

The Maynard School, Exeter

September 2021

6.08 Behaviour and Discipline Policy

Independent Day School for Girls

This policy should be read in conjunction with the School's:

- Teaching & Learning Policy
- Spiritual, Moral, Social & Cultural Development Policy
- PSHE Education Policy
- Anti-Bullying Policy
- Exclusion Policy
- Searching Pupils Policy
- Restraint of Pupils Policy
- E Safety
- Electronic Devices – Searching and Deletion Policy
- Attendance Policy
- Safeguarding and child protection policy
- Equality Diversity and Anti-Racism Policy

And

- DfE Behaviour and Discipline in Schools - Advice for Head teachers and School 2020
- Junior School Behaviour and Sanctions Policy

1 Policy aims

1.1 The aims of this policy are:

- 1.1.1 to enable the Head to carry out her responsibilities of maintaining order and good discipline in the School;
- 1.1.2 to promote good behaviour and support positive behaviour modification;
- 1.1.3 to actively promote and safeguard the welfare of pupils at the School;
- 1.1.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make her full contribution to the life of the School, consistent always with the needs of the School community;
- 1.1.5 to authorise the School Code of Conduct and any procedures necessary for implementing it;
- 1.1.6 to encourage pupils to accept responsibility for their behaviour;
- 1.1.7 to set out the sanctions adopted by the School in the event of pupil misbehaviour.

2 School Code of Conduct

2.1 The School Code of Conduct shall be set by the Head and the Students' Council. The School Code of Conduct is necessary:

- 2.1.1 for the health, safety, welfare and well-being of everyone at the School;
- 2.1.2 for the reputation of the School community as a whole; and
- 2.1.3 for the protection of School property and the wider environment.

2.2 The School Code of Conduct applies to all age groups and at all times when the pupil is:

- 2.2.1 at the School, representing the School or wearing School uniform;
- 2.2.2 travelling to and from the School; or
- 2.2.3 associated with the School at any time.

2.3 Pupils are expected to know and understand the School Code of Conduct through assemblies and tutor time. They will be briefed on:

- 2.3.1 this policy
- 2.3.2 E Safety Policy
- 2.3.3 Anti-bullying Policy;
- 2.3.4 Smoking, Alcohol, Drugs and Substances Policy.
- 2.3.5 The Health and Safety Policy

- 2.4 The School Code of Conduct will be amended from time to time in consultation with the Student Council and reinforced in assemblies, in tutor times and on other appropriate occasions.

3 Scope

- 3.1 The Governors and the Head intend that the School Code of Conduct (Appendix 1) and associated policies (2.3) and the rewards and sanctions (via ePraise) provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during weekends, half term and in the holidays.
- 3.2 This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the health and safety and welfare of a member or members of the School community or a member of the public, or which brings the School into disrepute.

4 Rewarding and promoting good behaviour

- 4.1 The School understands that rewards can be more effective than sanctions in motivating pupils. The ways in which the School may reward good behaviour are set out in appendix 2.
- 4.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive sanction and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 4.3 Pupils are educated about good behaviour through the operation of the School's curriculum PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of the policy, to accept responsibility for their behaviour.

5 Breaches of the School Code of Conduct

- 5.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School Code of Conduct and associated policies (appendix 3).
- 5.2 The Head may prescribe and authorise the use of any sanctions as comply with good education practice and promote good behaviour and compliance with the School Code of Conduct and associated policies. Examples of sanctions used at the School are set out in appendix 3. A more serious sanction may be imposed if it is considered appropriate to do so, e.g. where there are persistent breaches of discipline by a pupil.
- 5.3 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see appendix 3 for details of possible sanctions).
- 5.4 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.

