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Responsibility: SMT (NS)

DAME ALLAN'S SCHOOLS

WHOLE SCHOOL BEHAVIOUR POLICY

A. Schools' ethos
B. Responsibilities
C. Rewards Procedures
    a. Junior School
    b. Senior School
    c. Sixth Form
D. Sanctions Procedures
    a. Junior School
    b. Senior School
    c. Sixth Form
E. Behaviour Outside of School
F. Behaviour Online
G. Statement on Exclusion
H. Appeals
I. Statement on Restrictive Interventions (including Reasonable Force and Seclusion)
J. Monitoring, Evaluating and Consultation
K. Statement On Prohibited Items And A Teacher's Power To Search A Pupil (Search And Confiscation)
L. Appendix

A. Schools' ethos

The Schools believe that encouraging, recognising and rewarding good behaviour is central to the maintenance of good discipline and essential for the development and welfare of all pupils and for the well-being of the whole school community. Clear expectations regarding behaviour and effective pastoral support provide a framework for the building of good social relationships. Where a pupil's conduct exemplifies the standards valued by the Schools, he or she shall be rewarded through the awarding of House Points and Commendations. With this in mind, the Schools seek to operate as a community in which members value themselves and each other. It is expected that honesty, fairness, tolerance and co-operation will guide all actions. All members of the community of Dame Allan's have responsibilities and rights. Responsibilities define what needs to be done; rights means what can be expected by the community's members.

Reflecting the Schools Christian foundation pupils are encouraged to 'love their neighbour' and to 'treat others as they would like to be treated by them'. The Schools will not unlawfully discriminate on the basis of any protected characteristic under the Equality Act 2010.

The Schools' Code of Conduct is based on the Dame Allan's Attributes for Success and requires pupils to try to be:

Respectful ● I am kind to all others ● I am well-behaved ● I am empathetic ● I collaborate	**Strategic** ● I am organised ● I set targets ● I have high expectations of myself ● I am resilient and persevere
Motivated ● I have a growth mindset ● I am inquisitive ● I am willing to strive ● I am an independent learner	**Meta-thinker** ● I am reflective ● I am creative ● I make links in and across the curriculum ● I am academically brave

Where a pupil's conduct falls below the required standard, then disciplinary procedures will be set in motion. These will be applied fairly and consistently by all acting on behalf of the Schools.

This policy has regard to the Independent School Standards Regulations, current Department for Education guidance relating to behaviour, searching, screening and confiscation, use of reasonable force, fixed period exclusions (suspensions), safeguarding requirements and the Equality Act 2010 and will be applied in accordance with the Schools' equal opportunities policy. The policy applies to all pupils and seeks to promote good behaviour, self-discipline, respect, safeguarding, welfare and positive relationships throughout the school community. The principle behind our disciplinary policy is that of 'firm reasonableness'. This policy defines disability according to the Equality Act 2010 which

states that a person has a disability if they have a physical or mental impairment which substantially and in the long term adversely affects the person's normal day-to-day activities.

B. Responsibilities

The Governing Body

The governing body is responsible for overseeing the introduction and maintenance of policies aimed at fostering good standards of behaviour and to support staff in implementing such policies consistently and fairly.

The Principal

The Principal shall determine the standards of behaviour acceptable in the Schools, in consultation with governors, staff, pupils and parents. The Principal is responsible for maintaining discipline in the Schools and has the authority to make and enforce rules. The Principal and all members of the Senior Management Team shall lead by example and action:

- Promote self-discipline and the proper regard for authority amongst all pupils.
- Encourage good behaviour and respect for others, particularly through the promotion of a rigorous anti bullying policy.
- Ensure that the standard of behaviour in the Schools is acceptable.
- Support all staff in modelling and maintaining good standards of behaviour.
- Ensure that good behaviour is recognised and, where appropriate, rewarded by the Schools.
- Organise staff duty rotas in order to ensure that good order is maintained.

The Head of the Junior School, Director of Sixth Form and Director of Senior School (7-11) are responsible for the day-to-day running of their appropriate section. They shall ensure that:

- Pupils follow the Schools' code of conduct and observe the Schools' rules.
- Accurate and up-to-date records are maintained of all significant sanctions imposed on pupils by the Schools.
- The Schools' systems for rewarding pupils are effectively employed.
- All staff are supported in order to maintain good standards of behaviour.

Pastoral Leaders

The Head of the Junior School, Director of Sixth Form, Director of Senior School (7-11) and pastoral managers (Deputy Head of the Junior School, Heads of Phase/Year and their assistants) are responsible for liaising with parents, where appropriate, to ensure that their children behave sensibly and for supporting all other staff in maintaining good standards of behaviour.

All Staff

It is important that all school staff apply the Schools' behaviour policy fairly and consistently. All staff are expected to encourage good behaviour, self-discipline and respect for others amongst pupils; to

apply sanctions where these standards are not met and to reward pupils whose behaviour merits this. Staff will receive appropriate training and guidance in behaviour management, safeguarding, restrictive interventions, equality duties, SEND-related behaviour support and other relevant aspects of pupil welfare to ensure this policy is implemented consistently and effectively.

Staff shall require punctual attendance to school, form time and all lessons; they shall follow up any pupil absence from lessons and they shall not tolerate any behaviour which, by its nature, prevents constructive teaching and learning. They shall encourage pupils to follow the Schools' Code of Conduct, rules and uniform regulations. Staff are expected to address any poor behaviour they witness outside of their own lessons or form time. Maintenance of good discipline is the responsibility of all staff. Staff shall follow the staff code of conduct.

All Pupils

It is the responsibility of each individual pupil to arrive punctually at the start of the school day and at the beginning of lessons with the correct equipment for that lesson; to do homework when set and to wear their uniform correctly. All pupils should follow the Schools' Code of Conduct and the Schools' rules and also follow codes of conduct specific to particular subject areas.

C. Rewards Procedures

Junior School:

Good behaviour is encouraged in a positive, constructive way. By highlighting and rewarding such behaviour the children will be encouraged to adopt it. Children's self-esteem is boosted through praise and independence is encouraged. Pupils should take responsibility for their own personal achievements. Praise can either be verbal or written. Pupils are also encouraged to comment positively on each other's achievements. In special circumstances good work should be shown to the Deputy Head and Head of the Junior School.

Feedback to parents is encouraged, especially if there has been a marked improvement in work or behaviour. This can be verbal or written in homework diaries. The following is a list of reward strategies which should be used to promote positive behaviour. These systems should also be used to motivate pupils to reflect upon their behaviour. It is very much up to individual teachers' discretion as to which rewards are used. This list is by no means exhaustive.

Informal

Catch them being "good" – praise a child for good behaviour, particularly when it is a child who may not normally behave in a positive manner in certain situations.

Share the good news – ensure that positives about a pupil's achievements are shared with 'significant others'. For example, informing the class; tell colleagues and ask them to congratulate the pupil when they get the opportunity; tell someone else within the pupil's hearing; encourage the parents to tell the teacher about achievements at home so they can be congratulated at school. Tell parents about achievements at school.

Form times – set time to discuss issues arising in the classroom or playground. It is an excellent way to improve a child's self-esteem by having achievements celebrated by the whole class and by giving them a chance to express their views and have them heard. Circle time can be used as a way of developing social and listening skills.

Marking - work is marked positively and constructively, with rewards taking the style of special stamps, stars, stickers etc. (in accordance with the marking policy). Children must feel that their contributions and opinions are valued.

