

STOCKPORT GRAMMAR SCHOOL

WHOLE SCHOOL POLICY – BEHAVIOUR AND DISCIPLINE POLICY

Reviewed by Governors 19.10.21

1. Aims

It is the school's aim to educate its pupils in a happy and safe environment where common sense, mutual respect and shared responsibility ensure they feel secure and can realise their potential. In both the Senior and Junior School, pupils are expected to maintain high standards of behaviour and conduct at all times, showing courtesy and respect for others through the promotion of self-discipline, consideration and honesty in a caring environment. The school seeks to encourage across the whole age range a sense of community and pride in Stockport Grammar School and, to that end, expects the highest standards.

At Stockport Grammar School and at Stockport Grammar Junior School positive reinforcement of such standards and expectations underpins a shared ethos which promotes good behaviour inside and outside the classroom and the good reputation of the school in the wider world. Teachers, pupils and support staff have a collective responsibility to maintain and uphold this ethos at all times both inside and outside school.

All staff are expected to encourage good behaviour and respect for others in pupils, to promote self-discipline amongst pupils, to deal appropriately with any unacceptable behaviour and to apply all rewards and sanctions fairly and consistently.

Parents are asked to support good behaviour and positive habits in their children. It may also be appropriate to work with other agencies, including a child's previous school, to assess and provide for the needs of children who display disruptive behaviour.

1.1 The aims of this policy are as follows:

- 1.1.1 to promote good behaviour amongst pupils
- 1.1.2 to actively promote and safeguard the welfare of pupils at the School
- 1.1.3 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community
- 1.1.4 to encourage pupils to accept responsibility for their behaviour
- 1.1.5 to set out the sanctions adopted by the School in the event of pupil misbehaviour.

1.2 Rewards

Wherever possible staff should use their own reward systems to encourage good behaviour.

The rewards used by the school include: the use of verbal praise, merit awards, letters of commendations, Headmaster's Commendation and prize awards.

- 1.3 Where it is apparent that a pupil has become a constant source of frustration to subject teachers, form tutor, class teacher in the Junior School, the Head of Year, the Head of Section or a Deputy Head, the Head may, having consulted with parents and previously issued three formal written warnings, recommend to the Chairman of Governors that that pupil be suspended forthwith and that such suspension lead to expulsion. Any formal warning may be rescinded if the pupil evidences sustained betterment.
- 1.4 The School maintains a register of sanctions imposed for serious misbehaviour. The procedure for expulsion and any subsequent appeal is set out in a separate policy document. Further details on discipline approaches and procedures are given in the Senior and Junior School Staff Handbooks.
- 1.5 This is the Behaviour and Discipline Policy of Stockport Grammar School (**the School**)

2 **Promoting good behaviour**

- 2.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.

The School understands that rewards can be more effective than punishment in motivating pupils. Wherever possible staff should use their own reward systems to encourage good behaviour. The rewards used by the school include: the use of verbal praise, merit awards, letters of commendations, Headmaster's Commendation and prize awards.

The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

3 **Parental involvement**

- 3.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School rules.
- 3.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

4 **Scope and application**

- 4.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 4.2 This policy (together with the School rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
- 4.2.1 in or at School
 - 4.2.2 representing the School or wearing School uniform
 - 4.2.3 travelling to or from School

- 4.2.4 on School-organised trips
- 4.2.5 associated with the School at any time.
- 4.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
 - 4.3.1 affect the health, safety or wellbeing of a member of the School community or a member of the public
 - 4.3.2 have repercussions for the orderly running of the School or
 - 4.3.3 bring the School into disrepute.

5 **Minor breaches of discipline**

- 5.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions is available for those who breach the School rules and policies for behaviour and discipline. Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.
- 5.2 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews with the pupils involved. Low level sanctions may be given (see below).
- 5.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.
- 5.4 The sanctions applied include the withdrawal of free time, separation from peers for a prescribed period and the withdrawal of privileges.

