

6.08 Behaviour and Discipline Policy

Independent Day School for Girls September 2026

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

- 6.52 Teaching & Learning Policy
- 6. 49 Spiritual, Moral, Social & Cultural Development Policy
- 6. 42 PSHE Education Policy
- 6.06 Anti-Bullying Policy
- 6.26 Exclusion Policy
- 6. 46 Searching Pupils Policy
- 6. 43 Restraint of Pupils Policy
- 6. 24 E Safety
- 6.07 Attendance Policy
- 6.10 Safeguarding and child protection policy
- 6. 23 Equality Diversity and Anti-Racism Policy
- 8.05 Junior School Behaviour and Sanctions Policy
- 6.04 Alcohol, Smoking, Drugs and Substances Policy
- Mobile Phone Policy

And

- A. Human Rights Act 1998 Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, July 2023
- C. ISI Inspection Framework, July 2023
- Behaviour in schools: Advice for headteachers and school staff – Government (February 2024)
- E. The Education Act 2002, Part 10
- F. The Education (Independent School Standards) Regulations 2014 as amended including by the Education (Independent School Standards) Regulations 2018 (ISS Regulations)
- G. 'Behaviour in schools: Advice for headteachers and school staff' DfE February 2024
- H. Keeping Children Safe in Education, DfE, September 2026

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 can 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.
- 1.1.8 to actively promote the school values: Community, Courage, Integrity, Kindness

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 in senior school 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, PSHE 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 annually in consultation with Heads of Year, tutors and the Student Council and reinforced in assemblies, in tutor times and on other appropriate occasions. It will reflect the school values: Kindness, Integrity, Courage and Community

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 or SEN, 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 in accordance with the school values.

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. In line with the school's core values: Courage, Kindness, Integrity and Community A range of sanctions are actionable 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 values, 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, vapes or tobacco;
- (b) theft, blackmail, physical violence, intimidation, racism or persistent bullying;
- (c) online bullying and/or misuse of social media;
- (d) misconduct of a sexual nature; supply or possession of pornography; harmful sexual behaviour, including sexual violence and sexual harassment;
- (e) possession or use of unauthorised firearms or other weapons;
- (f) vandalism or computer hacking;
- (g) persistent attitudes or behaviour which are inconsistent with the school's ethos;
- (h) 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) **Suspension (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 Suspension, 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.
- 5.6.6 Where poor behaviour and attendance are linked, the School will adopt a coordinated approach through pastoral, behavioural and attendance support systems
- 5.6.7 Following significant sanctions, the School will consider appropriate support strategies to enable pupils to reflect upon and improve behaviour. These may include restorative conversations, mentoring, behaviour contracts, report cards, pastoral support, counselling or SEND interventions where appropriate

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 as it arises and when it may result in a suspension. 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. The School will not discriminate unlawfully on grounds of protected characteristics and will make reasonable adjustments where required under the Equality Act 2010
- 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 a Permanent 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* (2026), 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 2022) 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 (to be read in conjunction with the Searching Pupils policy)

- 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 (e.g. alcohol, substances, knives), 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* (July 2023).

9 Monitoring and Records

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

Detentions are recorded via iSAMS and a record of email correspondence with parent/carers/guardians.

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 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 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	September 2026
Reviewed annually by:	CL/TH	September 2026
Date for Review:	SLT	September 2027

Authorised by Governor	
Signed	
Dated	

Appendix 1

THE CODE OF CONDUCT (STUDENTS)

This code is based on the principle:

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.

Maynard Manners

Everyone must be punctual and well prepared for their lessons.

Doors must be held open for each other and staff and space allowed for others to pass along the corridors or stairs.

Students are to move out of the way for adults and younger students.

Students must greet fellow students and staff e.g., “good morning” and “good afternoon”, and adhere to the core values of kindness and respect to one another and to the school environment.

Uniform -the regulations about uniform are detailed in the Uniform Booklet on the website.

All Hair should be fully tied back, if it is longer than shoulder length for years up to year 10. All students must type up hair if requested by staff. No extreme hairstyles or colours. Use Maynard coloured hair bands.

Earrings - only one pair of plain studs may be worn (i.e., one stud per ear).

No Jewellery of any kind, apart from studs, a watch and religious symbols (if permitted).

Kilts should be long enough to come to an inch above the knee. They must not be rolled up or cut to shorten them.

Shoes must be black and leather (not canvas, branded), and must be supportive. Ballet shoes, flip flops, sliders, trainers, boots and heels of more than 2.5cm are not acceptable. No plain black trainers/pumps or brands e.g., Nike, Converse.

Make up or fake eyelashes should not be worn.

Nail varnish or fake nails should not be worn.

Tights and Jumpers should not have holes.

No drawing on hands or tattoos

Blouse- Maynard blouse should be tucked in and not be visible below the jumper.

Socks-Navy blue or black no trainer socks. No white socks.

Tights- Navy blue or black. No socks over tights.

PE Kit- Maynard PE, tracksuit bottoms KS3, Maynard leggings KS4. No other hoodies. Tracksuit bottoms are to be worn over skorts/shorts in the building.

Coats- Maynard Branded Navy Coat.

Hats- No hats worn in school. A navy cap can be worn outside in the summer and a navy woolly hat can be worn to school in the winter.

Full school uniform is to be worn to and from school.

Behaviour

Students who do not behave in adherence with our school values will be given a 'reminder' by a member of staff. The code of conduct applies to students representing the school in all capacities e.g. school trip, walking to and from school

Examples, but not limited to:

Mobile phones. Mobile phones are to be switched off in bag or locker. Any serious breach of the user agreement could lead to a suspension.

