

North London Collegiate School



Founded 1850

BEHAVIOUR POLICY

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1. Introduction

- 1.1 NLCS expects its pupils to adopt the highest standards of behaviour. The School's Behaviour policy is a means of promoting good relationships so that everyone feels safe and secure; and is not primarily concerned with rule enforcement. For this reason School rules are kept to a minimum and exist to ensure that all members of the School community can work together in a supportive way.
- 1.2 NLCS's Behaviour Policy is values-based meaning that its aims and objectives are underpinned by the values of 'Character Education'. Character education means putting values and character at the heart of a school's ethos allowing pupils to flourish both inside and outside the classroom. Character education asks what key skills a pupil needs to succeed both during their time at school and in their life beyond school.
- 1.3 NLCS's Behaviour Policy is based on the School's six key values: Aspiration, Curiosity, Courage, Purpose, Commitment and Community. Any language around these values should be understood in terms of the self, others, and the world around us. These six values are embedded into what follows in this policy.
- 1.4 NLCS's Behaviour Policy incorporates the practice of restorative justice between pupils where appropriate; by this we mean creating a safe and supportive space where community members can learn to bravely engage and learn from crucial, honest, and sometimes difficult conversations. We believe that restorative practice builds the character and develops virtues consistent with character education, particularly the School's six key values. Restorative practice crucially provides an effective way to respectfully hold oneself and one another accountable, and it enables members of a community to understand and embrace the world they live in with all its complexities.
- 1.5 NLCS's Behaviour Policy seeks to strive a healthy balance between sanction and reflection, being mindful of the fact that it is natural for young people to make mistakes, and that any form of character shaming is unhelpful. At all times reflection and sanction should be followed by an agreement that all parties should have the opportunity to draw a line and move forward.
- 1.6 This policy should be read in conjunction with the following which are available on the School [website](#):
 - Anti-bullying Strategy
 - Code of Conduct for Staff (internal document)
 - Digital Safety Policy for Pupils
 - Safeguarding and Child Protection Policy
 - Smoking, Alcohol and Drugs Policy
- 1.7 This policy has been informed by the work of:
 - Character Education
 - Restorative justice
 - Tooled Up
 - Girls on Board
- 1.8 This policy applies to the whole school from Early Years Foundation Stage (EYFS) to Sixth Form.

- 1.9 This policy is available on the School website.
- 1.10 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.

2. Aims and objectives

2.1 The School's aims and key objectives in relation to behaviour are to:

- Provide pupils with a clear framework of the school's expectations and a standard of behaviour.
- Provide staff with the means by which to hold pupils accountable with consistency.
- Ensure high expectations of pupils regarding their behaviour enabling effective teaching and learning to take place.
- Establish a clearly defined hierarchy of responses to inappropriate behaviour, which are proportionate to the offence, purposeful in their nature and with the primary aim of being rehabilitative.
- Promote and foster good relationships between staff and pupils, and between the pupils themselves by establishing and maintaining an atmosphere of mutual respect and kindness, resulting in a socially cohesive community.
- Maintain a community which is accepting and teaches service to others including adopting sanctions that are community minded.
- Promote the spiritual, moral, social and cultural development of pupils thus preparing pupils for life beyond NLCS.
- Comply with the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND)

2.2 In summary, the policy seeks to achieve:

- The promotion of good behaviour
- The promotion of self-esteem, self-discipline, and positive relationships
- Equality and fairness of treatment for all
- Consistency of response to both positive and negative behaviour
- The promotion of early intervention
- The provision of a safe environment in which its pupils can thrive

3. Statutory and regulatory framework

3.1 This policy is in accordance with:

- the latest version of Keeping Children Safe in Education
- [Behaviour and discipline in schools: Advice for headteachers and school staff \(February 2024\)](#)
- [Behaviour and discipline in schools: guidance for governing bodies \(September 2015\)](#)
- [Mental health and behaviour in school \(November 2018\)](#)
- [Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies \(July 2023\)](#)

4. Scope and responsibilities

- 4.1 Positive behaviour depends above all on establishing appropriate relationships between staff, parents and pupils. All stakeholders must familiarise themselves with, and adhere to this policy.
- 4.2 **The Governing Body** and the Head intend that the School rules and sanctions shall, in appropriate circumstances, be capable of regulating the conduct of pupils both when they are in school, representing the school in co-curricular activities and on school trips and visits, as well as when they are away from the School premises and outside the jurisdiction of the School, for example, during half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School community, or a member of the public, or which brings the School into disrepute.
- 4.2.1 The Governing Body is responsible for: keeping this policy under review; ensuring that the policy is communicated to pupils and parents; supporting the school to maintain high standards of behaviour; ensuring that the policy does not discriminate and that it advances equality and good relations between protected groups; ensuring that the concerns of pupils and staff are listened to and appropriately addressed.
- 4.3 **The Head of Junior School** is responsible for behaviour management in the Junior School including the EYFS setting, and the **Deputy Head (Pastoral)** is responsible for behaviour management in the Senior School.
- 4.4 **The Deputy Head (Pastoral) of the Senior School and the Head of the Junior School**, with the support of the Head are responsible for:
- the day-to-day management and implementation of the School's behaviour policy;
 - supporting staff who face challenging behaviour;
 - ensuring that this policy and its procedures are applied fairly and consistently;
 - ensuring that the concerns of pupils are listened to and appropriately addressed;
 - ensuring that the school's expectations about pupil behaviour are made clear;
- 4.5 **All staff** have a responsibility to:
- Read and understand this policy
 - Implement this policy consistently and fairly
 - Take responsibility for pupil behaviour within their classroom and whilst performing any duties related to their role
 - Create and sustain a supportive learning environment
 - Encourage self-discipline and self-motivation
 - Act as excellent role models for pupils
 - Seek support from their Line Manager or a Senior Colleague if they have any concerns about any aspect of Behaviour Management
- 4.6 Behaviour policies work best when parents and school are agreed on their appropriate implementation. **Parents** have a vital role in promoting good behaviour in School and we expect parents to give their full support in dealing with their daughter's behaviour. We encourage parents to keep the School informed about any difficulties or traumas that may occur at home so that we can be supportive and act appropriately at School.

