



# WILLIAM ELLIS SCHOOL

## Behaviour Policy

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## 1. OVERRIDING PURPOSE

The overriding purpose of the behaviour policy is to promote a safe environment for the school community, conducive to learning and the delivery of the appropriate curriculum.

The policy aims to support and coach students to behave in a manner that enables them and others to achieve to the best of their ability.

In the application of this policy students will be treated fairly and consistently, balancing the needs of the community with those of the individual.

The school community (staff, parents/carers and students) have mutual expectations of civilised behaviour in accordance with the Code of Conduct, and have a collective responsibility for promoting the overriding purpose.

## 2. RESPONSIBILITIES

### 2.1. Governing Body responsibilities

The Governing Body will establish in consultation with the Headteacher, staff, parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of behaviour. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

### 2.2. Staff responsibilities

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

All staff will be responsible for:

- Making students fully aware of the school policy, procedures and expectations
- Ensuring that the policy and procedures are followed, and consistently and fairly applied
- Setting high standards of work and behaviour as per the teacher core standards
- Treating students as individuals and with respect
- Forming positive home-school relationships and communications
- Responding promptly to communication from parents/carers including emails /telephone calls

Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

### 2.3. Parent/carer responsibilities

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the School in maintaining high standards of behaviour by:

- Signing the Home School Agreement
- Discussing and enforcing the school rules with their child
- Responding promptly to communication from school such as letters/telephone calls

- Attending meetings to discuss their child's progress and behaviour
- Building positive home-school relationships

Parents and carers will have the opportunity to raise with the School any issues arising from the operation of this policy.

## **2.4. Student responsibilities**

Students will be expected to take responsibility for their own behaviour by:

- Treating all members of staff, fellow students and members of the public with respect
- Following instructions immediately
- Being aware and following the school rules in and out of school when in school uniform
- Understanding that unacceptable behaviour sanctions are a result of choosing to break the school rules

Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **3. KEY PRINCIPLES**

- Self-discipline is recognised to be the most effective form of discipline.
- Teaching students the skills of self-discipline, co-operation, respect and tolerance are an important part of the curriculum
- Young people respond well to high expectations, praise and clear boundaries
- Good behaviour shall be recognised by the school and rewarded in accordance with Appendix 2 on Behaviour for Learning.
- Everyone in the school has the right to be treated as an individual and with respect

## **4. MUTUAL EXPECTATIONS**

The school expects that:

- Parents/carers and students recognise the need for the students to behave at all times (whether on or off school premises) in a courteous and civilised way, with particular emphasis on the following: politeness; punctuality; concern for the disadvantaged; respect for the property and environment of the School;
- Each student will abide by the Code of Conduct and other specific rules made by the school.
- Parents will support the objectives of the school as set out in the Code of Conduct through the Home School Agreement and exercise their influence to reinforce these objectives and deal courteously with staff.
- Parents/carers will respond to general or specific initiatives from the school relating to student behaviour and in particular will cooperate with the School on matters relating to their child.

Parents/carers expect that:

- Staff will deal courteously with parents.
- The school will have a system of rewards and sanctions that seeks to carry into practice the objectives of the school and that this system will be published at appropriate times.

- The systems of rewards and sanctions are applied consistently and fairly and in accordance with any published policies.
- The school will keep parents informed of significant breaches of behaviour policy involving their child.

## 5. BEHAVIOUR THE SCHOOL WILL NOT TOLERATE

In particular, the school will not tolerate the following behaviour:

- Persistent bullying (see the anti-bullying policy, Appendix 3)
- Racial/homophobic/sexual harassment
- Serious actual violence or threatened violence
- Threats or using abusive language to other members of the school community
- Sexual assault, defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of an offensive weapon including bladed items and imitation firearms
- Possession, consumption or supply of an illegal drug or alcohol at school or on the way to or from school
- Theft
- Vandalism
- Fighting/organised wrong doing
- Arson
- Malicious allegations
- Use of social media or digital technology in or out of school to demean, to make allegations, to threaten violence, to cyber bully or to make offensive comments about any individual connected with the school
- Encouragement of others to do any of the above

This includes behaviour outside of school whilst wearing school uniform and on school journeys or trips.

## SANCTIONS

Sanctions may be applied to breaches of the Code of Conduct as set out in Appendix 1 and other conduct contrary to the over-riding purpose above including behaviour that occurs off School premises.

