NONSUCH HIGH SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

Contents

1 Statement of Intent – Behaviour Principles 2-3

2 Appendices

- Appendix A: The Nonsuch Charter 4-11
- Appendix B: Nonsuch Acceptable ICT Policy and Use of Mobile Phone 12-13
- Appendix C: Responding to Behaviour 14-26
- Appendix D: Investigation of Incidents 27
- Appendix E: Incident Investigation Form and Student Statement Form 28-29
- Appendix F: Power of Search 30-34
- Appendix G: Use of Reasonable Force 35
- Appendix H: Integrated Bullying and Discrimination Form 36-40
- Appendix I: Example of Report Card 41-42
- Appendix J: Before and after school, break and lunchtime procedures 43
- Appendix K: Use of Physical Force by parents in Disciplining 44

Reviewed and Approved by the Local Governing Body: July 2025

Next Review: Summer 2026

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body

Statement of Intent – Behaviour Principles

This policy should be read in conjunction with the GLT Equality, Diversity and Inclusion Statement and Equality Objectives, the Attendance Policy, the Anti-Bullying Policy, the Child-on-Child Abuse Policy and the GLT Exclusions Policy.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England including student movement May 2023
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

This policy lays out the whole school approach to maintaining high standard of behaviour that reflect the values of our community.

The guiding principle, embodied in the Vision, Values and Mission of the school, and in the Nonsuch Whole School Behaviour Agreement, is that members of the School should behave in line with the school values of Positivity, Respect, Integrity, Courage and Endeavour (the PRICE Values).

In doing this, the school ensures a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.

This policy recognises the statutory requirement on schools to promote children's well-being as well as their academic achievement, and provides a consistent approach to behaviour management that is applied equally to all students.

The Nonsuch Whole School Behaviour Agreement and Sixth Form Agreement Appendix A, defines what we consider to be appropriate behaviour to enable the whole school community to achieve these aims.

It is the expectation that all members of the school community, including staff, students, and parents will abide by the Nonsuch Whole School Behaviour Agreement

Staff and parents or carers are expected to ensure that high standards of behaviour are maintained. Any omission to comment on a discrepancy in behaviour may be interpreted as condoning it.

By enrolling at Nonsuch, students and their parents/carers agree to read and adhere to the school's Behaviour for Learning, Attendance, and ICT Acceptable Use Policies, which outline the expectations, processes, and protocols that support our school community. Enrolment also signifies a commitment to respectful communication with staff, support for the fair and consistent application of these policies, and agreement to uphold the Nonsuch Whole School Behaviour Agreement.

* *Throughout the remainder of the policy, the word "parents" will denote parents and carers*

Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are explained in the appendices to this policy. The Headteacher and the Local Governing Body believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Nonsuch, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by values of Positivity, Respect, Integrity, Courage and Endeavour (our PRICE values).

We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community. The purpose of this statement is giving clarity over the expectations of behaviour at Nonsuch.

Principles:

- All Students, staff and visitors have the right to feel safe, valued and respected
- Our school is inclusive and as such all students, staff and visitors are free from any form of discrimination
- Students have the right to be able to learn free from the disruption of others
- Students should display the expected standard of behaviour as laid out in the Nonsuch Whole School Behaviour Agreement and they should follow the Behaviour for Learning Policy
- Staff should set an excellent example to students at all times communicating the school expectations, routines, values and standards through every interaction with students
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy to create a calm and safe environment for students
- The Behaviour for Learning policy is understood by students, parents and staff
- The Behaviour for Learning policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- The school will adhere to the policy on reasonable force, searching students and confiscating material where appropriate
- Students are helped to take responsibility for their actions
- Families are involved in supporting behaviour incidents to foster good relationships between the school and students' home life
- Parents will support their daughter in adhering to the school's behaviour policy by getting to know the policy and reinforcing it at home where appropriate, and supporting school staff in their application

Appendix A: THE NONSUCH Whole School Behaviour Agreement (Years 7 to 13)

Nonsuch High School for Girls aims to provide a high-quality education that prepares students for adult life. We want every student to reach their full potential, become articulate communicators, independent learners, and active, respectful members of society. We encourage our students to develop their spirit of enquiry and to live out our school values: Positivity, Respect, Integrity, Courage, and Endeavour (The PRICE Values).

This Behaviour Agreement outlines our shared responsibilities as a school, as parents/carers, and as students. By enrolling at Nonsuch High School for Girls, parents/carers and students confirm they have read and understood the policies referenced in this agreement and accept their role in upholding the expectations set out within.
As a school, we agree to provide:

1. A safe, respectful, and inclusive school environment supported by dedicated pastoral and academic staff.
2. A consistently applied Behaviour for Learning Policy.
3. A broad, balanced curriculum that engages, challenges, and stretches all students.
4. Regularly set and marked homework to support learning.
5. A rich programme of PSHE, Citizenship, and Relationships and Sex Education.
6. A wide variety of extra-curricular activities and educational opportunities.
7. Clear, timely communication on student progress, attendance, and school matters.
8. Access to support services and SEN provision where needed.
9. A healthy school environment with a focus on physical, mental, and social well-being.
10. Fair and transparent application of all school policies.
11. Referral to and support from the Special Educational Needs Coordinator where a student is deemed to require additional support.

Mrs Williamson (Headteacher) **Ms Osborne (Assistant Head)**

As parent(s)/carer(s), I/we agree to:

1. Support and promote the school values of Positivity, Respect, Integrity, Courage, and Endeavour.

2. Ensure my/ our daughter attends school punctually every day by 8.30 am and maintains an attendance rate of 95% or above, unless absence is due to ill health or reasons authorised by the school.

3. Ensure my/ our daughter wears the correct school uniform and adheres to the school's uniform expectations and is properly equipped for learning each day.

4. Support the completion of homework to the best of my/ our daughter's ability and encourage full engagement in school life, including meeting learning and behaviour expectations.

5. Encourage my/ our daughter to travel independently to and from school where appropriate, promoting responsibility and self-discipline.

6. Adhere to and support the school's no mobile phone use policy and promote appropriate and responsible online and social media behaviour.

7. Ensure my/ our daughter checks homework and school messages regularly via MS Teams and Class Charts, and monitor these platforms and school emails themselves to stay informed of my/ our daughter's academic and behavioural progress.

8. Communicate with school staff respectfully, professionally, and in a timely manner, particularly if concerns arise that may affect my/ our daughter's well-being or progress.