- 4.6.1 The policy makes it clear that parents/carers:
- are expected to take responsibility for their child both inside and outside the school;
 - are expected to work in partnership with the school to assist the school to maintain high standards of behaviour;
 - assist the school in promoting good behaviour in School;
 - treat the School and all members of staff in a reasonable and respectful manner;
 - are asked to understand that there may be times when parents may not agree on the course of action of the School but the school will always endeavour to act in the best interests of the student and the wider school community
- 4.7 **Pupils** also play a vital role in contributing to a safe, secure and happy learning environment. We encourage pupils to communicate with staff so that if they are struggling in any aspect of their life, we may better understand their corresponding behaviour.
- 4.7.1 The policy makes it clear that pupils:
- will be made fully aware of the school’s behaviour policy, procedures and expectations including the Senior School Code of Conduct for Senior School pupils, Junior School Golden Rules for Junior School pupils, and Digital Safety Agreement for all pupils;
 - are expected to take responsibility for their own behaviour both on and off the school site;
 - are responsible for ensuring that they report incidents of disruption, violence and any form of bullying and/or harassment.

5. Implementation

5.1 Rewards overview (Recognition)

5.1.1 NLCS’s Behaviour Policy ensures that girls are recognised and rewarded appropriately. Research shows that done properly praise can be an incredibly useful motivator. To be most impactful praise needs to be specific, genuine, timely, meaningfully and issued sparingly.

5.1.2 In order to promote and encourage good behaviour the **Senior School** teachers praise, reward and recognise pupils for good behaviour in a variety of ways:

- Teachers and congratulate pupils for achievement, good work and behaviour
- PraisePost aligned to the School Values – logged on School Base and emailed home to parents. Staff are encouraged to award approximately two PraisePost per week ensuring that they are distributed for a range of reasons and to a range of pupils. Tutors should also consider awarding one PraisePost per week from the girls in their form.
- Pupils receive certificates and acknowledgements of success through assemblies.
- Commendations with the Head – departments are encouraged to award two commendations per half term. Commendations are private, meaningful acknowledgments with the Head of academic or co-curricular achievements, exceptional displays of character, such as kindness, positivity, or embodying our school’s values and standout moments whether a single brilliant act or consistent positive behaviour. Commendations and Praise Postcards should be a standing item on Department Meeting agendas.

- Cups and Colours are awarded at the end of each term to recognise success and effort in enrichment activities. Whilst colours are not available to girls in Year 7-9 student achievements are recognised at Middle School assemblies.

- Community Cups – at the end of the academic year Community Cups will be awarded to one girl from each section of the school (Middle School, Upper School and Sixth Form) who has embodied and exemplified one of the school’s core values – community - and as such is deserving of public recognition. The Sixth Form Community Cup will be awarded at Valedictory and the Middle School and Upper School Community Cups will be awarded in the Cups and Colours Assembly at the end of the Summer Term. Girls will have the opportunity to nominate one another to receive this cup; they should provide a detailed explanation of their justification.

5.1.3 In order to promote and encourage good behaviour the **Junior School** teachers praise, reward and recognise pupils for good behaviour in a variety of ways:

- Teachers congratulate pupils for achievement, good work and behaviour.
- Pupils receive certificates and acknowledgements of success through Celebration Assemblies.
- Pupils receive individual rewards for good work and behaviour through the form of stickers, stamps and merit raffle tickets.
- Pupils receive whole-class rewards in the First School and Years 3 and 4 through ‘marbles in a jar’.
- Headteacher certificates: In the First School, pupils receive Headteacher certificates linked to the Learning Friends. In the Lower School, pupils receive Headteacher Certificates for good work and/or demonstration of particular values or persistence.

5.2 Sanctions overview

5.2.1 A range of sanctions are defined in the Junior School and Senior School Behaviour Management appendices (Appendix A and C). These appendices set out when particular sanctions will be used and the changes in behaviour that will be required to avoid further sanctions. The appendices explain the distinction between different levels of sanction and how those sanctions will be applied.

5.2.4 The School adopts a zero-tolerance approach to bullying and racism. Bullying and racism by pupils, parents or staff is never tolerated. Please refer to the School’s Antbullying Policy and to Appendix D for anti-bullying initiatives including the prevention and treatment of cyberbullying.

5.3 Behaviour Management

5.3.1 The system of Form Assistants (Junior School) and Peer Mentors (Senior School) encourages pupils to care for each other. Lessons on good relationships are included in the Personal Social Health Economic programme. Codes of conduct are published e.g. in planners, handbooks and in classrooms.

5.3.2 Managing pupils’ transition - when moving between sections of the School, Section Heads will meet to discuss, where appropriate, behaviour management strategies.

- 5.3.3 In the Senior School all sanctions imposed on pupils for serious misbehaviour, including but not limited to exclusions, and disciplinary meetings involving parents, will be recorded on CPOMS, and a record kept by the Deputy Head (Pastoral) on the Sanctions Log.
- 5.3.4 Records of lesser sanctions are to be recorded on CPOMs by form teachers, Heads of Year, and The Heads of Section.
- 5.3.5 The Deputy Head Pastoral in the Senior School and the Head of the Junior School will analyse records of behaviour kept in the Senior School and Junior School respectively on a termly basis to identify any emerging trends and will analyse the record on an annual basis to inform the annual safeguarding review.
- 5.3.6 In the Junior School, records are kept by the Deputy Head (Pastoral) when sanctions are used which involve loss of club privilege or loss of playtime. Individual notes on these incidents are added to CPOMS. Copies of the letters sent to parents are also filed on CPOMS. The Deputy Head (Pastoral) keeps a behaviour log to record any incidents which includes a record of low-level disruption. These are discussed with the Deputy Head (Pastoral) and the form teacher and are taken further as appropriate.
- 5.3.7 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. The School will need to consider the impact of the pupil's behaviour on other pupils, the pupil's own needs and how their disability may have played a part in the relevant behaviour. In such cases the School may consult the parents about the various options it has to consider so that it can best take into account the known needs of the pupil and the needs of the other pupils.
- 5.3.8 The School accepts that parents sometimes do not share all relevant information with them and that unless that information is shared it will not always be in a position to discharge properly its duty to safeguard a particular pupil. Parents will therefore be encouraged to make full disclosure of all relevant information before the School reaches a final view on the most appropriate sanction.
- 5.3.9 Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational need is able to present their case fully where their disability or special educational need might hinder this. Any religious requirements affecting the pupil will also be considered.
- 5.3.10 Where behavioural issues give cause to suggest that a child is suffering, or is likely to suffer, significant harm, procedures as set out in the School's Safeguarding and Child Protection policy will be followed, and records kept as required by the latest version of Keeping Children Safe in Education. The Deputy Head (Pastoral) and Head of Junior School liaise with external agencies, as necessary, to support and guide the progress of each child.
- 5.3.11 The safety of children is paramount in all situations. In the event of a child's behaviour endangering the safety of others or preventing learning, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

5.4 Malicious allegations against staff

5.4.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the pupil should expect to be the subject of disciplinary action in accordance with this policy and others.