6 **Serious breaches of discipline**

- 6.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.
- 6.2 The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:
 - 6.2.1 supply / possession / use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco or e-cigarettes and liquids
 - 6.2.2 theft, blackmail, physical violence, intimidation, sexism, homophobia or transphobia, racism or persistent bullying
 - 6.2.3 physical, emotional or sexual misconduct or abuse
 - 6.2.4 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety
 - 6.2.5 supply or possession of pornography
 - 6.2.6 possession or use of unauthorised firearms or other weapons (e.g. knives)
 - 6.2.7 vandalism or computer hacking

- 6.2.8 initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- 6.2.9 behaviour which undermines or challenges the authority of teachers
- 6.2.10 persistent attitudes or behaviour which are inconsistent with the School's ethos
- 6.2.11 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises
- 6.2.12 other misconduct specifically provided for in the School's Parent Contract and School rules.
- 6.3 The range of sanctions for serious breaches of discipline include:
- 6.3.1 **Suspension:** A pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.
- 6.3.2 **Removal:** The parents may be required to remove a pupil from the School if, after consultation with the Parents and if appropriate for the pupil, the Head is of the opinion that:
- (a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction or
 - (b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School or
 - (c) the Parents have treated the School or members of its staff or any member of the School community unreasonably.
- In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to Removal being required.
- 6.3.3 **Expulsion:** A pupil may be expelled from the School for a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.
- 6.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.
- 6.5 If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 3.
- 6.6 The Head is required to act fairly and in accordance with the principles of natural justice.
- 7 Additional needs**
- 7.1 The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Head if they are unsure about how to manage a pupil's behaviour where this is related to a disability.

7.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head / SENCO and further action in accordance with the School's Policy on Special Educational Needs and Learning Difficulties will be considered.

7.3 Where Expulsion or Removal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

8 **Victims of breaches of discipline**

8.1 Where there are pupils who are victims of breaches of discipline, these pupils will be offered reassurance, support and advice as necessary.

9 **Safeguarding**

9.1 If behaviour and discipline matters give rise to a safeguarding concern, the School's safeguarding procedures will be followed (see the Safeguarding Policy).

10 **Malicious allegations against staff**

10.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

10.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

10.3 The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.

10.4 The School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

11 **Use of reasonable force**

11.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 4. Guidance about the use of reasonable force is provided to staff in the Staff Code of Conduct.

11.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

12 **Searching pupils**

12.1 **Informed consent:** School staff may search a pupil or their possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

12.2 **Searches without consent:** In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 5 for the School's policy on searching and confiscation.

13 Training

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

14 Record keeping

- 14.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 14.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:
- 14.2.1 the name and year group of the pupil concerned
 - 14.2.2 the nature and date of the offence
 - 14.2.3 the sanction imposed and reason for it and
 - 14.2.4 the name of the person imposing the sanction.
- 14.3 This record is reviewed regularly by members of the SMT and Head so that patterns in behaviour can be identified and managed appropriately.

15 Responsibility statement and allocation of tasks

- 15.1 The Governing Body has overall responsibility for all matters which are the subject of this policy.
- 15.2 To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the following tasks:

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|------------------------------|-------------------------|
| Authorised by | <i>Christopher Dunn</i> |
| Chairman of Governors | |
| Date | 19.10.2021 |

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| Circulation | Governors / teaching staff / all staff / parents / website |
| Status | Regulatory |

Addendum

Stockport Grammar Junior School - Behaviour Policy

This policy applies to all pupils at Stockport Grammar Junior School including those in our EYFS settings

The school seeks to establish consistent expectations and boundaries within a caring and supportive environment. The Form Teacher is central to the delivery of quality pastoral care and behaviour management within the school and is usually the first point of contact for parents, pupils and staff. The Deputy Head has overall responsibility for behaviour management within the Junior School. Structured systems are in place to support pupils and to ensure that all parties recognise the levels of reward and sanction.

Children should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive and designed to enhance a pupil's feeling of self-worth and not to dispirit. High standards of behaviour and a good attitude to work should be recognised and acknowledged with verbal praise or some other form of reward.

Within our school, it is important that all children feel valued and respected. Any discriminatory language, behaviour or remarks by children, parents or any other adults are considered unacceptable and will be challenged. (This policy should be read in conjunction with our Equal Opportunities Policy).

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. We are a caring community and, as such, have a strong commitment to safeguarding children within our school. (This policy should be read in conjunction with our Safeguarding and Anti-Bullying Policies and Procedures.)