Phones heard/seen lead to, confiscation, 3 reminders and a detention.

Late to lesson without a good reason.

Disorganisation- forgotten books, planner, equipment or PE kit.

Homework- work handed in late or not at all.

Work- not completing enough work. Not catching up on work missed due to sport or events.

Not paying attention- distracting others or talking over the teacher or peers.

Discourtesy or unkindness to staff and students.

Anti-social behaviour- making excessive noise, running, bumping into people, eating in corridors or form rooms, throwing equipment.

Chewing gum- gum is not allowed in school.

Not signing in -at reception if you miss AM/PM registration for any reason. Not signing into late room.

Severe poor behaviour- leaving the school premises without authorisation, smoking, use of alcohol or drugs, graffiti, damage, vaping, putting others at harm, bringing the school into disrepute and any serious breach of the behaviour policy would lead to a suspension.

Form rooms:

Spraying of body spray/deodorants

Using the classroom IWB or computers

Moving the blinds

Excessive noise

Leaving litter, food waste in a form room

Leaving belongings/PE bags around

Being in form rooms before 8.20am or after 4.15pm

Sitting on windowsills

Not signing out at main reception at the end of the day after late room or a club.

Detentions

Students who receive 3 behaviour reminders in a ½ term will attend a lunchtime detention. A further three reminders in a ½ term or more serious instance will result in an after-school detention. Parents will be informed when detentions are incurred.

Appendix 2 Rewards - Encouraging Good Behaviour and Learning

Positive Feedback is a powerful tool used to encourage progress and reward achievement and demonstration of the core values: Courage, Kindness, Integrity and Community. Normal classroom management practice involves positive feedback being given to students on a regular basis, e.g.

- Verbal encouragement and praise
- Greens (house points) awarded via the Epraise system which link to the school values
- 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

Greens are monitored and reviewed regularly using the electronic Epraise system and appropriate praise given. Green 'milestone' instigate a Blue (20), Bronze (50), Silver (125), Gold (200) or Platinum (250) certificate and badge. 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.

Appendix 3 Managing Code of Behaviour - 'Reminders'

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

- A member of staff who observes a student transgressing will inform the student that a reminder will be recorded. The reminder is then recorded online via Epraise.
- The member of staff will implement an appropriate sanction e.g. verbal conversation, phone call home, breaktime detention
- The number of reminders a student receives is electronically tallied allowing weekly monitoring and evaluation, with escalating consequences for those who receive reminders.
- Reminder points will instigate a review by the Head of Year and an appropriate intervention put into place
- 3 behaviour reminders will instigate a lunchtime detention with the Head of Year and 6 reminders will instigate an afternoon school detention with SLT
- SLT will review these behavioural patterns half termly and take appropriate action and intervention.
- For organisation/lack of homework reminders, Heads of Year will put in place weekly interventions and will monitor progress weekly.

3.1 Reminders and Consequences

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

Reds	Consequences	Monitoring	Responsibility
Reminders	When a reminder is recorded, the reminder will instigate a review by the the tutor/head of year and put in place an appropriate intervention.	Reminders are tracked centrally via epraise and reviewed weekly by the pastoral team and assistant headteacher	Tutor/HOY/AHT/SLT administrator
3 reminders for poor behaviour	When a student receives a third reminder for behaviour within a half term, they are required to attend a lunchtime detention with the HOY, this is monitored 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	Reminders are tracked centrally via epraise and reviewed weekly by the pastoral team and assistant headteacher (AHT) The AHT monitors detentions	Tutor HOY SLT administrator AHT
Sixth reminder	When a student receives six reminders in the same half term, they are required to attend an after-school detention for 60 minutes with the AHT. An e-mail is sent to the pastoral team, notifying that this milestone has been reached. Parents are informed of the detention via an email confirmation sent by the iSams Administrator showing the reasons for it. The student will meet the Assistant Headteacher	Reminders are tracked centrally via epraise and reviewed weekly by the pastoral team and assistant headteacher (AHT) The AHT monitors detentions	AHT HOY iSams Admin

Reds	Consequences	Monitoring	Responsibility
More significant disruption	Some students may find it difficult to achieve the expected standards of behaviour. Students who have committed a significant transgression or have been given 6 reminders on a single occasion will be given a more significant sanction which could include: report monitoring with HOY/SLT or internal exclusion where the student is in school, out of lessons and supervised by a member of staff for a duration of the day 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. The particular arrangements for each student will be tailored to that student's circumstances. Reminders 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. Staff will be updated regularly about the progress of students who are on report.		Pastoral Assistant Headteacher HOY SLT

3.2 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.

Serious infringements may result in any one of the consequences below	
Parents will always be contacted	
Assistant Head or Head	Internal suspension This will be notified to relevant staff and the length determined by the AHT/Head and would likely be a day or 2 days. Students will be expected to

		be in school and will completed work set by the teacher but isolated from peers.
		Behaviour contract or Formal Warning This will be notified to all staff who must report any further infringements directly to the Pastoral Lead (HOY/AHT) in writing.
Head		Suspension 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. A suspension 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.
Head awareness governors.	with of	Permanent exclusion The school reserves the right to impose suspension on a girl accused of criminal or otherwise reprehensible behaviour, inside or outside school. Disregard of a formal warning, continuing misbehaviour following suspension 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. See 'policy for Exclusion' 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. 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.

See: Behaviour and Discipline in Schools - Advice for Headteachers and School Staff DFE 2022

Appendix 3.3**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 Headteacher.

Signed

Student

Date

Witnessed

Mr T Hibberd
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

“ACTION PYRAMIDS”
SENIOR
BEHAVIOUR MANAGEMENT LEVELS

Levels of Sanctions

