ST JAMES

Senior Boys' School

Behaviour, Rewards and Discipline Policy

2026-2027

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Signed: Dominic Prendergast Date: 01.09.2026

Authorised by the Chair of Governors, Ashford

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1 Aims

1.1 This is the Behaviour, rewards and discipline policy of St James Senior Boys' School.

1.2 The aims of this policy are as follows:

1.2.1 to create a calm, safe and supportive environment free from disruption in which Pupils can thrive and flourish both in and out of the classroom and reach their full potential;

1.2.2 to create, promote and maintain high standards of behaviour amongst Pupils;

1.2.3 to actively promote and safeguard the welfare of Pupils at the School and to protect all who come into contact with the School from harm;

1.2.4 to ensure, so far as possible, that every Pupil in the School is able to benefit from and make a full contribution to the life of the School, consistent always with the needs of the School community;

1.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;

1.2.6 to encourage Pupils to accept responsibility for their behaviour;

1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;

1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;

1.2.9 to set out the sanctions available to the School in the event of Pupil misbehaviour;

1.2.10 to set out the rewards available to the School to encourage and recognise good Pupil behaviour;

1.2.11 to help to promote a whole school culture of safety, equality, inclusion and protection.

1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well- being, which seeks to involve everyone at the School to ensure that the best interests of Pupils underpins, and is at the heart of, all decisions, systems, processes and policies.

1.4 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, Pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

2.1 This policy applies to the whole School.

2.2 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:

2.2.1 in or at School (to include any period of remote provision);

2.2.2 representing the School or wearing school uniform;

2.2.3 travelling to or from School;

2.2.4 on school-organised trips; or

2.2.5 associated with the School at any time.

2.3 This policy shall also apply to Pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;

2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

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

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, September 2021);]

3.1.3 Education and Skills Act 2008;

3.1.4 Childcare Act 2006;

3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.1.6 Human Rights Act 1998; and

3.1.7 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;

Independent School Standards guidance, April 2026;

Keeping Children Safe in Education 2026;

Working Together to Safeguard Children 2026;

Information Sharing: advice for practitioners providing safeguarding services, May 2024;

Behaviour in Schools: advice for headteachers and school staff, February 2024;

Restrictive interventions, including use of reasonable force, in schools, DfE, April 2026;

Mobile Phones in Schools, DfE, January 2026 / revised for use from April 2026;

Searching, Screening and Confiscation, DfE, July 2022, current GOV.UK version;

Sharing nudes and semi-nudes: advice for education settings, UKCIS, 2024;

Relationships Education, RSE and Health Education statutory guidance, July 2025, for introduction from 1 September 2026;

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

3.2.1 The pupil ICT acceptable use policy

3.2.2 Anti-bullying policy;

3.2.3 Policy on smoking, alcohol and the misuse of drugs and substances;

3.2.4 Safeguarding and child protection policy and procedures;

3.2.5 Risk assessment policy for Pupil welfare;

3.2.6 Policy on special educational needs and learning difficulties;

3.3.7 School Rules;

3.2.7 Disability policy;

3.2.8 Staff Code of Conduct

3.2.9 Relationships and Sex Education policy;

3.2.10 Expulsion and removal: review procedure; and

3.2.11 Relationships and sex education policy.

4 Publication and availability

4.1 This policy is published on the School website.

4.2 This policy is available in hard copy on request from the school office.

4.3 A copy of the policy is available for inspection from the school office during the school day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

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

5.1.1 References to the **Proprietor** are references to the Board of Trustees of the Independent Education Association Limited.

5.1.2 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.

5.1.3 References to the **Head** are references to the Headteacher of the School and may include deputies.

5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g., a legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a Pupil from the

School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.

5.1.5 References to a **Review** are to the review by a panel of the Head's decision in accordance with the Expulsion and removal: review procedure.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.3 School leaders will:

6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the School;

6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour, rewards and discipline policy[1];

6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;

6.3.6 encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.4 School staff will:

6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

6.4.2 uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and are confident to ask for help when needed;

6.4.3 challenge pupils to meet the School expectations and maintain boundaries of acceptable conduct;

6.4.4 communicate School expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;

6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the School rules and expectations in addition to those set out in the staff code of conduct;

6.5 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Headteacher	As required, and at least termly
Reviewing induction and ongoing training for staff	Headteacher	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Headteacher	As required, and at least annually
Formal annual review including effectiveness of the policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Chair of the Board of Governors	Annually

7 Promoting high standards of behaviour

7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE, relationships and sex education programmes 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.