Principles of good behaviour are delivered in a variety of ways including within assemblies, form time, PSHE lessons, by the use of reward systems and the example set by teachers on a daily basis.

Aims

- To promote a positive ethos, based on care, courtesy and consideration for others, for the whole school.
- To provide a caring and supportive environment in which pupils are able to distinguish right from wrong and to define acceptable standards and the principles of good behaviour.
- To create an environment that consistently encourages and reinforces good behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To show that work and good behaviour is valued, and to help maintain high expectations.
- To develop respect for school, its people and personal property.

Guiding Principles

- Each day is a fresh start for each child.
- It is important to praise a child's good behaviour. Use the child's good behaviour as a role model for other children.
- Any form of unkindness or discrimination, verbal or physical, must be dealt with. The child must be told their behaviour is not acceptable and why it is not acceptable.

- All children should be treated fairly and this policy should be applied consistently.
- Anti-social behaviour should be dealt with calmly and firmly in the hope of achieving an improvement in behaviour.
- Neither physical punishment nor the threat of physical punishment is ever acceptable.
- It is important to listen carefully to explanations as to how incidents occurred so that the wrong conclusions are not drawn and to ensure that children are dealt with fairly.
- Children are expected to apologise for any incidents of poor behaviour.

Rewards

Rewards are an intrinsic part of reinforcing good behaviour within the school and are used to encourage and develop an ethos of kindness and cooperation both in and out of the classroom. Rewards can be used for effort, quality work, consistency, helpfulness, courtesy and manners and other reasons deemed appropriate by a member of staff.

Sanctions

We try at all times to be positive in our response to behaviour which has fallen below the expected standard but sometimes it is necessary to take action. Pupils who choose not to behave in an acceptable manner will go through a series of consequences. They will understand that these sanctions are as a direct result of their choice of behaviour. Some punishments will be bypassed for serious offences. However, all pupils are treated proportionally and reasonably.

Sanctions for inappropriate behaviour, either in or out of the classroom, should be given immediately if possible. In most incidences, the member of staff initially concerned about any incident(s) of poor behaviour will deal with it using the sanctions listed. They will usually make the class teacher aware of the incident(s) and have the option to involve the Deputy Head at any point as appropriate. Any children of concern are discussed at the weekly staff meeting.

Infants (including Nursery)

Pupils are expected to behave in a socially acceptable way, with regard for other children, their feelings and belongings. Our School Golden Rules form the basis of the EYFS and Infant code of behaviour.

We are honest and treat everyone with respect

We have good manners

We always try our best and never give up

We move around the school sensibly

We are proud of our school and look after it!

To work alongside these rules, staff will monitor the behaviour of the individual through a 'Sun, Cloud and Rainbow' system. Each classroom displays a rainbow, sun, grey cloud and black cloud. Attached to the sun are individually named pegs which move to the clouds for behaviour that is deemed inappropriate and to the rainbow for particularly good behaviour. The children move the pegs themselves so they take ownership of their behaviour. In Nursery, staff will help the child to move the peg; in other classes children are encouraged to move their own peg. This system is to reward those children who behave well. In Reception, Year 1 and Year 2, a child whose name is on the sunshine for the whole of the week earns 'Golden Time' and if on the rainbow, either 'extra Golden Time' or first choice of activities. 'Golden Time' activities are at the discretion of the teacher.

In Nursery, rewards and sanctions are to be employed by the class teacher. The teacher will use their discretion to remove the child, for a short period of time, from an activity the child particularly enjoys or to allow the child to be the first to choose if on the rainbow. In all EYFS/KS1 classes, if a child is put on the black cloud the parents will be

informed. If a child is put on the rainbow, a rainbow sticker will be put in their homework or reading diary with the question *'ask me why I am on the rainbow?'*

Nursery procedures

The teacher has overall responsibility for behaviour management within the Nursery. Children are praised and good behaviour is always highlighted and commended. Activities are organised so that they have a positive impact on behaviour and foster sharing, negotiation and co-operation. Clear expectations and boundaries for behaviour are established and children are reminded of acceptable, and unacceptable, behaviour in Nursery.

