

BEHAVIOUR MANAGEMENT AND EXCLUSION POLICY

Written by:	DQ October 2017
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Reviewed by:	BM, LK, MW, SV, MS, EC
Applicable to:	All staff, governors, volunteers, parents and pupils/students
For review:	June 2019

This policy acknowledges the school's legal duties under the Equality Act 2010, Keeping Children Safe in Education (KCSIE) September 2018, and Working Together to Safeguard Children (WTSC) August 2018, in respect of safeguarding (and in respect of students with special educational needs - SEN).

In respect of sanctions, this policy follows the DfE guidance as follows:

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;*
- 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and*
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.*

At Slindon College we believe a happy, safe, well supported environment is essential to the provision of education, because effective teaching and learning, across all age ranges, can only take place in a well-ordered environment. Pupils and students are entitled to a safe and happy learning environment to assist them in achieving their full academic potential and staff are entitled to work in an environment free from deliberate disruption. This policy aims to set out agreed standards of behaviour at Slindon College and the measures in place for promoting good behaviour and for managing poor behaviour and applies to all pupils and students whilst they are in school, travelling to and from school and whilst participating in activities or events organized by or associated with the school.

School rules

We aim help our boys to accept responsibility for their conduct and the way in which it is perceived, both as individuals and collectively and help them to understand that conduct, work and appearance demonstrates respect for others and for themselves. Our school rules reflect these aims and also general common sense and common courtesy. Slindon College also has three simple classroom rules that boys are expected to follow in all learning, boarding and support environments. A copy of the school rules and classroom rules are available in appendix 1 of this policy.

Any failure to follow the school or classroom rules or any act of uncivilised behaviour , breach of common sense or common courtesy will be interpreted as a breach of school rules and will be responded to within the scope of this policy.

Roles and responsibilities

The governors will establish, in consultation with the Headmaster and other staff the policy for the promotion of good behaviour and keep it under review. They will ensure that the policy sets high expectations, is non-discriminatory and is communicated to staff, pupils/students and parents/carers. Governors will support the College in maintaining high standards of behaviour by identifying a governor to support the Pastoral Care Team (PCT).

The Headmaster and the Senior Leadership Team (SLT) are responsible for the implementation and day-to-day management of the policy and procedures. With this in mind, the Assistant Head Teacher has been identified as the lead staff member for pastoral care, which includes positive behaviour, managing poor behaviour, anti-bullying and support for staff faced with challenging behaviour.

The Heads of Upper and Lower School and Boarding House Parents have day-to-day responsibility for the pastoral care, discipline and behaviour, are the point of contact escalation in discipline and conduct and are responsible for the record keeping of behavioural problems (See Appendix 2 for more information).

Form Tutors and boarding staff have immediate responsibility for the pastoral care of their pupils/students and are viewed as the first point of contact for parents and/or pupils/students in pastoral or behavioural matters.

All staff are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy and procedures is essential.

Parents/guardians have an essential role to play in assisting the school in maintaining high standards of behaviour and have a duty to take responsibility for the behaviour of their child, both inside and outside the College. They will be encouraged to work in partnership with us to ensure consistency between school and parental expectations. Parental concerns about the application of the policy will be listened to and investigated. Parents/carers who refuse to accept this policy may be asked to withdraw their child.

Pupils and students will be expected to take responsibility (at a level dependent upon their understanding) for their own behaviour and will have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported, as we consider ourselves to be a 'telling school'.

Promoting Positive Behaviour

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example. All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn. Positive behaviour management is the responsibility of all staff and the wider school community. It is led by a core group consisting of Assistant Head Teacher, the Heads of Upper and Lower school and the House Parents, but in practice it is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential

component of this teamwork.

The aims are:

- To promote good behaviour and encourage achievement
- To support pupils and students in learning self-discipline
- To enable effective teaching and learning
- To create a safe and secure environment for pupils/students and staff
- To teach pupils/students to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of pupils/students in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with pupils/students
- Deal promptly and personally in matters of discipline
- Apply an approach consistent

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils/students.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

Rewards

As a school we seek to reinforce good behaviour e.g. courtesy, academic achievement or effort, team work, consideration for others, helping someone in need and making a positive contribution to the community. The following is a table of possible rewards:

Reward	For and by whom
Verbal praise	The expected normal in and around school, for all pupils/students by all staff.
Written praise on work	For work effort or achievement by teachers or LSA's.
Credits – these can be cashed in for money.	Between 1 – 5 credits for effort and achievement either work, personal growth or the community.
Subject certificates given in assembly	Outstanding work or effort for specific piece of work or activity. Decided by teaching staff.
Call or email home	Outstanding effort or achievement in work, personal growth or the community. Decided by teaching or pastoral staff.
Above and Beyond termly £20 prize	3 signatures from either Head of School or member of SLT for effort or achievement.
End of Year Cups and Awards	A variety of cups and awards from sport to science and for personal growth. Voted for by staff at end of year.
Special Events eg meals out or circus skills days	For whole groups or individuals that have worked well over a consistent period of time. Awarded by teaching or pastoral staff.
Sports medals	Given for effort and achievement both as individuals and for the house teams awarded by PE staff

Discouraging unacceptable behaviour

The following are not acceptable at Slindon College and may, even at first offence, lead to immediate permanent exclusion, whether or not the offence occurs on its premises, or during College activities off site or otherwise (e.g. on the internet). These statements apply to behaviour between pupils/students, pupil/students to staff or any members of our community or visitors.