7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.

7.3 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.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Minor breaches of discipline

8.1 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

8.2 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.

8.3 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews and/or investigations with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).

8.4 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

8.5 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.

9 Serious breaches of discipline

9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.

9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in expulsion or a requirement to leave the School include but are not limited to:

9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;

9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based language, discriminatory-based language or other potentially criminal offences including being an accessory or conspirator;

9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);

9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", or "part of growing up");

9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);

9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;

9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;

9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;

9.2.10 serious breach of the School's mobile phone, smart technology or Yondr pouch procedures, including deliberate failure to pouch a device, possession of a second or decoy device, tampering with or damaging a Yondr pouch, using a device to record, photograph, threaten, bully, humiliate, harass or abuse another person, or sharing material in breach of the School's safeguarding, ICT or online safety policies.

9.2.11 supply or possession of pornography including, but not limited to, sexualised online bullying, misogynistic abuse, AI-generated or manipulated images, upskirting, image-based abuse, and conduct involving coercion, intimidation or exploitation.

9.2.12 behaviour which may constitute a criminal offence, such as:

(a) possession or use of firearms, knives or other weapons;

(b) vandalism, defacement and / or destruction of school property;

9.2.13 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;

9.2.14 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); and

9.2.15 other misconduct specifically provided for in the School's parent contract and School rules.

9.3 Sanctions for serious breaches of discipline include:

9.3.1 **Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction.

9.3.2 **Removal:** the Parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate 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 or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or

(c) one or more of 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.

9.3.3 **Expulsion:** a pupil may be expelled from the School for a serious breach of discipline as defined in 9.2, suspected, criminal offences and for the avoidance of doubt, for persistent lower level breaches.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 3.

9.5 Complainants will be taken seriously and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

9.6 If the findings of the investigation, on the balance of probabilities, 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 4

9.7 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:

9.7.1 the factual findings made;

9.7.2 whether or not they constitute serious misconduct; and

9.7.3 the sanctions under consideration.

9.8 Sanctions imposed will be fair and proportionate to the breach.

9.9 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves the right to report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

10 The role of Parents

10.1 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 conventions and rules and this policy.

10.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.

10.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.

10.4 Parents will be notified of disciplinary sanctions:

10.4.1 imposed for significant minor breaches of discipline (i.e. more serious sanctions or persistent minor breaches); and those

10.4.2 imposed for serious breaches of discipline and any rights of

review; as required and / or within School reports.

10.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

11 The role of pupils

11.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the School's approach to a failure to meet required standards. pupils will be taught they have a duty to follow the School behaviour policy and uphold the School rules and should contribute to the school culture.

11.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the School's behaviour culture. This is done, at least annually, by the Student Council. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

12 Additional needs

12.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

12.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

12.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

12.1.3 whether in the light of conclusions reached in respect of paragraph 12.1.1 and 12.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

(a) ensuring that education, benefits, facilities and services are targeted at those who most need them;

(b) the fair exercise of powers;

(c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's Safeguarding and child protection policy and procedures); maintaining academic and behaviour standards; and ensuring the well-being and dignity of pupils.

12.2 Where a pupil has known SEND, disability, communication needs, trauma history, medical needs or repeated dysregulation, the School will consider whether a behaviour support plan, individual risk assessment, reasonable adjustments, pastoral plan or external professional advice is required.In this instance guidance from the SENDCO will be sought with regard to an appropriate response.

Where there is a foreseeable risk that restrictive intervention may be needed, the School will put in place a risk assessment and proactive support plan where possible. This will be developed with relevant staff and, where appropriate, the pupil, parents and external professionals.

13 Safeguarding and child-on-child abuse

13.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

13.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);

13.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

13.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);

13.1.4 causing somebody to engage in sexual activity without consent;

13.1.5 upskirting and / or attempts to commit upskirting;

13.1.6 consensual and non-consensual sharing nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); and

13.1.7 initiation / hazing type violence and rituals (which may 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).

13.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A "one size fits all" approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", or "part of growing up" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

13.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

13.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in child School's Safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the School's Safeguarding and child protection policy and procedures will take priority.

14 Malicious allegations

14.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head will also consider whether to take disciplinary action against the pupil in accordance with this policy.

14.2 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.