- 5.5 The Head must be consulted in cases of breaches of discipline where there may be special circumstances which should be taken into consideration (see also paragraph 5.8 below).
- 5.6 **Serious breaches of the School Code of Conduct and associated policies (appendix 3)**
- 5.6.1 Allegations, complaints or rumours of more serious breaches of the School Code of Conduct and associated policies (appendix 3) should be referred to the Head.
- 5.6.2 The main categories of misconduct which are considered to be serious breaches of the School Code of Conduct and associated policies (appendix 3) include but are not limited to:
- (a) supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
 - (b) theft, blackmail, physical violence, intimidation, racism or persistent bullying;
 - (c) misconduct of a sexual nature; supply or possession of pornography; harmful sexual behaviour, including sexual violence and sexual harassment;
 - (d) possession or use of unauthorised firearms or other weapons;
 - (e) vandalism or computer hacking;
 - (f) persistent attitudes or behaviour which are inconsistent with the School's ethos;
 - (g) other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises.
- 5.6.3 The range of sanctions for serious breaches of the School Code of Conduct and associated policies include:
- (a) **Fixed Term Exclusion (appendix 3):** A pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or review.
 - (b) **Permanent Exclusion (appendix 3):** A pupil is liable to Expulsion for a grave breach of the School Code of Conduct or associated policies or a serious criminal offence. Exclusion is reserved for the most serious breaches.
- 5.6.4 The investigation procedures followed by the School in cases where a sanction of Exclusion, or Permanent Exclusion may be imposed by the Head, as set out in our school Exclusion policy. The Head is required to act fairly and in accordance with the principles of natural justice.
- 5.6.5 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the

procedures, in the absence of the pupil and the Parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

5.7 Parent involvement

- 5.7.1 The School seeks to work in partnership with parents over matters of conduct, and it is part of parents' obligations to the School to support the School rules.
- 5.7.2 Parents will be contacted to discuss any disciplinary matter which may result in a significant is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so, unless the School is prevented from doing so by the police if they are involved.

5.8 Additional needs

- 5.8.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the Head and SENCO if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.
- 5.8.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head / SENCO and further action in accordance with the School's Policy on Special Educational Needs and Learning Difficulties will be considered.
- 5.8.3 Where Exclusion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.
- 5.8.4 If behaviour and discipline matters give rise to a safeguarding concern, the School's child protection procedures will be followed (see the Child Protection and Safeguarding Policy and Procedures).

6 Malicious allegations against staff

- 6.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 6.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.
- 6.4 In accordance with the DfE's guidance *Keeping Children Safe in Education* (2021), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

7 Use of reasonable force

- 7.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Working Together to Safeguard Children (July 2018) and as set out in our Restraint of Pupils Policy. More detailed guidance about the use of reasonable force is provided to staff in the Code of Conduct.
- 7.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

8 Searching pupils

- 8.1 **Informed consent:** School staff may search a pupil or her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the pupil to turn out her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 8.2 **Searches without consent:** In relation to prohibited items, the Head, and staff authorised by the Head, 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. Please see the School's policy on searching students. Such action will be taken in accordance with the DfE guidance Searching Screening and Confiscation (January 2018).

9 Monitoring and Records

Merits (greens) and demerits (reds) are recorded through the Epraise system. Patterns of behaviour for whole cohorts or individuals are monitored regularly through this electronic recording scheme so that appropriate action can be taken to make improvements.

Detentions are recorded via iSAMS and a record of letter correspondence with parent/carers

Implementation of major sanctions are recorded, with the name of the pupil concerned, the reason for the sanction including relevant dates, and the name of the person implementing the sanction. This log is reviewed regularly by the Pastoral Assistant Head so that patterns in behaviour can be identified and managed appropriately.

10 Training

- 10.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 10.2 The level and frequency of training depends on role of the individual member of staff.
- 10.3 The School maintains written records of all staff training.

11 Review

- 11.1 A pupil or her parents may request a Governors' Review of the Head's decision to permanently exclude a pupil from the School, or where the pupil is excluded from the School for 11 school days or more or where an exclusion would result in the pupil missing a public examination. See the School's separate Exclusion Policy.
- 11.2 There will be no right to a Review of other sanctions but a pupil who feels aggrieved may ask an Assistant Head to take up her concerns with the member of staff who imposed the sanction.

12 Publication and availability

- 12.1 This policy is available in hard copy on request.
- 12.2 A copy of the policy is available for inspection from the School Office during the School day.