Where sanctions are necessary to reinforce self-discipline, they must be appropriate and proportionate to the nature of the conduct and the surrounding circumstances.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – refer to the school values
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

The primary sanction to punish poor behaviour is detention. This will usually take place before or after normal School hours as determined by the individual teacher. Other sanctions include internal exclusion from the class as outlined on the behaviour ladder.

The school will try to contact parents, normally by text message, to inform them of any detention after school that lasts more than 30 minutes.

Behaviour of the kind outlined in Section 6 will result in the sanctions of exclusion.

Exclusion may also be imposed for equivalent and persistent breaches of the Code of Conduct, including breaking the code of conduct or expectations of internal exclusion (out of class isolation).

Exclusion may be for a fixed period or be a permanent exclusion depending on the Headteacher's assessment of the gravity of the conduct, the surrounding circumstances, and the principles set out above.

Whether a fixed term or permanent exclusion, the school is responsible for providing appropriate work during the exclusion period up to and including the 5<sup>th</sup> day, after which alternative provision must be arranged.

In the Headteacher's absence the Deputy and Assistant Headteachers have the authority to exclude students.

Fixed-term exclusion is regarded as a serious disciplinary offence that would normally require a parental readmission meeting with staff before the student is readmitted to the school.

## 6. PERMANENT EXCLUSION

The decision to exclude a student permanently is a serious one. The decision to exclude a student permanently should be taken only:

- 7.1 If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school due to persistent breaches of the Code of Conduct. In this case it is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- 7.2 In response to serious breaches of the school's behaviour policy, these breaches might include those offences listed in section 5 above.

A student may be permanently excluded for either the situation described in 7.1 or the situation described in 7.2. A student may also be permanently excluded if his/her behaviour is seriously harming the education or welfare of himself/herself or others in the school due to persistent breaches of the Code of Conduct and he/she commits a serious breach of the school's behaviour policy.

## 7. TAKING INTO ACCOUNT INDIVIDUAL STUDENT NEEDS

The following groups of vulnerable students may at some point require staff to take account of their individual needs and circumstances when applying the school behaviour policy.

- •  Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- •  Students who need support to learn English as an additional language (EAL)
- •  Students with special educational needs (SEND)
- •  Looked after children (LAC)
- •  Sick children
- •  Young carers
- •  Children from families under stress
- •  Students with mental health needs

- •  Any other students at risk of disaffection and exclusion

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from external agencies which may include the Educational Psychologist may be necessary.

## **8. UNIFORM SANCTIONS**

Students may be sent home if they are not dressed in the correct uniform. They are expected to return to school immediately with their uniform rectified. Parents/carers of students who do not wear their uniform correctly will be contacted to discuss the reasons for non-uniform, the alternative arrangements and, if necessary, an agreed time by which the issue will be resolved.

There may be good reason why a child is not wearing school uniform. In this case, parents/carers should share the reasons with the Headteacher either in person or by letter. The school will always be considerate and discrete in trying to establish why a student is not wearing the correct uniform. Students will not be made to feel uncomfortable, nor discriminated against, because their parent/carer is unable to provide them with the required items of school uniform. In line with our culture of honest conversation with parents/carers, we encourage discussion with the school at the earliest opportunity if there are any difficulties.

There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Parents/carers will be notified in advance of what is the revised dress code on these days.

## **9. MONITORING, EVALUATION AND REVIEW**

In order to monitor the effectiveness of this policy the Governing Body will:

- Review this policy at least every two years and assess its implementation and effectiveness
- Receive termly reports from the Headteacher on behaviour, rewards and sanctions
- Ensure that disciplinary decisions are taken in accordance with the Behaviour Policy and Equalities Policy and the legal obligations of the school

## **10. PRINCIPAL LEGISLATION AND GUIDANCE TO WHICH THIS POLICY RELATES**

The principal legislation and guidance to which this policy relate is:

- DfE Behaviour and Discipline in Schools January 2016
- DfE Searching, Screening and Confiscation February 2014
- DfE Exclusions from Maintained Schools, Academies and Pupil Referral Units in England September 2017
- Ofsted Framework for School Inspection September 2016
- DfE Use of Reasonable Force July 2013

## **APPENDIX ONE: CODE OF CONDUCT**

### **Introduction**

William Ellis is a richly diverse school community made up of men and women, boys and girls, representing most ethnic groups and religions. We should treat everyone with respect whatever their aptitudes, race, sex, colour, sexual preference and religion.