9. Encourage my/ our daughter to participate in extra-curricular and enrichment activities, including sporting opportunities to support physical and mental health.

10. Promote a nutritionally balanced diet and ensure that my/ our daughter does not bring nut products into school.

11. Ensure my/ our daughter does not bring any prohibited items into school, including cigarettes, alcohol, e-cigarettes or vaping materials, illegal substances, dangerous articles, or weapons. We/ I acknowledge that possession of such items is a serious breach of school policy and may be a criminal offence.

12. Understand that the school has a legal safeguarding duty, including the obligation to report any safeguarding concerns to external agencies such as Children's Social Care and, where appropriate, the police.

13. Encourage my/ our daughter to show tolerance and respect to all members of the school community
14.
    - Arrives at school punctually at 8.30 am every day
    - Has an attendance rate of above 95%.
    - Attends school at all required times and is not absent for any reason other than ill health or circumstances agreed to by the school

- Wears the prescribed school uniform at all times (see Uniform Policy)
- Understands that the school expects students to maintain the highest standards of behaviour at all times, both at school and on educational visits, complying with the school's Behaviour for Learning policy
- Supports the schools no use of mobile phones policy
- Is supported to complete all homework to the best of their ability
- Routinely checks their homework assignments and school messages through MS Teams and Class Charts
- Is encouraged to eat a nutritionally balanced diet and does not bring any nut products into school
- Is encouraged to participate in a range of sporting activities or extra-curricular clubs offered by the school to promote physical and mental well-being
- Is supported to travel to and from school independently
- Is encouraged to tell a member of staff of any worries they may have and to report them in a timely fashion
- Understands the importance of using the internet responsibly, particularly social media
- Does not bring into school cigarettes, alcohol, e-cigarettes and vaping materials, or any other illegal or inappropriate items. I understand that the possession in school of any illegal substance, article or weapon (e.g., knife) is a serious breach of this Charter, can be a criminal offence and will be dealt with in accordance with the Behaviour for Learning Policy and the law.

As parent(s)/carer(s) I/we agree to inform the school of any problems or concerns that may affect our daughter's progress

As Parent (s) / carer (s) I/we understand that Nonsuch High School for Girls has a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school. I/we are aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances. I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Name of Student: **Form:**

As a student, I agree to:

1. Show tolerance and respect to everyone in the school community.

2. Strive to embody the PRICE values of Positivity, Respect, Integrity, Courage, and Endeavour in daily conduct and learning.

3. Maintain an attendance rate above 95% and attend school every day on time by 8.30 am, unless absent for a valid reason.

4. Wear the prescribed school uniform and adhere to the uniform policy at all times and be prepared and correctly equipped for lessons.

5. Engage and be fully involved in lessons, demonstrating focus, curiosity, and responsibility.

6. Adopt a positive attitude that will enhance learning and help maintain a productive classroom environment.

7. Work to the best of my ability at all times and complete all homework punctually and to a high standard.

8. Routinely check homework assignments, emails and school messages through MS Teams, Outlook and Class Charts and use these systems appropriately.

9. Try to eat a nutritionally balanced diet and avoid bringing any nut products into school.

10. Involve myself in the life of the school by participating in sporting activities, extra-curricular clubs, and enrichment opportunities to support your physical, mental, and social well-being.

11. Inform a member of staff of any worries or concerns that may affect my own or someone else's happiness or well-being.

12. Respect school property, facilities, and the learning of others by acting responsibly and considerately.

13. Not bring into school cigarettes, alcohol, e-cigarettes, vaping materials, chewing gum, illegal substances, or other dangerous or inappropriate items. Understand that possession of any illegal substance, article, or weapon (e.g., a knife) is a serious breach of this agreement, may

be a criminal offence, and will be dealt with in line with the Behaviour for Learning Policy and the law.

14. Abide by the School's ICT Acceptable Use Policy and use technology and social media responsibly, including respecting the school's mobile phone guidelines.

15. Report incidents of concern or inappropriate behaviour promptly and in a timely manner.

16. Act as a positive ambassador for the school, maintaining high standards of behaviour both on-site and off-site, including on educational visits.

I understand that bullying is completely unacceptable and that disciplinary measures will be taken against anyone who is guilty of any type of bullying. I understand that I must not upload pictures/video clips or text to the internet which intentionally cause, or are likely to cause, distress to anyone.

I agree to the points in the charter above and have read and understood the school's Behaviour for Learning, Attendance and ICT Acceptable Use Policies

Sixth Form Addendum (Years 12–13 Only)

Consequently, in addition to the information set out above, these are the expectations of Sixth Form students:

1. Be polite, positive, and respectful to all members of the school community, setting a good example and acting as a role model.

2. Demonstrate leadership and act as ambassadors for the school, both within the school and in the wider community.

3. Follow and uphold the Sixth Form Dress Code.

4. Remain on-site throughout the school day, except during lunchtime or designated home study periods when given permission.

5. Take responsibility for the condition of Sixth Form study areas and use these spaces respectfully and appropriately.

6. Work quietly and efficiently during study sessions to maintain a productive and respectful working environment.

7. Limit paid employment to no more than 8 hours per week during term time, to prioritise academic responsibilities.

8. Provide a personal contact number to support safeguarding and communication, especially during examination periods.

9. Adhere to the school's Behaviour for Learning Policy and demonstrate maturity and responsibility in all conduct.

At Nonsuch, our commitment to our Sixth Form students involves the following:

1. Excellent teaching and learning in a wide range of courses tailored to individual needs, access to facilities and resources for study and the encouragement to acquire independent study skills.
2. Personal support, advice and guidance at all times and opportunities to voice any concerns students may have (initially this should be to a student's form tutor).
3. Regular monitoring and guidance of progress including supportive learning conversations with subject staff and mentoring with tutors.
4. Efficient setting, marking and returning of work that has met any deadline set, with opportunities to enact upon feedback.
5. Opportunities to undertake roles of responsibility within the Sixth Form and the school as a whole and to contribute to whole school initiatives where appropriate.
6. Opportunities to extend education through community service, work shadowing, field trips, leisure and social events.
7. Notification of work to be completed in case of staff absence.
8. Individual and personalised help with planning for the future, especially informed advice regarding careers and Higher Education.
9. Celebrating student achievement, progress and contribution to school life

---

daughter

Nonsuch Phone / Bring Your Own Device policy

This protocol covers use of mobile devices (phones, laptops, tablets etc.) anywhere in the school and on school grounds and during school visits, field trips, or other offsite activities.