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

5.5 The use of reasonable force or physical restraint

5.5.1 Purpose and Principles

NLCS is committed to maintaining a safe, supportive and respectful environment for all pupils and staff. The School aims to minimise the need for restrictive interventions through positive behaviour management, early intervention, de-escalation and restorative practice. Restrictive interventions will only be used:

- As a last resort
- Where they are lawful, reasonable and proportionate
- For the shortest possible time
- To reduce risk of harm to pupils, staff or others
- Will never be used as a punishment.

5.5.2 Definitions

Restrictive intervention - any action that prevents, restricts or subdues movement of a pupil's body or part of their body.

Reasonable force - Reasonable force means using no more force than is necessary, for the least amount of time, in the circumstances. Physical intervention used by staff to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to good order and discipline at the School, whether in a classroom or elsewhere

Seclusion - A non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion is not a disciplinary sanction and must only be used as a safety measure where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is an immediate risk of harm.

5.5.3 Restrictive Interventions

Restrictive interventions may only be used where it is necessary to:

- Protect a pupil or others from injury
- Prevent serious damage to property
- Prevent serious disorder that poses a risk to safety

Before intervening physically, staff should, wherever practicable:

- Tell the pupil to stop
- Explain what will happen if the behaviour continues
- Continue to communicate with the pupil throughout the incident
- Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary

Staff should always avoid touching or holding a pupil in a way that might be considered indecent, and must not use aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault.

5.5.4 Prohibited Practices

The School explicitly prohibits any form of restraint or physical intervention that:

- Restricts a pupil's airway, breathing or circulation
- Applies pressure to the neck, throat, chest or abdomen
- Covers the mouth or nose
- Places a pupil at increased risk through ground restraint

If a pupil is unintentionally taken to the ground, staff must re-position into a safer alternative or standing position as quickly as possible.

5.5.5 Seclusion – Specific Requirements

Where seclusion is used:

- It must only be used to protect others from harm
- It must not be used as a punishment or disciplinary sanction
- The pupil must be supervised at all times
- The space used must be safe and not intimidating
- The pupil must be allowed to leave as soon as the immediate risk has reduced

Any use of seclusion must be recorded and reported in line with statutory requirements.

5.5.6 Pupils with SEND and Vulnerabilities

The School recognises that pupils with Special Educational Needs and/or Disabilities (SEND) or other vulnerabilities may be at increased risk of experiencing restrictive interventions. Restrictive interventions will never be used in a way that discriminates against a pupil or fails to take account of their individual needs.

The School will:

- Make reasonable adjustments under the Equality Act 2010
- Use individual behaviour or support plans where appropriate
- Consider sensory, communication and emotional regulation needs
- Work closely with parents and relevant professionals

5.5.7 Training and Risk Assessment

Staff who are likely to need to use restrictive interventions will receive appropriate training in:

- De-escalation strategies
- Safe and lawful use of reasonable force

- Managing risk and supporting pupils in distress

Risk assessments will be undertaken where it is foreseeable that restrictive interventions may be required, to support staff and reduce the likelihood of incidents.

5.5.8 Informing Senior Staff and Safeguarding Processes

Staff must inform the Deputy Head (Pastoral) or the Head of the Junior School immediately following any incident where force or seclusion has been used.

In line with existing School practice, staff must also:

- Complete the School's Low Level Concern (LLC) Form as required
- Ensure appropriate recording on CPOMS where applicable

This is to help prevent misunderstanding or misrepresentation of the incident and to ensure appropriate safeguarding oversight.

5.5.9 Recording and Reporting (Statutory Duties)

In accordance with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025, the School will:

1. Record all significant incidents involving the use of force
2. Record all incidents of seclusion

School will specifically record:

- The date, time and location
- The names of those involved
- The reason for the intervention
- The type and duration of intervention
- Any injuries or medical attention required
- The outcome and follow-up actions

Parents will be informed of significant incidents involving the use of force or seclusion in accordance with statutory guidance.

Records will be monitored by senior leaders and reported to the Governing Body as part of safeguarding and compliance oversight.

5.5.10 Complaints, Allegations and Safeguarding

Any concerns, complaints or allegations relating to the use of restrictive interventions will be managed in line with the School's:

- Safeguarding and Child Protection Policy
- Low-Level Concerns procedures
- Complaints and disciplinary procedures

The welfare of the pupil will remain paramount at all times.

5.6 Searching pupils - see Appendix F for further guidance on Screening, Searching and Confiscation.

- 5.6.1 Informed consent: School staff may search a pupil, with their consent, for any item which is banned by the School rules. If a member of staff suspects that a pupil has a prohibited item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 5.6.2 Searches without consent: in relation to prohibited items, as defined below, the Headmistress and staff authorised by the Headmistress, may search a pupil or a pupil's possessions without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.
- 5.6.3 Prohibited items means knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, any article that the 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 pupil) and any other items defined as such from time to time.
- 5.6.4 Mobile electronic devices may be required to be produced for examination if the School believes inappropriate communications and/or cyberbullying has taken place. 'Mobile electronic device' includes without limitation mobile phones, smartwatches, tablets, laptops etc. Pupils may expect to have their mobile electronic device/s confiscated as a disciplinary procedure or penalty.
- 5.6.5 Searches generally: if staff believe a pupil is in possession of 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. pupils' lockers or desks; and/or
 - a search of personal property e.g. bag or pencil case within a locker.
- 5.6.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. The searcher and the second member of staff present will be female.
- 5.6.7 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 as appropriate in accordance with the DfE guidance [Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies \(July 2023\)](#). - see Appendix F for further guidance on Screening, Searching and Confiscation

5.7 Exclusions - see separate Exclusion Policy for further guidance

- 5.7.1 A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches.
- 5.7.3 A pupil may be temporarily excluded from School pending the outcome of an investigation into breaches of discipline (or where imposed as a sanction). A pupil may be internally and

temporarily excluded from lessons for poor behaviour pending the outcome of an investigation into breaches of discipline or where a student will benefit from a period of structured time in supervised study at School apart from their class or form group.