We will only achieve our best if students help to create a learning environment where teachers are free to teach and students able to learn.

Every member of our community should feel safe at our school.

### **All students accept that they should:**

#### **Put learning first**

- Listen to each other
- Work with others sensibly
- Stay on task, completing all work and allow others to do the same

#### **Support each other**

- Be considerate to others
- Help others when they can
- Be polite and respectful to all

#### **Be responsible**

- Follow all instructions given by staff immediately
- Wear the correct school uniform
- Get to school on time, attend all lessons and be on time for them
- Bring their planner and all necessary equipment
- Write down homework
- Complete homework to a high standard and keep to deadlines
- Tell the truth
- Report bullying
- Speak to a member of staff if they see something wrong
- Follow the school policy about mobile phones

#### **Care for our environment**

- Eat only in designated areas
- Do not chew gum in school
- Look after displays and decorations
- Put litter in bins
- Leave classrooms tidy
- Clear away plates, cutlery and litter in the canteen

#### **Be safe**

- Follow classroom safety rules
- Move quietly and calmly around the building, walking on the left
- Keep calm and never use violence or threats
- Talk to a member of staff about any problems
- Keep all prohibited items off school premises

**PROHIBITED ITEMS AND ACTIVITIES**

**The following are strictly forbidden:**

- possession of any offensive weapon including any bladed item or imitation firearm
- possession, consumption or supply of an illegal drug or alcohol at school or on the way to or from school
- fireworks
- unseemly literature or pictures/pornographic images
- betting, gambling or playing for money
- stolen items
- tobacco and cigarette papers
- transactions - students may not engage in trading, buying, selling or swapping any goods, money, services or favours.
- any item that the member of staff reasonably suspects has been, or is likely to
  - be used to commit an offence,
  - cause personal injury to, or damage to the property of, any person (including the student themselves)
  - be sold or traded

**MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF**

There may be occasions when a student needs to raise issues about the actions of a member of staff and the school has procedures for dealing with concerns. However, where the allegation is clearly one of a malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.



## APPENDIX TWO: BEHAVIOUR FOR LEARNING

William Ellis School believe that learning good behaviour is an important stage in a young person's development. The school understands that "behaviour" does not happen in isolation but is affected by a variety of influences and that poor behaviour is not simply the product of a student's unwillingness to behave as required by the school.

The purpose of promoting good learning behaviour is to provide a safe, secure and supportive environment that enables and encourages students to participate and engage in a range of learning opportunities that support their physical, emotional, social and intellectual development. Good behaviour is not an end in itself.

William Ellis School recognises the interrelationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. Furthermore, teaching "good behaviour" to young people is dependent on positive relationships between staff and students based on mutual respect for each other's rights and responsibilities.

To achieve the aim of teaching good *behaviour for learning* the school will:

- Communicate expectations consistently to students and parents
- Display expectations and codes for behaviour around the school
- Recognise, praise and reward good behaviour for learning
- Intervene and support students whose behaviour for learning is inappropriate
- Provide training opportunities for staff in *behaviour for learning* and ensure staff model expected behaviour
- Work in partnerships with parents and carers

### Rewards and sanctions at William Ellis School

Praise and reward should be used to motivate more frequently than negative consequences. This builds up a culture of achievement and success. The school aims for a ratio of five to one praises to concern.

Rewards	Sanctions
Verbal praise	Verbal warning
Praise points on SIMS	Concern points on SIMS
Positive phone calls or letters home	Detentions
Certificates	Withdrawal of privileges
Head of Year Awards	Internal Exclusion
Commendations (WESPA Awards)	External Exclusion

### Monitoring Student Behaviour

The school uses SIMS behaviour programme for staff to record praise and concern on a student's behaviour for learning record.

The SIMS record is used to monitor the behaviour for learning of individual students and groups of students. The evaluation of this record will inform the Governing Body's review of the Behaviour Policy.

## APPENDIX THREE: ANTI BULLYING POLICY

William Ellis School is an inclusive community school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn, work, free from bullying or the fear of bullying.

