

PROMOTING POSITIVE BEHAVIOUR POLICY

The 'School' refers to all staff and students in Abbot's Hill School, which includes the Early Years/Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

MONITORING AND REVIEW

Person Responsible	Deputy Head, Pastoral
Liaison with	Head, Prep
Final Signatory	Head
Frequency of Review	Annually at Education Committee
Date of Last Review	February 2023
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Promoting Positive Behaviour Policy

1. Introduction

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. At Abbot's Hill School, there is one rule for all of us: adults and pupils act with courtesy and consideration for others.

We are committed to establishing a safe and caring environment according to our aims and values, where the happiness, safety and confidence of pupils are given the highest priority.

All staff and volunteers at Abbot's Hill School play a key role in promoting positive behaviour and establishing calm, safe and supportive environments conducive to learning with clear boundaries of acceptable behaviour within which pupils can thrive. Learning is best achieved in an environment where pupils are proactively supported to behave appropriately and any "sanctions" are used as a last resort. This type of calm, orderly environment where clear, high expectations are the norm and consistently applied to the mutual benefit of every member of the school community is also more likely to safeguard pupil wellbeing and mental health.

Abbot's Hill School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy.

Reasonable adjustments for SEND pupils may be made in consultation with the SENDCo, parents and pupil and based on the interests of fairness and appropriate provision. Further details are available in the school's SEND Policy.

This document is available to all interested parties and on our website and on request from the main school office and should be read in conjunction with the following policies:

- Attendance Policy
- Anti-Bullying Policy
- SEND and EAL Policy
- Equal Opportunities and Inclusive Practice Policy
- Online Safety Policy
- Searching, Screening and Confiscation: Advice for Schools
- Exclusion, Expulsion, Removal and Review
- Relationship and Sex Education Policy

2. Statutory Framework

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

- o Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- o Behaviour in schools: advice for headteachers and school staff 2022
- o Searching, screening and confiscation at school 2018
- o Searching, screening and confiscation: advice for schools 2022

- o The Equality Act 2010
- o Keeping Children Safe in Education (KCSIE)
- o Exclusion from maintained schools, academies and pupil referral units in England 2017
- o Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- o Use of reasonable force in schools
- o Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

Schedule 1 of the Education (Independent School Standards) Regulations 2022; part 3 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to ensure that staff are clear about their responsibilities with regard to child-on-child abuse.

3. Guiding Principles

- 3.1 This policy is designed to create a culture in which everyone feels happy, safe and secure so that pupils become positive, responsible and increasingly independent members of Abbot's Hill School.
- 3.2 We believe that pupils learn best when they are clear about expectations of behaviour and when they are consistently encouraged to reach these expectations.
- 3.3 We define behaviour as the way we act and respond to people and situations. We recognise that most pupils are able to choose how to behave in a given situation and the school will always look to promote positive behaviour, by actively teaching, recognising, celebrating and rewarding it, rather than use sanctions. Corporal punishment is never used.
- 3.4 This policy is designed to encourage positive behaviour, rather than merely deter anti-social behaviour. Positive behaviour is encouraged because we believe that this will develop an environment in which bullying can be prevented.
- 3.5 Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not normally tolerated. Staff are made aware by HoYs of pupils of concern who may be experiencing difficulty at any given time. SEND and Medical flags on Schoolbase should be noted and advice sought if required where a pupil of concern's behaviour is not meeting expectations.
- 3.6 Abbot's Hill School does not tolerate bullying, physical threats, discrimination, abuse or intimidation of any kind. Such incidents are dealt with quickly and effectively. Further details of the school's approach are in the school's Anti-bullying Policy.
- 3.7 In instances of persistent disruption or when sanctions have failed to correct behaviour, further intervention and approaches may be required. See section 11 of this policy for our procedures for handling more serious misbehaviour.

- 3.8 Where the safety of a pupil or member or staff is endangered, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

4. Aims and Scope

- 4.1 Our aim is to foster a culture within our student body of respect for both other students and staff, and also for the school environment. We aim to instil a sense of personal and communal responsibility, both with regard to academic work and life outside of the classroom, in accordance with the Code of Conduct.
- 4.2 Through the implementation of this policy, the Abbot's Hill School community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the first priority of the school and unacceptable behaviour should not be allowed to impact on the well-being of others.
- 4.3 We aim to ensure a consistent approach to behaviour management and so this policy sets out, for pupils, parents and staff:
- The Values that we uphold as a community (Appendix 1)
 - The School's Code of Conduct and school rules (Appendix 2);
 - How expectations are communicated and promoted among pupils, parents and staff;
 - How the School and its staff will promote and **reward** positive behaviour and achievement (Appendix 3);
 - How the School and its staff will act to **sanction** instances of poor behaviour (Appendix 4)
 - How the school will act when it is necessary to **search** pupils and **confiscate** items (Appendix 5)
 - How the school will use **reasonable force** (Appendix 6)
- 4.4 The Governors and the Head intend that the measures contained within this policy, shall be capable of regulating the conduct of pupils of all age groups and at all times, whether they are on the School site or are away from school premises, as follows:
- At the School, representing the School or wearing school uniform or otherwise identifiable as a member of the School;
 - During any period of physical school closure, and in any remote learning environment at such a time or any other;
 - Travelling to or from school;
 - On a school field-trip, visit or expedition;
 - Involved in any activity associated with the School or communicating with any other member of the School community, in person, on paper or online including via social media;