Formal

House PoInts/Class dojo points are used by teachers to give rewards in order to celebrate examples of excellent behaviour and promote positive work ethic; they are NOT to be used in a negative way – there are more official channels for this. Within the senior school, House Points can be awarded to recognise pupils' endeavours in demonstrating the 'Dame Allan's Attributes for Success'. House points are rewarded in the form of tokens which are then added to the school house point accumulator. House points are totalled regularly and the House Trophy is presented to the house with the most house points.

Achievement assemblies – the Junior School acknowledges all the efforts and achievements of children, both in and out of school. In assembly pupils will show off the medals or certificates they have received outside of school, for example, music or swimming certificates.

Each month, the Headteacher's Award is awarded to one child each class for academic excellence. Star Awards are awarded to one child in each class each month for endeavour, attitude and/or good citizenship.

Player of the Week – one child receives a cup to keep for the week, a certificate and a sticker, celebrating their contribution and achievement in sport. This is decided upon by all staff who teach games / swimming in the junior school.

Prize Giving - a formal prize giving celebrating the pupils' achievements is scheduled at the end of every academic year. Pupils from Years 3 – 6 and parents are invited to attend. Prizes are awarded in the following areas: Academic achievement, Effort / Progress, Attitude.

Senior School:

The Schools' system of house points and commendations rewards pupils' work and behaviour which is out of the ordinary, special or unusual, or which is recognised as showing the Dame Allan's attributes.

Staff Guidance for Awarding House Points

Our goal is to foster a school culture where pupils feel valued and motivated. A consistent, fair, and inclusive approach to awarding house points can significantly contribute to this aim. House points should be awarded thoughtfully and consistently and should be accessible to all pupils. Below are examples of reasons to award house points:

1. Outstanding classwork or homework.
   For work that is particularly good for the individual pupil, even if not the best in the class.

2. Above-expected contribution in lessons.
   For pupils who lead discussions, ask insightful questions, or respond well to challenging material. This should be based on what is exceptional for that individual. Not just for answering a question in class.

3. Strong performance in quizzes or tests.
   Where a pupil performs notably well relative to their usual standard.

4. Kindness and helpfulness around school.
   Examples include helping a peer, assisting a teacher, or showing initiative to support others.

5. Consistent positive habits encouraged by form teachers.
   Including regular organisation, punctuality, smart appearance and readiness for learning.

6. Representing the school positively.
   Participation in external events such as music performances, outdoor activities, CCF, public speaking, LAMDA, sports, field trips, and language visits.

7. Exemplifying the school's 'Attributes for Success'.
   This includes showing motivation, respect, strategic thinking, meta-thinking, and going above and beyond expectations — such as seeking help outside of lessons or completing extension work.

Important Considerations

- Avoid awarding house points for behaviours that are simply meeting minimum expectations, such as arriving to a lesson on time or submitting homework. House points to celebrate genuine achievement and improvement, not basic compliance.

- Consistency is key. Aim to award house points regularly across all your lessons. While some lessons may not always present clear opportunities, look for small moments of effort or success to recognise. Ideally, house points should be given out weekly.

Group house points may be awarded for an outstanding piece of work by a class or for concern shown or service given by a class – for example in raising money for charity. Group/class commendations can be arranged via the class' form teacher.

Staff are asked to limit normal rewards to 1HP per pupil per recognition. All house points are entered onto the Schools data management system[1] (ISAMS) by the awarding teacher. Commendations are equivalent to 20 house points are then automatically awarded. Pupils gaining 4 or more commendations in a term will be presented with a certificate awarded in assembly at the end of each term. Pupils who have been identified as being deserving of recognition for effort, attainment, outstanding contribution to the Schools etc. will be recognised in other ways too, such as the Principal's Breakfast. Every house point is an entry to the random draw for book vouchers at the end of each term.

Sixth Form:

Work and behaviour which is out of the ordinary, special or unusual will result in a personalised letter of commendation being sent to the home(s) of a Sixth Form student. Students may be nominated by an individual member of staff or through recommendations from Sixth Form tutors during pastoral meetings. Letters of commendation may be given:

- To recognise exceptional academic achievement.

- To recognise an outstanding contribution to co-curricular activities.

- To mark notable service to the Schools.

- To mark a significant contribution to the community outside the school.

- To a pupil showing outstanding concern/care for fellow pupils.

[1] See appendix at end of policy for instructions for teachers as to how to enter house points on ISAMS

It is expected that sixth formers are mature enough to appreciate that getting the best results they can and leaving school having had an abundance of opportunities and with an abundance of opportunities ahead of them is their ultimate reward.

D. Sanctions Procedures

For the application of any sanction, where necessary, we will endeavour to make reasonable adjustments for pupils with special educational needs and disabilities. Where staff need guidance in such matters, they should liaise with the SENCO or the Vice Principal (Pastoral).

Junior School

Class teachers should endeavour to create positive working relationships with and between their pupils. A proactive approach from the class teacher is required for pupils who display poor behaviour. Counselling and strategies tailored to the individual's needs will underpin a good working relationship. The majority of this action will be of an informal nature and will encourage, persuade, support and reward a pupil for modifying his/her behaviour. However, the school does have a hierarchy of sanctions which is made clear to the children. We believe that this consistent approach will benefit the children and thus the school community. We would expect the majority of sanctions to be dealt with at stage 1. These are detailed on charts displayed in the classroom.

For all stages, all meetings with parents will be minuted, and discussions between current and previous teachers will take place. A behaviour record should be kept by the class teacher indicating the date of any incident necessitating the placing of a child on any stage of this policy, with details of the incident and the action taken. Good behaviour should also be noted on this record. At every stage parents should be informed in writing.

Early Years and Key Stage 1

Stage 1: For low-level, repeated poor behaviour, sanctions include a verbal reprimand and an explanation of why the behaviours are not acceptable. The child will be given a brief period of "time out" if required and a warning by the class teacher of the action that will be taken if the poor behaviour continues. The Code of Conduct should be referred to, and the class teacher must endeavour to explain to the pupil the reasons for the reprimand and support the child in not repeating the inappropriate behaviour. Parents should be notified informally of the incident that took place if the member of staff feels it is appropriate.

Stage 2: If a child has been reprimanded in line with the sanctions on stage 1 and behaviour has not improved, then a child will be moved onto this stage. Positive efforts that the child has made to demonstrate improved behaviours should be logged as well as any misdemeanours as the child moves on to stage 2. Sanctions include taking away privileges, temporary isolation of the child from disruptive situations within the classroom or short periods of time staying in at playtime. Depending on the age of the child, the class teacher needs to inform the appropriate phase leader about any incidents, in addition to informing staff through any 'pupil feedback' at meetings. Parents should be informed by the class teacher and asked to support the school in helping to deter any inappropriate behaviour in the future; they should also be asked about any potentially mitigating circumstances.

Stage 3: Where behaviour fails to improve despite the interventions listed in stage 2, then a child will be moved onto this stage. Sanctions include being sent to the phase leader for the 1st official warning, a talk about repeated misbehaviour and its effect and a discussion about ways of overcoming the issue. If older children are seen again by the phase leader for a second warning, they will decide on appropriate sanctions (being kept in at lunchtime, a letter of apology or not being

allowed to participate in playground games for the rest of that week or time out of the classroom with a parallel class or a lower-aged class). Parents will be informed of the inappropriate behaviour of the child and invited to come into school to discuss the behaviour with the phase leader.