6. Training, development and support

- 6.1 The policy includes a commitment that the Governing Body, Head, Head of Junior School and Deputy Head (Pastoral) will ensure that all staff will receive appropriate, high-quality training, development and support on all aspects of behaviour management to support the implementation of the behaviour policy.
- 6.2 Anti-bullying training – see Appendix E - Anti-bullying Strategy. All staff receive annual anti-bullying training as part of their safeguarding training as well as regular updates as necessary throughout the year. The School is committed to providing regular Anti-Bullying training with an external provider.
- 6.3 Girls on Board training – see Appendix G – Girls on Board. All staff are made aware of the School’s approach to ‘Girls on Board’ at induction, as well as provided with regular updates throughout the year. Relevant pastoral staff are trained to a much higher level and specified pastoral staff are qualified to deliver Girls on Board sessions.
- 6.4 Classroom Management – All staff are encouraged to take a proactive approach to their own classroom management. Training is provided at induction as well as throughout the year.
- 6.4 New staff induction – New staff are introduced to the School’s Behaviour Policy by the Senior School Deputy Head (Pastoral) or the Junior School Deputy Head (Pastoral) on arrival at the School. The Senior School Deputy Head (Pastoral) will analyse School Base and CPOMs data termly to ensure consistency, in particular that new staff are following Stage One of Appendix C - Senior School Behaviour Management.
- 6.5 Other CPD – All staff are encouraged to engage with their own CPD; if they identify a particular training need they should take this to their Line Manager for discussion. Where possible the school is committed to facilitating all forms of CPD including around Behaviour Management.

7. Involvement of outside agencies

- 7.1 The policy sets out the school’s commitment to work with external agencies to promote positive behaviour, manage behaviour, or meet the behaviour needs of particular pupils.
- 7.2 The policy indicates how the school will use external support and the steps that will be taken to assure the quality and appropriateness of the support provided.

8. Monitoring and Review

- 8.1 The Head and Senior Team will regularly monitor, review and evaluate the effectiveness of this policy and associated procedures.

- 8.2 This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Pastoral) and the Head of Junior School.
- 8.3 This policy will be subject to critical review by the relevant committee of the Governing Body every year.
- 8.4 The operation of this policy will be reviewed by the full Governing Body every year alongside their annual safeguarding review.
- 8.5 The date of the next review is shown on the front page.

Appendix A: Behaviour management in the Junior School and the Early Years Foundation Stage (EYFS)

Informal Steps

In the first instance Form Teachers are informed and deal with the issue as appropriate e.g. loss of Golden Time. A low-level disruption form may be used to monitor the extent of the problem if deemed appropriate. This is to be completed by the Form Teacher and can be requested from the Deputy Head Lower School.

If a pupil's inappropriate behaviour does not modify through low key intervention, the following steps should be taken:

- Advise the Deputy Head (Pastoral) who will instigate appropriate action;
- When deemed necessary, the process outlined below comes into force;
- Form Teachers should keep careful notes for future reference;
- Parents are made aware of the situation according to our procedure in order to inform them and gain their support;
- The School Nurse and/or School Counsellors are contacted for further advice and support;
- The Head of the Junior School is kept informed and reviews the situation regularly with the Deputy Head (Pastoral), Phase Leaders and Form Teachers until the problem is resolved;
- A record may be added to the Junior School Behaviour Log.

This guidance sets out a staged approach for managing behaviour, but it may be necessary to vary the progression through the stages according to the individual circumstances. This is at the discretion of the Head of the Junior School.

STAGE 1 Behaviour Review 1

- Behaviour of the pupil is monitored closely for one week, without a report card, by all who teach the pupil. Parents are generally not informed at this stage.
- When the pupil's behaviour has been identified as a problem, the teacher has an individual word with the pupil concerned.
- The pupil's Form Teacher is informed. The pupil is made aware of the areas for improvement we are looking for. It is made clear that there is an opportunity for the pupil to improve the situation before the pupil goes on report and the pupil's parents are informed. Deprivation of Golden Time or an equivalent withdrawal of privilege e.g. missing playtime may occur.
- Pupils involved will be given time and space to reflect on what has happened. Pupils will be encouraged to self-regulate their emotions and have some time to discuss what has happened with the class teacher.
- Staff may use reflection sheets to support this process. Pupils may complete these independently or talk them through with an adult. This reflection will only be effective once the pupil is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.

- The Form Teacher informs all other teachers teaching the pupil that, for the next week, the pupil's behaviour will be closely monitored in lessons and outside the classroom.
- The Form Teacher liaises with the subject teachers about how things are going within the week.
- If appropriate, a note is added to CPOMS.
- Deputy Head (Pastoral) is informed.

STAGE 2 Behaviour Review 2

- No improvement at Stage 1 means that the pupil remains on close observation for a further week.
- The pupil's parents are contacted by the Form Teacher to inform them that their child's behaviour has been giving cause for concern and has not shown significant improvement during the last week. Parents are given an idea of the improvement the School is looking for. The parents are asked to support the efforts the pupil and School are making and to encourage the pupil to try hard and improve behaviour.
- A short progress report should be written by the Form Teacher during the week and is sent home to parents.
- Withdrawal of suitable privilege will occur.
- Pastoral notes are updated on CPOMS.
- The pupil is recorded on the Junior School Behaviour Log.
- The pupil involved will be given time and space to reflect on what has happened, how they and others feel and the effects of what has happened. This may take place outside of the classroom. The pupil will be guided to think about how they can restore relationships with those affected.
- Staff may use reflection sheets to support this process. Pupils may complete these independently or talk them through with an adult. This reflection will only be effective once the pupil is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.