Policy Written by:	Reviewed PW/BH	March 2012
Approved annually by:	Governors	July 2018
Reviewed annually by:	CL	September 2021
Date for Review:	SLT	September 2022

Authorised by Governor	
Signed	
Dated	

Appendix 1

THE CODE OF CONDUCT (STUDENTS)

This code is based on two key principles:

1.1 All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

Show respect for others by working cooperatively in lessons and by not disrupting the learning of others:

- Listen to those who are meant to be talking
- Be prepared to contribute by answering or asking questions or by raising issues for discussion
- Mobile phones and other electronic devices must be in your bag and turned off
- Follow instructions
- The area where you have worked should be clean and tidy before you leave the room

Show respect for others by moving around the building quietly and carefully:

- Walk on the left-hand side of the corridor, carrying bags with awareness
- No eating or drinking in the corridors or on the stairs
- Open/hold open doors for other people
- When waiting to enter a classroom, line up along one side of the corridor and leave the doorway clear
- Go to and from assembly in single file and in silence and maintain silence in the Hall

All members of the school community must treat one another and their environment with respect:

- Be aware that bullying takes many forms – name calling, ‘put downs’, excluding others from your activities or discussions, threatening someone, hiding their property - are all unacceptable. If you are being bullied or you notice someone else being bullied, tell someone you trust – remember, silence is the bully’s greatest weapon.
- Always express yourself politely
- At lunchtime follow the sittings rota:
Clear your table so that it is clean for others
Eat in the dining hall or in your classroom not in cloakrooms or corridors
- Remember that your form room is used for the greater part of the day as a teaching base and so surfaces must be left clear of your belongings and litter
- Chewing gum is not permitted on the school site
- Take care of computer equipment and obey the Acceptable User Policy displayed by all computers
- Take care of all school furniture, equipment and buildings

1. 1.2 Everyone must be punctual and well prepared for their lessons if they are to make the most of their time at school.

This means:

Arrive on time for registration and the start of lessons

- If you are late and miss registration you must sign in at Reception
- If you are late for a lesson, apologise to the teacher in charge and give your explanation

You must remain on the school premises unless you have permission to leave.

If you have permission to leave school during the day, you must sign out at Reception and sign in again if you return.

Being in school out of school hours

If you arrive in school **before 8.20 a.m.** you must go to the library. You may not go into your form room until 8.20a.m.

If you are in school **after 4p.m.** and are not involved in an official school activity (e.g. sports fixture, orchestra or play rehearsal) you must sign in at Reception and go straight to the late room (Library). You must leave the late room to go home by 5.30p.m. and you must sign out at Reception when you leave

1.3 Come properly equipped for the day

School uniform must be worn when travelling to and from school. Uniform must be in good condition and worn correctly (*see School Uniform Regulations*), unless students are involved in an official sports fixture.

Hand in work on time

Meeting deadlines is one of the important skills you learn in school. If you are unable to hand in a piece of work on time, see the member of staff concerned as soon as possible to discuss the matter.

Appendix 2 Rewards and sanctions

2.1 Encouraging Good Behaviour and Learning

Positive Feedback is a powerful tool used to encourage progress and reward achievement. Normal classroom management practice involves positive feedback being given to students on a regular basis, e.g.

- Verbal encouragement and praise
- Written comments on the work acknowledging progress in learning and achievement.
- Sending home departmental 'commendation' postcards
- Sending students to the Headmistress for praise
- Termly individual review meetings with tutor/year heads are occasions when students are encouraged to recognise their strengths and celebrate their progress and achievements. These review sessions are informed by epraise data, the progress checks and reports sent home to parents.
- Acknowledgment of success in assemblies and the newsletter

2.2 Formal Rewards - Exceptional Behaviour or Work – 'Greens'

To encourage a culture of positive recognition of good behaviour and good progress, and to keep the pastoral team informed, a member of staff who wishes to recognise *exceptional* effort, good behaviour or work may issue a 'green'.

Greens are monitored and reviewed regularly using the electronic epraise system and appropriate praise given. At the end of each school year the count is reset to zero, but a record of greens received is retained.

Greens contribute to the overall house competition, can be exchanged for prizes and can be contributed towards the school's chosen charities.

2.3 Greens

The table below sets out the rewards for an individual student when greens are recorded.

Greens	Consequences	Responsibility
Any green	The teacher awarding the green records on epraise	Teacher
20 greens	Blue Certificate	Tutor Epraise Admin
50 greens	Bronze Badge from tutor and certificate	Epraise Admin Tutor
125greens	As above plus a silver badge	Epraise Admin Tutor
200 greens	As above but a gold badge and certificate from the from the headteacher	Epraise Admin Headteacher
400	Platinum badge and a letter from the headteacher	Epraise Admin Headteacher

Note: the students start with a zero-green score at the beginning of each academic year.