Pupils are ambassadors of their school and may be disciplined if their behaviour or conduct out of school:

- has repercussions on the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

5. Roles and Responsibilities

- 5.1 The **Governing Board** is responsible for the approval and monitoring of this behaviour policy's effectiveness and holding the Head to account for its implementation.
- 5.2 The **Head** has overall responsibility for Behaviour and Discipline, including the regular review of this policy. This responsibility is delegated to staff for day-to-day management of behaviour and discipline.
- 5.3 All **staff and volunteers** (including teaching staff and support staff, governors, vetted volunteers and freelance workers where they are likely to be involved in teaching/supervision of students) are made aware of the Promoting Positive Behaviour Policy during their induction and through ongoing training and are expected to uphold this policy at all times in order to promote and maintain good order and discipline in the general course of their work.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

- 5.4 **Parents and carers** who accept a place for their child at Abbot's Hill School undertake to uphold the School's policies when they sign the Parent Contract. They are expected to support the School with the implementation of this policy and the Code of Conduct and in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Where possible, parents and carers should:

- Get to know Abbot's Hill School's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or form tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Abbot's Hill School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues if they arise.

A parent education programme will be provided to support positive parenting and all Abbot's Hill families will have access to the TooledUp suite of resources.

- 5.5 **Pupils** will be made aware of the following during their induction into the school:

- The expected standard of behaviour they should be displaying at Abbot's Hill School
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

According to their age and stage, pupils will be supported to meet the behaviour standards and behavioural culture.

From time to time, pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. This may be through School Council or an online survey.

Extra support and induction will be provided for pupils who are ad-hoc arrivals through the use of taster and induction days, New Pupil Prefects, buddies and via the class or form teacher and HoY. It is recognised that pupils who have recently joined the school may require time to adapt to that transition. Appropriate guidance and support will be given to the pupil concerned, to ensure that they fully understand the relevant school rules, Code of Conduct and accompanying expectations.

Whilst rewarding positive behaviour is embedded in the school ethos, a fair and consistent sanction system is required to balance this when pupils ignore this ethos and make poor behaviour choices to ensure these behaviours do not reoccur. See Appendix 4.

6. Definitions

6.1 For the purpose of clarity, the following definitions are used throughout this policy:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are detailed in Appendix 2 Section 3.

7. Child-on-Child abuse

- 7.1 KCSIE 2022 states that the Behaviour policy should include measures to prevent child-on-child abuse, including cyber-bullying, prejudice-based and discriminatory bullying.
- 7.2 Details of Abbot's Hill School's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. Appendix 3 of that policy should be read in conjunction with Appendix 4 of this policy: the two are interconnected and show how an escalation of bullying will be dealt with through the application of robust support to redress behaviour and – should the behaviour not cease - sanctions of increasing severity.

8. Zero-tolerance approach to sexual harassment and sexual violence

- 8.1 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 8.2 The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 8.3 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

9. School behaviour curriculum

- 9.1 Clear school rules allow children to recognise their boundaries, which promotes a feeling of safety and fairness, leading to happy, successful and well-behaved children. The School Rules and Code of Conduct (Appendix 2) are displayed in every classroom and are regularly reviewed with the pupils via the School Council.
- 9.2 All pupils will be inducted into the school's behavioural expectations as set out in the School Rules and Code of Conduct on joining the school.
- 9.3 Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.
- 9.4 Pupils are also expected to abide by this and other School policies referred to within this policy, including the Anti-Bullying Policy, Technology Acceptable Use Policy, Online Safety Policy.

10. Mobile phones

The school's approach to mobile phones is set out in the Online Safety Policy Section 13.

Cyber-bullying/misuse of social media is addressed in the Anti-Bullying Policy and Online Safety Policy.

11. Responding to behaviour

11.1 Safeguarding

- 11.1.1 At Abbot's Hill School, we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- 11.1.2 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
- 11.1.3 Please refer to our Safeguarding and Child Protection Policy for more information.

11.2 Classroom management.

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

They will:

- Create and maintain a stimulating environment that inspires pupils
- Display the Classroom Rules and the Code of Conduct
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and rewarding good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

11.3 Responding to good behaviour

11.3.1 When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. **Appendix 3** sets out our system of Rewards.

11.3.2 Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of our behaviour culture.

11.4 Responding to misbehaviour

11.4.1 When a pupil's behaviour falls short of the expected standards, staff will respond swiftly and respectfully in a consistent, fair and proportionate manner, so that pupils know with certainty that misbehaviour will always be addressed.

11.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11.7 Suspected criminal behaviour

- 11.7.1 If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 11.7.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 11.7.3 If a decision is made to report the matter to the police, the Head or Head of Prep will make the report.
- 11.7.4 The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 11.7.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Reasonable adjustments

The school recognises its duties under the Equality Act 2010.

Reasonable adjustments to the school's Behaviour Policy are made to pupils with SEND on an individual basis to ensure the pupils' needs are met. This may include the fulfilling of basic expectations such as meeting deadlines and classroom behaviour.

These adjustments are agreed by the parents, pupil and school and are logged in the pupil's Learning Passport. It is the responsibility of all staff to ensure that these reasonable adjustments are implemented.

Where it has been decided that a pupil requires reasonable adjustment to be made to this behaviour policy, instances of breach of this policy and the use of reasonable adjustment are reported to the Head of Year and recorded on CPOMS.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

13. Sanctions (Prep School)

Behaviour in the Prep School is supported and encouraged by positive reinforcement where good behaviour is acknowledged and rewarded.