14.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

15 Use of restrictive interventions, including reasonable force & seclusion

15.1 The School does not use corporal punishment. Force, restraint, seclusion or any other restrictive intervention must never be used as a punishment.

A restrictive intervention may include the use of reasonable force, restraint, or seclusion. It may include physical contact, such as guiding or holding a pupil, or a non-contact restriction which limits a pupil's freedom of movement.

Staff may use reasonable force only where it is lawful, necessary and proportionate, including to prevent a pupil from injuring themselves or others, committing a criminal offence, damaging property, or causing serious disorder. Staff must use the least restrictive intervention, for the shortest time necessary, and must take account of the pupil's age, size, SEND, disability, medical needs, communication needs, trauma history and other vulnerabilities.

Staff must not use any technique that compromises a pupil's airway, breathing or circulation, or applies pressure to the neck, mouth, nose, abdomen or other high-risk areas.

Seclusion is a non-disciplinary safety measure involving keeping a pupil away from others and preventing them from leaving for a short period. It will only be used to protect others from immediate harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with deliberate intent.

Seclusion will never be threatened or used as a punishment. It will take place only in a safe and non-threatening space. The pupil will be supervised throughout, and the seclusion will end as soon as the immediate risk has reduced.

Any use of seclusion will be recorded and reported in line with the School's restrictive interventions procedures.

16 Searching pupils

16.1 The School's banned items include mobile phones, smart watches, wearable communication devices, unauthorised smart technology, vapes, e-cigarettes, vape pods, e-liquids, nicotine pouches, tobacco, alcohol, drugs, weapons, fireworks, pornographic images, stolen items, and any item likely to be used to commit an offence, cause injury or damage property.

Staff authorised by the Head may search pupils and their possessions in accordance with DfE guidance and the School's search procedures. Reasonable force may only be used where permitted by law, including where there are reasonable grounds to suspect a statutory prohibited item. Reasonable force will not normally be used to search for items banned only under school rules, such as mobile phones, smart watches, Yondr pouches, vapes or nicotine pouches, unless staff also have reasonable grounds to suspect a statutory prohibited item.

Where a mobile phone, smart device, school device or other electronic device is confiscated or seized, authorised staff may examine data or files only where there is a good reason to do so, such as suspected bullying, harassment, abuse, criminal behaviour, breach of the ICT Acceptable Use Policy, or safeguarding concern.

If staff suspect that a device contains evidence of a criminal offence or a nude or semi-nude image of a child, the device should be secured and referred to the DSL. Staff must not view, copy, print, forward, share or delete nude or semi-nude images unless there is a clear and exceptional safeguarding reason to do so, and the DSL should lead the response in line with UKCIS guidance.

17 Mobile phones, wearable technology and Yondr pouches

The School is a mobile phone-free and smart-device-free environment during the school day. Pupils must not have access to mobile phones or similar smart technology during lessons, lesson transitions, breaktime, lunchtime, form time, assemblies, clubs or any other part of the normal school day, unless a specific exception has been authorised by the School.

For the purposes of this policy, "mobile phones and smart technology" includes mobile phones, smart watches, wearable devices capable of communication or notification, earbuds/headphones with communication functions, devices capable of taking photographs or recordings, and any other device that can send or receive messages, access the internet, receive notifications, record audio/video, or otherwise perform similar functions.

Pupils who bring a mobile phone or smart device to School must secure it in their allocated Yondr pouch on arrival, normally by morning registration. The pouch must remain locked throughout the school day and may only be unlocked at the designated unlocking points at the end of the school day or when authorised by a member of staff.

Pupils must not attempt to open, damage, tamper with, swap, hide, bypass or interfere with a Yondr pouch. Pupils must not bring a decoy device, keep a second device, or assist another pupil to avoid the policy. Such conduct will be treated as a serious breach of discipline.

Parents who need to contact their child during the school day should contact the School office. Pupils who need to contact home should speak to Reception, their Form Tutor, Head of Year, the School Nurse or another appropriate member of staff.

School-managed devices used for learning, such as iPads, may be used only in accordance with the School's ICT Acceptable Use Policy and staff instructions. They must not be used as a substitute for a mobile phone or personal messaging device.

Exceptions to the phone-free policy will be rare and must be agreed in advance by the Assistant Head Pastoral, Deputy Head, DSL or School Nurse. Exceptions may include medical needs, disability-related needs, safeguarding arrangements, travel-related risks, or other exceptional circumstances.