1. Students may not use a mobile device at any time and for any purpose on the school site, except when given specific permission from a member of staff to do so, and then only for the agreed purpose.

2. Students in Year 7-9 are not permitted to bring a smart phone to school for any purpose. Sixth Form students may use laptops or tablets (but not 'phones) for study purposes only, within the sixth form common room and study area.

3. When using a device within school, students must log in to the school's Wi-Fi network and not use their mobile data connection. The school's Internet connection is filtered and monitored. The use of personal mobile data connections within school is expressly forbidden.

4. Any form of recording or distribution of audio, videos or images of other students or staff is strictly forbidden, unless for a specific and agreed school purpose such as the recording of a school event. This must be authorised by a member of staff.

5. The School does not provide secure facilities for students to store personal devices and I cannot be held responsible for any device which is lost, damaged or stolen. The School is not responsible for any damage or data loss even if this has resulted from a permitted activity or via the school's internet connection.

6. In allowing any device into school, parents/carers agree that the device may be examined or confiscated (for a reasonable time) by the School and will provide authentication details to facilitate investigations if required.

Appendix B: Nonsuch Acceptable ICT Policy and use of Mobile Phones

Nonsuch Acceptable ICT Policy

When using the School's IT equipment, peripherals, software, data and web resources, I will:

1. Use only my assigned network, e-mail and Microsoft Office account
2. Not view, use, copy or delete passwords, data, or information to which I am not authorised.
3. Not distribute private information about me or others.
4. Treat all ICT equipment with care.
5. Report damage, security risks or violations to a teacher or network administrator at the earliest possible opportunity.
6. Not destroy, damage or alter data or other resources that do not belong to me.
7. Not download or install software onto school PCs or laptops (even if the software licence allows).
8. Not infringe copyrights by making illegal copies of music, games, or films.
9. Not plagiarize the work of others or claim that material generated by AI is my own.
10. Communicate only in ways that are respectful and appropriate.
11. Report threatening or offensive materials, messages or e-mails to a member of staff at the earliest possible opportunity (and NOT share with other students).
12. Not intentionally access, share, copy or create material that is threatening, offensive, discriminatory, or intended to harass.
13. Not use the school's IT resources to promote materials that are criminal or that violate the school's rules.
14. Not create, send or forward spam e-mail, chain letters, or other mass unsolicited mailings.
15. Not use the school's IT resources to buy, sell, advertise, or otherwise conduct business, unless approved as a school project by a member of the school's senior leadership team.
16. Ensure that my mobile phone is switched off in the school grounds, unless directed to use it by a member of staff or I understand that it will be confiscated if seen.

I accept that the school may view and monitor my on-line activity, my saved files, e-mails, and contributions to web sites.

USE OF MOBILE PHONES

- **Key Stage 3**Students in Years 7–9 are not permitted to have smartphones on school grounds. We strongly encourage families to avoid providing students in this age group with smartphones
- If a student in Years 7–9 is found using a smartphone on school grounds, the phone will be confiscated, they will receive a 60-minute detention, and a parent or guardian will be required to collect the device.
- If the student is using a basic phone, they will receive a 60-minute detention and the phone will be confiscated until the end of the day

Smartphone Use Policy for Years 10–13:

If a student in Years 10–13 is found using a smartphone:

- **First instance**: The phone will be confiscated, a 60-minute detention will be issued, and the student may collect their phone at the end of the day.
- **Second instance**: A further 60-minute detention will be issued, and a parent or guardian will be required to collect the phone.
- **Third instance**: The phone will be confiscated for one week, and the student may receive a higher-level sanction.

Appendix C: RESPONDING TO BEHAVIOUR

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Follow the whole school approach to the beginning and end of lessons routine
- Create and maintain a stimulating environment that encourages students to be engaged
- Praise and support rules will be displayed clearly in classrooms
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Award credits on Class Charts for demonstrating the school values
    - Apply the school's in-class behaviour system consistently and appropriately

Safeguarding

The School recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information GLT Child Protection and Safeguarding Policy

Responding to good behaviour

At Nonsuch, we believe that students of all ages thrive in an environment where achievement is recognised, praised and rewarded. We therefore reward students for academic and non-academic achievement, for effort and for all aspects of good work and behaviour that exemplifies our school values.

We respond to good behaviour in the following ways:

Verbal Praise:

- Students thrive on immediate feedback for doing the right thing. The place of verbal praise remains key in sustaining a positive classroom culture and ethos.
- Beyond the lesson any member of staff may telephone, write or e-mail parents/carers to pass on positive feedback.
- Each subject area or year group may also have their own systems for passing on positive feedback

House Points or Credits:

- We value the house credits system at Nonsuch greatly as a means of rewarding outstanding work and celebrating the many achievements of the students.
- Staff allocate house credits directly onto Class Charts for all students in Key Stages 3, 4 and 5. Credits are awarded to students according to the five Nonsuch school values. Examples of reasons for awarding credits under each school value will be displayed in every classroom and can be seen below. Please note this is not an exhaustive list.
    - **Positivity:** showing support to peers, evidence of house loyalty
    - **Respect:** exemplary behaviour in class, active citizenship, students who consistently offer help
    - **Integrity:** Leadership in extracurricular activity, commitment to a long-standing project e.g., school production/concert, organisation of school-based charity events.
    - **Courage:** presenting in front of the class, working outside of your comfort zone, taking a risk.
    - **Endeavour:** exemplary class or homework, participation in house competitions.

- We highlight in each classroom reasons for awarding credits so that students can strive to achieve them
- House credits can be awarded inside or outside the classroom using class charts
- Parents can track a student's house credits by the class chart app
- Accumulating sufficient House Credits leads to awards for each school value. Students receive a certificate and a school value badge. Badges will firstly be in their house colour but then progress to Bronze, Silver and Gold.
- The total number of house credits awarded to a student in each house value will accumulate year on year and so it is likely that students will not receive silver and gold badges until they are higher up the school.

Golden Ticket

- Head's Individual Golden Ticket:
    - At times students at Nonsuch demonstrate qualities that extend over and above our recognised values.
    - The Head teacher has discretion to award individual golden tickets based on the following. Please note this is not an exhaustive list.
        - Contribution to the school community
        - Contribution to the local community
        - Leadership
        - School Values

- **Form Golden ticket:**

    - Excellent attendance and punctuality coupled with reduced sanctions are beneficial to students' progress and attainment.
    - To support students in achieving high levels of attendance and punctuality and low levels of sanctions a form golden ticket competition will be held each half term.
    - The winning form of the golden ticket will be the one with the lowest number of sanctions and highest attendance and punctuality data.
    - The Golden Ticket will enable the form to access a choice from a number of treats at lunchtimes and after school.