Restorative practice is followed whereby girls understand what the implications of their behaviour are on themselves and others.

However, there are occasions when sanctions are required and this policy outlines the sanctions system and processes.

All incidents should be treated fairly and dealt with so that the pupil who is being sanctioned understands why that is happening and has gained some learning and development from the incident.

14. Sanctions (whole school)

- 14.1 The Sanctions grid (Appendix 4) sets out clear guidance for all staff and should be used when deciding on a sanction
- 14.2 Staff deal with minor breaches of discipline as they occur, eg. rudeness and bad language, even when heard accidentally, should not be tolerated, nor should any over-familiarity.
- 14.3 Staff need to ensure that there is a dialogue with the pupil and that they discuss concerns in behaviour, organisation or lateness, where necessary speaking to the Head of Year or pastoral team to gauge more information.
- 14.4 Before issuing any sanction the wider picture should be sought to ensure fairness and that reasonable adjustments for particular personal circumstances have been made where necessary. All sanctions must be applied consistently and fairly by all staff, including volunteers.
- 14.5 Sanctions should include an element of reflection in order to avoid future repetition or escalation.
- 14.6 Sanctions used must be appropriate, proportionate and not humiliating.
- 14.7 If unacceptable behaviour is recurring and there is a concern about an individual pupil's needs, the school will liaise with parents and/or local agencies to assess those needs in accordance with the relevant policies.

15. Detention

- 15.1 Pupils in Years 7-11 can be issued with detentions during lunchtime, after school or on weekends during term time.
- 15.2 Individual staff must not 'threaten' a student with detention; pupils may be placed in a supervised detention by any member of staff if their behaviour warrants this level of sanction. The sanctions grid (Appendix 4) details the escalation of severity of detentions.
- 15.3 HoYs inform the parents of the sanction; parents are always given at least 24 hours' written notice if a detention after school has been issued.
- 15.4 When imposing a detention, the school will consider whether doing so would:
 - Compromise the pupil's safety
 - Conflict with a medical appointment
 - Prevent the pupil from getting home safely
 - Interrupt the pupil's caring responsibilities

16. Corporal Punishment

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Abbot's Hill School does not permit corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff, including all those acting in loco parentis. See appendix 6 on the Use of Reasonable Force below.

17. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the Department of Education's latest guidance, Appendix 5. Searches will only be carried out by a member of staff who has been authorised to do so by the Head, or by the Head themselves.

18. Malicious allegations

- 18.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 18.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- 18.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer

(LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

- 18.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse against staff or other pupils.

19. Record-Keeping

- 19.1 Incidents of unacceptable behaviour are recorded on CPOMS.
- 19.2 All information is held in accordance with the relevant policies.
- 19.3 The records created in accordance with this policy may contain personal data. The school has a privacy notice which explains how the school uses personal data about pupils and parents. The privacy notice is published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy.

20. Serious sanctions

Sanctions for serious misbehaviour are not used very often at Abbot's Hill School but it is important that when they are used, they are used fairly and properly recorded.

If a serious breach of discipline occurs in a lesson, staff may, depending on the level of concern:

- Send another pupil to get the Head of Year or a member of SLT
- Call Reception asking for urgent assistance from a member of SLT.

Serious breaches of discipline are discussed with the HoY, Deputy Head Pastoral/Prep and Head/Head of Prep, when sanctions will then be applied and recorded on CPOMS. This is reviewed regularly by the Deputy Head (Pastoral) so that patterns can be quickly identified and appropriate interventions made.

Parents are always informed of serious breaches of discipline and the imposition of more serious sanctions and will be contacted to discuss these on the same day as the breach of discipline has occurred (or the next school day if out of hours).

Before serious sanctions are issued, staff will ensure the wider picture surrounding the event is sought; there may be mitigating factors which need to be considered on an individual basis, which may result in a different sanction being applied.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The following are examples of serious breaches of discipline and the sanctions that may occur:

INTERNAL SUSPENSION (INTERNAL FIXED TERM EXCLUSION)

- Truancy from lessons or assembly
- Bullying or unkindness
- Inappropriate use of digital devices/social media in or out of school
- Damage of property/belongings
- Possession of prohibited item – (see appendix 5)

EXTERNAL SUSPENSION (EXTERNAL FIXED-TERM EXCLUSION)

- Aggressive or violent behaviour (consideration will be given to the precise circumstance of the incident, including relevant context and the force and nature of the behaviour)
- Severe or persistent bullying, including cyber-bullying
- The viewing or sending of indecent or inappropriate images on any electronic device
- Theft
- IT abuse
- Malicious behaviour, including malicious allegations brought against members of staff
- Behaviour that could adversely affect the reputation of the school; this could include actions outside the school grounds/hours
- Sustained disruption in lessons
- Unauthorised leave during school hours
- Any deliberate actions likely to endanger others
- Any deliberate actions likely to bring the school into disrepute

Other serious misconduct towards a member of the school community or persistent attitudes or behaviour which are inconsistent with the ethos of Abbot's Hill School.

This is not an exhaustive list and external suspension may be given at SLT discretion.

EXPULSION (PERMANENT EXCLUSION)

Any of the above points may be escalated and result in the expulsion of a pupil as set out in the Expulsion, Removal and Review Policy.