Stage 4: Where behaviour and interactions are poor enough to warrant a third warning, then a child will be moved onto this stage. If the third warning is given, pupil notes will be made recording the history of the inappropriate behaviour. Parents are informed of this through a formal letter and will be invited to discuss issues with the Head along with the Deputy Head or Head of Early Years/Phase Leader. The child will be monitored by the class teacher.

Stage 5: A child will be placed on this stage when all other interventions have not precipitated any improvement in behaviour or attitude. The Head will arrange a formal meeting with parents to discuss 'next steps'. At this stage it would be up to the discretion of the Head, in consultation with the parents and Deputy Head, as to the most appropriate course of action. In *extreme cases/incidents* the pupil(s) concerned may be removed from school, with the Head informing the Principal of the situation and contacting the parents to inform them that the pupil is removed from school for a specified length of time. In this scenario there would be follow-up action on the pupil's return to school (should the suspension be temporary), and this would be decided by the Principal and the Head of the Junior School. Parents would be requested to attend a meeting and would be made aware of these decisions and the reasons why the suspension has been made. A letter confirming the action and reasons must be sent home. Any such actions are governed by sections E and F of this policy.

<u>Key Stage 2</u>

Stage 1: A pupil is placed on stage 1 when they have not responded to any informal sanctions. The class teacher or subject specialist will identify misbehaviour and explain to the pupil **what** is unacceptable and **why** it is unacceptable. The Code of Conduct should be referred to. A constructive discussion should result in mutual agreement between the pupil and staff member. A number of explanations/warnings may be necessary depending on the pupil (his or her background) and the incident(s) in question. Class teachers may choose to inform parents of poor behaviour and enlist their help in supporting the pupil to correct this; they may also ascertain information from the parents about issues at home that may explain the behaviour. Class teachers/subject specialists may wish to consult with Phase Leader on possible strategies.

Stage 2: Movement onto this stage may be for an isolated incident which is unacceptable, or it may be as a result of persistent reminders and action from the class teacher or subject specialist. A pupil's name is placed in the Behaviour Book Log, and they will receive a supervised lunchtime detention with a member of staff. This should last for no longer than thirty minutes and should occur as close to the original incident as possible. The pupil may be asked to write out the Code of Conduct and sign it, or they may be requested to complete other suitable tasks (which should be of benefit to the general School community). The Phase Leader will speak with the pupil about the incident and their behaviour and reiterate the school's expectations. If it is deemed appropriate, the Phase Leader will record and date the detention in a pupil's homework diary. If a pupil receives three of these detentions in a single term, then a letter will be written home, and parents are requested to attend a meeting with the class teacher and the Phase Leader. The tally of detentions for all pupils will be zero at the start of each new term.

Stage 3: A pupil moves to this stage for persistent misconduct. A choice of approach can be selected from the following strategies. The selection will depend upon the pupil and their circumstances. In unusual circumstances, a pupil may reach this stage before moving through Stage Two. Decisions are made by the Head in consultation with the Deputy Head, Phase Leader and class teacher where necessary.

Loss of Play

- The pupil will go to the Head or Deputy Head's room at the start of both break time and lunchtime.
- This should last no longer than three days and would be supervised by the Head or Deputy Head.
- This can be used as a 'cooling-off' ploy and allows for reflection.

Monitoring Sheet

Parents must be informed of this strategy, the reasons and aims. They should also be advised of what actions they should employ in order to support the Schools, but also to facilitate the pupil's success whilst being monitored. Some pupils need constant supervision and reinforcement to encourage them to adopt good habits. The monitoring sheet gives basic feedback at the end of each lesson. The class teacher must discuss the pupil's performance with the pupil at the end of or at the start of each day. The pupil must take the monitoring sheet home at the end of the week and must return it at the start of the week, signed by both the pupil and parent. This strategy should last no longer than four weeks, with two weeks seen as an optimum length.

Report

Parents should be informed prior to the start of the report. It must be made clear why it is felt necessary and the aim of this sanction. The pupil takes the report sheet to each lesson, and teachers comment and grade on targets that have been set. The pupil must report to the Phase Leader at the end of each day, prior to being collected / going home. The pupil must leave the sheet with the Phase Leader and collect it from him/her the following morning. The sheet is taken home at the end of the week and signed by the pupil and parent. The Head or Deputy Head, Phase Leader and class teacher will decide if the pupil remains on report depending on his/her performance. This should last no longer than three weeks, with eight school days seen as an optimum length.

Stage 4: To get to this stage, all other avenues have been exhausted. In *extreme cases/incidents* the pupil(s) concerned may be removed from school, with the Head informing the Principal of the situation, contacting parents and requesting that the pupil be removed from school for a specified length of time[2]. In this scenario (should the suspension be temporary), there would be follow-up action on the pupil's return to school, and this would be decided by the Principal and the Head of the Junior School. Parents would be requested to attend a meeting and would be made aware of these decisions and the reasons for them. A letter confirming the action and reasons must be sent home.

[2] For EYFS/KS1 at level 5 and KS2 at this level, removal of a child from school is also informal, with the Head of the Junior School contacting parents and asking them to arrange collection of the child, to diffuse a situation, to prevent a further incident or to allow time for a pupil who is emotionally upset to gain balance and control.

Any such actions are governed by sections E and F of this policy.

Managing Transitions

The Schools recognise the importance of transition as a point at which positive behaviour can be established and reinforced. We plan for this so as to establish amongst pupils an awareness of the Schools' ethos and to ease the transition for pupils into Dame Allan's Schools. Parents of all new pupils joining below the Sixth Form are issued with a handbook and invited to a new parents' evening at which they meet their child's key workers (form or class teachers) and spend time in the classrooms in which their children will be based. Potential pupils are offered taster sessions as a means to experience life at Dame Allan's before a formal application is made. Once pupils join the Schools, form prefects trained in listening skills act as mentors to younger pupils. In the Senior School, all Year 7 pupils attend a 3-day residential course within their first month in the school, which is attended by senior pupil mentors. Staff are made aware of any particular needs or circumstances pupils at transition may have and take these into account when applying this policy. Pastoral leaders meet with necessary experts and parents if appropriate, as will the SENDCo. Junior school records accompany the pupils to the senior destination.

Senior School (Year 7-11):

School discipline is the responsibility of all teaching staff. This applies both inside and outside the classroom. Staff can apply the Code of Conduct with minimum disruption by using the Schools data management system as well as appropriate discussions with pupils in receipt of a reward or sanction.

Sanctions:

Teachers should use common sense when applying the rules and must be consistent in the application of sanctions. The Schools' disciplinary framework consists of a hierarchy of sanctions as follows:

Most incidents of poor or unacceptable behaviour (in and out of class) are dealt with quickly and effectively by the subject teacher/form teacher. Pupils may be given a warning in lesson, followed by a reminder of what is expected and required and an MML to record the incident is expected and usually enough.

If the incident progresses or is deemed more serious, a demerit may be issued.

Detentions are issued by Heads of Year or SMT.