Any exception will be recorded and reviewed. Where a pupil has permission to access a device, the permission will be limited to the purpose, time and location authorised by the School.

Sixth Form pupils are subject to the same phone-free and smart-device-free expectations during the school day unless the Head has expressly authorised limited use in a designated Sixth Form area. Any such permission is a privilege, not a right, and phones must not be used in front of younger pupils, in corridors, classrooms, dining areas, assemblies, form time, or

other shared school spaces. Misuse may result in confiscation, loss of privilege, detention, suspension or further disciplinary action.

18 Staff training

18.1 Staff will receive induction and regular refresher training on the School's behaviour culture, rewards and sanctions, card system, mobile phone/Yondr procedures, searching and confiscation, child-on-child abuse, online harms, SEND and reasonable adjustments, de-escalation, and the lawful use, recording and reporting of restrictive interventions.

Staff who are more likely to need to use reasonable force or other restrictive interventions will receive appropriate training in prevention, de-escalation, safe intervention, reporting, post-incident support and reflective review.

18.2 The level and frequency of training depends on the role of the individual member of staff.

18.3 The School maintains written records of all staff training.

19 Risk assessment

19.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

19.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

19.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.

19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Designated Safeguarding Lead or the Assistant Head (Pastoral) who has been properly trained in, and tasked with, carrying out the particular assessment.

20 Record keeping

20.1 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.

20.2 The School will keep a separate record for:

20.2.1 allegations and concerns reported in respect of:

(a) sexual harassment or sexual violence

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / transphobic bullying, use of derogatory language and racist incidents

20.2.2 the School will keep a separate record of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour. The record will include:

(a) the name and year group of the pupil concerned;

(b) the nature and date of the offence;

(c) the sanction imposed and reason for it;

(d) the name of the person imposing the sanction.

20.3 The Assistant Head Pastoral, DSL and senior leaders will review behaviour data at least termly. This will include sanctions, Red and Yellow Cards, removals from lessons, suspensions, bullying, child-on-child abuse, searches, confiscations, mobile phone/Yondr breaches, restrictive interventions, seclusion/restraint, and patterns by year group, location, time, pupil group, SEND, disability and protected characteristic.

20.4 Governors / the Proprietor will receive appropriate anonymised reports to monitor the effectiveness of the policy, identify trends, and ensure compliance with statutory recording and reporting duties.

20.5 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

Appendix 1 Rewards

Years 7 to 11

In years 7 – 11 pupils can be awarded merits. Merits will be awarded by the teachers according to existing criteria: achievement, effort, service to the school, etc. Merit Points will be collected on a weekly basis and a note taken of how many points a boy has received. This is done by the Form Teacher.

Award Certificates and Prizes

These are given out by the Assistant Headmaster and the Heads of Year in a half-termly awards assembly. The certificates are awarded as below:

Bronze

The Bronze Merit Award is given to Pupilss who achieve 20 merits or more over the course of the year.

Silver

The Silver Merit Award is given to Pupilss who achieve 40 merits or more over the course of the year.

Gold

The Gold Merit Award is given to Pupilss who achieve 60 merits or more over the course of the year.

Platinum

The Platinum Merit Award is given to Pupilss who achieve 120 merits or more over the course of the year.
Any Pupil who achieves the platinum award also receives a gift voucher between £5 and £10. This award is given out by the Headmaster at the end of term assembly.

Commendation cards

These are worth 5 merits. They take the form of a physical postcard, where a message can be written by the teacher before being sent home. Commendation cards are awarded for excellent achievement, effort, service to the school, etc. Commendation cards are also awarded to members of the Sixth Form for the preceding reasons.

Character Awards

These are presented (normally one per Year group) during the awards assembly half-termly by the Head. They are normally reserved for outstanding acts of service, kindness or effort. These can also be presented to members of the Sixth Form.

House Competition

Rewards will be offered as part of a house competition. The house that wins the most points will be rewarded with a trip out towards the end of each term.

Appendix 2 Sanctions

The fundamental principle behind the approach to behaviour at St James Senior Boys' School is that whatever the cause of poor conduct and anti-social behaviour, every boy is given an opportunity to make a conscious decision to change and improve his behaviour.