20.1 The school will consider the following intervention strategies to manage behaviour as necessary:

- Meetings with the HoY
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans

- Use of the Pastoral Hub (including access to the Pastoral Manager and/or Counsellor)
- Multi-agency assessment

20.2 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

21. Supporting pupils following a sanction

21.1 Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

21.2 Support or advice may be sought from our Pastoral Manager or Counsellor; or external support from a GP or another agency may be advised.

21.3 Internal support could include measures such as:

- Reintegration meetings following a suspension (after which all details will be confirmed in writing and shared with the parents, pupil and relevant staff)
- Daily contact with the Pastoral Manager, HoY or Deputy Heads
- A report card with personalised behaviour goals. This is intended as a short-term intervention to support students in their efforts to improve in areas such as organisation or punctuality and should not be viewed as a punishment.

22. Pupil transition

22.1 Preparing outgoing pupils for transition

22.1.1. To ensure a smooth transition to the next year, pupils in Years R – 6 have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

22.1.2. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

23. Training

23.1. As part of their induction process, our staff are provided with training on managing behaviour and the systems and processes in place at Abbot's Hill School. Behaviour management will also form part of continuing professional development (INSET).

23.2. A staff training log is held by the Assistant Head, Professional Development. Staff targets are set every October and these, plus the usual cycle of lesson observations, book scrutinies and learning walks are used to identify and support emerging training needs to improve behaviour management and share good practice.

24. Monitoring arrangements

24.1. **Monitoring and evaluating school behaviour**

The school will collect termly data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of time out cards and the pastoral hub
- Incidents of searching, screening and confiscation

The data will be analysed every term by the senior leadership team and reported to the Education Committee and Full Board every term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By location in the school
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

24.2. **Monitoring this policy**

This behaviour policy will be reviewed by the Deputy Head (Pastoral), Head (Prep) and approved by the Head prior to ratification by Education Committee who will recommend it to the Full Board. This process will take place at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1).

Issue Date: March 2023

Review Date: June 2023



Mrs Kathryn Gorman
HEAD

APPENDIX 1 SCHOOL VALUES PREP

Abbot's Hill Prep School

VALUES

Be challengers

- We ask questions
- We discover new ways to do things
- We speak up if we have an idea
- We voice our opinion
- We are positive influencers

Be kind

- We are kind and treat everyone fairly
- We always try our best to help, include and support others
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be curious

- We love to learn and use our imagination
- We persevere
- We explore new things and seek adventure
- We know we will sometimes make mistakes but we will learn from them

Be Ourselves

- We are honest
- We are true to our feelings and beliefs
- We show who we really are and we don't change ourselves for anyone
- Everyone is different and we know that is good

Be involved

- We work hard as part of the school and our wider community
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievement

APPENDIX 1 SCHOOL VALUES: SENIOR

Abbot's Hill Senior School

VALUES

Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on actions and learn from them
- We own our responsibilities

Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive influencers

Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

Be inquisitive

- We love to learn, create and use our imagination
- We are enthusiastic: we think about and try new things and embrace calculated risk
- We have the freedom to speak out and to voice our own ideas (without fear of judgement)
- We have courage to test our ideas, to fail and to adapt as we prepare for life beyond school

Be challengers

- We positively challenge and question to encourage progress
- We are self-motivated, ambitious and determined to develop and improve through work and play
- We prioritise our own happiness and have fun
- We persevere in the face of challenge: we are resilient

APPENDIX 2: SCHOOL CODE OF CONDUCT

The Code of Conduct sets out under each of our school values, specific expectations for our conduct and behaviour.

The Code of Conduct exists:

- to protect the safety and well-being of every member of Abbot's Hill School;
- as a statement of the values that Abbot's Hill School seeks to develop;
- as a guide for pupils of the standards that they will each be held to;
- to support and protect the cultures of kindness, respect and learning central to the education provided at Abbot's Hill School.
- to protect Abbot's Hill School, its community, property and reputation, as well as the wider environment.

Abbot's Hill Code of Conduct

There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-

Be challengers

- We challenge behaviour that is unacceptable
- We challenge ourselves to be the best person we can be

Be kind

- We behave sensibly and speak politely to everyone.
- We always try your best to help, include and support others and respect other people's point of view
- We care about each other and are considerate of other people's feelings
- We make it as easy as possible for pupils to learn and staff to teach.
- We show appreciation by listening attentively, responding appropriately and always acknowledging the work of staff, pupils, and visitors.
- We look after and respect all visitors to our School
- We always respect other people's possessions and do not borrow them without permission.
- We respect ourselves, others and our school buildings and grounds.
- Bullying, whether physical, verbal or mental, is totally unacceptable at all times.

Be curious and inquisitive

- We love to learn and use our imagination
- We persevere when things are challenging
- We have the freedom to speak out and to voice our ideas without fear of judgement

Be you/authentic

- We are honest
- We are true to our feelings and beliefs and are tolerant of the beliefs of others
- We show who we really are and we do not change ourselves for anyone
- We know that everyone is different and that is good
- We are proud of ourselves and our individuality

Be involved

- We work hard and are part of the school community
- When representing the School off premises we act with courtesy and consideration
- We are punctual to school activities and commitments.
- We are proud of the school, its history and tradition
- We always dress according to the School rules and take pride in our appearance
- We always give your best and embrace opportunities
- We commit to our studies and chosen co-curricular activities.
- We celebrate other people's successes and achievements

APPENDIX 3: REWARDS

CURRENT REWARDS:

Everybody thrives on praise and it should be applied frequently, for example, to acknowledge and commend considerate conduct and caring actions, to celebrate success, to give feedback on marked work or just in micro-moments during form time and the school day when the opportunity arises, to show we take a direct interest in the lives and work of our pupils.