STAGE 3 Behaviour Report Cards

- Parents are informed by telephone by the Head, Deputy Head (Pastoral) or Form Teacher that their child is to be put on report. The parents may be called in for a meeting if necessary at this stage. Written confirmation of the call is sent.
- The Form Teacher meets with the pupil and she is put on report. A pro forma is compiled which the pupil carries around from lesson to lesson for each member of staff to complete,

including positive comments. The length of the report card process will be agreed when the card is issued.

- The Form Teacher will inform staff that the process has begun.
- Form Teachers can make a brief daily report so that the parents get daily feedback. These notes will be added to CPOMS.
- Reflection sheet completed by pupil with the Deputy Head (Pastoral). Clear expectations will be provided
- If it has been necessary to use the report card on more than one occasion within a term, the pupil may also be withdrawn from extra-curricular or special activities for a specified period.
- If the concerns about the pupil's behaviour relates to something like the misuse of a mobile telephone, the School can insist on a contract being signed before the pupil is allowed to bring their telephone to School again. A copy of this contract is placed on the pupil's file. This would be more appropriate than the use of a Behaviour Record Card.
- The School reserves the right to impose sanctions deemed appropriate to the circumstances.

STAGE 4 Meeting with Parents

- If there is still no improvement parents will be called in to see the Head of Junior School at a Disciplinary Meeting in order to receive a formal report of the behaviour and to discuss appropriate strategies to improve the behaviour of the pupil. If there is a case of a serious breach of discipline, the Head of the Junior School may move to an immediate suspension when meeting with parents.
- Parents and the pupil may be asked to sign a behaviour agreement which could constitute as a formal warning. This would make it clear that if the behaviour were to continue or the behaviour were to be unresolved some form of temporary exclusion or internal suspension may be imposed.
- The deprivation of other privileges including After School Clubs, membership of late room and other sanctions e.g. trips and performances will be reconsidered.
- Strict sanctions such as some form of temporary exclusion or a review of the automatic transfer to the Senior School, could follow if the Head of the Junior School regards the case as serious enough. In particularly serious cases, expulsion from Junior School may be considered. Parents should be advised that when places are offered to the Senior School, the contents of a pupil's behaviour file may form part of the decision.
- A letter confirming the outcome of the Disciplinary Meeting will be sent.
- Timing of agreed strategies may be established and a review date set.

- There is the continued support of the School Counsellor to assist at every stage of these procedures.
- If a suspension occurs, a further Disciplinary Meeting will take place under the pupil's re-entry to school. At this meeting the parents and pupil will be asked to sign a behaviour contract.
- If there are still some concerns at the stage of transfer at 11+, the parents will be invited into School to meet with the Head of the Junior School and another member of the Senior Team in order to set up a continuing review system from the start of Year 7.
- This is not an exhaustive list and the School reserves the right to impose sanctions deemed appropriate to the circumstances.
- All records of meetings and report cards should be kept.

Appendix B – Junior School Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

Appendix C - Senior School Behaviour Management

Stage One

- A) Stage One deals with low level poor behaviour, meaning that a teacher considers a pupil's behaviour to be unacceptable but **misguided or misjudged**, rather than intentionally difficult or malicious. In the first instance staff should address low level poor behaviour with a pupil at the time of the offence and by **speaking to them** to let them know that their behaviour is not acceptable. Assuming that the pupil understands that their behaviour is unacceptable and that the pupils is remorseful this may be sufficient.
- B) Any further concerns relating to low level poor behaviour both inside and outside the classroom should be recorded on School Base by the teacher under one of the following categories:

Inside the classroom:

Late homework
Punctuality
Unkind / disrespectful behaviour
Disruption within the classroom
Ipad / mobile phone misuse
Other

Outside the classroom:

Unkind behaviour
Disrespectful behaviour
Disruptive behaviour
Ipad / mobile phone misuse
Other

Following a flag the form tutor should meet with the pupil to offer support and agree how the problem will be remedied. Following two further flags, or before, if necessary, the Head of Year will arrange to see the student. Either the tutor or the Head of Year will telephone the pupil's parents to explain the problem and ask for their support. Of course, tutors and Heads of Year should always use their discretion. Any phone calls home should be logged under CPOMs and tagged 'flag follow up conversation'. A sanction may be implemented by the tutor in discussion with the Head of Year. A record of any sanction should be recorded on CPOMs

School Base data will be sent at the following times:

- Form Tutors - weekly
- Heads of Year – weekly
- Heads of Section and The Deputy Head (Pastoral) - weekly

Other responses at this stage may include:

- Confiscation of non-regulation uniform, to be returned at the end of the day via Reception
- Confiscation of a mobile phone, to be returned at the end of the day via Reception
- A discussion with the Head of Year about how and when to complete missing homework
- An academic report card to be monitored by the Head of Year
- A weekly check in with the relevant Head of Year to review behaviour
- A letter of apology
- A Head of Year might ask a girl to see them at break to complete work if they are persistently missing deadlines

Unsatisfactory behaviour by groups e.g. leaving rooms untidy, lack of courtesy on trips - In consultation with the relevant Section Head, teachers or tutors may enforce an appropriate sanction including:

Locking pupils out of form rooms at break time

Arrange community service e.g. litter collection or clearing the dining room
Keeping a class in at short break to run an additional activity or lesson

In summary Stage One sits with the tutor in consultation with the Head of Year

Stage Two

Stage Two is for when any of the problems listed above persist, or for a one-off offence deemed by staff to be **more serious than 'low level behaviour'**.

If the problem persists i.e. a pupil has gone through Stage One, and their behaviour continues to be an issue, or if the offending behaviour is deemed by staff to be more serious than 'low level,' the pupil should meet with their **Head of Year and/or Head of Section**. Following this the Head of Year and Head of Section should meet and decide an appropriate sanction. The Deputy Head Pastoral will be notified and take a decision as to whether the suggested sanction is appropriate. Parents should be informed, and a log should be kept on CPOMs.