### Aims of Policy

To ensure:

- All students, staff and parents understand what bullying is, that all forms of bullying are unacceptable and the harmful effects of bullying on individuals
- The school promotes the importance of the social, moral spiritual and cultural values of the community based on mutual respect to create an ethos where bullying is not accepted
- The school has a specific programme of anti-bullying education and awareness
- That all members of our community feel responsible for reducing bullying and are aware of their right in relation to feeling safe and free from intimidation or bullying
- A clear and efficient process for dealing with allegations of bullying
- Appropriate support is in place for students
- All incidents of bullying are recorded and systematically monitored
- Appropriate training for staff to develop skills in dealing with bullying
- The school complies with its statutory duties

### What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (*Department of Education*)

Bullying can take different forms:

- **Physical** – including hitting, kicking, or inappropriate physical contact
- **Emotional** – name calling, taunting, mocking, making offensive comments, taking belongings

*It is important to note that any of these behaviours done as a one-off or random act does not constitute Bullying. It may be a serious incident and will be addressed through the Code of Conduct in the Behaviour Policy.*

**Cyber bullying** refers to bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging and social networking websites which can happen at all times of the day with potentially a bigger audience.

Bullies often target victims based on real or perceived differences including race, religion, gender, sexual orientation, ability, physical appearance or social class.

### Social, Moral Spiritual Cultural (SMSC) values:

William Ellis School is proud of its diverse student population and we believe it is one of the strengths of our school. We see it is important to educate students about the Social, Moral, Spiritual and Cultural values of the community and believe that this awareness and understanding will develop an ethos where motivation and opportunities to bully will be minimised.

**Programme of anti-bullying education and awareness:**

- Tutorial programme
- PSHCE programme including Deep Learning Days and assemblies
- Anti-Bullying week
- IT curriculum to include E-safety
- Workshops for parents
- Subject area work, e.g. Drama at KS3, English, RE, IT

**Rights and Responsibilities**

	<b>Students</b>	<b>Parents/carers</b>	<b>Staff</b>
<b>Rights</b>	Have the right to participate fully in school without being bullied. Have the right to be happy, safe and enjoy school.	Have the right to be informed of any alleged bullying and a right to be listened to when raising concerns about bullying.	Have the right to go about their work without intimidation or harassment, including through electronic media.
<b>Responsibilities</b>	Have a responsibility to allow other students to participate fully in school life without being bullied. Have a responsibility to report any incident of bullying to the school.	Have a responsibility to report any concerns about bullying to the school.	Have a responsibility to take any allegation of bullying seriously, to report this to relevant staff who will investigate the allegation.

**Dealing with incidents of Bullying:**

- Bullying is a breach of the Code of Conduct and will be dealt with seriously All investigations will be handled sensitively and carefully
- Outcomes will be decided on an individual case assessment
- When a case of bullying has been confirmed the priority is to stop any bullying
- The school will apply disciplinary measures to students who bully and provide support to the victim of bullying
- Parents of the victim and perpetrator will be informed of the bullying and subsequent actions

In situations where incident happen outside school, including cyber bullying, the school may involve the police.

Where appropriate restorative approaches will be used.

**Student Support Services**

Bullying can impact seriously on a young person's emotional and social development. Any student who suffers from bullying will have access to student support services including, mentors, student counsellor, parent support worker and other external agencies.

Access to these services will be discussed with students and parents, who must give permission before any referral can be made.

It may be necessary to provide student support services to the perpetrators of bullying to deal with the underlying causes of their behaviour.

**Monitoring Bullying**

All incidents of alleged bullying toward a specific student or group of students are to be recorded on a Serious Incident Sheet and given to the Head of Year or member of the Senior Leadership Team. The Assistant Headteacher (personal development) will keep a log of all alleged bullying incidents and report to the Headteacher and Governors termly.

**Training Programme for staff**

The school will provide a programme of training for staff to deal with issues around bullying and to keep staff up to date with current thinking and practice, with particular reference to cyber bullying.

**Statutory Duties**

This policy forms part of the School Behaviour Policy and should be read in conjunction with the Schools Equalities Policy.