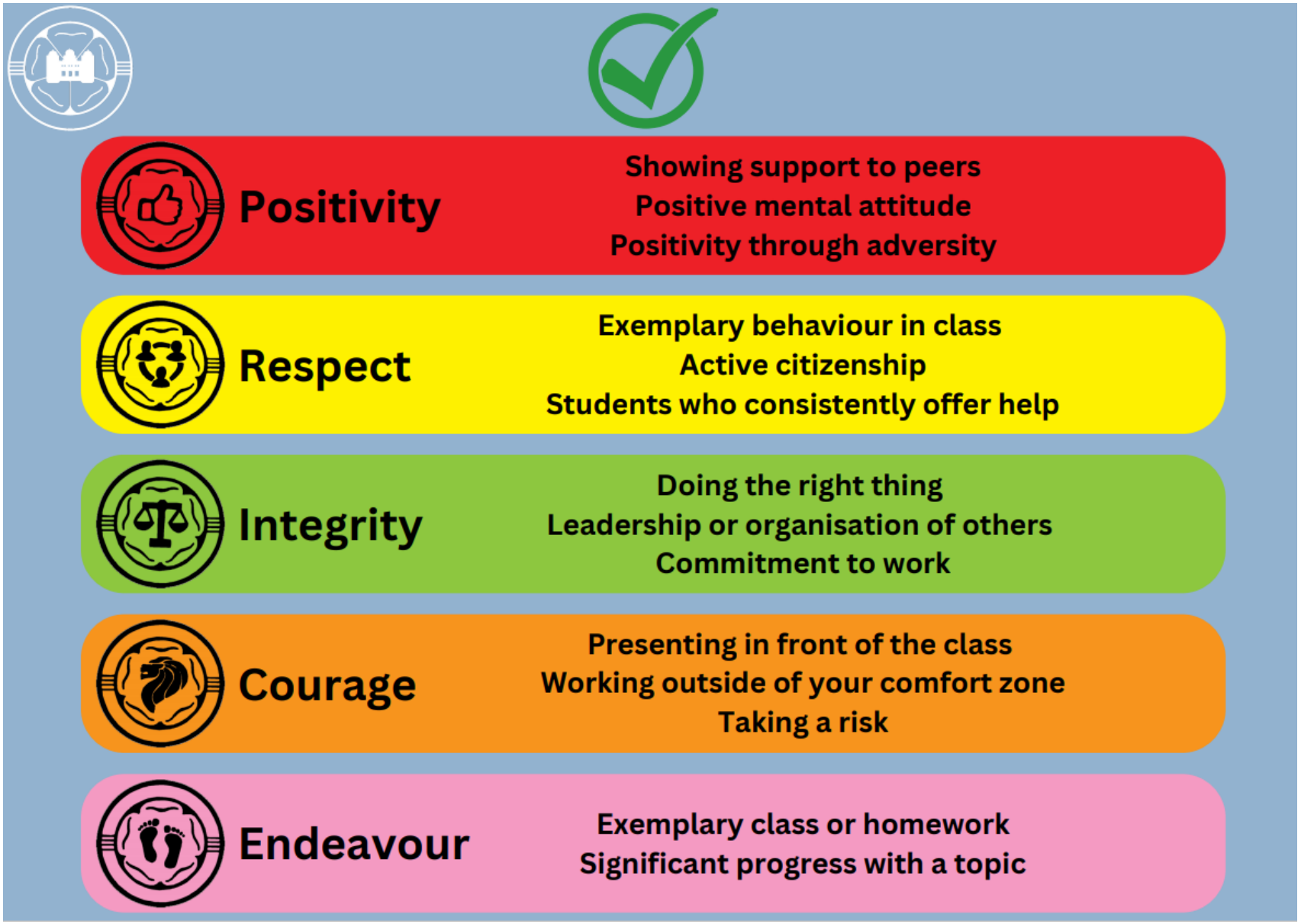
Jack Petchey Awards

- Each month a student is nominated by fellow students for achievement in an aspect of the school vision. These may be to do with achievements beyond the school.
- The awards (a certificate and badge) are awarded in celebration assemblies and the associated prize money is given to a nominated area of the school by the winning student.