(i) MML

The minor misdemeanours letters are used to monitor the progress of pupils on a lesson-by-lesson basis. It allows for the identification and recording of minor misdemeanours. The following six areas will be monitored by the form teacher, who will check the ISAMS-generated report once a week, which the relevant Director of Senior School will generate and oversee

Minor Misdemeanour Letters

- P – Poor punctuality to class
- E – Lack of effort in classwork
- H – Lack of effort with the doing and/or handing in of homework
- R – Lack of respect for others, their property and/or the environment
- O – Poor organisation
- U – Poor uniform standards

When pupils have an MML[3], they have fallen below the expectation of that aspect of the code of conduct. Pupils will discuss ways to improve with form teachers and Heads of Year. Accumulation of 6 MMLs (they can be for the same or for a variety of misdemeanours) will result in the issuing of a demerit by the form teacher.

NB Pupils should never normally be sent to stand outside of the classroom, but classroom teachers should call for an appropriate member of staff to support them or remove the pupil - Head of Department, Head of Year or SMT. Pupils are unlikely to be removed for the duration of the lesson. Pupils removed must always have access to the part of the curriculum they miss. Where a pupil is at

[3] Minor misdemeanour letter

risk of causing an accident (on the field or in a lab, for example), it is appropriate for the class teacher to ask the pupils to do alternative work in the Head of Department's/neighbouring teacher's room. In all aspects of behaviour management common sense and professional judgement should be used.

(ii) Demerits

Demerits are to be used when the behaviour of a pupil is regarded as having fallen so far below the code of conduct that marking of boxes seems inadequate. Demerits are serious sanctions, and as such, the issuing of one is deemed worthy of informing parents.

Staff issuing a demerit should use ISAMS to record the demerit. Where the demerit is issued for failure to complete homework, details of the work missed must be included. ISAMS will automatically generate a letter that goes to parents, form teacher and Head of Year.

Staff issuing a demerit to a pupil should always have a face-to-face conversation with the pupil to ensure the pupil knows about the sanction and why it was given.

Pupils who have collected 3 demerits will be issued a detention during lunchtime (in the Snug). Any additional action taken, such as requiring a pupil to stay in over lunch or break, or to carry out a piece of community service such as picking up litter, should be put on the school database by the form teacher/Head of Year.

At the end of each half term, the MMLs that have not translated into demerits can be considered spent. A record of demerits accumulated will be kept.

(iii) Detentions

Detention must be reserved for serious breaches of discipline only; overuse will devalue the effect of detentions. Persistent failure to complete homework would be seen as a breach of discipline. There are levels of detention. This document gives guidance for the first level of detention. After school detentions on a Friday for the main school and Saturday detentions may only be set by HOY and senior leadership.

- Senior school detention will take place on Tuesday lunchtime between 12:25 – 13:00.
- Pupils who are on detention, should prioritise this and attend the detention at 12.30. If there is a clash, pupils should still report at 12.25 and then explain the clash.
- Pupils will always get lunch and will be free to prepare for afternoon lessons by 13:15.
- Detentions will be supervised by a senior member of staff.
- HOYs or HOS will set all detentions, and staff need to contact them should one be needed. The HOY will enter the detention on ISAMS, to be approved by the Head of School. A letter to parents will then be sent by the office. The pupil and parents will be notified of the date and time.
- The teacher issuing the detention should set the pupil appropriate work of academic merit (not just punitive essay writing) to complete in the detention.
- Senior Staff Detentions on a Friday (3.45-5) are supervised by a member of senior staff and will be used as an escalation on the behaviour policy. There will be communication with parents in advance of a Friday detention being issued.

- Principal's detentions, supervised by the principal, on a Saturday (timing is flexible), are a further escalation and are used before inclusion. There will be communication with parents in advance of a Saturday detention being issued.
- Parents will be informed in writing before any detention is served.



Sanctions procedure:

All sanctions are monitored by the Heads of Year and an accumulation of sanctions will be followed up. The stages below are a guide to the implementation of the Whole School Behaviour Policy. Involvement in serious incidents will result in pupils being advanced through the levels to Director of Senior School (7 - 11), Vice Principal (Pastoral) or Principal regardless of the stage they may be at or the number of demerits accumulated. Parents will be informed in writing every time a child is placed at any stage, once they have reached behaviour level one.

Warning Level

Where issues are not quickly resolved, form teachers and subject teachers should discuss the problem with the pupil and make their expectations explicit. Form teachers are responsible for dealing with issues of a pastoral nature and supporting pupils experiencing challenges across the curriculum, supported by Heads of Year. Subject teachers are responsible for dealing with challenges in specific areas and offering academic support as required by pupils. This could involve reporting the issue to the Head of Department, who follows up and works in conjunction with the Head of Year

Strategies should be agreed to resolve the problem and communicated with parents. An in-person meeting may be necessary to discuss concerns.

NB Behaviour incidents involving bullying, discriminatory behaviour, harassment, sexual harassment, sexual violence, harmful sexual behaviour or other harmful child-on-child behaviour will be managed in accordance with the Behaviour Policy, Anti-Bullying Policy and Safeguarding and Child Protection Policy.

If problems persist, then pupils will be advanced onto Behaviour Levels as detailed below:

Behaviour Level 1

Pupils will be placed on Level 1 if they accumulate 6 + demerits for inappropriate behaviour or lack of work or are involved in a more serious incident. Pupils will be placed "on report" with targets set by the Head of Year in agreement with the pupil. Targets agreed will be monitored by the pupil's form teacher/Head of Year and reviewed after an agreed period. A letter confirming the action taken will be sent by the Head of Year to parents and attached to the pupil's file. A meeting with the Head of Year, form teacher and parents may be called as necessary. Failure to respond to the targets agreed and monitored by the report will result in progression to Behaviour level 2.

Behaviour Level 2

A pupil who fails to respond to the support offered at Level 1 and who repeatedly fails to meet the targets agreed for their report will progress to Behaviour Level 2. At this level the Head of Year will take overall responsibility for supporting the pupil and working towards resolving the situation. The Head of Year will arrange a meeting with the pupil's parents and the form teacher to discuss future conduct and place the pupil on Behaviour level 2. A revised report will be agreed upon and monitored by the Head of Year. A letter summarising the meeting, confirming action agreed and the targets for the report, must be sent to parents by the Head of Year and logged on CPOMS. An after-school Friday detention will be served, overseen by a member of SMT. The targets should be reviewed after an agreed period of time. Failure to respond to the support or to meet the targets set will result in progression to Level 3.

Behaviour level 3

Failure to resolve academic or pastoral issues at Level 2 will be deemed as very serious. The Head of Year should refer pupils to the Director of Senior School (7 - 11). Parents will be contacted by the Head of Year, and a meeting will be arranged with the parents, Head of Year and Director of Senior School (7 - 11).

The pupil will be in attendance at this meeting as well. At this meeting discussions over causes of unacceptable behaviour will be held, with possible recommendations that supportive measures take place outside of school. Sanctions may involve recommending to the Principal a period of suspension A Principal's Detention[4] may be served (a Saturday morning detention). A final report will be drawn up and monitored by the Director of Senior School (7 - 11) and logged on CPOMS. The Director of Senior School (7 - 11) will write to parents summarising expectations and actions to be taken. The Vice Principal (Pastoral) should be tagged in the CPOMS entry for information.

Behaviour Level 4

Pupils who reach this level will be working against the ethos of the Schools and demonstrating a complete disregard for the Code of Conduct. The Director of Senior School (7 - 11) will liaise with the Vice Principal (Pastoral) and arrange a meeting with the parents. A period of suspension may be recommended to the Principal as a sanction. A final warning will be issued, and failure to behave at an appropriate level of conduct will result in referral to the Principal. VP (P) will update CPOMS.