## APPENDIX FOUR: PHYSICAL INTERVENTION AND THE USE OF REASONABLE FORCE

On rare occasions staff may need to use reasonable force to control or restrain in order to prevent students from:

- hurting themselves or others
- damaging property
- prejudicing the maintenance of good order

Control can mean either:

- passive physical contact, e.g. standing between students or blocking a student's path,
- active physical contact, e.g. leading a student by the arm out of a classroom

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, e.g. when two students are fighting and refuse to separate without physical intervention.

Under Section 93, Education and Inspections Act 2006 all school staff have the legal power to use reasonable force and other people whom the Headteacher has temporarily put in charge of students e.g. unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned but it should only be considered if there is a risk with the behaviour and should always depend on the individual circumstances. Staff have a duty to make reasonable adjustments for SEND students.

Staff should always try to avoid acting in a way which might cause injury and use no more force than is needed.

Staff should initially use other strategies, e.g. warnings, language of choice, referring to school rules and sanctions, unless there is imminent danger of injury.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- removing a disruptive student from the classroom where they have refused to follow an instruction to do so
- preventing a student behaving in a way that disrupts a school event or a school trip or visit
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student, or stopping a fight
- restraining a student at risk of harming themselves through physical outbursts

**It is always unlawful to use force as a punishment.**

The school will normally discuss serious incidents involving the use of force with parents. Staff are required to record serious incidents and if force has been used this must be included in the record. The record should include:

- student's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the student and/or member of staff

The school's policy on physical intervention and reasonable force is based on DFE guidance *Use of reasonable force Advice for head teachers, staff and governing bodies* which relates to the Education Act 1996 and Education and Inspections Act 2006

## APPENDIX FIVE: SCREENING, SEARCHING AND CONFISCATION

### Screening:

Screening in this context refers to the use of a walk-through or hand-held metal detector (arch or wand). This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. The school may, from time to time, require students to undergo screening regardless of whether the school suspects them of carrying weapons. The school does not require the consent of the student. Students who refuse to be screened will not be allowed on the premises. In this instance the student's absence will be treated as unauthorised. Any member of school staff can screen students.

### Searching:

If a member of staff is suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENDCO, Head of Year, deputy and assistant Headteachers). The search should be conducted by a member of staff of the same gender as the student and in the presence of another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of prohibited items the student may be searched without their consent. **Prohibited items are listed in appendix one**

Searching student's possessions includes searching any goods over which the student has or appears to have control, this includes lockers and bags. Searches will be conducted in such a manner as to minimise embarrassment or distress.

Safer Schools Police Officer has more extensive powers concerning searching without consent and therefore may be the most appropriate person to search a student believed to be in possession of a prohibited item.

It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual student's parents should be contacted where what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

### Searching electronic devices (e.g. mobile phones)

The school reserves the right to search a student's electronic device if a member of staff suspects that the device contains inappropriate material including photographs and/or if the member of staff suspects that it has been used to bully or harass another person or used in joint enterprise. This search should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENDCO, Head of Year, deputy and assistant Headteachers). Consent will be sought from the student. If consent is refused, the student will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of a serious offence the student may be searched without their consent.

### Confiscation

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.

A member of staff is enabled to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

More detailed protocols for searching students, and what to do if objects are found are laid out in the Department for Education's advice:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

The school's policy on screening, searching and confiscation is based on the DFE guidance: *Screening, searching and confiscation, advice for head teachers, staff and governing bodies 2014 (updated Sept 2016)* which relates to the Education Act 1996 and Education and Inspections Act 2006 The Schools (Specifications and Disposal of Articles) Regulations 2012 and the Health and Safety at Work etc. Act 1974

## **APPENDIX SIX: INVESTIGATION OF SERIOUS INCIDENTS**

If a serious incident is thought to have taken place it must be investigated.

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Person for Child Protection as appropriate. In situations where other services need to be informed, the Headteacher or his designate will attempt to contact the family to let them know of the referral, unless it is, in their judgment, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform a senior member of staff as soon as possible. In the event that this is not possible then the staff member should refer it to the Head of Year. The senior member of staff will decide the nature of investigation required, usually including conducting an initial interview with the student/s concerned and by arranging for the student/s concerned to produce a statement relating to the matter.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the student/s concerned to be supervised by a member of staff or isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the student concerned. If the student refuses to make a written statement this must be noted.



APPENDIX SIX: HOME-SCHOOL AGREEMENT