REWARDS (SENIOR SCHOOL)

Specific rewards are:

CLAN POINTS

Clan Points can be awarded by all staff. These are given out generously to pupils in all years. Staff can give out more than 1 at a time.

Clan points can be awarded for any positive reason, for example,

- Praiseworthy work or contributions
- Kindness
- Good effort

Clan Point milestones at 25, 50, 75 and 100 points are acknowledged with a certificate.

HEAD'S COMMENDATIONS

Head's Commendations can be awarded by all staff. Head's Commendations are the highest accolade a teacher can award a pupil. They can be awarded to pupils in Years 7 to 11 for:

- Exceptional project work including KS3 project
- Excellent work over an extended period
- Summative tests
- Outstanding contributions to extra-curricular events
- Exceptional piece of work (completed in expected time frame)

Pupils receive their commendation in the form of a card, which is posted. In order to ensure that these rewards are used consistently and fairly, the use of them is discussed in staff and departmental meetings.

ANNUAL COLOURS IN CO-CURRICULAR ACTIVITIES - SPORT, MUSIC, DRAMA, DEBATING, CLANS

Colours are awarded on an annual basis by staff running extra-curricular activities to recognise outstanding contribution.

ANNUAL PRIZES AND COMMENDATION CERTIFICATES

In the Summer term, Heads of Year and the Head of Senior School commend pupils who have worked hard and made significant progress during the academic year. This is

calculated through scrutiny of report grades and examination results data by the Assistant Head, Academic Progress.

Year 11 have a 'Commemoration Day' at the end of their time in the Senior School, celebrating all they have achieved across the school.

FORM TUTOR REPORTS

- Form Tutor reports also acknowledge a pupil's behaviour and its positive impact.

REWARDS (PREP SCHOOL)

- Praise is given frequently and is an essential part of the fabric of the school day.
- Clan points are awarded for effort in all areas, for reliability, helpfulness and other commendable behaviour. Clan points are totalled termly (collected by the Clan Captains). At the end of each term the Clan gaining the most points is presented with the Clan cup.
- Commendations reward particular effort or achievement across the curriculum.
- Certificates are awarded each term for particular endeavour within the curriculum or extra-curricular activities as well as for kind, co-operative and polite behaviour.
- Teachers give stars, stickers, smiley faces and reward stamps in exercise books and files. Work reflecting effort is sent to the Head's awards table and given a Head's sticker and/or presented in assembly along with other certificates and awards for pupil endeavour within and beyond school lessons and activities.
- Class Tutor reports also acknowledge a pupil's behaviour and its positive impact.
- A weekly Prep School Celebration Assembly showcases and celebrates individual and collective achievements both in and outside of school.
- Year 6 have a 'Speech Day' at the end of their time in the Prep School, celebrating all they have achieved across the school.



APPENDIX 4: TABLE OF SANCTIONS

What to do when pupil behaviour falls short of expectations

High standards of behaviour pervade all aspects of school life. Our aim is to create a calm, safe and supportive environment that limits disruption. Staff model the expected standards in their own day-to-day interactions with pupils.

Staff deal proactively with minor breaches of the code of conduct as they occur e.g. rudeness or bad language, even when heard accidentally. As part of instilling high expectations, these types of behaviours should not be tolerated.

Our aim is to prevent misbehaviour rather than sanction poor behaviour after it has occurred. This means that we strive to build excellent relationships with our pupils, understanding their needs and how to meet them and seeking advice and guidance where necessary. Staff must ensure that they raise and discuss concerns in behaviour, organisation or lateness, where necessary speaking to the Head of Year, SENDCo or pastoral team to better understand the pupil's context and needs. If issuing any sanction at Level 2 or above, this wider picture should be sought to ensure fairness and that reasonable adjustments for particular personal circumstances have been made where necessary.

From time to time and despite the best efforts of staff, behaviours may fall below the expected standard. The table below sets out how to issue sanctions, who is responsible for issuing sanctions, how they should be recorded and at what stage parents should be involved.

All sanctions must be applied consistently and fairly by all staff, including volunteers.

	Example	Nursery, Pre-Prep & Prep School	Senior School	CPOMS	Parents
WARNING				No	No

	Example	Nursery, Pre-Prep & Prep School	Senior School	CPOMS	Parents
	We pride ourselves on the quality of relationships between staff and pupils. It is hoped that for a first, minor offence, admonishment or brief conversation to correct behaviour will suffice with no need for further action.				
Level 1 Minor behavioural issue	Low-level disruption, minor device misuse, late, incorrect uniform.	Misbehaviour addressed by Key person or class teacher	Misbehaviour addressed by form tutor or subject teacher and pupil given a debit mark	Yes.	Prep and Snr – case by case
	One-off failure to complete homework; one-off incorrect equipment				
Level 2 Repeated or more serious behavioural issues.	Continued or repeated failure to follow rules or instructions, persistent lateness. Repeated homework not done or classwork not completed as requested, continues to be ill-equipped.	Reflection time Apology verbally and via letter if appropriate Misbehaviour addressed by Key person and Room leader (Nursery)	5 debit marks within a 4 week period = lunchtime detention – the Form Teacher is to coordinate. Misbehaviour is addressed by Form Tutor. HoY may be involved. Targets set and recorded on CPOMS	Yes	Snr: Yes Prep: on case-by-case basis
	Deliberate, minor, unkind behaviour.	Misbehaviour addressed by class teacher and HoY (Pre-Prep and Prep)	One-off, more serious unkind behaviour = lunchtime detention		