Behaviour Level 5

If a pupil reaches level 5, they will have exhausted the Schools' support systems and will render themselves liable to permanent exclusion. The pupil will be referred to the Principal who will review their file and make his decision on the pupil's future. The Principal will invite the parents of the pupil to a meeting to review their child's conduct, accompanied by the VP (P) and/or Director of Senior School (7 - 11). There may be possible permanent exclusion. The Principal will update the database.

[4] It is the Principal's prerogative to sanction a Principal's Detention when he deems it necessary and not necessarily just when a pupil has reached this stage.

Summary of stages

Stage	Action	By	Logged by
Warning	Accumulation of MMLs/Demerits Failure to respond to advice	HOY/HOD	HOY
Stage 1	Failure to respond to Warning Level Further accumulation of sanctions Letter to parents Report 1	Head of Year	Head of Year
Stage 2	Failure to respond to report 1 and/or continued unacceptable behaviour[5] = Letter to parents. Friday Detention (after school) , Meeting with Parents, Head of Year and FT Report 2	Head of Year	Head of Year
Stage 3	Failure to respond to report 2 and/or continued unacceptable behaviour = Letter to parents. Possible Principal's Detention Meeting with HOB/G, Head of Year and Parents Report 3 Possible inclusion[6]/suspension	Director of Senior School (7-11)	Director of Senior School (7-11)
Stage 4	Failure to respond to report 3 and/or Continued unacceptable behaviour = Referral to VP Pastoral Letter to parents. Meeting with parents Possible suspension	Vice Principal Pastoral	Vice Principal Pastoral
Stage 5	Failure to respond at stage 4 and/or continued unacceptable behaviour= Referral to Principal Letter to parents. Meeting with parents Possible permanent exclusion	Principal	Principal

[5] Evidenced by communication with home, frequent lunchtime detentions and the receiving of demerits.
[6] A pupil is removed from class and spends the day under the direct supervision of SMT/HOY/designated member of staff.

While any sanctions process would normally follow that which is outlined here, the Schools reserve the right to apply additional sanctions not specifically listed within this policy where these are reasonable, proportionate, lawful and in the best interests of maintaining safety, welfare and good order.

Sixth Form

Sixth Form students are encouraged to take responsibility for their own education and conduct and to act as role models for the younger pupils. Students are encouraged to act responsibly, considerately and independently at all times.

Academic

Any problems will initially be discussed between the subject teacher and the student. This may range from missed deadlines to a poor attitude to work. It is expected that all work is submitted punctually. Students must ensure that preparatory work is completed ahead of the lesson. Teachers reserve the right to insist that it be completed under supervision before the students can actively participate in the lesson.

SIXTH FORM LEARNING TO LEARN POLICY

While sixth form students are expected to be organised and self-motivated, some may need extra support to help them understand the importance of handing homework in on time and why completing it to the best of their abilities directly contributes to their progress and academic development. As much as possible, the sanctioning of sixth form students for academic misdemeanours is to be avoided. The plan below will be used to support those who need help with their organisation and deadline keeping. A positive outcome is expected; however, where this might not be the case, appropriate next steps will be taken.

	Action	**Staff involvement**
i. Minor organisational issues	1. Dealt with by the subject teacher using professional judgement e.g. student is given an extended deadline, is requested at subject catch-up sessions, is requested to complete the original homework plus extra reading, etc.	Subject teacher
ii. Regular organisational issues	1. **Informal warning** given by subject teacher (ST), HOD notified and records it on CPOMS. 2. HOD informed and subject action plan developed with student, HOD and ST. e.g. supervised study time, hints and tips around subject specific expectations and organisation, subject peer mentor organised, etc. Parents informed, letter via iSAMS.	Subject teacher Form tutor (if patterns across subjects emerge) HOD
iii. No improvement seen	1. HOD and HO6/Assistant HO6 informed. 2. Assistant HO6 will give a **formal warning** (recorded on iSAMS). 3. Action plan developed in formal meeting with parents. Plan sent home (copy to CPOMS) e.g. all of ii, bans from leaving the site at lunchtime/break time, etc.	HOD HO6/Assistant HO6

iv. No improvement seen	1. HOD and HO6/Assistant HO6 informed. 2. HO6 gives a **formal written warning** (recorded on CPOMS). 3. Vice Principal (Academic) informed by HO6, action plan modified in formal meeting with parents. 4. New plan sent to parents (copy to CPOMS).	HOD HO6 Vice Principal (Academic)
v. No improvement seen	● HOD and HO6 informed. ● HO6 will inform the Principal who will consider what the next appropriate steps are.	HO6 Vice Principal (Academic) Principal

Pastoral

- Concerns about any student should be reported to their Sixth Form tutor, who will discuss them with the student.
- Students who fail to comply with the uniform dress code or who continue to be of concern will be informed of their transgression. Persistent non-compliance will result in an escalation of sanction.
- Students who do not show improvement, despite the intervention of their tutor, will receive a warning from either the appropriate Assistant Director of Sixth Form or the Director of Sixth Form. If the matter is not resolved, then parents will be informed.
- Serious concerns will result in the Director of Sixth Form being notified immediately by those concerned. A meeting with parents or guardians will be arranged at the discretion of the Director of Sixth Form.
- The Principal and Vice Principals will be kept informed by the Director of Sixth Form and will become involved when necessary. Further action will be in accordance with the Schools' whole-school behaviour policy.

Uniform

As role models for our younger pupils, all of our sixth form students are expected to adhere to the dress code. Transgressions will be dealt with in line with the whole school behaviour policy.

Sixth Form Detentions

Sixth form detentions take place on a Friday from 1545 to 1645 in room 90.

It is most important that Sixth Formers who drive to school adhere to the statement on cars. (Dame Allan's Sixth Form guide). Students who continue to be of persistent concern for missed lessons, incorrect uniform, etc. will be issued with a formal notification from their tutor. (Dame Allan's Sixth Form guide). In matters of child protection the Director of Sixth Form will inform the Principal and the relevant Designated Safeguarding Lead when appropriate.

Punctuality (Years 7-13)

Repeated Lateness to school detentions

There may be occasions when pupils are late to school for reasons beyond their control; however, it is expected that all pupils (including 6F students) must be on time to school every day. All pupils are "allowed" to be late to school once in any 5 day period, but should they be late twice in a 5 day period they will be placed in a "lates detention".

- Detention for being late will take place on a Tuesday lunchtime from 12:25 – 13:00.
- Detentions will be supervised by a senior member of staff.
- Pupils will be expected to bring work to do in the detention or will be given appropriate work by the teacher in charge.
- The pupils will be given a detention at the end of the week. This will be placed on ISAMS and the pupils and parents will be notified of the date and time
- Repeated appearances in lates detention may see pupils removed from form time for a defined period where solutions to address repeated tardiness will be discussed and found.
- Persistent lateness will be seen as a breach of the school rules and may see a pupil moved on to the behaviour levels if not addressed.

Equality Monitoring

When considering behaviour incidents and sanctions, staff will take account of a pupil's age, understanding, SEND, social and emotional needs and any other relevant vulnerabilities. The Schools will make reasonable adjustments where required and seek to ensure behaviour procedures are implemented fairly, consistently and without unlawful discrimination.

E. Behaviour Outside of School

Wherever possible the schools wish to celebrate the achievements of pupils for successes that take place out of school. We rely on pupils and parents to let us know about commendable achievements.