Rewards

- Staff praise a child's good behaviour by making it clear how pleased they are with the child and use the child's good behaviour as a role model for other children.
- Staff reward good behaviour with a sticker, allowing the child to be leader in the line or do a "special" job, choose a story/activity etc.
- Staff tell parents how well their child has worked or behaved.
- Staff ask a child to show other staff the child's work/ what they have made.
- Staff may complete a 'wow moment' for the child.
- Staff display a child's work.
- Staff tell other children what a child has done and why they are so pleased with him/her.
- Staff get other children to reward a child with a round of applause or to congratulate him/her in some other way.

Sanctions

- Staff explain why the behaviour is unacceptable and remind the children of how we expect them to behave.
- A "look" or saying the child's name is often enough.
- If poor behaviour is repeated, the child may miss some activity time, a quiet cooling off period may be required or to sit apart from others.
- Children are expected to apologise for any incidents of poor behaviour.
- We believe in working in partnership with parents so that they can reinforce Pre-Reception expectations.

Infant procedures

Rewards

- Immediate reward: This may take the form of verbal praise, smiley face, star, sticker, reward stamp and the child moving their peg to the rainbow and is awarded by the teacher when the work or action is completed. It should be entered into the child's work if appropriate. At the discretion of individual teachers additional strategies may also be in place to support their class.
- Golden time.
- Class teachers have regular contact with parents and can give positive feedback to parents at the end of the day as to how well a child has worked or behaved.
- Those children who achieve an outstanding piece of work or need recognition for personal achievement, consistency or progress are sent to the Assistant Head (Infants) Deputy Head, Curriculum Coordinator or Head for congratulations and some form of recognition (sticker etc.).
- Each week, the Infants have an awards assembly where success during the week is celebrated. Birthdays during that week are celebrated too. Certificates, medals etc. gained both in school and outside of school are awarded. Children who have received a special award stand up to be congratulated.

Sanctions

- The Cloud System:

Minor incidents, such as persistent shouting out during lessons, talking out of turn, disturbing other pupils' work etc. will warrant a child moving their name peg from the sunshine to the grey cloud.

Persistent inappropriate behaviour will justify a child moving from the grey cloud to the black cloud. A child may move from the sunshine straight to the black cloud. If deemed appropriate, a child's behaviour may be directed straight to the Assistant Head (Infants), bypassing the Cloud system. Behaviour for such a decision may include, hitting, kicking, pushing, biting, hurting others, general rudeness or bad language. If deemed appropriate, the class teacher will inform the parents and / or the member of staff responsible for behaviour management of the key stage. If a child's behaviour continues to be unacceptable, the parents are invited in to school for a discussion as to how school and home can assist the child in a programme of rewards and sanctions to modify and improve behaviour.

- The teacher will talk to the child and explain that the behaviour is unacceptable and will reiterate the expected behaviour.

Additional sanctions used in the Infants include:

- For poor behaviour on the playground a child will be withdrawn from playing with the other children and will have to stand by the duty person or a quiet area for a period of time. For persistent poor behaviour, a child may be withdrawn from the playground altogether and spend a supervised playtime inside with the Assistant Head (Infants).
- To promote positive behaviour an individual star chart / target chart may be set up for a child whose behaviour is causing concern. Targets will be set within a short time span so that the child has a goal to work towards. These targets will be discussed with the child, and usually with parents, so that they are clear as to what they are working towards.
- Children whose behaviour is falling below expectations can be sent to the Assistant Head (Infants).
- Within the EYFS and Infants, an open-door policy is operated and staff work closely with parents. Issues raised by parents are to be dealt with immediately and parents are to be informed of any concerns, serious incidents or regular occurrences of bad behaviour. The Assistant Head (Infants) should be kept informed as necessary.

Specialist teachers, support staff and midday assistants are aware of the system in order to achieve consistency across the curriculum. Any concerns regarding a child's poor behaviour is to be reported, in the first instance, to the class teacher. He or she may then wish to forward the concern to the Assistant Head (Infants).

In order to support staff in upholding the school's behaviour policy, the Assistant Head (Infants) is responsible for behaviour management issues and providing colleagues with guidance and advice should ordinary methods prove to be ineffective. If necessary, matters may be forwarded to the Deputy Head and to the Headmaster

It is vital that all the staff are consistent with their discipline and have a clear understanding of the behaviour policy. Teachers and support staff constantly look for ways to reinforce good behaviour throughout the day with praise and encouragement.