- Offensive, insulting or abusive behaviour – whether verbal, physical or expressed using mobile devices, or electronic social media of any kind, whether or not they are using their own devices or those belonging to the College or others.
- Physical assault: lewd, crude or offensive physical behaviour or of a sexual nature; violence; aggression or even intimidation: making another fear a potential assault.
- Bullying of any kind e.g. racist, sexist, disability, homophobic – whether expressed verbally, or by use of electronic social media, written material or any other form of transmission or expression e.g. gesture, tagging, name calling, or inappropriate comments, aka ‘banter’.
- Drugs (illegal substances or ‘legal highs’, medication prescribed for others), alcohol, solvents, tobacco (possessing, handling, using or supplying) and related materials e.g. matches, syringes, lighters, e-cigarettes – are forbidden on school premises, or during any official trip, or College activity of any kind.
- Weapons: use and/or possession of e.g. knives, laser pens, glass, blow pipes. incendiary devices or chemicals and toxic substances et al. The College has the right to take a view of the use of anything as a potential weapon (e.g. sharpened pencil, compass. The list is not exhaustive).
- Sexual misconduct: sexual activity between pupils/students is forbidden on College grounds, during College activities and in any shape or form that lies outside the acceptable frameworks of criminal law, whether in or outside school e.g. under-age sex, or sexting: being the sending, receiving or forwarding of sexually explicit messages, photographs or images, which is also strictly forbidden.
- Damage to property belonging to pupils/students, staff, the College or visitors.
- Persistent disruption of the learning of others.
- Pupils/students not being where they are supposed to be in terms of the school day, a trip, an activity, being out of bounds etc.
- Refusal to abide by the rules, policies and practices of the College as published by the College and those published by external bodies to whom the College has responsibilities e.g. plagiarism and breaking examination rules etc.
- Breaking criminal law e.g. theft, arson, public order offences, fraud.

Bringing the College into disrepute: any action that damages the reputation of the College, whether or not at school, or outside school time.

Sanctions

Boys will not always behave in the way we may wish and we will then implement sanctions which are two-fold. The aim is to get pupils/students to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future, and to apply a level of discipline. The same will apply to pupils or students who either encourage or coerce others to break the school rules.

Each individual incident of poor behaviour will be viewed within not only the context of the situation but also the maturity and understanding of all parties and the needs of the whole school community.

The following table acts as a guideline to staff, parents and pupils/students, to show how sanctions escalate depending upon the behaviour, the context and the history of any previous poor behaviour. The sanctions shown are examples of responses to examples of similar behaviour and as such are not to be taken as an exhaustive list or as a prescriptive response. Should a boy have an EHCP or diagnosis of a communication or learning difficulty, responses to poor behaviour will be discussed with SENCo.

Exemplar behaviours	Staff	Possible Sanctions
Refusal to work, low level arguing, misuse of equipment/environment, lack of respect, deliberately not following instructions, arriving late with no genuine reason, bad language used between boys but not directed at staff, shouting out or low level disruption.	Teacher	Verbal warning, Moving boy, 5 minute cooling off outside, Detention (5 minutes of break/lunch/after school) Positive Report card
Continuation of above into same or future lesson having given every chance to remedy their previous poor behaviour. Overt rudeness/arguing/answering back, refusing to move seat when asked. Single incidents of physical responses e.g. pushing or poking.	Teacher /tutor	Detention - break or lunch. Daily report by tutor. Verbal warning by HOS or HOF Reflection time with HOS Refer to SENCo Incident Report Form to HOS
Repeated failure to respond to above. Single incidents of more serious unprovoked physical responses e.g. hitting, pushing on stairs, kicking which does not cause significant injury, damage or disruption and is not initiated . Bad language directed at staff. Use of hate language,	Tutor/ HOS	Detention - break or lunch. Daily report by HOS. Verbal warning and call/email home by HOS or HOF Internal suspension 1 day Refer to SENCo/Assistant Head. Behaviour contract. Incident Report Form to HOS
Repeated failure to respond to above. Unprovoked physical attack. Bullying or other peer-on-peer abuse or harassment that is several time on purpose.	HOS/ Assistant Head	Daily report Refer to SENCo Internal suspension 2 – 3 days External suspension Interview with boy and parents/guardian Behaviour contract Incident Report Form to HOS/DSL

<p>Serious incident from outset or escalation of previous incident. Continued bullying, fighting, repeated and deliberate hate speech, serious verbal or physical aggression, drugs, alcohol or weapons involved. inappropriate sex</p>	<p>HOS/SLT</p>	<p>External suspension and post suspension meeting with parent/ guardian. Referral to external agencies. Permanent exclusion/ managed move. Incident Report Form to HOS/DSL</p>
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On the rare occasions a member of staff may have to physically intervene to prevent a child potentially or actually hurting themselves or others. Staff undergo INSET training on physical restraint and work within school policy. Please refer to Control and restraint policy for further information.