Where it is reported that behaviour outside of school falls below normal expectations and the actions of a member of the school's community negatively impact another, action that the Schools deem appropriate will be taken. This also applies when it is reported that the behaviour of a pupil or pupils brings the School's name into disrepute. This includes when on a school-related activity or when travelling to and from the Schools on school or public transport.

F. Behaviour Online

Where it is reported that behaviour online falls below normal expectations and the actions of a member of the school's community negatively impact another, action that the Schools deems appropriate will be taken. Pupils may not defend or excuse online behaviour if they say they did not know what the terms used meant or by claiming someone else wrote under their username or on their social media profile/device. Where pupils have been found to have used the likeness of or made offensive comments about a member of staff online, it will be investigated, and those found in breach of this policy are likely to receive, as a minimum, an inclusion for at least one day and to be placed at level 3 of the behaviour policy. Where a member of staff's name has been used (in any context), this will also be investigated and an appropriate sanction applied. The school takes the view that anything a pupil has written about a member of staff online is as if it has been said to the member of staff's face.

Any safeguarding concerns will be dealt with according to the Safeguarding Policy.

G. Statement on Exclusion

The decision to exclude is the sole prerogative of the Principal. This may be for a fixed term suspension or permanent. The Principal will inform the Chair of Governors (or, in their absence, the Vice Chair) of any decision to exclude a pupil. The pupil's parents will be informed of the decision in writing and notified of their right to appeal. This is only enforced when either all other strategies have been exhausted or the incident is so serious that suspension or permanent exclusion is appropriate. Following any suspension, the Schools will normally meet with the pupil and parents before or upon the pupil's return to school. Appropriate reintegration measures, support strategies and behaviour expectations will be agreed. All serious incidents are investigated appropriately. Incidents that may lead to suspension include but are not exclusively:

<u>Fixed Term</u>

- Verbal abuse, including gross insolence, towards a member of staff of the Schools.
- Violence towards another pupil, including fighting.
- Persistent bullying, including racially and sexually harassing others.
- Behaviour that brings the School's name into disrepute be that behaviour in or outside of school.
- Persistent disruption of lessons, making it difficult for teachers to teach and other pupils to learn, and shows a disregard of Schools' Code of Conduct.

- Theft or vandalism of property belonging to the Schools or members of the Schools community.
- Persistent disregard for the school's Code of Conduct (for example, consistent lack of effort or poor behaviour or persistent lateness or consistent failure to comply with the school uniform requirements) where other strategies have failed to address such behaviour.
- Inappropriate use of social networking sites in contravention of the Schools' policy on acceptable use of electronic devices and ICT, including the distribution of illegal images and cyber bullying.
- Failure to adhere to the Schools phone pouch policy.
- Bringing alcohol onto the Schools' premises or drinking alcohol whilst in school uniform or on a School related activity including travelling to and from the Schools.
- Smoking on the Schools' premises or during an organised school activity or smoking whilst in school uniform or on a School related activity including travelling to and from the Schools. This includes e-cigarettes or "vapes" and tobacco pouches or snus.
- Malicious allegations against a member of staff.
- The supply of alcohol, tobacco-related products, e-cigarettes or "vapes" to another pupil of the Schools.

Permanent

- Any of the offences listed in the fixed-term column where the actions are deemed by the Principal to be so serious that permanent exclusion is warranted.
- Physical abuse and/or intimidation of a member of staff of the Schools.
- Supplying illegal drugs to another pupil of the Schools.
- Re-occurrence of an offence that had previously led to a suspension.
- Malicious allegations against a member of staff.
- Possession of an offensive weapon (including corrosive substances).

H. Appeals

Pupils and parents have the right to appeal against the imposition of any sanction. In the case of a detention or suspension, the appeal would be made to the Principal. In the case of a permanent exclusion the process is as follows:

If the pupil's parents wish to appeal against a decision to exclude a pupil permanently from the Schools, they should lodge a written statement with the Clerk to the Governors within 7 days, who will forward it to the Chair. During the appeal process the pupil will remain suspended from school.

The Governing Body will convene a panel of 3 persons not directly involved in the circumstances surrounding the suspension or exclusion, one of whom shall be independent of the management and running of the Schools. The panel will be chaired by the Vice Chair (or Chair if the Vice Chair was originally involved), to review the case within 10 working days of receipt of the appeal letter.

The Governors' Committee will review all the written evidence and may interview any party involved in the case. A written decision will normally be sent to the parents within 48 hours of the appeal hearing or as soon as practically possible.

I. Statement on Restrictive Interventions (including Reasonable Force and Seclusion)

The Schools use the umbrella term "restrictive intervention" to describe any means used to prevent, restrict, or subdue the movement of a pupil's body. This includes:

- Reasonable Force: Physical restrictive intervention used as a last resort, applying no more force than is necessary for the shortest time possible.

- Restraint: A non-disciplinary intervention that immobilises a pupil or limits movement, which may or may not involve physical contact (e.g., holding a pupil's arms or removing a walking aid).

- Seclusion: A non-disciplinary safety measure where a pupil is confined alone in a room and prevented from leaving. Seclusion will only be used where a risk assessment indicates that it is necessary and proportionate and where no less restrictive alternative is sufficient to manage the immediate risk. It is not a disciplinary sanction and must only be used when a pupil is experiencing high levels of dysregulation and lacks intent, to protect others from harm.

In accordance with the law, corporal punishment is strictly prohibited. All staff have the legal power to use reasonable force only to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils.

Staff may use reasonable force to search for legally prohibited items only (e.g., weapons, alcohol, illegal drugs). Force must not be used to search for items banned only by school rules.

If seclusion is required for safety:

- The area must be safe and non-threatening.
- The pupil must be supervised at all times.
- The intervention must end as soon as the immediate risk of harm has reduced.

All significant incidents of force, restraint, or seclusion must be recorded on CPOMS as soon as practicable and on the incident log (via shared docs), and no later than the same day. Records must include:

- Names of staff and pupils involved.
- The pupil's SEN status code and any relevant needs or vulnerabilities.
- The date, location, and approximate duration of the intervention.
- A brief account of the incident, including triggers and de-escalation strategies attempted.

- A justification of why the intervention was assessed as necessary.
- Details of any injuries and post-incident medical support provided.

The Schools must report each significant use of force and all incidents of seclusion or restraint to parents as soon as practicable, and ideally the same day. This report will be provided in writing (e.g., via email) and must include the duration, the reason for the intervention, and the degree of force used.

Post-Incident Support and SEND Considerations

Following an incident, the Schools will hold a follow-up conversation with the pupil and staff member to facilitate reflection, support wellbeing, and repair relationships through dialogue. For pupils with SEND, staff will work with parents to co-produce behaviour support plans. These plans will identify specific triggers and tailored de-escalation strategies to minimise the future need for restrictive interventions. The use of reasonable force, restraint and seclusion will be subject to regular review by senior leaders. Records will be monitored to identify patterns, training needs, repeat incidents and any disproportionate impact on individual pupils or groups of pupils. The Governing Body will regularly interrogate data on the use of restrictive interventions to identify repeat patterns, evaluate the effectiveness of support, and ensure there is no disproportionate impact on pupils with protected characteristics or SEND.