Junior procedures

Rewards

- Verbal praise and encouragement.
- Pupils may be asked to complete an 'inappropriate behaviour document' at home and return the next day.
- House points for effort, improving work, kind words / deeds, leadership, responsibility, showing initiative, displaying pride for school and other positive actions.
- Teachers' own rewards (stickers, notes in book etc.)

- Gold, Silver and Bronze awards – awarded in assemblies by the Headmaster for the accumulation of house points over an academic year.
- Merit Cards: awarded for an individual piece of work or a project that has exceeded the expectation based upon a pupil's ability.
- Children and/or work may be sent to the Headmaster, Deputy Head or Assistant Head (Curriculum) for commendation.
- Prize Giving awards (end of academic year).
- Recognition within three weekday assemblies – pupils are encouraged to share their achievements both in and out of school with the school community.
- Positions of responsibility within Year 6 (Head Boy and Head Girl, House Captains, Sports Captains, Prefects and Playground Buddies).
- Regular features in the Junior School Newsletter, on the School's website, on the Parent Portal, on display boards and on the Digi-Board monitor in the Junior School foyer.

Sanctions

- Verbal reprimand or warning regarding future conduct.
- Temporary removal of Head Boy, Head Girl, House Captain, Sports Captain, Prefect or Playground Buddy position and badge. This will be at the discretion of the Deputy Head or Headmaster but would include offences such as: persistent poor behaviour in class, persistent absence of a duty (following a reminder/warning), use of inappropriate language, fighting or poor behaviour on the sports field/court. Upon removal of the badge the pupil will be told when it will be returned to them. It is at the HM's or DH's discretion whether parents are informed. A note is made by the DH in the pupil's iSams Pastoral notes section.
- Yellow Card: issued for poor behaviour, including repeated low level incidents after warning. This may include incidences such as boisterous behaviour in playgrounds, disruption within a lesson, repeatedly talking in line or running in school. The pupil is informed of their card. Receipt of three in a half-term will lead to the Deputy Head contacting parents and, if deemed necessary, a focused behaviour report card being issued.
- Red card: issued for serious incidences of poor behaviour. This may include behaviour that deliberately endangers themselves or fellow pupils, vandalism or inappropriate language. A Red Card will automatically lead to the Deputy Head contacting parents. Exclusion from a sports fixture, lunchtime or afterschool activity may be imposed. All details of the incident will be recorded, interview with child(ren) concerned, contact with parent(s), further sanctions and any further action to be taken. If a child holds a position of responsibility (Head Boy / Girl, House Captain, Sports Captain, Prefect or Playground Buddy), it is highly likely that a red card will lead to the removal of their badge or lanyard. The length of time of removal will vary according to the severity of the offence/s and previous conduct.
- Report Card: a focused card which a pupil is required to have signed by the relevant member of staff for all lessons and/or breaks and assemblies as deemed appropriate. This is signed by the Form Teacher and Parent on a daily basis. A key aim of a Report Card is for the pupil to experience positive feedback from their improved behaviour. The report card is constantly under review and generally used for a maximum of two weeks.

There are specific arrangements relating to failure to complete work:

- Year 3: three homeworks not completed, without justification (note, email or verbal message from parent) will result in parents being contacted by the Deputy Head.
- Year 4, 5 & 6: a missed homework, without justification (note, email or verbal message from parent) will qualify for '24 hours' grace'. If, after this period of time, the homework has not been submitted in person or, if appropriate, online, this will result in parents being contacted by the Deputy Head.

Physical Restraint

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of Stockport Grammar Junior School not to use corporal punishment under any circumstances.

Although teachers have the legal right, if authorised by the Head, to use reasonable force to restrain or control pupils, it is the policy at SGJS that physical contact in this situation should be avoided, and only used under exceptional circumstances. Wherever possible situations that might warrant physical restraint or reasonable force should be dealt with by a member of the Senior Management team. Members of staff should always seek to use alternative approaches to deal with difficult situations, particularly if there is no immediate threat of personal injury and damage. Staff may use reasonable force to prevent a pupil from:

- injuring or endangering themselves or others;
- committing a criminal offence.