	Example	Nursery, Pre-Prep & Prep School	Senior School	CPOMS	Parents
		Targets set and recorded on CPOMS This will be shared with parents verbally.	immediately. HOY to sanction. Apology letter if appropriate.		
	Device misuse	Incident form completed and shared with parents at collection if required. (Nursery)	Lunch detention – focused task.		
Level 3 Serious behavioural issue	Behaviour is dangerous, disrespectful or unkind or Level 2 behaviour has not changed or corrected. Rude or inappropriate language.	Misbehaviour addressed directly by: · Deputy Nursery Manager · Head of Pre-Prep (R-Y2) · Assistant Head Prep Pastoral (Y3-Y6). Apology made either verbally or by letter/loss of privileges which is appropriate for their age.	After school HoY detention – apology letter. Misbehaviour addressed by HoY. On report. Behaviour support plan implemented.	Yes	Yes
	Repeated/sustained poor approach to learning and standards. E.g. 2 detentions in a half-term. One-off rude or inappropriate language.	Parent meeting in school arranged and logged on CPOMS.	Parent meeting in school. After school HoY detention.		

	Example	Nursery, Pre-Prep & Prep School	Senior School	CPOMS	Parents
		Support plan may be appropriate to follow the child as they move around school.			
Level 4 Very serious behavioural issue	Serious breach of school rules e.g. low level bullying or abuse including verbal, physical or online. Prohibited items brought onto site.	<p>Misbehaviour addressed directly by:</p> <ul style="list-style-type: none"> · Nursery Manager · Deputy Head of Prep · Head of Prep <p>This may mean a loss of all privileges at school and the child may have an internal suspension enforced for a period of time.</p> <p>Parent meeting in school arranged and logged on CPOMS, follow up meetings may be needed.</p> <p>Support plan may be appropriate to follow the child as they move around school.</p>	<p>Friday SLT detention. Internal suspension may be imposed.</p> <p>Apology letter.</p> <p>Misbehaviour addressed by HoY. On report.</p> <p>Behaviour support plan implemented.</p> <p>Parent meeting in school.</p>	Yes	Yes

	Example	Nursery, Pre-Prep & Prep School	Senior School	CPOMS	Parents
Level 5	Major breach of school rules or continuation of level 4 behaviours.	External exclusion or Managed move Details in the section 20 – Serious Sanctions. “procedures to be followed in cases of possible serious misconduct”		Yes	Yes

PUPILS WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

Where possible, we aim to anticipate likely triggers of misbehaviour and provide the appropriate support. On occasion, reasonable adjustment may be made for pupils and a behaviour support plan (BHP) implemented rather than a sanction imposed. This must be in consultation with the SENDCo (Prep and Senior).

SUPPORT SYSTEMS FOR PUPILS

Several support systems are available to pupils, to help them to understand appropriate behaviour and meet our expectations.

- Pastoral Support from Key person, Class teacher, Form Tutor, Head of Year, School Nurse and School Counsellor. Occasionally, external agencies may be used.
- Behaviour Support Plan – requires input and agreement from pupil, parent and school and regular review points.
- Restorative conversation with Key person, Class teacher, Form Tutors, Heads of Department and/or Heads of Year.

APPENDIX 5: SEARCHING, SCREENING AND CONFISCATION

The DfE guidance Searching, Screening and Confiscation Advice for Schools (July 2022) states:

- School staff can search a pupil for any item if the pupil agrees.
- The Head and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item.

a. What constitutes 'reasonable grounds' must be decided in each particular case. For example, it might be they have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that a pupil is concealing something. They may also have referred to CCTV.

b. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause personal injury to themselves or another
- Damage property of any person

LOCATION OF THE SEARCH

Searches without consent can only be carried out in England, on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school visits in England.

In practice - searching a pupil, especially without their consent, should be seen as a last resort and unless there is concern of immediate harm, should only ever happen after consultation with the Head/Head of Prep.

In cases where there is a concern about a pupil having an illegal item, the police will be called and their advice followed.

However, it should be noted for any search that:

- You must be the same sex as the pupil being searched, and there must be a staff witness who should also be the same sex as the pupil being searched – unless a pupil is at risk of immediate harm in which case a male member of staff may witness the search.

Searches may include

- Asking a pupil to turn out their pockets
- Looking in a pupil's bag or locker or desk
- The person conducting the search may not require the pupil to remove any clothing other than outer clothing – hats, shoes, coats, gloves, scarfs. In cases or concern of immediate serious harm, then a search can be carried out immediately.

Staff can use reasonable force (see appendix below) given the circumstances to search for prohibited items listed above.