We do not allow any form of sanction that includes: corporal punishment; fines; the imposition of lines; deprivation of sleep, food or medication.

Seeking support

We all face challenging behaviour at times in classrooms. Teachers, therapists and Learning Support Assistants are encouraged to ask for support in planning their behaviour management strategies and to make use of SEN staff expertise where available.

Reporting poor behaviour

Reporting should be made via an Incident report form (see appendix 3) directly to a Head of Upper or Lower school or relevant member of SLT. It is the teacher's and form tutor's responsibility to record either reported incidents, sanctions or rewards for their own records. When using an incident report form, staff should write up incidents only when appropriate and they should bear in mind the pastoral situations of each individual, their own sanctions for the incident and any relevant learning challenge.

When in a difficult situation outside the classroom, for example on school duty, send for a senior member of staff on duty immediately.

On rare occasions in-class disruption may be so significant (e.g. a pupil swearing at a teacher, aggressive behaviour) that normal referral systems should be by-passed and help from a member of the SLT sought immediately.

Admissions

Prior to the admission of a pupil/student the college, SENCo and the Headmaster will carry out key checks, as part of the normal process. The College is behaviourally selective, which is important for the maintenance of good order.

Whilst considering the need for pupils to have a 'fresh start' at times, which can be vital, the College recognises that pupils may be admitted to the College, occasionally, who have been known to transgress school rules or have behavioural challenges (ADHD, Asperger's etc.). The College will make the decision to admit a pupil, only if it feels it can meet the needs of the pupil and put in place reasonable strategies or safeguards with the welfare of its other pupils in mind. These will be put in place, of course, in an individualised way according to each situation.

Managing transition

The College is aware that many boys find moves between different schools or classes unsettling and will provide support and guidance. We will ensure that where transition occurs, the new class or form teacher will be given as much appropriate information as needed to help them plan their work and manage the class.

Information will be shared by previous teacher(s) if the transition is within Slindon College. If the transition is from another school, SENCo will ensure staff has appropriate supplied by the previous school.

We will also aim to:

- ensure the form tutor builds on the social, emotional and behavioural skills developed by the previous teacher, or identified as needed for the individual.
- ensure that new boys are given an established 'buddy' to support them and ensure they know the school routines; Support systems for pupils/students

We place great emphasis on pastoral care at Slindon College and we aim to support the management of individual behaviour by:

- delivering a comprehensive PSHE programme through structured PSHE teaching, assemblies, covering issues such as acceptable behaviours, anti-bullying, discrimination and drugs and alcohol education.
- providing support to our head boy/s and their team of prefects, which includes the offering assistance to younger and to vulnerable boys.
- encouraging pupils/students to turn to any member of staff but specifically, their form tutors, Heads of school, Assistant Head, the DSL (Designated Safeguarding Lead), and deputy DSLs, SENCo and the boarding staff, if they have any issues or concerns.

Special educational needs and disabilities

Slindon College takes its duties under the Equality Act 2010 seriously and will offer additional support and make reasonable adjustments, with regard to boys with special educational needs and disabilities, when implementing its behaviour policy.

Boys with SEN(D) may need additional support to manage their behavior, so they may take a full and active part in both the school and the wider community. Such support is coordinated by SENCo and can include SEAL support, social stories, group discussions, one-to-one discussions and therapy support. The appropriate support will be offered dependent upon the individual circumstances.

We recognise that incidents of continuing disruptive behaviour might, in some cases, be the result of an emerging special educational need or disability. At this point the College will, in discussion with the parents (and if necessary a funding Education Authority) consider whether additional assessment, referral for SEN intervention or if the College can meet the needs of the child. In all and any of these

circumstances SENCo keeps the staff fully informed and advises on best practices and interventions.

Safeguarding concerns

All staff will be alert to the possibility that poor behaviour may be an indicator of a child who is suffering from abuse or neglect. In these circumstances, or if a pupil/student's behaviour gives cause to suspect that they or another pupil/student is suffering, or is likely to suffer, significant harm, then staff should refer to the procedures under the Safeguarding Policy, a copy of which is available on the school website and a hard copy is available on request.

Malicious accusations

Boys that are found to have made malicious allegations against a member of staff are likely to have breached this policy. The College will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

Educational visits and trips

Slindon College reserves the right not to allow pupils or students to attend school trips and residential activities, if their behaviour is repeatedly poor and there is the risk to the maintenance of discipline and good order, or reputational damage to the College and/or the SLT believe the boy would present an untenable risk to themselves and others in terms of health and safety and safeguarding. Any judgements of this kind would take into account the Equality Act 2010 and the concept of making reasonable adjustments for pupils/students, where necessary.