Use of physical restraint must be reported immediately to a member of the Senior Management Team and a written report submitted to the Headmaster within 24 hours. A member of the Senior Management Team will also contact the parents of a child who has been physically restrained as soon as is practicable.

Sanctions for Serious and/or Repeated Offences in the Junior School

(See Whole School Exclusion and Expulsion Policy)

For serious infractions of the School Rules the following sanctions will be considered by the School. The School will not discriminate against a disabled pupil by excluding or expelling him/her from the School for a reason related to the pupil's disability, as defined in the Disability Discrimination Act.

Exclusion of the pupil from school either temporarily or with a view to permanent exclusion (expulsion or withdrawal) pending proper procedures and, if necessary, investigations. It may be for a finite period, if it is on disciplinary grounds, or for an indefinite period if it is on the grounds of non-payment of fees. The maximum term for a finite exclusion is ten consecutive school days.

Requirement to remove may be based on lesser grounds than outright expulsion and as with withdrawal it does not carry with it the ongoing stigma or long-lasting effects for the pupil of expulsion. It involves the agreement of the parents to withdraw the pupil before the stage of expulsion proper is reached or decided upon by the school.

Expulsion, that is, the removal of the pupil from school at the school's insistence, regardless of the wishes of pupil or parents. Parents may choose to remove their child from school before expulsion procedures can be completed or in preference to submitting to them.

All pupils, in EYFS, KS1 and KS2 are expected to treat one another with care, courtesy and consideration. Here are our five Golden Rules:

- We are honest and treat everyone with respect
- We have good manners
- We always try our best and never give up
- We move around the school sensibly
- We are proud of our school and look after**

Appendix 1 Regulatory framework; publication and availability; definition

Regulatory framework

This policy has been prepared to meet the School's responsibilities under:

- The Education (Independent School Standards) Regulations 2014
- The Statutory Framework of the Early Years Foundation Stage
- The Education and Skills Act 2008
- The Childcare Act 2006
- The Equality Act 2010

This policy has regard to the following guidance and advice:

- Behaviour and discipline in schools (2016)
- Use of reasonable force (2013)
- Searching, screening and confiscation (2018)
- Keeping children safe in education (2021)

The following School policies, procedures and resource materials are relevant to this policy:

- IT acceptable use policy for pupils
- anti-bullying procedures
- education on smoking, alcohol and the misuse of drugs and substances
- online safety protocols
- safeguarding policy
- risk assessment policy for pupil welfare
- special educational needs and disability policy

Publication and availability

This policy is published on the School website and is also available in hard copy on request. A copy of the policy is available for inspection from the Bursary during the School day. This policy can be made available in large print or other accessible format if required.

Definitions

Where the following words or phrases are used in this policy:

References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

References to the **Head** may include deputies.

References to **Parent** or **Parents** includes one or both of the parents, a legal guardian or education guardian.

References to the **Review** are to the review by the Panel of the Head's decision in accordance with the Exclusion and Expulsion Policy.

Appendix 2 Investigations into serious breaches of discipline

- 1 The Head will appoint a senior member of staff to carry out an investigation.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 A pupil may be suspended from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 7 below). Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises.
- 5 A pupil's space or belongings may be searched during the course of the investigation. See Appendix 5 of this policy for the School's policy on searching and confiscation.
- 6 If the pupil is to be interviewed as part of the investigation, this will not routinely involve parents but arrangements may be made for them to be accompanied by a member of staff of their choice and /or by a Parent (if available at the relevant time). A minute of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minute taken to be true and accurate.
- 7 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense.
- 8 The outcome of the investigation will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in Appendix 3 of this policy.

Appendix 3 Disciplinary meeting with the Head

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.
- 2 **Attendance**
 - 2.1 The pupil and their Parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of their choice. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and their investigation and an additional member of staff may be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.
 - 2.4 The parent(s) may be accompanied but this is an internal proceeding, not legal proceedings, and legal representation is unnecessary.
 - 2.5 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents
 - 3.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence
 - 3.1.3 the investigation report
 - 3.1.4 the pupil's school file and (if separate) conduct record
 - 3.1.5 the relevant School policies and procedures.
 - 3.2 The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the Parents.
 - 3.3 The pupil and their Parents will have an opportunity to state their side of the case.
 - 3.4 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to the Head if the allegation, complaint or rumour is sufficiently proved.