Appendix 3 Managing Code of Behaviour - 'Reds'

Sanctions are seldom required beyond a reminder about what is acceptable. If, however, a girl's behaviour is inconsistent with the Code of Behaviour, the procedures below will be employed.

- A member of staff who observes a student transgressing will inform the student that a red will be recorded. The red is then recorded online via *ePraise*.
- The number of reds a student receives is electronically tallied allowing regular monitoring and evaluation, with escalating consequences for those who receive reds.
- Record of Greens and Reds are kept and monitored weekly to enable the setting of sanctions. Tutors and Heads of Key Stage and AHT review weekly.
- SLT will review these behavioural patterns half termly and take appropriate action and intervention.

3.1 Consequences

The table below sets out the consequences when reds are recorded.

Reds	Consequences	Responsibility
Any red	When a red is recorded, the teacher will speak to the student concerned, reminding them that the transgression has been noted, and of the consequences of further transgression.	Tutor/Teacher
Third red	When a student receives a third red within a half term, she is required to attend a lunchtime detention, this is managed by the Head of Year and administrated by SLT administrator. Tutors/HOY check report on epraise for tutor group weekly and speak to student Parents are informed of the detention via email Email will inform staff of students attending detentions	Head of Year Pastoral Assistant Headteacher Tutor/HOY Epraise Admin
Sixth red	When a student receives a sixth red in the same half term, she is required to attend an after-school detention for 24 minutes. An e-mail is sent to the pastoral team and to the detention coordinator, notifying that this milestone has been reached. Parents are informed of the detention by the HOY and email confirmation sent by the Isams Administrator showing the reasons for it. The student will meet the Pastoral Assistant Headteacher	Pastoral Assistant Headteacher HOY iSAMS Admin

Reds	Consequences	Responsibility
More significant disruption	<p>Some students may find it difficult to achieve the expected standards of behaviour.</p> <p>Students who have committed a significant transgression or have been given 6 reds on a single occasion will be given a more significant sanction which could include: report monitoring with HOY/SLT.</p> <p>Arrangements will be made to monitor the student's behaviour closely, with regular meetings with senior members of the pastoral team. Parents will be closely involved.</p> <p>The particular arrangements for each student will be tailored to that student's circumstances.</p> <p>Reds will still be recorded for students who are on report, but the consequences will depend on the terms of the arrangement worked out with them.</p> <p>Staff will be updated regularly about the progress of students who are on report.</p>	<p>Pastoral Assistant</p> <p>Headteacher</p> <p>HOY</p> <p>SLT</p>

3.2 List of reasons to issue a red

Anything that (in the opinion of a member of staff) contravenes the key principles of behaviour, counts as a red:

1. All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.
2. Everyone must be punctual and well prepared for their lessons if they are to make the most of their time at school.

Examples:

<p>Organisation</p> <ul style="list-style-type: none"> • Late to lesson • Forgot books • Late work <p>Classroom Conduct</p> <ul style="list-style-type: none"> • Inattentive • Distracting others • Phone not switched off <p>Consideration</p> <ul style="list-style-type: none"> • Unkindness 	<p>Uniform</p> <p><i>Uniform will be checked by tutors at morning registration and monitored by all staff throughout the day.</i></p> <ul style="list-style-type: none"> • Hair down • Nail polish • Vest/shirt below jersey • Skirt length (top of knee) • No socks • Non-uniform shoes, coats, earrings • Bracelets • Makeup noticeable
---	---

<ul style="list-style-type: none"> • Leaving litter • Eating in corridors • Chewing gum • Shrieking/shouting • Running in corridors • Phone not switched off • Discourtesy (to staff or students) <p>Form Room</p> <ul style="list-style-type: none"> • Using computers in class rooms without permission • Litter, food waste • Writing on the board • Intrusive music 	<ul style="list-style-type: none"> • Gilets • Non-uniform scarves • Coloured vest • Holey tights & jumpers
---	--

3.3 Managing Serious Infringements of the Code of Conduct (see section 2b below for pro forma of behaviour contract and formal warning notice)

If a student commits a serious infringement of expected behaviour, the following procedures will be employed.