Examples of behaviour that result in immediate entry into Stage Two may include; cheating, plagiarism, unkindness

Sanctions at this stage may include:

- A physical report card to be signed by the teacher at the end of every and checked by the Head of Year daily
- Community Service e.g. litter collection or clearing the dining room
- A letter of apology

In summary Stage Two sits with the Head of Section in consultation with the Deputy Head of Pastoral.

Stage Three

Stage Three is for when any of the problems listed above in Stage One and Stage Two persist, or for a one-off offence deemed by staff to be **serious and/or dangerous**.

Examples of behaviour that result in immediate entry into Stage Three may include; vandalism, dangerous behaviour, dangerous use of school equipment, bullying, racism, malicious allegations against staff and pupils, bringing alcohol, vapes, cigarettes and drugs onto the School site.

If the problem persists i.e. a pupil has been through Stage One and Stage Two, and their behaviour continues to be a problem, or for a one-off offence which is deemed by staff to be serious and/or dangerous the pupil should meet with the Deputy Head Pastoral. A case conference may be called for all staff who teach the pupil to agree an action plan, during which Medical Centre staff, School Counsellor and the SENCO may be asked to attend. Following this the Deputy Head (Pastoral) should consult Senior Leaders and decide an appropriate sanction. The Head will be notified and take a decision as to whether the suggested sanction is appropriate. Parents should be informed, and a log should be kept on CPOMs.

In the case of a **serious breach of discipline**, for example, when removal of the pupil or expulsion is being considered, the Head will be responsible for deciding the next course of action. The pupil may be suspended pending the outcome of an investigation. The investigation will usually be conducted by

the Deputy Head Pastoral in the Senior School and in the Junior School by the Head of the Junior School. Following an investigation the lead investigator will present their findings to a panel including the Headmistress. The Head will be responsible for deciding the next course of action. The Head will decide whether it is in the best interests of the School for the pupil to remain at the School. Parents and pupil will be invited to attend a formal disciplinary meeting at the School. At this stage the Chair of Governors would be notified.

Sanctions at this stage may include:

- Removal from a lesson or activity on a short-term basis
- Community Service e.g. litter collection or clearing the dining room
- A report card to be signed by the teacher at the end of every lesson and checked by the Head of Section daily
- Supervised break times, including short break and lunch break
- Restorative Justice
- A disciplinary meeting with the Deputy Head (Pastoral) and/or Head
- Signing of an 'Agreement and Formal Warning' which would make it clear that were the problem to remain unresolved, some form of temporary exclusion or internal suspension would follow.
- Internal Suspension
- Temporary suspension
- Removal of the pupil required by the School
- Expulsion

Stage Three sits with the Senior Team.

In all cases, examples of possible sanctions are not an exhaustive list and the School reserves the right to impose a sanction deemed appropriate to the circumstances. **In all cases a pupil may proceed to any given stage depending on the severity of their behaviour.**

Appendix D - Senior School- Student Code of Conduct

Guiding Principles - The Code of Conduct for Senior School Students has been designed to ensure the safety, happiness and well-being of all members of our School community. Central to this Code is that we all treat each other in accordance with the School's six key values:

1. Aspiration – we aim to be our best selves
2. Curiosity – we strive to ask questions and be engaged in our learning
3. Courage – we aim to push personal boundaries
4. Purpose – we love what we do and we want to make a difference
5. Community – we look out for others and for our school
6. Commitment – we work hard, and we keep going

Students must:

1. Show consideration, care and courtesy for others.
2. Value and be inclusive of all members of our School community; listen to the opinions of others with an open mind and with thoughtfulness.
3. Maintain excellent attendance and punctuality for the start of the day, all lessons and Form Time.
4. Maintain uniform, kit and appearance expectations.
5. Respect and follow the expectations of this Code of Conduct at all times.
6. Not bring the school into disrepute.

Behaviour:

1. Students are encouraged to be kind and respectful to their peers. All forms of unkind behaviour and bullying will not be tolerated and will be dealt with under the School's Behaviour Policy and Anti-bullying Strategy.
2. Students must respect each other's personal space and there should be no inappropriate physical contact between students.
3. Students must show respect for the environment, and classrooms and lockers should be kept tidy. Students should not leave their bags or other possessions in the corridors or other public spaces.
4. Students must walk around the building calmly and quietly and keep to the right-hand side of stairs and corridors.
5. Students in Years 7-11 must wear the correct School uniform.

School Rules:

1. The School and grounds are a non-smoking and non-vaping area. Students who smoke or vape on campus are liable to suspension or may be required to leave the School permanently.
2. Students are forbidden from possessing, using or supplying illegal drugs and substances. Students must not possess, consume, be impaired by or supply alcohol.
3. The School adopts a zero-tolerance approach to bullying and racism.
4. Students are not permitted to park their cars onsite.
5. Students are not permitted to order takeaways to be delivered to the School. No other form of food deliveries are permitted.
6. Chewing gum is not permitted on site.

Security and Safety:

1. Students must keep their ID cards with them at all times. If a student forgets or loses their ID card, they should access the main school buildings via Senior School Reception and ask for a temporary replacement.
2. Any ID card not used within 7 days will be cancelled in order to ensure safeguarding procedures are being followed.
3. Students are required to swipe their ID cards on arrival to school each day at the first door they enter, even if they are with a group of people – this must be done individually.
4. Students may not leave School at any time during school hours (apart from Sixth Form students at lunchtime), unless by prior agreement and parental notification. This includes in the case of a pupil feeling unwell. In this situation a pupil should go to the Medical Centre.
5. If a student has permission to leave School during the day they should 'tap out' as they leave the site.
6. Students arriving late to school by agreement and with parental permission must also 'tap in'.
7. Unless for a supervised organised club or activity pupils should not arrive at school before 8am.
8. Unless in a supervised organised club or activity, or in the library, pupils should not be in school after 4.15pm. The Library closes at 5.30pm Monday-Thursday and 4.15pm on Friday.
9. Students should not enter or exit the building via the ground floor windows.
10. Carrying large sums of money and bringing valuables to school is discouraged. Money must be carried on the person or given for safekeeping to the Senior School reception. For an item of any value, pupils should make use of their lockable space.
11. Students who need to bring in prescription medication to take during the day must take it to staff in the medical centre for safekeeping as soon as they arrive in school. Pupils are not permitted to bring in, carry or administer any over-the-counter medicines, for example paracetamol and ibuprofen.