Uniform

Boys are expected to be in full school uniform, unless it's an approved mufti day, they are a member of sixth form or they are about to do PE or Duke of Edinburgh. Pupils/students who are not in uniform should be asked to remedy the issue, if they refuse they are to be sent to the relevant form tutor who will speak to parents or to boarding staff. All staff should challenge boys if they are not in correct uniform, unless the child has specific permission from Head teacher or SENCo to wear an adapted uniform.

Uniform consists of:

Black shoes

Grey or black socks

Blue school polo shirt for juniors

Red polo shirt for seniors

School navy sweatshirt

Grey or black formal trousers

Hair should be cut above the shoulder and not shaved lower than a grade 2. It should not be artificially coloured and should not have symbols or other adornments in it. Jewellery of any description is only allowed at the discretion of the Head Teacher.

Members of sixth form are not expected to wear uniform but clothing should be clean and not have

offensive slogans. It is expected that sixth form students will wear clothing suitable for their courses.

Mobile phones

At key stages 2 and 3 no mobile phones are allowed in school. At key stage 4, students can have mobile phones in lockers or in boarding area. At key stage 5, students can have mobile phones on them but they are not to be used in lessons.

Boys who have been caught with a mobile will have it confiscated and deposited in the school or boarding house office where it can be collected at the end of the day.

Searching Pupils/students

A member of staff can search a pupil/student or their possessions for any item if the pupil/student agrees, however we do not need a pupil/student's consent to search them or their possessions, if we have reasonable grounds for suspecting that they may have in their possession one of the following prohibited items:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- Vaping equipment or liquids;
- pornographic images of any kind (e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material or inappropriate images or files on electronic devices, including mobile phones);
- fireworks;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the boy);

Further details of how we carry out searches are outlined in appendix 4 of this policy.

Exclusions – fixed term/permanent

The College has regard to relevant DfE guidance when taking decisions concerning exclusions.

Unacceptable behaviour that merits the exclusion of a pupil/student may occur in school or the boarding house, including the school grounds, in the vicinity of the school and on trips and visits. It might include any behaviour likely to bring the school into disrepute and will include a serious breach of the school rules.

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft

- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist/homophobic abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour

The College is responsible for promoting good behaviour on behalf of pupils and for securing a safe and orderly environment for pupils and staff. The College's response to challenging and disruptive behaviour will be made in the context of this policy and will encompass a range of strategies, of which exclusion is only one.

Only the Headmaster or a member of the SLT can exclude or internally suspend a pupil/student from the College.

The Headmaster would always be involved with a permanent exclusion. A decision to exclude will only be taken:

- in response to serious breaches of the College rules / code of conduct;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The decision to internally isolate or exclude a pupil will take into account the likely impact of the misconduct on the life of the College. This may include behaviour, on or off school premises, which is a breach of the standards of behaviour expected by the College.

Before reaching a decision to exclude, the Headmaster or member of the SLT will:

- consider all the relevant facts and such evidence as may be available, concerning the allegations made, taking into account the College's SEN and equal opportunities policies;
- allow the pupil/student to give his version of events;
- check whether the incident may have been provoked;
- check if there is a mitigating factors with a child's EHCP that would explain the behaviour;
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of the decision.

NB. In certain circumstances, it should be noted that investigations may be taken out of the hands of the College and conducted by other agencies e.g. the police. In such cases, the College can act as a conduit for information for parents/carers and the boy/s in question, within the lawful boundaries of said investigation. The College may have to continue to pursue its own disciplinary policy, in a timely and appropriate fashion,

in line with the College rules and other relevant policies.

Internal exclusion (also known as Internal suspension)

As an alternative to exclusion from the College, the Headmaster or a member of the SLT may “internally exclude” a boy. This will result in him being placed in a classroom (away from his form/class) or with a member of SLT for a period of time. In coming to a decision on the length of internal exclusion, the member of the SLT will consider the nature of the incident or misbehaviour. A period of internal exclusion will be the minimum possible to achieve the desired improvement in behaviour. Pupil/students will complete work set by the subject teacher. Pupils misbehaving during “internal” exclusion are likely to have the period of exclusion increased or may be externally suspended.

Fixed-term exclusion (also known as external suspension)

In the case of fixed term exclusions, the Headmaster / member of SLT may exclude pupil/students for up to 45 days in any one school year. Pupil/students must not enter the College grounds when they have been excluded. Failure to comply with this may lead to permanent exclusion.

In coming to a decision on whether to “internally or externally exclude” a pupil, the member of the SLT will consider all the factors relevant to fixed-term exclusions, gathered by an investigation, but also consider whether the day spent working in school, rather than at home, would be more beneficial and still have the desired effect on good order and discipline in the College.