CONFISCATION

School staff can seize any prohibited item found as a result of the search. They can also seize any item they may consider harmful or detrimental to school discipline. The following should be applied in consultation with the Head/Head of Prep:

- When alcohol or tobacco/cigarette papers or fireworks are found, the school can retain or dispose of it but not return it to the pupil
- Controlled drugs must be delivered to the police without delay, but may be disposed of if there is good reason to do so. Other substances believed to be harmful or detrimental to good order/discipline can be confiscated. Police advice will always be sought over the disposal of controlled drugs
- Stolen items must be delivered to the police or returned to the owner depending on the nature of the incident
- Pornographic images should be disposed of unless there are reasonable grounds to suspect that an offence may have been caused e.g. child pornography or extreme pornography. The image must not be viewed and in the case it is on a mobile phone, the device confiscated and the police called (see below)
- Weapons or any items prohibited items deemed dangerous should be taken from the pupil, and the Head of Senior School/Deputy will take the matter further if appropriate.

Please see [here](#) the latest Department for Education guidance which is to be followed by all members of staff at Abbot's Hill School should the need for Searching, Screening or Confiscation arise.

STATUTORY GUIDANCE FOR DEALING WITH ELECTRONIC DEVICES

In line with the school rules, mobile phones will be confiscated if being used by a pupil on school premises and during the school day.

If there is a concern that content on a device may be harmful to a pupil or their property or disruptive to good order staff may have 'good reason' to examine the device in accordance with the guidance on a 'without consent' search.

However, if there is a concern that the device contains evidence in relation to an offence, e.g. pornographic image of a child or an extreme pornographic image, staff must not view any images/content, must turn it off and confiscate the device, then liaise with Head/Head of Prep to give the device to the police as soon as possible. In this event, a safeguarding concern would be raised and the DSL informed.

If the device contains material that is inappropriate but does not commit an offence, e.g. unkind remarks, staff can decide whether to delete the files or data.

In the event of any concern that results in a search, all details will be noted and passed to the Head of Year to put onto the pastoral information system.

Parents will be contacted in all cases of concern over prohibited items or inappropriate use of technology, unless it may put the child at risk of harm.

Advice from other agencies may also be sought.

SANCTIONS

Appropriate sanctions will be taken if the pupil is found to have banned, stolen, illegal or dangerous items in their possession.

The school's Promoting Positive Behaviour Policy will apply and, if applicable, the Exclusions, Expulsion, Removal and Review Policy.

The police may also decide to take action if the items concerned were illegal, stolen or dangerous.

The DfE guidance Searching, Screening and Confiscation Advice for Schools (July 2022) can be read in its entirety in Appendix 5.

APPENDIX 6: POLICY ON THE USE OF REASONABLE FORCE

Abbot's Hill School has regard to the DfE guidance on the Use of Reasonable Force (July 2013). All members of school staff have a legal power to use reasonable force. It covers a broad range of actions that involve a degree of physical contact with pupils.

Force is usually used to either control or restrain. 'Reasonable' means using no more force than is needed to achieve the desired result and staff where possible should attempt to avoid causing injury to the pupil.

Force is used for two main purposes

- To control pupils e.g. Passive physical contact (standing between pupils) or active physical contact such as leading a pupil by the arm out of the classroom if they have refused to do so.
- To restrain them e.g. To hold back physically or to bring under control, if they are behaving in a disruptive manner, potentially causing a risk to their own safety or that of others. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of a member of staff and should always depend on individual circumstances.

Reasonable force may be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing a disorder
- Behaving in a way that disrupts a school event or trip/visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others
- Attacking a member of staff or another pupil, or to stop a fight
- Harming themselves

To remove disruptive pupils from the classroom, parental consent is not required for the use of reasonable force.

Reasonable adjustments should be made for disabled pupils or SEN pupils.

Schools cannot use force as a punishment – it is unlawful.

REPORTING SERIOUS INCIDENTS

All incidents which escalated and where reasonable force was applied should be recorded on CPOMS. Staff involved must write an account t including information on:

- Pupil's behaviour and level of risk presented at the time of the incident
- Degree of force used
- Effect on the pupil or member of staff

This information will be recorded on CPOMS under the pupil involved. These incidents will be reported to parents.

OTHER PHYSICAL CONTACT WITH PUPILS

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school

When comforting a distressed pupil

When a pupil is being congratulated or praised

To demonstrate how to use a musical instrument

To demonstrate exercises or techniques during PE lessons or sports coaching

To give first aid

This policy should be read in conjunction with the Child Protection and Safeguarding Policy.

APPENDIX 7: The Prevention and management of tobacco, e-cigarette, alcohol or drug related incident

Abbot's Hill School has regard to the DfE guidance in Searching, screening and confiscation (September 2022). Therefore, possession of alcohol, illegal drugs, tobacco, e-cigarettes and cigarette papers by pupils is prohibited.

If the school becomes aware of the buying, selling (or taking) of illegal drugs outside of school or via social media, the school may act on a case-by-case basis, considering the impact on pupil or peer group and the reputation of the school.

The Head/Head of Prep will decide on the seriousness of any tobacco, alcohol or drug-related incident and whether it can be managed internally by the school or if the police should be informed or consulted, and if the name of the pupil should be withheld or divulged. The school has no legal obligation to report the incident. However, the school has a good relationship with the police and could discuss the case with them and would contact the police should any illegal drugs need disposal.

Aims

Abbot's Hill School believes and supports the following educational aims in respect of substance use and misuse:

- To ensure compliance with the criminal law;
- To enable pupils to make healthy, informed choices by increasing knowledge;
- To provide accurate information about substances;
- To enable young people to identify sources of appropriate personal support.