J. Monitoring, Evaluating and Consultation

The monitoring and evaluating of this Behaviour Policy is the responsibility of all members of the school community; however, the Schools' pastoral leaders will meet regularly to discuss, monitor and evaluate the application of this policy. Senior leaders will regularly review behaviour records, sanctions, suspensions, bullying reports and restrictive intervention records to identify patterns, trends and areas where additional support or intervention may be required.

Records are kept by the HOY and on CPOMS regarding any pupil at any stage of this policy, and an overview of all pupils is kept by the Heads of School and the VP (P) with formal discussions with HOY at the pastoral leaders meeting once per half term. Heads of School and the VP (P) meet once a week, as do the year group teams. A high standard of behaviour can only be achieved in the school community if all members adhere to and deliver the agreed strategies. Consistency is a vital part of good behaviour. Children need to be a part of the whole process so that they are given responsibility for their own actions and are aware of the outcomes of their behaviour if inappropriate. Continual reviewing and evaluating of the standards of behaviour in the Schools and thus the quality of the learning environment will ensure that high standards are kept. The Schools' behaviour policy shall be reviewed as and when necessary and formally at least every two years. Staff will have the opportunity to contribute to such a review.

The Governing Body will receive periodic reports regarding behaviour, suspensions, bullying incidents, prejudice-based incidents, restrictive interventions and other significant behaviour trends. This information will be used to monitor the effectiveness, consistency and impact of the Behaviour Policy and identify safeguarding, equality or welfare concerns. The Governing Body will also monitor whether behaviour systems are implemented fairly and consistently and whether there is any disproportionate impact on pupils with SEND or pupils who share protected characteristics.

K. STATEMENT ON PROHIBITED ITEMS AND A TEACHER'S POWER TO SEARCH A PUPIL (SEARCH AND CONFISCATION).

The Department of Education guidance based on the Education Act 1996, the Schools Inspections Act 2006, and the Schools Regulations Act 2012 allow for the following rule enforcement.

From time to time it is necessary to investigate disciplinary matters by making a search of a pupil's possessions, including their mobile devices, for a range of items which are prohibited or may be harmful or detrimental to school discipline. If possible, and in nearly all cases, this will be done with the pupil's consent, in their presence and with more than one member of staff present. However, the Principal and any authorised staff have the power to make a search without the pupil present and/or without their consent. Automatic authorisation to search is given to all members of the school's Senior Management Team, all Heads of Year, all staff members who have charge of a co-curricular activity, and may, in these latter circumstances, extend to members of support staff for the limited period during which they have responsibility for pupils whose education is being provided by the schools. Where electronic devices are searched, staff will act in accordance with safeguarding procedures, data protection legislation and the School privacy notices. A parent's permission does not need to be sought to carry out a search.

Searching:

- Staff can search for any item if the pupil agrees. Formal written consent from the pupil or parent is not required. Any pupil refusing to cooperate with the legitimate search (not turning out pockets, not unlocking their locker, not opening a bag for inspection, not giving full access to a mobile device or attempting to conceal / delete files before a search can be carried out etc.) will be subject to a serious disciplinary penalty, normally an immediate suspension from school until such time as the Principal is satisfied that they do not have prohibited items in their possession.

- There is no legal requirement for a written record of a search to be kept, however a record should be placed in a pupil's file as best practice. Parents could also be informed where alcohol, illegal drugs, potentially harmful substances or images (including details of websites) have been found, but there is no legal requirement to inform them.

- The Principal and staff authorised by the Principal have power to search pupils or their possessions, even without consent, where they have reasonable grounds for suspecting that the pupil may have any prohibited item – knives (including penknives) or other weapons, corrosive substances, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vapes and vaping paraphernalia, fireworks, pornographic images, any other item that staff suspect has been or is likely to be used to a) commit an offence, b) cause injury to any person or property, c) any other item identified in the behaviour policy as being prohibited by the School.

- For all searches, with or without consent, the member of staff carrying out the search should be the same sex as the pupil, and there must be a staff witness who should, where possible, be the same sex as the pupil. In exceptional circumstances where a member of staff

reasonably believes that there is an immediate threat of serious harm, or it is not reasonably practicable to summon another member of staff, a search by a member of staff of the opposite sex to the pupil, and without a staff witness, may be carried out.

- Searches may be carried out whenever a member of staff has reasonable grounds for suspecting a pupil may be in possession of a prohibited item. Information circulating amongst other pupils indicating that a pupil or pupils may have prohibited items in their possession constitutes reasonable grounds. Suspicious behaviour by a pupil will also constitute reasonable grounds. CCTV footage may be used to gather evidence of suspicious behaviour.

- The power to search is granted regardless of whether or not the items are found, or are found and are not prohibited, or are found but subsequently not found to be illegal or stolen.

- Searches without consent may only be conducted on the school premises or in a context where the member of staff has lawful control or charge of the pupil. (e.g., on a school trip or visit.) Search without consent powers only apply in England. Searches with consent may happen elsewhere.

- Staff carrying out a search may not require a pupil to remove clothing, other than outer clothing, including hats, footwear, gloves and scarves. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. There is no power granted to carry out an intimate search, such as police officers may carry out.

- Possessions means any items over which the pupil has or appears to have control. A mobile device, even if owned by an adult or on a contract to someone else, will count as being in a pupil's possession if it is clearly being used by them or being carried about their person or is in their bag.

- Reasonable force, given the circumstances, may be used to search without the consent of the pupil for items listed as prohibited, but not for other items beyond the statutory list but included in the school's own list of banned items.

Confiscation:

- Staff have the power to seize any prohibited item found as a result of a search.

- Any item, however found, can also be seized if staff consider it to be harmful or detrimental to school discipline.

- Staff have the power to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. A statutory defence is granted against any proceedings against them in respect of loss of, or damage to any item they have confiscated, provided they have acted lawfully.

- Any alcohol seized from a pupil may be disposed of but must not be returned to the pupil.

- Controlled drugs, if found, should be delivered to the police but may be disposed of if the member of staff has good reason to do so. Even if staff only suspect a substance to be controlled, they should act as though it were.

- Any items or data that may result in a criminal prosecution or may be required as evidence in a legal or disciplinary case should either be passed to the police or retained by the school. Behaviour records will be retained in accordance with the School data retention schedule and privacy notices.

- Electronic devices found as a result of a search may be examined. Data and files may be searched if staff think there is good reason to do so. Staff may erase, retain or dispose of any such data or files following the search. 'Good reason' means they must reasonably suspect that data or files on the device have been, or could be, used to cause harm, disrupt teaching or otherwise break the school rules. For inappropriate material on a device, it is up to the teacher to decide on retention or deletion or to report it to the police.