<p>Serious infringements may result in any one of the consequences below</p> <p>Parents will always be contacted</p>	
<p>Assistant Head or Headmistress</p>	<ul style="list-style-type: none"> • Behaviour contract or Formal Warning • This will be notified to all staff who must report any further infringements directly to the Pastoral Lead in writing.
<p>Headmistress</p>	<ul style="list-style-type: none"> • Fixed term external exclusion <p>The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period. If a pupil is excluded for more than 45 days in one school year, they will be permanently excluded.</p> <p>A fixed-term exclusion may result from a serious breach or persistent breaches of the school's behaviour policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than other sanctions available to the school under the behaviour policy, but does not warrant permanent exclusion.</p>
<p>Headmistress with awareness of governors.</p>	<ul style="list-style-type: none"> • Permanent exclusion <p>The school reserves the right to impose exclusion on a girl accused of criminal or otherwise reprehensible behaviour, inside or outside school.</p> <p>Disregard of a formal warning, continuing misbehaviour following exclusion or a particularly serious offence could result in permanent exclusion. We would, however, emphasise that such an event is extremely rare. We work very hard with girls and their parents to avoid this outcome.</p> <p>See 'policy for Exclusion'</p>

	<p>A permanent exclusion may follow on from a fixed term exclusion by the headteacher if the circumstances warrant it. This will generally be in cases where further evidence comes to light during the school's investigation. In this case, parents or carers will be notified in writing of the decision to permanently exclude the pupil, together with the reasons for doing so. During fixed-term exclusions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian for the first 5 days of the exclusion period.</p> <p>An excluded pupil has no automatic right to take a public examination or National Curriculum tests on the school's premises. The governing board can decide whether or not to allow the pupil to sit the tests, and this will depend on the seriousness of the reason for exclusion.</p>

See: Behaviour and Discipline in Schools - Advice for Headteachers and School Staff DFE 2020

Appendix 3.4

Behaviour Contract and Formal Warning Notice



SAMPLE BEHAVIOUR CONTRACT

Name of Student:

..... has (e.g. on several occasions deliberately defaced the work of a fellow student causing considerable distress and embarrassment. This constitutes bullying and the Maynard School takes all incidents of bullying extremely seriously.)

Contract:

- I understand that I must not commit any further acts of bullying
- I must consider the outcome of my actions and the distress that my behaviour can cause to others
- I must abide by the school's Code of Conduct

I understand that if I fail to do the above, I will receive a formal warning from the Headmistress.

Signed

Student

Date

Witnessed

Mr M Loosemoore
Mrs C Leigh,
Pastoral Lead

If there are no further complaints, this contract will be destroyed and removed from the records at the end of the Term 20....

cc: Headmistress
Student File



EXAMPLE

FORMAL WARNING NOTICE: *insert date*

Issued to:

This notice confirms that e.g. made a false allegation against another individual and compounded this by involving a wholly innocent third party. We consider this matter to be extremely serious and therefore require the named student to sign the agreement below.

Student's Statement:

- I acknowledge that my behaviour has seriously upset a number of other students, their families and members of staff of the Maynard School. I have betrayed the trust that people have put into me and the fairness with which I have been treated. I am sorry about this and will do all that I can to make amends.
- I will not act in any way that might cause such hurt or upset again.
- I acknowledge that I will have to work very hard to regain the trust and confidence of those people who have been affected by my ill-considered actions.

Student's signature:

In the presence of:

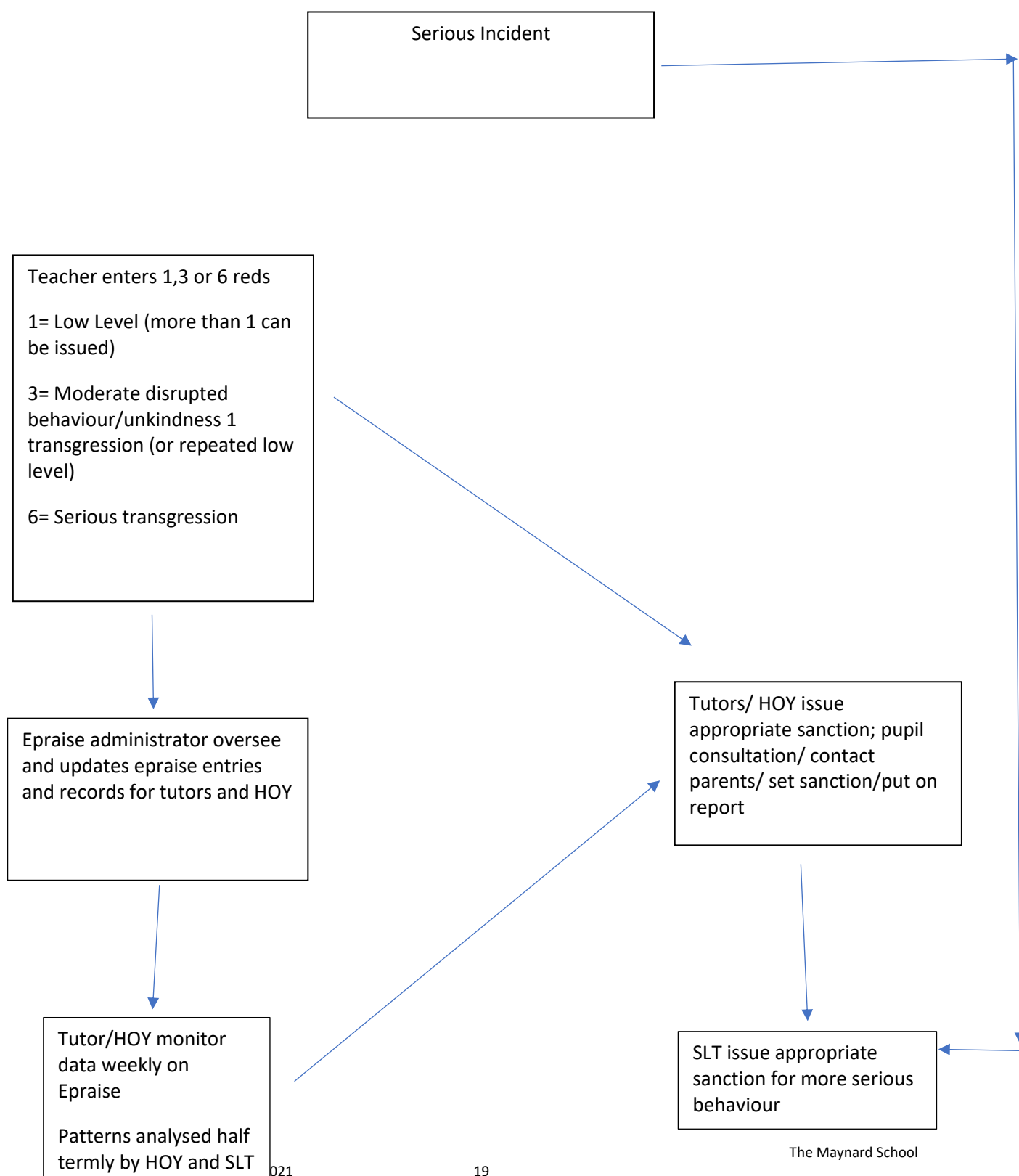
Date:

This notice will remain on file until the end of the year. If it then appears that the student has made every effort to abide by the terms of this agreement, it will be destroyed in the presence of the student. Failure to abide by the terms of this agreement will result in immediate suspension while the allegations are investigated.

4 Investigations of serious conduct cases

- 1 An allegation, complaint or rumour about a serious breach or breaches of the School Code of Conduct and associated policies (3.2) or cases in which the Head considers that a pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School or parents have treated the School, members of its staff or any member of the School community unreasonably will be investigated.
- 2 The Head will be informed and will appoint the Assistant Head to carry out an investigation.
- 3 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face formal disciplinary action, unless the School is prevented from doing so by the police, if they are involved.
- 4 An investigation and any subsequent meeting will be conducted fairly and in a way, which is appropriate to a school, without formal legal procedures.
- 5 A pupil may be excluded from the School while a complaint is being investigated or while an investigation is excluded (see paragraph 8 below). Should a exclusion continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents 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. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 6 A pupil's space or belongings may be searched during the course of the investigation. See the school's policy for searching and confiscation.
- 7 If the pupil is interviewed formally about an allegation, complaint or rumour, arrangements will be made for her to be accompanied by a member of staff of her choice and /or by a parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 8 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 consider advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the parents' expense.
- 9 The outcome of the investigation will be reported to the Head. If the findings of the investigation support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in the Exclusion Policy

Appendix 5 BEHAVIOUR TRACKING ROUTES



“ACTION PYRAMIDS”
SENIOR
BEHAVIOUR MANAGEMENT LEVELS

**Levels of
Sanctions**