Definitions

For clarity, the following are prohibited:

- **Smoking (including the use of electronic cigarettes or vaping materials) on school premises and while pupils are under school control (including while they are travelling to and from school or wearing school uniform).** Pupils are also forbidden to bring smoking materials onto school premises. If a pupil is caught smoking on a school trip she is likely to be sent home immediately at parental cost.
- **Drinking or possessing alcohol on school premises. This ban includes alcopops.** Whilst under school control (including while they are travelling to and from school or wearing school uniform) pupils are forbidden to visit licensed premises or to purchase alcohol. If caught, a suspension will be imposed immediately. If a pupil is caught drinking alcohol on a school trip she is likely to be sent home immediately at parental cost.
- Anyone involved in **buying, selling, possessing or using drugs** (except under medical advice) may forfeit the right to remain at the school.

The normal punishments are as follows:

- Exclusion in the case of someone found to be in possession of and/or using drugs in school.
- Exclusion in the case of someone found selling drugs to others.
- Suspension in the case of someone found using drugs outside of school, pending a decision about her future as a pupil of Abbot's Hill School.

The school cannot rely on hearsay and rumour or changes in a pupil's demeanour and behaviour as evidence of drug taking, but, if it has reasonable grounds for being suspicious that a pupil may be using drugs, the school will take action.

Searching, Screening and Confiscation

See Appendix 5

Management of an incident

The Head of Senior School/Executive Head will decide on the seriousness of any tobacco, alcohol or drug-related incident and whether it can be managed internally by the school or if the police should be informed or consulted, and if the name of the pupil should be withheld or divulged. The school has no legal obligation to report the incident. However, the school has a good relationship with the police and could discuss the case with them and would contact the police should any illegal drugs need disposal.

If the school becomes aware of the buying, selling (or taking) of illegal drugs outside of school or via social media, the school may take action on a case-by-case basis, taking into account the impact on pupil or peer group and the reputation of the school.

As a guideline staff should follow the procedures outlined below in the event of a tobacco, alcohol or drug-related concern incident:

- Appropriate measures should be taken to ensure the well-being and safety of the pupil(s). This includes dealing appropriately with any medical emergency by calling the emergency services, summoning the School Nurse and/or administering First Aid (if qualified). The action taken will depend on the circumstances of the incident.
- It is expected that staff will alert the Head, Head of Prep, or in their absence, the Deputy Head (Pastoral) of any suspected buying, selling, possessing or using of illegal drugs or legal drugs (including tobacco and alcohol). Staff should not attempt to investigate the issue by themselves, except on a school visit when they must discuss the necessary course of action with the SLT member on call.
- Staff are permitted to take possession of any substance suspected of being illegal for the purposes of the prevention of an offence. This must be in the presence of a

second adult witness. Staff should not analyse or taste the item. They should then seal the sample, including the details of pupil's name/date/time/witness and store in a secure location. The

- Head/Head of Prep or, in their absence, the Deputy Head (Pastoral) may contact the police for identification, collection and disposal.
- It is important that those involved are not placed under undue stress, and pupils should not be prejudged.
- Procedures should be fair, unbiased and impartial. Notes should be made during any meeting with pupils to discuss the incident and at least two adults should be present.
- The Head, Head of Prep or Deputy Head (Pastoral) will notify parents as soon as possible of any investigation taking place, unless this jeopardises the safety of the pupil. The pupil(s) and parents involved must be given the opportunity to give their account of an alleged incident.

Parents may be contacted about the disposal of legal drugs, for example, alcohol or tobacco.

INTERVIEWS

- It is of paramount importance that any interviews take place with another adult present. It is good practice to:
- Explain that answers to questions will be written down
- Explain what has been alleged (although confidentiality may not allow the accused to be told by whom)
- Read through the notes, and ask the pupil to sign, date and time the notes, and ask the witness to do the same
- Inform the pupil of the next stages of the investigations

DRUG TESTING PROCEDURE

- Should there be a concern that a pupil is taking drugs, or is under the influence of drugs, it may occasionally be necessary for a drug test to be carried out on a student, which would be done without delay. We would attempt to inform the parents that the test will take place. Should testing take place the following procedure will be followed by all members of staff:
- Alert the Deputy Head (Pastoral) to the concern, who will then decide if a test is to be administered.
- If a test is to be carried out, the Deputy Head Pastoral will alert the Head of Senior School and School Nurse.

- The test will be carried out in the Medical Room by the School Nurse with a senior female member of staff (usually the Deputy Head Pastoral).
- On arrival at the medical room the School Nurse and Deputy Head (Pastoral) will explain the nature of the concern and drugs test procedure. The pupil must:
 - take off their shoes and jacket o provide a urine sample
 - only flush the toilet and wash their hands after they have handed over the sample
- On handing the specimen to the School Nurse the pupil will sign to confirm it is their own sample. This will be witnessed and countersigned by the School Nurse and accompanying female member of staff.
- The sample is then tested by the School Nurse with both the pupil and staff member present. All parties will wait for the result.
- Test results will then be confirmed and logged in the record book.
- The result strips and specimen will then be stored in the Medical Room fridge for 48 hours.
- If the result is positive, the pupil will be accompanied by the Deputy Head to the Head of Senior School where the next steps will be decided.
- A record of the incident and any sanction imposed is entered into the pupil information system. If a pupil refuses to take a drug test, the school may contact the police, medical services and there may be grounds for permanent exclusion.