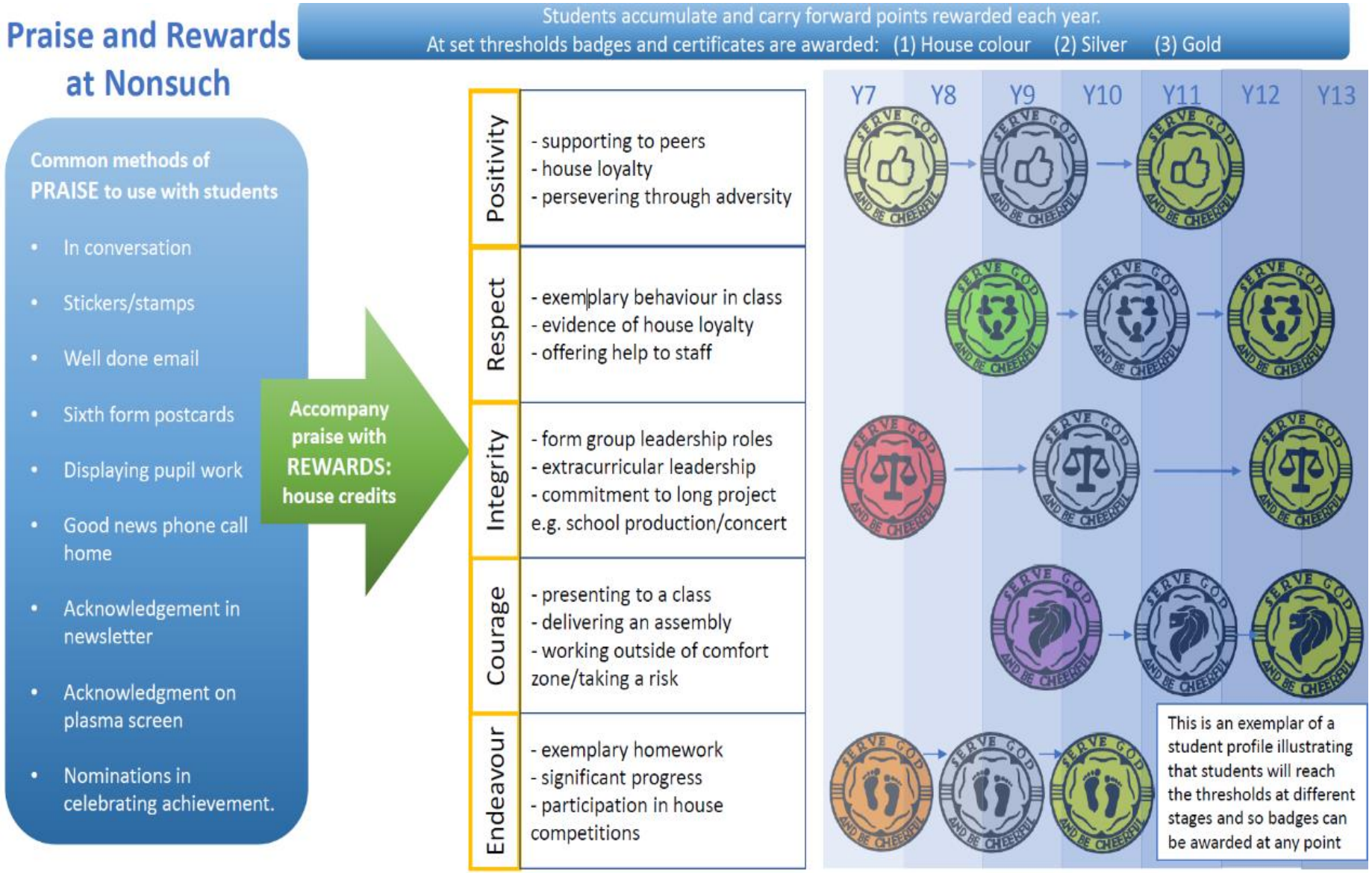
Other acknowledgment

- Achievement and success are acknowledged throughout the year in assemblies, newsletters to parents or carers and the Head's termly report to Governors.
- The Celebrating Achievement Awards, GCSE Prize Giving and the Sixth Form Leavers' Evening are a celebration of students' achievements within each Key Stage.

GUIDANCE ON REWARDS: Credits



House Credits and Badges



Individual Golden Tickets

Individual Golden Ticket

Staff can nominate students for individual golden tickets for behaviour that is above and beyond the high expectations of the school.

Nominations should be made on email to Ms Williamson

A golden ticket entitles you to an amazon voucher

Each half term the form with the-

- Best attendance
- Best punctuality
- Fewest number of debit and detentions

Wins

A golden ticket entitles you to a prize

Responding to Misbehaviour

We pride ourselves on providing extensive support to our students in order that they maintain the highest standards of behaviour.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond as appropriate to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of clear and simple routines at the beginning and end of lessons.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

Staff will follow the **Nonsuch Behavioural Consequence Ladder** in lesson time, which will be displayed in all classrooms and clearly explained to students at the start of the school year. A debiting system will be used for misdemeanours outside the classroom or for organisational issues.

In the event of a student breaching the Nonsuch Whole school Behaviour Agreement, the student will be informed where the breach has occurred, why their behaviour is not acceptable and of the improvement that is required.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

In cases where behaviour may be affecting academic progress, the Head of Year may refer to the Assistant Headteacher for Inclusion (Special Educational Needs Coordinator and Student Premium Coordinator), the ELSA or School Counsellor, the Child Wellbeing Practitioner, the First Aiders and/or the PCT nurse, as part of the investigation into underlying causes

If it is deemed necessary, a student may be referred to other educational services that may investigate the situation and offer further support.

Sanctions for Misbehaviour include:

- a verbal warning
- C1, C2, or C3 sanction will be issued in line with the Behavioural Consequence Ladder, with a C3 resulting in the student being removed from the lesson in which the C3 was given
- communication with parents
- loss of responsibility (losing a leadership/representative role such as School Council representative)
- removal of exit privileges in sixth form
- a formal (written) apology
- whole school detention (30 minutes or an hour)
- loss of ICT privileges except when supervised by a member of staff
- confiscation of item (e.g., jewellery, mobile phone) for a period of time
- a daily or weekly report (to the Form Tutor, Head of Year or member of SLT)
- Behavioural Contract

- SLT detention- 90 minutes
- Internal suspension
- Fixed-term suspension
- Permanent exclusion

These sanctions are on a sliding scale of sanctions of increasing severity, but depending on the nature of the breach of the school's expectations, one or more of the above may apply.

Our guidance on sanctions found below can provide clarity on this:

School report cards

- Where the problems are persistent or recurring, parents will be involved at the earliest possible stage.
- Students may then be placed on a daily or weekly report for staff and parents to monitor their behaviour.
- A behaviour contract may also be prepared between the student concerned, their parents and staff, which clearly indicates the improvement(s) required.
- Examples of report cards can be found below.

School detentions

- Whole class detentions should never be used as a behaviour management strategy.
- A whole school detention may be issued as a sanction in line with the in-class consequence ladder Parents or carers will be notified if a detention is issued via ClassCharts. The school reserves the right to issue this detention on the same day the incident occurs. It is the parent's responsibility to be signed up to the ClassCharts app to receive notifications and updates regarding their daughter's detentions and other school-related matters. Other incidents that may lead to an automatic detention include being late, chewing gum, accumulation of debits and mobile phone offences. The length of the detention will be determined based on the frequency and severity of the breach of the school's code of conduct.

SLT Detention

- For higher-level misdemeanours, or repeated failure to meet the school's behaviour expectations and code of conduct, the school may consider a Senior Leadership Team (SLT) detention.
- This will be on for 90 minutes, on a different evening to the whole school detention, and will involve a conversation with the Headteacher or other member of SLT.
- Parents will be informed of the detention by a phone call from the Head of Year and with a letter.

Internal Suspension

- If a member of SLT considers that a behaviour incident is serious enough a student may be placed for a day in an internal suspension.
- If this sanction is decided upon, in agreement with the Headteacher, parents will be informed by the Assistant Head (Pastoral) or Assistant Head (Sixth Form).
- A letter will be sent home outlining the protocols and procedures for such a sanction and the student will be informed.
- When setting internal suspension as a sanction, the student will be set work in accordance with their usual curriculum.
- Students will be supervised by staff in the school and have an opportunity to discuss their behaviours and review them before they are reintegrated back into school.
- Internal suspension may be used instead of an external exclusion if there are mitigating circumstances to an incident.
- Truancy will result in an internal suspension.
- Malpractice (commonly known as cheating) in an in-class assessment or test (including, but not limited to, falsification of results, deception, copying or being in possession (whether used or not) of unauthorised material) will result in an internal suspension.