Investigations

The first step in deciding if exclusion is appropriate is the investigation. This may be in the form of gathering statements, in the first instance, and may proceed to a more developed investigation, unless the College is advised otherwise by social care (LADO, MASH) or the police, who decide to take the investigation forward themselves. At this point, the normal procedures with regard to time limits may be set aside as the College will only be able to operate within the constraints that emerge. The College will, at all times, endeavour to be a conduit for information between parents/carers and any other agencies.

Key issues for consideration:

- Information gathering: statements and notes of answers to supplementary questions should be taken from all pupil/students and staff who were involved in or witnessed the incident. All written statements should be attributed, signed and dated by the witness who should first be given the opportunity to read it (supported as necessary). The statement should also be countersigned by the person who took the statement and the original statement should be kept on file.
- Parents/carers should be informed after initial investigations have been made. Clearly, where a boy has been suspended pending the outcome of a disciplinary process, then it will be necessary to inform the parents/carers immediately. Similarly, in cases where social services or the police become involved, it will generally be prudent to inform the parents/carers as soon as possible – bearing in mind that exclusion cases should be treated in the strictest confidence. There may be cases where the safety and wellbeing of a witness is compromised if their identity is disclosed and police investigations must

not be compromised. However, giving confidentiality assurances to those involved in the case should be avoided.

- Suspects should be kept apart where reasonably possible. The boys should be told not to discuss the matter, in person or on social media, with other members of the school community and, in particular, with the others involved. This is especially important where the accusation relates to issues such as bullying, physical or verbal abuse or other peer-on-peer abuse.
- It may be appropriate for those involved with the alleged wrongdoing, to remain at home pending the investigation of serious allegations. It should be for as brief a time as possible. If a relatively lengthy period is unavoidable, arrangements should be made for work to be sent home and marked. Parents/carers should be told immediately of any decision to keep the child at home and this should be followed within one working day by a confirmatory letter or email. It must be made clear that this period of absence is not a disciplinary sanction but is to allow the College to investigate the allegations appropriately.

In some cases, where a police investigation comes to an end, the College reserves the right to reopen the investigation for its own purposes. It should always be borne in mind that the legal test for the College is 'in all probability' or 'in all likelihood' and not 'beyond reasonable doubt' as it is for the police.

The College recognises its responsibilities to keep parents/carers informed. However, it is not the colleges policy to reveal information about pupils/ or students to those who have not statutory authority or parental responsibility. This will mean that we will not give out specific details of ether interviews or outcomes/sanctions of a pupil/student to another parent even if their child was involved in the incident or investigation.

Permanent exclusion (also known as expulsion)

Permanent exclusions will normally be used as a last resort, when a range of other strategies have been exhausted. In exceptional circumstances, the SLT might consider it appropriate to permanently exclude a pupil/student for a first or one-off offence.

Where there is a possibility of permanent exclusion, where possible there will be a hearing. In such circumstances it is usual that this will be chaired by the Headmaster. The following points should be considered:

- The pupil and their parent(s)/carers should be notified of the hearing by letter or email.
- Pupil/student and parent(s)/carers should be present.
- Enough notice should be given for both sides to prepare; copies of all evidence (including witness statements) should be circulated. Ask for written submissions and other evidence from the pupil/students and/or parents/carers (including witness statements) to be provided for circulation by a specified (reasonable) date.
- The hearing should be conducted as soon as possible and rarely beyond five working days of the pupil/student being aware of the allegation.

- Neither side would normally have legal representation at an internal hearing of this kind.
- If a pupil/student witness is compelled to attend, their parents/carers must consent.
- There should be a designated note-taker.

Where possible and appropriate, the minuted hearings will usually take the following format:

- the chair (usually the Headmaster) will explain the purpose for the hearing;
- the College will present its case;
- the boy or parents/carers will have an opportunity to ask questions;
- the boy or parents/carers will present their case;
- the chair asks questions of the pupil/student or parents/carers;
- the meeting is adjourned.

Following the meeting, the chair makes their decision and informs parents/carers by letter in all cases of exclusion. Parents/carers will be informed of the length of the exclusion and the reasons for it. It is usual for a governor, (normally the Chair of governors) to be informed, though a period of time should be allowed for wider circulation of information with the governors, in case an appeal is to be heard.

Expulsion appeal procedure

In the event of the Headmaster expelling a pupil/student, or requiring his removal from Slindon College, parents of the pupil, or the recognised appointed guardian, have recourse to a review or appeal. The procedure under which written application or a review may be made is as follows:-

1. The application for an appeal must be made in writing to: The Clerk to the Governors (a suitable form is in Appendix 5 of this policy)
2. This application must be received not later than 14 working days after the date of notification to expel a pupil.
3. The application must give clear reasons or evidence for a substantial case against the Headmaster's decision to expel.

On receipt of the application a sub-committee shall be appointed. It shall consist of a minimum of three members of whom at least two shall be Governors and one who is independent of the running of the school. This sub-committee shall consider the application within ten working days of its receipt. The sub-committee shall also have a full report of the incident in writing from the Headmaster. After due consideration a meeting may be arranged so that all the issues can be fairly and properly put to the sub-committee. All parties shall be able to question each other. Both parties shall be allowed to appoint another person to represent their interests.