Prohibited areas (for student safety):

1. Construction Works compounds
2. The old Bursary car park
3. Kitchen Court - students may **not** enter or leave the Joan Clanchy Building, Main Hall, Dining Room link or Dungeons via Kitchen Court as this area is always busy with moving vehicles.
4. Students moving between the Joan Clanchy Building and the Richardson Building along the balconies to the Main Hall need to remember to close the doors as leaving them open creates a security risk.

Mobile electronic devices

1. All mobile electronic devices must be placed on silent.
2. Pupils in Years 7 to 11 (inclusive) must lock their mobile phones in their yondr pouches.
3. Pupils in Year 7 and below are not permitted to bring a smart phone or smartwatch to school, or carry one on their way to school
4. Pupils in the Sixth Form must keep their mobile phones out of sight and must not use them in public areas.
5. Students in the Sixth Form are permitted to bring in their own mobile electronic devices for use in the School.
6. Any pupil found with their mobile phone during the day will have it confiscated and returned at the end of the school day.

7. Use of electronic devices and / or digital technology of any kind to abuse, bully, harass, upset or intimidate others will not be tolerated and will constitute a serious breach of discipline.

Appendix E - Transport and Off-Site Travel Code of Conduct

By adhering to these critical behaviours, you can help ensure a safe and comfortable journey for yourself and the other students.

Coach use - students must:

- Security / Travel ID Pass: Always carry their NLCS Security / Travel Pass and use this to swipe on and off the coach for every journey.
- Follow Instructions: Listen to and follow any instructions given by the driver or accompanying staff.
- Seatbelt Safety: Always wear your seatbelt while seated on the coach.
- Remain Seated: Stay seated while the coach is in motion. Avoid standing or moving around unnecessarily.
- Exiting the Coach: Wait until the coach comes to a complete stop before standing up and exiting your seat.
- Baggage Safety: Store your belongings securely and avoid blocking aisles or emergency exits with luggage. Large items should be stored underneath the coach.
- Driver Distractions: Refrain from speaking to or distracting the driver while the coach is moving.
- Respectful Behaviour: Be courteous to fellow passengers and staff members. Avoid loud noises or disruptive behaviour. Display behaviours that reflect positively on the younger students.
- Cleanliness: Keep the coach clean by disposing of rubbish properly and avoiding spills.
- Emergency Procedures: Familiarise yourself with emergency procedures and exit routes in case of an emergency.
- Alertness: Stay alert and aware of your surroundings, especially during stops or transfers.

Offsite Travel Behaviours - students must:

- Arrival and Departure: Arrive at the designated meeting point on time and wait calmly for boarding. Ensure you have all necessary belongings before departing.
- Seatbelt Safety (Coach): If traveling by coach, always fasten your seatbelt while seated and keep it fastened throughout the journey.
- Stay Seated (Coach/Bus/Train): Remain seated while the coach, bus, or train is in motion. Avoid standing or moving around unnecessarily.
- Mind the Gaps (Tube/Train): When boarding or exiting the tube or train, be mindful of the gaps between the platform and the vehicle. Wait for the vehicle to come to a complete stop before boarding or alighting.
- Hold Handrails (Tube/Train): While inside the tube or train, hold onto handrails or grab bars for stability, especially when the vehicle is in motion.
- Keep Aisles Clear: Keep aisles clear of belongings to allow for safe movement within the vehicle and easy access to exits.
- Respectful Behaviour: Be courteous to fellow passengers and staff members.
- Mind Personal Belongings: Always keep personal belongings secure and in your possession. Be cautious of pickpockets and keep valuables out of sight.
- Listen to Announcements: Pay attention to announcements and information provided by staff regarding stops, transfers, and safety procedures.
- Exit Responsibly: When exiting the coach, bus, tube, or train, wait for the vehicle to come to a complete stop before standing up and exiting. Use designated exits and mind the gap when alighting.

- Emergency Procedures: Familiarise yourself with emergency procedures for each mode of transportation and know how to respond calmly and safely in case of an emergency. If you get separated from the group, please contact your group leader immediately
- Report Concerns: If you notice any suspicious behaviour, safety hazards, or concerns during the journey, report them to the appropriate member of staff.

Appendix F - Anti-bullying initiatives

Anti-bullying strategy

Lessons on good relationships are included in the PSHE programme. The unacceptable nature of bullying is introduced into form discussion, circle time and assemblies and into lessons where appropriate, e.g. drama improvisation.

Pupils work with their form tutors to agree a code of conduct which is displayed in each tutor room.

In the Senior School form time discussions cover different forms of peer on peer/ child on child bullying, including that related to race and culture.

Academic and extra-curricular success alike are praised and celebrated through feedback in lessons, awards in assemblies and commendation meetings with senior staff, which raises self-esteem and helps to create a positive atmosphere.

Staff must not display overt disapproval or any exclusive or unfriendly behaviour and must never use sarcasm towards a pupil or humiliate a pupil as set out in the Code of Conduct for Staff.

Staff must act on all reports of bullying, by speaking to the relevant Head of Section.

The School requires staff to use seating plans in lessons from Reception through to Y11 and free choice activities should be arbitrarily assigned by the member of staff.

The importance of good relationships is emphasised in the Handbooks for pupils and parents and guidance given to pupils about what to do if they are bullied or are aware of others being bullied. Pupils are encouraged to speak to any member of staff. Alternatively, they may seek help from the School Nurse, the School Counsellors or the peer counsellors. Training in detecting bullying is given to the sixth form pupils who volunteer to act as form assistants and peer counsellors.

Members of staff are vigilant at all times and bullying is regularly discussed in staff meetings to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" or conflict between pupils so that strategies can be developed to prevent bullying incidents.

Staff training

All new staff take part in an induction programme which makes them aware of the principles and purpose of School policies including the Anti-bullying Strategy, its legal responsibilities regarding bullying and emphasises the importance of identifying and reporting any bullying incident.

