are not disabled, as detailed in the Equality Act 2010. Consideration of the particular physical, emotional, educational or cultural background of those involved will be given due weight.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. He/she may impose a sanction such as the setting of additional work or the student may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head of Department and to the student's Tutor and House Master/Mistress, and may lead to an academic detention (set by the Head of Department) or a Saturday Detention (Set by the Deputy Head)

Minor indiscipline in class or other minor misdemeanours are reported to the student's Tutor and House Master/Mistress. More serious misdemeanours are reported to the student's Tutor and House Master/Mistress, and may lead to the withdrawal of privileges for a designated period, such as use of the Sixth Form Common Room or permission to leave the site in free time. A house gate may be set by the Housemaster/Mistress. Persistent lateness to lessons will be reported to the student's Tutor and House Master/Mistress, and may lead to a detention or similar punishment. Repeated lateness or repeated indiscipline in class will be reported to the student's Tutor and House Master/Mistress, and may lead to a detention or similar punishment. Persistently poor academic performance may result in the Tutor or House Master/Mistress requiring a student's teachers to make written comments on his/her performance at the end of every lesson that he/she attends.

Every disciplinary issue will have its own circumstances and therefore every issue must be dealt with on its own merits. The following list is a guide to expected responses, and is designed to offer consistency of approach, but it is not prescriptive.

The purpose of sanctions is to promote the welfare and well-being of both individuals and the entire school community. Bloxham School uses its sanctions policy as an opportunity for students to learn from their mistakes as well as being a means for safeguarding all students. We therefore have a variety of support systems for students in place. Academic sanctions may be accompanied by extra

tuition time, peer mentoring, tutor supervision, and attendance at academic “clinics”. Medical support and advice is given both by the Health Centre and School doctor in cases of smoking, drugs, alcohol or sexual misbehaviour. Pastoral support is supplied through attention of House staff, the Chaplain, Peer Listeners, the School Counsellor or specialist outside agencies as necessary. Equally, these services are available to any students who are disadvantaged by the misbehaviour of another student.

The purpose of these guidelines is to ensure that there is some uniformity of sanctions within the School and that all sanctions are responsibly administered and controlled. Anyone in authority must be accountable for the way that he or she administers that authority. At the same time, it is important that those in positions of responsibility should have sanctions at their disposal and that these sanctions should be accepted by the community at large and the parents of students at the school.

IN-HOUSE	
Offence	Sanction
Up late/to bed late	Early bed or breakfast report card
Misbehaviour in dorm/study room	Work in isolation in a supervised room or area
Unacceptable dress / appearance	Confiscation and detention for persistent offences
Untidiness in study/dayroom/litter etc.	Tidy area or extra duties and/or room tidy card
Late to tick in	Pastoral detention
Late to lesson	Academic detention
Failure to register	Pastoral detention
Failure to do duty	Extra duty and/or community service
Misuse of phone/other mobile device/laptop/stereo etc (including handing in fake or secondary devices)	Warning/supervised use of phone and/or confiscation If fake or secondary phone is handed in: 1 st offence: pastoral detention 2 nd offence: Saturday detention
Missing school meals	Meal card
Repeated inappropriate physical contact (PDA)	After warning House gate or Pastoral detention
Smoking (and association by being present)	Refer to Deputy Head – Pastoral
Alcohol	Refer to Deputy Head – Pastoral
Breaking School bounds	Refer to Deputy Head - Pastoral
Careless crossing of roads	Refer to the Deputy Head - Pastoral