When all evidence has been submitted, the sub-committee shall retire to make their decision. Such decision shall be communicated to the parents, guardians or their representative as agreed within 7 working days. The decision of the sub-committee shall be final.

A written record will be kept of all complaints and of whether they are resolved at the preliminary stage or proceed to a panel hearing. Parents/carers can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except to the extent required by paragraph 32(1)(g) of the Education (Independent Schools Standards) (England) Regulations 2014 or under other legal authority.

Additional guidelines have been prepared for the information and guidance of all who may become concerned in a review/appeal hearing following expulsion or the required removal of a pupil/student and are in Appendix 6 of this policy.

Setting work

Work will be provided for all excluded pupil/students. The College has a responsibility to set work for the first five days of an exclusion from the College and to provide, insofar as it practically can, full-time education for boys excluded for over five days, unless that is impractical or rendered impossible by the work of external agencies or a lack of parental cooperation with the College. Work for permanently excluded pupil/students will be set until the review and appeal process is complete and the pupil/student's name is removed from the College roll.

Informing parents/carers

The Headmaster, a member of the SLT or the Head of School, or boarding staff will inform parents/carers in all cases of exclusion. Parents/carers will be informed of the length of the exclusion and the reasons for it. Parents/carers should also be informed of their right to appeal.

A parent will be asked to bring the pupil/student into College or the boarding house following the exclusion for a re-integration / moving on interview with the appropriate staff.

Monitoring by:	Head Teacher Deputy Head Teacher Assistant Head Teacher SENCo Heads of Upper and Lower school
Evidenced by:	Speaking to Pupil and students and staff Students files Head Teachers records Searches files Behaviour tracker

Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

This policy has been reviewed by SLT to ensure it does not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that it actively educates against any material or behaviours that could promote radicalisation or extremism.

Appendix 1 - School rules

At Slindon College, we help our pupils and students to accept responsibility for their conduct and the way in which it is perceived, both as individuals and collectively. We understand that our conduct, work and appearance should demonstrate respect for others and ourselves.

Our rules of conduct:

- ❑ We are courteous, thoughtful and compassionate to other people; pupils, students, teachers and support staff, everyone in our community.
- ❑ We are accepting of all individuals regardless of differences and we reject any form of prejudice or discrimination.
- ❑ We are understanding and supportive of the needs of all members of our community.
- ❑ We always follow the 3 classroom rules.
- ❑ We respect our own and others' property.
- ❑ We treat the school site with respect, taking particular care neither to drop litter nor to damage the grounds or the fabric of the site.
- ❑ Our appearance should convey pride in ourselves and in our school.
- ❑ Our use of technology is responsible, respectful and in line with school policies.
- ❑ We attend every meal and only consume food and drink in the dining hall and rooms designated for eating.
- ❑ We are a 'no touching' and 'telling' school.
- ❑ We move about and work in the school in a safe and responsible manner.
- ❑ We arrive at registration, lessons and assemblies on time.
- ❑ We do not leave the school site without permission and without signing out.
- ❑ We do not bring prohibited items into school such as:
 - Knives or weapons
 - Alcohol, illegal drugs, any substances intended to resemble drugs or any other substance held for purposes of misuse
 - Stolen items
 - Tobacco, cigarettes, vapes or any equipment used for smoking or vaping
 - Fireworks or other explosives
 - Pornographic images
 - Any item staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person

1. No one prevents the teacher from teaching
2. No one prevents others from learning
3. No one is unkind, verbally or physically to anyone else

Appendix 2 - Record Keeping and Behaviour Tracking

At Slindon College a record is kept by the Head or Upper or Lower school of the following offences:

- Alcohol abuse
- Bullying, including racist, sexist or discriminatory bullying
- Peer – on –peer abuse
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil/student
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

It is the schools policy to keep all our pupil/student records securely until the child has reached the age of 25 (35 in case of those with an ECHP), when they will be destroyed. They are not disclosed to any third party, unless required by statutory regulations.

Reports of incidents and the subsequent responses are kept secure but an outline of the incident is recorded on the school behaviour tracking document. The Pastoral Care Team meets every half-term to look at the tracking document and to identify any hot-spots for poor behaviour. The team will then identify a number of strategies that could be put in place to rectify the situation.