Internal suspension will begin at 8:30am, with students required to wait in main reception upon arrival. They will need to hand in their mobile phones at that time, which will be returned to them at the end of the day. Students will also be expected to attend an SLT detention until 5:00pm on the day of their suspension or nearest available day.

Fixed Term Suspension

- Suspending a student from school for a fixed term is a serious step to take.
- Only the Headteacher, or acting Headteacher, has the authority to suspend a student either for a fixed term or permanently.
- In all cases the parents will be informed by telephone and letter on the day before the student is suspended and given all the reasons for the suspension.
- The student will be seen by the Headteacher or a member of the Senior Leadership Team and an explanation of the sanction will be given.
- On their return to school the student should come in with a parent to meet with the Headteacher and/or their deputies.
- A fixed-term suspension can be given for between 1 and 5 days, depending on the severity of the offence and whether the offence is repeated.
- The school code of conduct is outlined in the Nonsuch Whole School Agreement (Appendices A), (and the IT Student and Staff Acceptable Use statement.
- The diagram below indicates examples of high-level misdemeanours.
- A fixed-term suspension may apply where these are breached over a period of time or if there is a single serious breach of discipline.

- **Examples of a 1-day fixed-term suspension include but are not limited to:**
  - Intolerance or incitement of hatred towards others (e.g. racial, religious, social, LGBTQ)
  - Unacceptable or disrespectful language
  - Posting inappropriate material or inappropriate use of digital communication
  - Failure to follow the conditions set out in a behavioural contract
  - Threatening / aggressive behaviour
  - Physical assault
  - Fraud – such as but not limited to impersonating a member of staff or deliberately deceiving the school or external agencies
  - Repeated malpractice (commonly known as cheating) in an in-class assessment or test (including, but not limited to, falsification of results, deception, copying or being in possession (whether used or not) of unauthorised material
  - Any other behaviour that brings the School into disrepute; this may occur in School or outside School.
  - Persistent failure to follow reasonable requests from staff- Defiance
  - Persistent failure to follow the school's Behaviour Policy
  - Vaping on school grounds or carrying vaping material
  - Deprivation of personal property
  - Minor verbal misconduct
  - Low-level misuse of social media
  - Low-level impact on others' wellbeing
  - Truancy
  - Bullying

- **Examples of a 2–3-day fixed-term suspension include but are not limited to:**
  - Setting off the fire alarm deliberately
  - Bullying / Cyberbullying
  - Inappropriate use of social media
  - Posting content which could bring the school into disrepute
  - Verbal abuse / use of offensive language towards staff or students
  - Sexual Harassment
  - Sustained inappropriate or aggressive physical contact
  - Persistent infringement leading to exclusion
  - Possession of an illegal substance, alcohol or a prohibited item
  - Fraud – such as but not limited to impersonating a member of staff or deliberately deceiving the school or external agencies
  - Malpractice (commonly known as cheating) or deception in an end of year or mock examination (including, but not limited to, falsification of results, deception, copying or being in possession (whether used or not) of unauthorised material)
  - Non-inclusive or discriminatory language
  - Intentional and/or considerable destruction of property
  - Taking possession of property without consent
  - Intimidating or menacing behaviour
  - Bullying

- Ongoing refusal to comply with reasonable requests from staff – acts of defiance
- Persistent failure of a behavioural contract

- **Examples of a 5-day fixed term suspension include but are not limited to:**
  - Sexual violence
  - Persistent Bullying / Cyberbullying
  - Malicious communication about a member of the school community that could cause harm or bring the school into disrepute
  - Continued persistent infringement leading to fixed-term exclusion
  - Illegal / criminal acts
  - Where an alleged serious crime is being investigated by the police
  - Fraud – such as but not limited to impersonating a member of staff or deliberately deceiving the school or external agencies
  - Persistent or repeated malpractice (commonly known as cheating) such that the integrity of end of year school examination system is impaired
  - Threatening behaviour of a severe nature
  - Behaviours that endanger the safety of others
  - Bullying
  - Repeated non-compliance with staff instructions – Demonstrating defiant behaviour

- Any suspension of a student, even for short periods of time, must be formally recorded.
- Parents have the right to appeal against a decision to exclude their daughter where a suspension is for 5 days or more. The process will be explained in a letter that will be sent home regarding the exclusion.
- Students will be given an opportunity during the investigation to state their case before the decision to exclude is made.
- Contributing factors will be considered and may provide mitigation for the length of the suspension