- 3.5 Unless the Head considers that further investigation is needed, they will close the meeting and inform the pupil and the Parents that they will be notified of the decision in writing.

4 **Decision**

- 4.1 The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.
- 4.2 The Head may Expel or Remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 4.3 The Head will notify the Parents of the decision in writing, with reasons, within five working days of the disciplinary meeting.
- 4.4 A decision to Expel or Remove a pupil shall take effect five working days of the date of the Head's letter confirming the decision. Until then, the pupil shall remain suspended and away from School premises.

5 **Review**

- 5.1 The Parents or the pupil may request a Review of the Head's decision to Expel or Remove a pupil from the School, or where the pupil is suspended from the School for 11 working days or more or where a suspension would result in the pupil missing a public examination. The request must be made within five working days of the date of the Head's letter confirming his / her decision.
- 5.2 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.
- 5.3 See the Exclusion and Expulsion Policy for further information about requesting a Review and the detail of the procedure.

6 **Leaving status**

- 6.1 If a pupil is Expelled or Removed, his / her leaving status will be one of the following: Expelled, Removed or, if the offer is made by the Head and accepted by the Parents, Withdrawn by Parents.
- 6.2 Additional points of leaving status may include:
- 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School
 - 6.2.2 the form of reference which will be supplied for the pupil
 - 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver
 - 6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school
 - 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations
 - 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil
 - 6.2.7 whether the pupil will be entitled to leavers' privileges

- 6.2.8 the conditions under which the pupil may re-enter School premises in the future and
- 6.2.9 financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

Appendix 4 Use of reasonable force

- 1 Any use of reasonable force will be in accordance with the DfE guidance Use of Reasonable Force.
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence;
 - 2.2 injuring themselves or others;
 - 2.3 causing damage to property, including their own;
 - 2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 5 below).
- 5 In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.
- 6 Where reasonable force is used by a member of staff, a Deputy Head must be informed of the incident and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

Appendix 5 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

The School's policy on searching and confiscation has regard to the DfE guidance Searching, Screening and Confiscation.

1 Prohibited items

- 1.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:
- 1.1.1 knives or weapons, alcohol, illegal drugs and stolen items
 - 1.1.2 tobacco and cigarette papers, fireworks and pornographic images
 - 1.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 1.1.4 any item banned by the School Rules that are identified as being items which may be searched for.
- 1.2 The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit).

2 Searching with consent

- 2.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- 2.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the pupil must be sought even if they are not at the School at the time. If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out their pockets or bag.
- 2.3 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's Behaviour and Discipline Policy.

3 Searching for prohibited items

- 3.1 Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 1.1.4 above).
- 3.2 Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 3.3.1 a search of outer clothing; and / or
 - 3.3.2 a search of School property (e.g. pupils' lockers or desks); and / or
 - 3.3.3 a search of personal property (e.g. bag or pencil case).
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.
- 3.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.
- 3.6 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

4 Confiscation

- 4.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

5 Searching electronic devices

- 5.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School Rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a second member of staff.
- 5.2 Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be, used to cause harm, to disrupt teaching or break School Rules.
- 5.3 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.

6 Disposal of confiscated items

- 6.1 **Alcohol:** alcohol which has been confiscated will be destroyed.

- 6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3 **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 6.5 **Tobacco or cigarette papers, e-cigarettes and liquids:** these will be destroyed.
- 6.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- 6.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to the Local Authority.
- 6.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 6.11 **An item banned under School Rules:** such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a pupil persists in using a mobile phone in breach of School Rules, the phone will be confiscated and must be collected by a Parent.

- 6.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, or break School Rules, including carrying out cyberbullying, the device may be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

7 **Communication with Parents**

- 7.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform Parents on how the School will dispose of certain items.
- 7.2 We will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of any disposal of items confiscated.
- 7.3 Complaints about searching or confiscation will be dealt with through the School's Parental Complaints Policy and Procedures.
- 7.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.