Appendix 3 - Incident report form

Slindon College Incident Report Form

Form completed by:

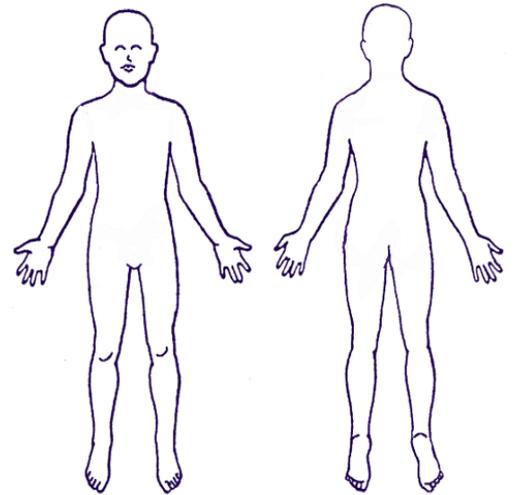
Date of incident:

Location of incident:

Time of incident:

	response to a specific situation	problem	is unlikely to occur again	got out of hand or misunderstood
--	----------------------------------	---------	----------------------------	----------------------------------

Physical injury. Indicate site/s of injuries on diagram	Brief description of injuries:
First aid given by	
Reported to Matron	



Action taken;

Form sent to:

Date:

Signed:



Incident follow-up and tracking (for SCPT use)

Date form received:	Ref no:
Name of person/s allegedly responsible for the incident:	
Name of anyone affected by incident:	
Name of witness/es to the incident:	

Initial response:

Follow up to staff:

<p>Tracking:</p> <p>Incident could be considered as bullying because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hurt has been deliberately/knowingly caused (physically or emotionally) <input type="checkbox"/> It is a repeated incident e.g. multiple times, cyberbullying or involvement of a group <input type="checkbox"/> Involves an imbalance of power: <ul style="list-style-type: none"> ▪ target feels he cannot defend himself, or ▪ perpetrator/s exploiting their power (size, age, popularity, coolness etc) <p>Incident may not be considered as bullying because:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the first hurtful incident between these students <input type="checkbox"/> teasing/banter between friends without intention to cause hurt (should not happen again) <input type="checkbox"/> falling out between friends after a quarrel, disagreement or misunderstanding <input type="checkbox"/> conflict that got out of hand (should not happen again) <input type="checkbox"/> activities that all parties have consented to and enjoyed (check for coercion) <ul style="list-style-type: none"> ▪ got out of hand ▪ parental/staff concern <input type="checkbox"/> Other:
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Language notes		Physical injury notes
Age/ Maturity		How did injury occur?
Appearance		
Size/weight		
Class/Socio-economic		



Family		Area of body injured:
Ethnicity/Race		
Religion/Belief		
Gender/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		Response:

Head of School response/recommendations:			
Parents informed: N/A Portal Email Telephone Meeting			
Details:			
Sign:		Date:	
SLT Tracking:	Transferred to school data	Sent for scanning	Comments:



Appendix 4 – Pupil/student Searches

What can we search?

A pupil/student's person can be searched, however the pupil/student must not be asked to remove clothes other than outer clothing like a coat, hat, shoes, boots, gloves or scarf. A pupil/student's possessions can also be searched. 'Possessions' mean any goods over which the pupil/student has or appears to have control e.g. studies/dorms, desks, lockers, bags and electronic devices.

Who can carry out a search?

Searches can be carried out by the Headmaster or any member of College staff authorised by the Headmaster. Searches will only be carried out on the College premises or elsewhere if the member of staff has lawful control or charge of the pupil e.g. on educational visits or at sports fixtures.

Ordinarily searches should always be carried out by two members of staff. The person doing the search must be a male member of staff. If the search is of a boys's possession, then the he should ordinarily be present when the search takes place.

In **exceptional** circumstances i.e. if a member of staff reasonably believes that there is a risk of serious harm to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff, a pupil/student may be searched by a person of the opposite sex and/or without another member of staff present. Their possessions may also be searched in their absence.

Members of staff can use such force as is reasonable given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items banned under the school rules.

Can a boy refuse a request to search?

We do not need a boy's consent to search them or their possessions, if we have reasonable grounds for suspecting that they may have in their possession a prohibited item. If a pupil/student refuses a request to search for a prohibited item, as detailed above, then an appropriate punishment may be applied in line with the Behaviour Management and Exclusion Policy.

What will happen to any seized items?

We can use our discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

In respect of a 'without consent' search, we can seize anything we have reasonable grounds for suspecting is a prohibited item or evidence in relation to an offence.

We are required to take the following actions in the case of these items being found:

- Alcohol – we may retain or dispose of it, but not return it to the pupil.

- Controlled drugs – we must deliver these to the police as soon as possible, however we may dispose of them instead, if there is ‘good reason to do so’ (see below).
- Other substances – we can confiscate these if we believe them to be harmful or detrimental to good order and discipline e.g. legal highs.
- Stolen items – we must deliver these to the police as soon as reasonably practicable, however they may be returned to the owner or disposed of if there is a ‘good reason to do so’ (see below).
- Tobacco, cigarettes or vapes and their equipment – we may retain or dispose of them, but not return them to the pupil/student.
- Fireworks - we may retain or dispose of them, but not return them to the pupil/student.
- Pornographic images – we may dispose of the image unless we have reasonable grounds to suspect that its possession constitutes a specified offence, in which case we must deliver it to the police as soon as reasonably practicable.
- An article that has been or is likely to be used to commit an offence or to cause personal injury or damage to property – we may deliver it to the police, return it to the owner or retain or dispose of it, depending on the circumstances.
- An item banned under the College rules – we will take into account all relevant circumstances and use our professional judgment to decide whether to return it to its owner, retain it or dispose of it.
- Weapons or items which are evidence of an offence – we must pass it to the police as soon as possible.
- Electronic devices – if we reasonably suspect that the data or file in question has been, or could be, used to cause harm, to disrupt teaching or break the College rules, then we can examine or erase the data or files. If there are reasonable grounds to suspect that it contains evidence in relation to an offence, then the data or files will not be deleted and the device will be delivered to the police as soon as is reasonably practicable.