Appropriate training is arranged to ensure that staff have the necessary professional skills to deal with bullying incidents including actions to resolve and prevent bullying, and information on support available for pupils. All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

Cyberbullying

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

All reported incidents of cyberbullying will be treated seriously whether they occur in or out of school.

If there are reasonable grounds to believe that cyberbullying has occurred the School will require mobile electronic device/s to be produced for examination. 'Mobile electronic device' includes without limitation mobile phones, smartwatches, tablets, laptops etc. Pupils may expect to have their mobile electronic device/s confiscated as a disciplinary penalty.

Any incident of cyberbullying will be dealt with in accordance with this strategy.

Cyberbullying – preventative measures

The School:

- Expects all pupils to adhere to the code of conduct and Digital Safety Policy for Pupils relating to the use of the internet
- May impose sanctions for the misuse, or attempted misuse of the internet
- Issues all pupils with their own personal School email address
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE and ICT lessons including blocking, removing contacts from friend lists, sharing of personal data and saving evidence where bullying has taken place
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- Mobile phones are not permitted to be used in classrooms, public areas of the school, or where they may cause annoyance to others
- Parental talks on promoting and monitoring safe use of social media and technology

Appendix G – Screening, Searching and Confiscation Regulations

This Appendix should be read in conjunction with Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies (July 2023).

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. The Head (and staff they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item such as those listed below:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the 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 property of; any person (including the pupil)
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images
 - vapes... or any other prohibited item.
3. When exercising their powers, school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
4. School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.
5. The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

6. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph.
7. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.
8. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in Part 1 of the latest version of Keeping Children Safe in Education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before searching:

1. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
2. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
3. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
4. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
5. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
6. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items from the list above (excluding vapes)

Use of reasonable force in schools.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. The only exception this is in the case of a safeguarding concern. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

In the case of a search, Schools will record the following:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Appendix H – Girls on Board

On the whole, girls are good and want to obey the rules, get on with everyone and be happy. However, they sometimes find that the search for trusting and reliable friendships is hard and that without such friendships they feel very unhappy. Their unhappiness is often displayed through tearfulness and even depression. Adults can help in only very limited ways because the problems within friendship groups are very fluid and difficult to express precisely.

“Early adolescence appears to be especially stressful on adolescent girls’ friendships and peer relations, signified by a sharp increase in indirect relational aggression. More typical of girls and more distressful to girls than to boys, relational aggression, characterized by such behaviours as spreading rumours or threatening withdrawal of affiliation, appears to emerge as girls attempt to negotiate current power relations and affirm or resist conventional constructions of femininity.” (The American Psychological Society)

However, we can use a model and a common language to aid communication and give insight. That’s where the Girls on Board approach comes in...

Girls on Board is an approach adopted by schools and understood by parents which empowers girls to resolve their friendship issues for themselves. It does this by evoking empathy through teacher-led, non-judgmental sessions which are called in response to conflict amongst the girls.

What a Girls on Board approach does NOT do is:

- provide a way to prevent girls ever falling out with each other – that would be impossible!
- suggest that, because the role of adults in this approach is relatively recessive, girls should not talk to or share their problems with adults. Quite the reverse, the approach encourages continued dialogue; it is how the teachers and parents react and respond that is radically different

Appendix I: Procedure for investigating incidents

The Conduct of Disciplinary Investigations

The basic procedures used for the conduct of more serious disciplinary investigations are set out below. Such investigations are normally conducted by Heads of Section and co-ordinated by the Deputy Head (Pastoral), with the Head being kept informed throughout. Any investigation in the Junior School will be conducted by appropriately senior staff. The same procedure is followed as far as practicable when other members of staff have to deal with major incidents, for example on residential trips.

Where it is alleged that a pupil has committed a serious breach of School discipline the Head and/or Deputy Head (Pastoral) should be informed of the matter as soon as is practical.

The investigation of serious breaches of School discipline will be carried out by the Head of Section, or Deputy Head (Pastoral), with the Head considering what sanctions to apply once the investigation has been concluded and the evidence considered.

Steps taken:

N.B. the order of events may vary depending on the nature of the incident

1. Investigation of a complaint or rumour about serious misconduct will normally be carried out by the Deputy Head (Pastoral)
2. The Headmistress is informed of the matter under investigation and the mechanism for informing parents is established. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being suspended, expelled or removed from the School. Parents of witnesses will also be informed that their daughter has been interviewed.
3. Where appropriate, the students allegedly involved, including witnesses, are isolated and mobile phones and other communications devices are collected and stored securely.
4. The students either write fully independent statements, having been reminded of the requirement to record truthfully all relevant information, or a teacher takes notes and students are asked to sign these at the end of the interview to confirm that they are an accurate reflection of the discussion.
5. Statements are read and discussed with students, clarifying inconsistencies. A second member of staff is normally present if the matter is serious.
6. Searching the property of a student would only be done if it was felt necessary by the member of staff conducting the investigation. Items that were confiscated would be kept in a sealed bag and parents may be asked to collect them from a senior member of staff. It may be, for in some cases, that the items have to be handed to the police.
7. Conclusions are drawn from the evidence. It may be necessary to hold students incommunicado during this time if circumstances require. Students are allowed access to their schoolwork and simple refreshments such as bottled water.

8. Staff conducting the investigation make recommendations for follow up actions: sanctions if appropriate and a positive way forward.
9. The recommendations are discussed with Senior Teachers with a view to ensuring consistency.
10. The student under investigation is informed of the outcome, and a decision is made on who will communicate this to the parents.

The principles and procedures that underpin such investigations are set out below.

- Suspension: A pupil may be suspended from the School while a complaint is being investigated or in the case of a suspension of an investigation. The School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set.
- Search: The senior teacher conducting the investigation may decide to search a pupil's space and belongings and ask her to turn out the contents of pockets or a bag, if it is considered there is reasonable cause to do so. Outer clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched. If necessary, the police would be called. See Appendix F for the School's policy on searching and confiscation.
- Interview: A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for her to be accompanied by another member of staff.
- Ethos: An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- Suspension of an investigation: It may be necessary to suspend an investigation, for example, where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from an appropriate external agency and will be subject to periodic review. The School will fully co-operate with a police investigation if it is suspected that a criminal offence has been committed.