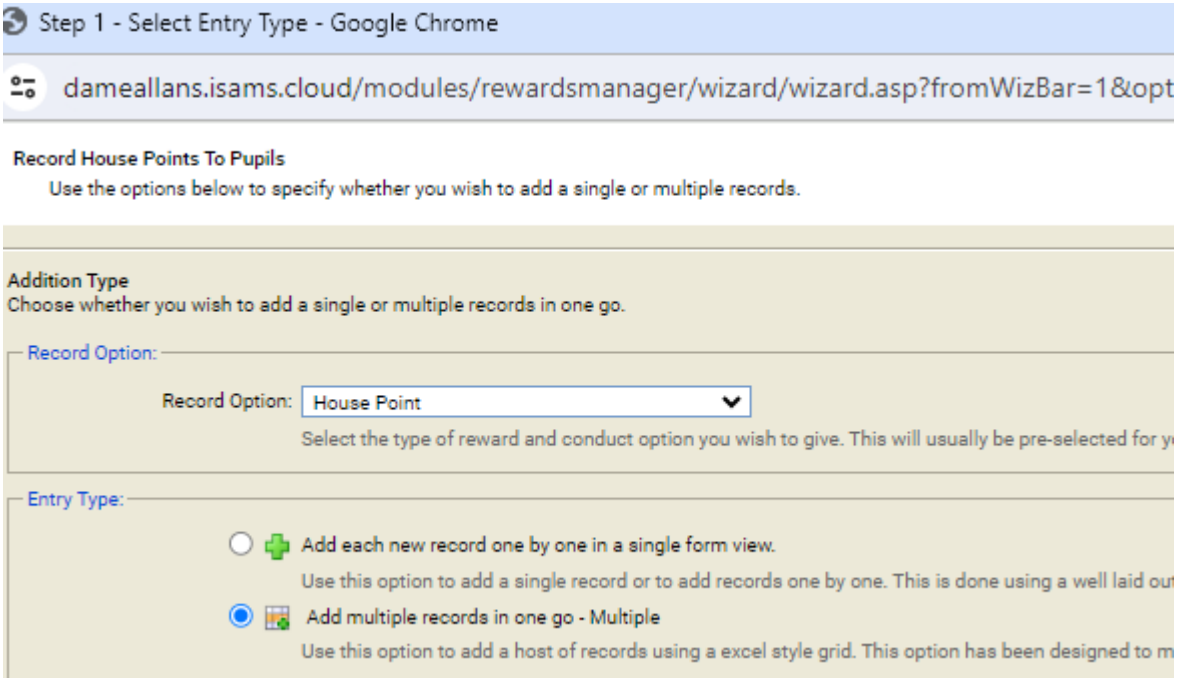
This policy should be read in conjunction with:

Safeguarding and Child Protection Policy
Use of reasonable force in schools (Dept for Ed April 2026)
Equal Opportunities Policy
Staff Code of Conduct
SEND Policy
Sex and Relationships Policy
Whole School Policy on the Acceptable Use of Electronic Devices and Information Technology Systems
Pupil Guide for Chromebooks
Pupil Guidance for Electronic Media
Pupil and Parent Social Network Guidance
Admissions Policy
Anti-Bullying Policy
Dame Allan's Sixth Form Guide
The School Rules
Trips Policy
Taking, Storing and Using Images of Children Policy
Drugs and Substance Abuse Policy
School's Privacy Notices

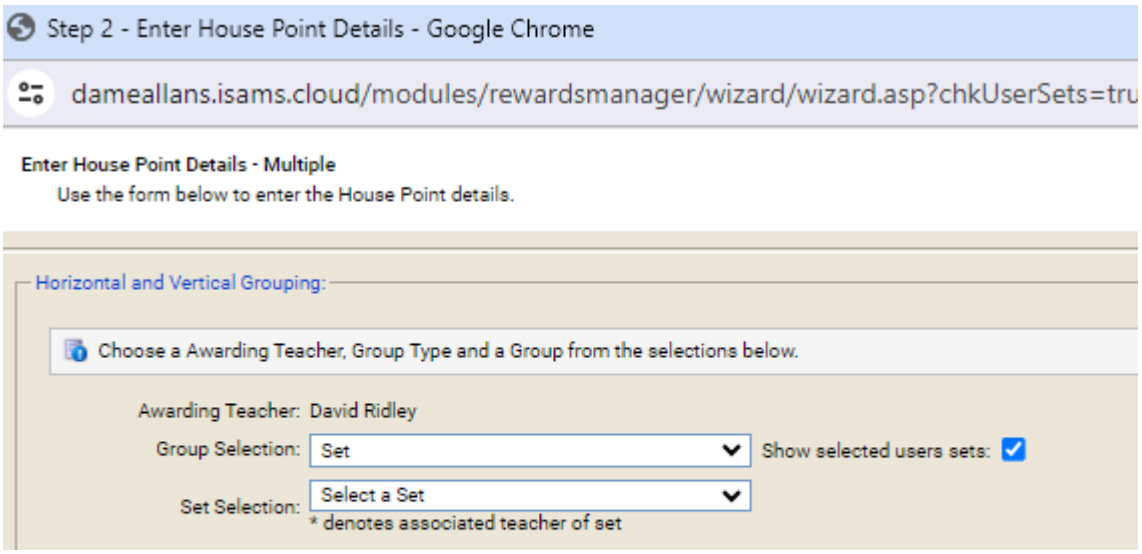
Appendix:

Entering a House Point and Commendation is very quick on ISAMS. This can be done individually by typing in the student's name, or by bringing up a whole class and adding differing totals at the same time (either during marking or a lesson). Please see below.

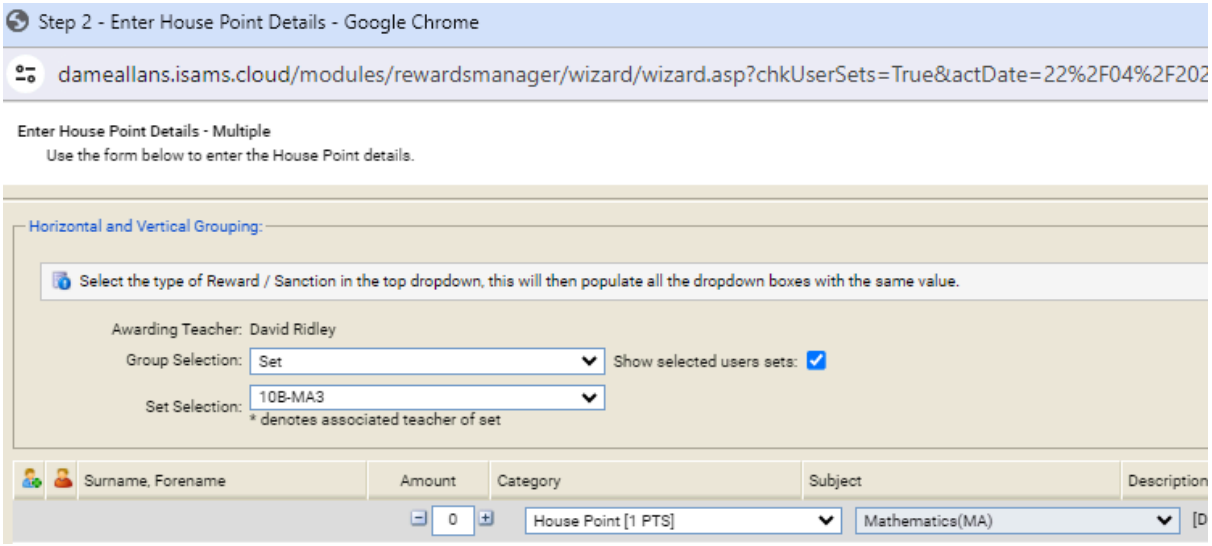
1. Please click on **'add multiple records .....'**



2. For a class you teach, select **'Set'** and tick the box to **'show selected users sets'**. In the set selection box, only your sets will now be visible. (If entering for a form - please find the one with the initial e.g 11Z-LP and not just 11Z)



3. Once you have chosen your set, you can enter different house points for each pupil (see below). Changing the heading to your subject, changes it for all, but only gives house points where you have entered an 'amount'



Commendations will be automatically added. Form teachers will be informed of totals to allow congratulatory conversations.