In the case of stolen items or controlled drugs, when determining what constitutes a ‘good reason’ for not delivering them to the police, we will take into account all relevant circumstances, including for example the value of the items in the case of stolen items (e.g. a pencil case).

Will parents be informed?

We are not required to inform parents before a search takes place or to seek their consent to search their child. We will however inform the parents or guardians where alcohol, illegal drugs or potentially harmful substances are found. If anyone wishes to make a complaint about a search that has been carried out, they are referred to the process in our Complaints Procedure, a copy of which is available on the College website and a hard copy is available on request.

Records of searches

We are required to keep a record of all searches undertaken and identify the reasons for doing the search. These are kept within a file either in Headmasters or boarding house office.

Appendix 5 - Expulsion review/appeals procedure

SLINDON COLLEGE - REQUEST FOR REVIEW/APPEAL

To: The Clerk to the Governors

Name of Pupil:

Names of those with Parental Responsibility:

Address of Parents/Guardian:

Telephone numbers: (day time) (evening)

I, being a person with parental responsibility for the above named pupil request that a sub-committee carries out a review of the decision (to require removal of or to expel the pupil).

We have received with this form a copy of the *Review Procedure* and we agree to abide by its terms.

We also agree that the proceedings are and will remain confidential and that this review will be final subject to such (if any) legal rights as may exist.

The grounds upon which we seek a review and the matters which we wish to discuss at the review and to ask the sub-committee to take into account are as set out on the reverse side of this sheet.

We understand that we may be accompanied at the review hearing by a friend or relation who knows and who is willing to speak on behalf of the pupil. (Two signatures required where practicable)

First Signature Second Signature

Full Name Full Name

Relationship to Pupil Relationship to Pupil

Date: Date:

Appendix 6 – Guidelines for those involved with undertaking reviews and appeals

Applying for a Review/Appeal

1. Parents/guardians must apply for a review of a decision to expel or require removal, using the Request for Review Form. This form is available from the School Office and must be returned to the Clerk to the Governors within 14 days of receipt of the written notification of the decision in question.
2. Unless there are exceptional circumstances the review hearing will take place within fourteen working days of the removal or expulsion, and may be sooner if convenient to all parties.
3. Each member of the Review Panel will be supplied with a copy of any relevant documents. The parents shall be entitled to copies of all those documents save any which, in the opinion of the Head, should not be disclosed.

Review Panel

This will consist of a three member sub-committee. The panel members will have no previous detailed knowledge of the case or of the pupil, parents or guardian, and will not normally include the Chairman of Governors. Selection of the review panel will be made by the Clerk to the Board of Governors.

The Review Hearing

1. This will take place at the School premises.
2. Those parties at the review hearing will normally be:-
 - * Members of the Review Panel
 - * The Head
 - * Parents or those with parental responsibility
 - * The pupil/student
 - * Clerk to the Governors or her deputy

The parents/boy may be accompanied by a friend or relation. That person will attend as a friend, not as a representative. Seven working days' notice to the Clerk is required if the parent/boy wish to be accompanied by a legal representative, or a friend who is legally qualified.

3. The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner, and all statements made at the hearing will be unsworn. The proceeding will not be tape recorded but the Clerk will be asked to keep a minute of the main points that arise. All present will be entitled, should they wish to write their own notes. The hearing shall be directed at all times by the Chairman of the panel who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments.
4. All those attending the hearing are expected to show courtesy, restraint and good manners. The Chairman may in his/her discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.

5. The panel will consider each of the queries raised by the parents/boy so far as these are relevant to:-

- * whether the facts of the case, so far as they relate to the pupil/student, were sufficiently proved when the decision was taken to expel or to require removal of the pupil/student. The standard of proof will be the balance of probability; and
- * whether the sanction was warranted, ie proportionate to the breach of discipline or other events that are found to have occurred.

The requirements of natural justice will apply:

6. If the Head considers it necessary in the interests of the individual or of the School that the identity of any person should be withheld, the Chairman of the panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chairman in his/her discretion may direct that person be identified.

7. When the Chairman of the panel decides that all issues have been sufficiently discussed and if by then there are no consensus s/he may adjourn the hearing.

8. The decision of the Review Panel will be final. It will be notified to the parents by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within seven days of the hearing.