Misuse of facilities e.g., TV/Games equipment	Ban from using facility/room
Possession of dangerous or illegal artefacts	Refer to Deputy Head – Pastoral
Misuse/inappropriate use of social media	Refer to Deputy Head - Pastoral
Vandalism	Refer to Deputy Head - Pastoral
Drugs related issues (legal & illegal drugs)	Refer to Deputy Head – Pastoral
Unpleasantness to others/bullying	Refer to Deputy Head – Pastoral
Fighting	Refer to Deputy Head – Pastoral
Theft	Refer to Deputy Head – Pastoral
SCHOOL	
Offence	Sanction
<p>Smoking (including vaping)</p> <p>Vaping is likely to trigger a drugs test and subsequently random drugs testing.</p>	<p>1st offence: Deputy Head detention, health education and a communication to parents</p> <p>2nd offence: Saturday detention and compulsory health education and a communication to parents</p> <p>3rd offence: suspension and a communication to parents</p> <p>Smoking in or near a building is a serious safety concern and is likely to mean that a first offence is punished at the level of a third offence immediately.</p> <p>Subsequent offence: probable exclusion</p>
Possession of dangerous or illegal artefacts	<p>1st offence: suspension or exclusion depending upon item and circumstances. A communication with parents</p> <p>Subsequent offence: probable exclusion</p>
Taking Drugs	<p>All drug possession and drug taking is viewed very seriously and may result in immediate exclusion; a suspension may be given in which case there will be a communication with parents, and random drugs testing for the rest of a student’s time at the school. Supplying drugs will probably result in immediate exclusion.</p> <p>2nd offence: Exclusion</p>
Alcohol (circumstances often vary and therefore the discipline responses may vary in response to individual circumstances)	<p>1st offence of drinking alcohol (non-spirits): Saturday detention or suspension and a communication with parents and alcohol dangers education.</p> <p>2nd offence (non-spirits) or supplying others: probably suspension or exclusion and alcohol dangers education</p>

	<p>3rd offence: exclusion</p> <p>1st offence of drinking or supplying alcohol (spirits): suspension and a communication with parents and alcohol dangers education</p> <p>2nd offence (spirits) probable exclusion</p>
<p>Unpleasantness to others/Bullying.</p> <p>This encompasses any hazing/initiation rights which will be regarded as serious bullying and will therefore probably trigger at least a suspension</p>	<p>In very significant and serious cases a student may be excluded for a first offence. Otherwise:</p> <p>1st offence: Saturday detention, a communication with parents and anti-bullying education</p> <p>2nd offence or 1st offence of serious bullying or persistent “low level” bullying: suspension, anti-bullying education and a communication to parents.</p> <p>Subsequent bullying: probable exclusion</p>
<p>Inappropriate use of/posting on Social Media</p>	<p>In very significant and serious cases a student may be excluded for a first offence. Otherwise:</p> <p>1st offence: Saturday detention, a communication with parents and anti-bullying education</p> <p>2nd offence or 1st offence if deemed to be malicious use: suspension, anti-bullying education and a communication to parents.</p> <p>Subsequent offence: probable exclusion</p>
<p>Cyberbullying</p>	<p>Sanctions are as above for unpleasantness to others/bullying and will also include confiscation of devices/access as appropriate</p>
<p>Rudeness to staff or other adults</p>	<p>In very significant and serious cases a student may be excluded for a first offence. Otherwise:</p> <p>1st offence: Mid-week or Saturday detention, and a communication with parents</p> <p>2nd offence : suspension, and a communication to parents.</p> <p>Subsequent offence: probable exclusion.</p> <p>Note that malicious accusations against staff has a separate tariff</p>
<p>Theft</p>	<p>1st offence: suspension and communication with parents</p> <p>Subsequent offence: probable exclusion</p>
<p>Fighting or Violent Conduct</p>	<p>In very significant and serious cases a student may be excluded for a first offence. Otherwise:</p> <p>1st offence: Saturday detention, a communication with parents and anti-bullying education</p> <p>2nd offence or 1st offence of serious fighting: suspension, anti-bullying education and a communication to parents.</p>

	Subsequent fighting: probable exclusion
Vandalism	<p>In very significant and serious cases a student may be excluded for a first offence. Otherwise:</p> <p>1st offence: Saturday detention, and a communication with parents</p> <p>2nd offence or 1st offence of serious vandalism: suspension, and a communication to parents.</p> <p>Subsequent vandalism: probable exclusion</p>
Deliberately missing a lesson	<p>1st offence: Saturday detention and contact with parents</p> <p>Subsequent offence: suspension and communication with parents</p>
Breaking School Bounds	<p>1st offence: Saturday detention and/or Week House gate and communication with parents</p> <p>2nd offence: Suspension or Saturday Detention</p> <p>Subsequent offence: exclusion or suspension</p>
Careless crossing of the road	<p>1st Offence: A suitable detention</p> <p>Subsequent offence: further detention and/or gaiting or possible suspension</p>
Driving Offences	<p>1st offence of breaking the "Driving only to and from school" policy and driving related regulations and policies: suspension</p> <p>2nd offence: probable exclusion</p>
Persistent non-compliance after repeated warning	<p>1st offence: A suitable detention</p> <p>2nd offence: A Saturday detention</p> <p>Subsequent offence: probable suspension</p>
Sexual impropriety	1 st offence: probable exclusion
Sexual violence (as defined in the <i>Sexual Offences Act 2003</i>) and reproduced in " <i>Sexual violence and sexual harassment between children in schools and colleges</i> " (2021) paragraph 15	<p>Any allegation will be passed to the police and social care as outlined in "<i>Sexual violence and sexual harassment between children in schools and colleges</i>" (2021) and KCSIE. The school will enforce its own sanctions under this policy and may do so before any police action or criminal case has been completed, whilst being mindful of police advice about the balance of probabilities in any case.</p> <p>1st Offence: probable exclusion</p>