Permanent exclusions

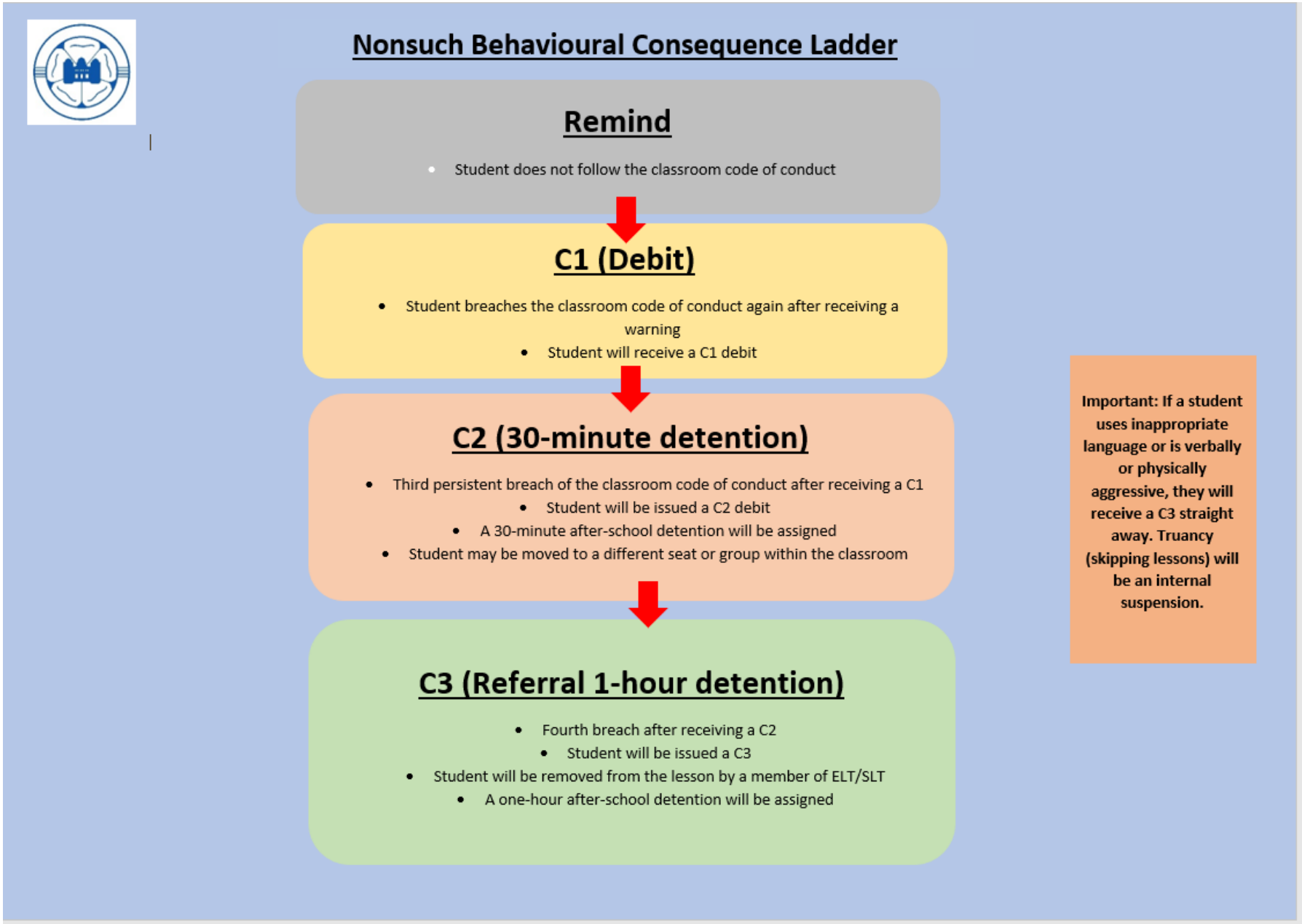
- In the rare event of a major breach of discipline, including if a student is found in possession on school property of any illegal substances, bladed article, or weapon (e.g., knife), a permanent exclusion may be implemented in accordance with statutory procedures.
- Students are reminded that it is a criminal offence to have a knife or other offensive weapon on school premises and carries a penalty that can be a term of imprisonment and/or a fine.
- In any behaviour matter the Headteacher may inform or involve the Police.

- In the case of a fixed term or permanent exclusion the Headteacher will follow statutory guidance below, also enshrined in the Trust's Exclusions Policy.

  Department for Education Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement (2023)

  More detailed guidance on Sanctions and Nonsuch Behavioural Consequence Ladder **can be found below**

Nonsuch Behavioural Consequence Ladder



Appendix D: INVESTIGATION OF INCIDENTS

When a serious incident occurs the Head of Year will begin an investigation.

All of our investigations will be carried out in accordance with our policy in the interests of consistency, fairness and transparency

The process for an investigation is laid out in our incident investigation form which can be found below.

The process of an investigation is as follows:

- Parents will be notified of the investigation as soon as possible
- Those involved in the incident will be spoken to and statements will be taken in line with our reporting form (Appendix E)
- Witnesses to the incident will be spoken to and statements will be taken
- Evidence will be assessed by Head of Year and Assistant Head (Pastoral) / Assistant Headteacher (Sixth Form)
- Key documents (e.g. Policies) will be referred to
- A decision on sanctions will be made based on the evidence by the Headteacher and Assistant Head (Pastoral) / Assistant Head teacher (Sixth Form)
- Parents will be notified of the conclusion of the investigation and any sanctions

In order to be fair and transparent to all involved when undertaking an investigation, we will not involve parents in the investigation but will speak with them about any conclusions reached.

We aim to work in partnership with home to ensure that any issues are resolved as quickly as possible.

Appendix E: INCIDENT INVESTIGATION FORM and Student Statement Form

NONSUCH HIGH SCHOOL FOR GIRLS

Investigation Summary Form

When investigating an incident please refer to:

- Appendix C of our Behaviour for Learning Policy for the protocol for investigation
- Appendix E of our Anti Bullying Policy for questions to be asked

Initial Information	
Date / Time of Incident	
Name of person investigating	
Summary of incident	
Witness Present	

Investigation	
Timeline Investigation	
Witness statements summary (log statements on CPOMS)	
Documents referred to	☐ Nonsuch Charter ☒ Behaviour for Learning Policy ☒ Anti-Bullying Policy ☐ Child protection and safeguarding Policy ☒ IT Policy

NONSUCH HIGH SCHOOL FOR GIRLS

	☐ E-Safety policy ☐ KCSIE ☐ Other:
SEN considerations	
Any Additional Context	

Conclusion by investigator	
Summary of conclusion	
Date of discussion with Deputy head (DHP) or Assistant head Teacher (AHT) if investigation not carried out by them	
Suggested Action and or Sanctions decided by DHP / AHT	

Headteacher Final Decision	
Headteacher Summary	
Sanctions / Action	
Signed	
Date	

Summary of conversations with parents

NONSUCH
HIGH SCHOOL FOR GIRLS

Student Statement

Initial Information	
Date / Time of Incident	
Your name	
Names of other people involved	
Summary of incident	
Witness Present	

Appendix F: POWER OF SEARCH

Searching, screening and confiscation is conducted in line with the Department for Education's latest guidance on searching, screening and confiscation.
(https://www.gov.uk/government/publications/searching-screening-and-confiscation)

The Headteacher and authorised staff have the power to search students (and confiscate), without consent, when they have reasonable grounds for suspecting that a student has a prohibited item or has broken the law. Prohibited items or illegal content include the following:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images or content;
- abusive images or content (racial, homophobic etc)
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for

Searching a student will only be carried out:

- By a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.
- By two members of staff, one of whom should be female

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or a pastoral member of staff who may have more information about the student. During this time, the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

The search may be carried out on school premises or anywhere else where students are under the lawful control or charge of the member of staff conducting the search, such as during an off-site educational visit. The location of the search must be away from other students.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

The authorised member of staff may use a hand-held metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items in the identified list but not to search for items that are only identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's incident log

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their daughter

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school cannot contact the parents, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

This subsection and the one directly following apply to strip searches that involve the exposure of a student's intimate body parts. For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement, and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken

Exceptional circumstances

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

Any search will be recorded on our incident log with reasons and outcomes for the search

Appendix G: USE OF REASONABLE FORCE

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defence to any related prosecution or other legal action.

'Reasonable' means using no more force than is needed.

The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive, physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. **Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.**

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Appendix H: **INTEGRATED BULLYING AND DISCRIMINATION FORM**
(AVAILABLE ON SHAREPOINT FOR STUDENTS WHO WISH TO REPORT AN INCIDENT OFBULLYING OR DISCRIMINATION)

BULLYING/DISCRIMINATION REPORT FORM

For each incident, please complete one form, which will be submitted to your Head of Year for collationand monitoring.

***** Required

* This form will record your name, please fill your name.

1. Please tick the statements which best describe how you relate to the concern you are raising. You may select multiple statements.

I am reporting an incident or behaviour that... *

- ☐ affects me directly
- ☐ affects someone or some people other than me

2. Please indicate the statement which best describes how you relate to the concern you are raising.

I am reporting an incident or behaviour that... *

- ○ I have witnessed directly
- ○ I have learnt about from some other person or persons

3. Focus of Bullying/Discrimination

Please tick all elements which apply in your understanding of the incident(s) *

- ☐ Ability/Disability
- ☐ Age
- ☐ Appearance
- ☐ Class/Background/Socio-economic
- ☐ Geographical area of home
- ☐ Gender
- ☐ Maturity
- ☐ Ethnicity
- ☐ Religion
- ☐ Sexuality
- ☐ Size (height/weight)
- ☐ Other

4. If you selected 'Other', please give further details here

5. Manifestation of Bullying/Discrimination

Please tick all that apply in your understanding of the incident(s)

- ☐ Perception of individual: feelings of being bullied/harassed
- ☐ Isolation/ignoring
- ☐ Teasing
- ☐ Verbal abuse or name calling (see question 6)
- ☐ Expressions of prejudice/stereotypes
- ☐ Threatened physical assault
- ☐ Actual physical assault
- ☐ Targeted graffiti or hurtful note-writing

- [ ] Social media evidence
- [ ] Other (see question 7)

6. If you selected 'Verbal abuse or name-calling', please give further details here

7. If you selected 'Other', please give further details here

8. Who was involved?

Please state the names and tutor groups of those directly affected. *

9. Who was involved?

Please state the names and tutor groups of those causing the concern. *

10. Description of incident(s)

Describe briefly how you learnt of or witnessed the incident/behaviour in question. *

11. Please give a precise account including places, date, times, and any witnesses *

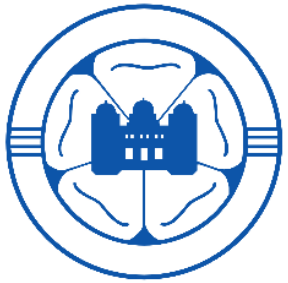
12. How did the incident make you/them feel? *

13. Reporting person

Please state your name and tutor group, and the date you are submitting this report *

Appendix I: **EXAMPLE OF REPORT CARD**

Codes Explained	
Purple	Students who consistently meet our "Exceeding NHSG expectations" (Blue)
Blue	Students who, in addition to meeting our expected requirements, are also proactive in any of the following: • regularly undertaking extension tasks • reading beyond the topic • seeking out their teacher for additional help
Green	Students meet our high expectations in terms of: • engagement • completing all classwork and homework to a high standard • participation in group work/projects/investigations • behaviour • punctuality • bringing equipment to lessons • meeting deadlines
Yellow	Students who fail to meet one or two of our expected criteria (late to lesson = yellow)
Orange	Students who consistently fail to meet two or more of our expected criteria.



Behaviour Report

Name:

Form:

Tutor:

Head of Year:

Week beginning:

Remember: it is **your** responsibility to give this report to your teachers and collect it again at the end of the lesson!

Be positive: **you** can do it!

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Reg	P B G Y O	P B G Y O	P B G Y O	P B G Y O	P B G Y O
Period 1	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N
Period 2	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N
Period 3	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N
Period 4	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N
PM Reg	P B G Y O	P B G Y O	P B G Y O	P B G Y O	P B G Y O
Period 5	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N	P B G Y O HW set? Y/N
Signed by HoY:					

Appendix J: BEFORE AND AFTER SCHOOL, BREAK AND LUNCHTIME PROCEDURES (INCLUDING "WET" BREAKS)

All students should follow these procedures to ensure that everyone can enjoy a pleasant, working environment in school.

Before school

- Students can enter school site at 7.30 am
- The canteen will be open from 7.30 am
- Students must not enter the school building before 8.20 am except for 6th Form who can enter at 8.00 am

Break and Lunchtimes

- Students in Years 7-10 may eat in the school canteen or at the designated tables in their outside areas.
- Student must not be in the school building unless attending a club, seeing a member of staff, or going to the library
- Students in Years 11-13 may be in their form rooms or 6th form centre but the expectations below apply:
    - The form room door must be kept open
    - Students should sit on chairs, not on tables
    - Students must not touch any classroom equipment
    - There must be no shouting or other unnecessarily loud noise
    - No hot food or hot drinks to be removed from the canteen and taken into school
    - Food or drink must never be consumed in the school corridors
    - All litter must be put in the bins provided
    - Mobile phones must be switched off and out of sight at all times whilst on the school premises, including in the school grounds and at break and lunchtime
    - When moving around the school, walk at all times and on the right-hand side of the corridors and stairs
    - Form rooms are to be used only by those in the same year group
    - Students who do not respect the form room as a working environment will be banned from their form room.

After School

- Students should leave school at the end of the school day unless they are taking part in a club or going to twilight.
- Students must register for that club or twilight

"Wet" Break Procedures

The same expectations apply to the whole school as listed above for Y11 – 13 when a wet break is called.

APPENDIX K: USE OF PHYSICAL FORCE BY PARENTS IN DISCIPLINING

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school

The law UK law protects every child up to the age of 18 years from cruel and abusive

treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is against the law to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

Parents are responsible for disciplining their children or those under their care.

However, parents should demonstrate an understanding that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement (e.g., belt, stick, slipper) has been used or where the use of that force has resulted in visible injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time.)

Parents should understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.