<p>Sexual harassment (as defined in “<i>Sexual violence and sexual harassment between children in schools and colleges</i>” (2021) paragraph 16)</p>	<p>Any case will be considered in relation to its position on the continuum of sexual harassment, as described in “<i>Sexual violence and sexual harassment between children in schools and colleges</i>” (2021).</p> <p>Some cases may lead to immediate expulsion. Otherwise, likely responses are:</p> <p>1st offence: Either Saturday detention & communication with parents, OR Suspension and communication with parents.</p> <p>2nd offence: Exclusion</p>
<p>Viewing pornography</p>	<p>Responses are tailored to the particular needs of any incident, but the policy & sanctions guidance is contained in the Viewing pornography section of the Sex and Relationships Education Policy.</p>
<p>Malicious accusation against staff</p>	<p>1st offence: probable exclusion</p>
<p>Acts of discrimination</p>	<p>Breaking any of the protective characteristics under 2010 Equalities Act will be taken very seriously and will trigger a sanction. Because circumstances, intent and severity can vary markedly a range of sanctions is given. An act of discrimination may trigger immediate exclusion and otherwise can cause any of the following to be used dependant on those factors an educational task, plus</p> <p>1st offence: Saturday detention, and a communication with parents</p> <p>2nd offence: Saturday Detention</p> <p>3rd offence: Suspension</p> <p>Subsequent offence: probable exclusion</p>
<p>Being untruthful</p>	<p>Responses to a failure to tell the truth will vary according to circumstances. However, failing to tell the truth to a HsMs or a member of SLT could trigger immediate expulsion if the Head cannot be assured that student(s) can be kept safe as a result of untruthfulness. Otherwise, the usual sanctions would be:</p> <p>1st offence: Saturday Detention, and a communication with parents</p> <p>2nd offence: Suspension</p> <p>Subsequent offence: probable exclusion</p>

- The School remains alert to the possibility of child-on-child abuse, being especially aware of the increased dangers of such matters within a boarding environment. Many of the sanctions listed within this policy deal directly with the consequences of any such action

- The Alcohol, drugs and smoking policies state that any student who is present whilst others are smoking or drinking alcohol or taking illegal drugs will be regarded as associating with that particular offence and will be subject to the same disciplinary tariffs as a student who has committed any of those offences.
- All confiscated items should be given to the Housemaster/mistress and be logged/recorded by them.
- In Houses punishments should be discussed & authorised by the Housemaster/mistress or Assistant
- All other punishments should be discussed with the Deputy Head pastoral.
- All punishments should be recorded in the House diary and Punishment's book.
- A House gating requires the student to be confined to school at all times other than when they have School commitments i.e. lessons, games, meal times. Students cannot go to other boarding houses or the Coop / post office. Students will be required to sign in with House staff at additional times beyond the normal registrations.
- A School gating requires the student to be confined to the school campus at all times.
- No punishments before 7am or after bedtime may be used.
- Repeated offences could lead to escalation of sanction.
- parental behaviour should at all times be in line with School policy and unreasonable or inappropriate parental behaviour may lead to a student being excluded from the school.
- If a student is excluded from Bloxham School then the Head will take reasonable steps to help parents/guardians in the transition of the student to a new place of education.

HARMFUL SEXUAL BEHAVIOUR (HSB)

- The school is mindful of the national revelations in 2021 concerning HSB in schools, colleges and Universities. The school has therefore inserted specific references to such behaviours within its sanctions section in this policy. Whilst the emphasis at Bloxham will continue to be upon education, a sanctions response is also required. The school has adopted the Government paper "Sexual violence and sexual harassment between children in schools as colleges" (2021) as its key guidance. The school has zero tolerance towards HSB. "Banter" is not acceptable at Bloxham School. Bloxham recognises the potential for HSB in any educational setting, including Bloxham, and the prevalence in wider society. It also recognises that children with SEN statements are statistically more likely to be victims of HSB and therefore any case which involved such a student at Bloxham would require the input of the school SENCO.
- Bloxham School adopts as its definition of Sexual Violence that given in the Sexual Offences Act (2003) reproduced in paragraph 15 of "Sexual violence and sexual harassment between children in schools as colleges" (2021). The school adopts the definition of sexual harassment given in the same document (paragraph 16).

PHYSICAL CHASTISEMENT

Physical chastisement, also called Corporal punishment, is illegal. It is not to be used under any circumstances at Bloxham School.

BREACHES OF DISCIPLINE OUTSIDE THE SCHOOL GROUNDS:

- The school takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school. Where an incident is reported to the school of a student's poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.
- The school will report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the school believes a student may have taken drugs then the school drugs policy will apply. Possible sexual offences will generally be reported to the Oxfordshire Safeguarding Children Board and/or the police immediately.

APPEALS AGAINST EXCLUSION:

- The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Policy, and should be made in writing to the Head Master within one week of the pupil's exclusion.
- An appeal meeting will follow within 14 working days, if practicable, at which the parent may be accompanied by a friend or relative if they wish although legal representation is not appropriate. The appeal will usually be heard by at least two of the school's governors and one person who is independent of the running of the school.
- The school will accept the appeal decision as final.

USE OF REASONABLE FORCE:

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables schools to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- "Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"
- "Causing personal injury to any person (including the student themselves)"
- "Causing damage to the property of any person (including the student themselves)"

"Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of students"

All Bloxham staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing student behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary

to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- "The chances of achieving the desired result by other means
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headmaster, personally or via one of the Deputy Heads immediately after he/she has needed to restrain a student physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a regime for managing that individual student's behaviour.

SEARCHING A STUDENT

Our Search policy is in accord with Section 550ZA-550ZD of the 1996 Education Act. Personal searches should be a last resort. However if the student is carrying an unauthorised item such as a knife or alcohol the best approach is to ask them to turn out pockets/bag. Please do this in the presence of a second adult. If the student refuses parents can be contacted and discipline proceedings could ensue in line with the action when a student goes missing policy. Suspected possession of illegal drugs or weapons could result in the police being called if a student refuses to cooperate.

SEARCHING A ROOM/PROPERTY

Our Search policy is in accord with Section 550ZA-550ZD of the 1996 Education Act. Students should have the ability to lock away their possessions in accordance with NMS 9.3. However a search may be considered if the item under search is high risk such as a knife or drugs – school property should only be searched if it is based on reasonable suspicion (“due cause”). The extent of the search should be proportionate to the likelihood of the item being found and conducted according to the School Search policy.

In regard of drugs a search could be instigated if there was suspicion of supply or manufacture of illegal drugs. Consent would initially be sought from the student but if this is not practical or another student's welfare is at risk a search could take place in the student's absence. If there was considerable concern regarding the item being searched for it may be necessary to call the police and at this stage the parents should be informed. If a search is to be carried out in the absence of the student there should be consultation with a Deputy Head before starting the search. A second adult should always be present during the search.

A written record of every search should be made and include:

- The main details of the search
- Who was present
- Date
- Time
- Outcome.

RECORD KEEPING

Records of matters relating to Behavioural Management are kept in House and School. Houses maintain records of House Sanctions and rewards, and student and room searches. These are monitored during regular "House Monitoring" meetings by the Deputy Head (Pastoral). The Deputy Head Pastoral maintains records of School Sanctions, and these are placed on the student central file. The Deputy Head Office maintains records of any Use of reasonable force, and any related complaints. Records that are specifically medical in nature are maintained independently by the Palmer Health Centre.

COMPLAINTS

The school hopes that parents will not feel the need to complain about the operation of its behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

RELEVANT GUIDANCE AND LEGISLATION

Behaviour and Discipline in Schools (2014, updated January 2016)

ISI Handbook for the Inspection of Schools: The Regulatory Requirements & Commentary on the Regulatory Requirements (Sept 2022)

National Minimum Standards (Sept 2022)

KCSIE (Sept 2022)