There is flexibility within this system to allow teachers to use their judgement when dealing with minor or persistent offences. Tasks, impositions or detentions may be imposed by individual members of staff providing the form teacher is informed and such sanctions do not adversely affect other school activities or cause problems for parents.

First Reprimand

A. If a pupil behaves in such a way as to contravene the School rules he receives a first reprimand and a clear verbal warning.

B. The pupil's name can be written on the white board if staff members find this useful.

C. This is to give the pupil a choice and an opportunity to change unacceptable behaviour.

D. A blanket warning of the whole class should not be counted as a first reprimand.

1. Formal Warning (Yellow Card).

A. If the same offence is repeated within a defined period (normally that particular lesson), the offender receives a formal warning, known as a Yellow Card.

B. The teacher informs the boy that he has received a Yellow Card, reminding him of the offence and giving him a further opportunity to exercise a choice based on reason.

C. The yellow card is logged on the School's MIS and will result in a 10-minute lunch time detention the next day. The Form Teacher keeps a record of Yellow Cards issued. Failure to attend the lunch time detention will result in in 30 minute after school detention the following day.

2. Red Card

A. If the same offence is repeated a third time, a Red Card is issued which results in the imposition of a sanction: usually a detention.

B. At this point the pupil should be asked to leave the lesson with their work and report to one of the Heads of Year, via the Reception.. Removal from a classroom is a disciplinary or behaviour management measure and is distinct from seclusion. A pupil removed from a classroom will remain supervised, will be given meaningful work where possible, and will be reintegrated as soon as appropriate. Removal will not be used in a way that isolates a pupil without supervision or prevents them from leaving a space as a safety

measure; such circumstances may amount to seclusion and must be recorded and reported under the restrictive interventions procedure.

C. The Head of Year, together with the Form Tutor, will resolve all disputes relating to Red Cards, or refer such disputes to the Head.

D. Red Cards are also logged by the teacher on the School's MIS. Form Tutors should keep a record of the number of Red Cards issued.

E. A pupil accumulating five Yellow Cards within the space of one term will also receive a Red Card.

Straight Red Cards

Certain offences merit a **straight Red Card**, without the warning system. These 'Zero Tolerance' offences include, but are not limited to:

- fighting
- swearing or offensive language
- deliberately damaging school property or the property of another person
- unsafe behaviour
- stealing
- serious anti-social behaviour
- improper use of mobile devices and the internet
- bullying (see Anti-Bullying policy)
- cheating in an examination
- Truanting

More serious versions of these offences will be dealt with in accordance with section 9 of this policy.

A Red Card will usually result in a detention, the length of which, depending on the nature of the offence, will be determined by the Heads of Year.

Some more serious offences will warrant a Saturday detention. Failure to attend a Red Card detention without good reason will also result in a Saturday detention.

Failure to attend a Saturday detention without good reason will usually result in a Suspension.

Three Red Card offences in one term will result in a two-hour Saturday detention. Four, in a further Saturday detention and five, in a Suspension following the disciplinary process outlined in Section 9.

The decision of what punishment to apply is made by the Head of Year, in consultation with all parties concerned. The Head has ultimate discretion over punishments/sanctions.

- 5 Yellow cards in a Term = 1 Red
- 5 Red in a Term = Suspension
- All cards are cleared every Term

- The card system provides a framework for consistency, but sanctions will always be considered in light of the circumstances of the case, including seriousness, repetition, intent, harm caused, safeguarding concerns, SEND, disability, age, vulnerability, previous conduct, response to intervention, proportionality and the welfare of the wider school community.

- Accumulation of five Red Cards in a term will normally lead to suspension, but the Head retains discretion to impose a different proportionate sanction or support package where appropriate.Four Suspensions in the career of a Pupil may result in Removal from St James, in accordance with section 9 of this policy

Loss of privileges

It may be appropriate that certain privileges be removed from a pupil as a result of their behaviour, or while an investigation is being carried out. For example, a loss of break time, if a pupil's behaviour is not of the appropriate standard during these times. For more serious or sustained behaviour, a pupil may also lose the privilege of playing in a school music recital, or for the school team at sport, for example.

or minor behavioural issues, such as 3 yellow cards in quick succession, the Form Teacher will determine whether a loss of privilege would be an appropriate reprimand. This may be a loss of break time or lunch break.

For any more significant removal of privilege, the Head of Year must be consulted and will make the necessary arrangements, together with the Form Tutor.

As with other disciplinary matters, the Assistant Headmaster (pastoral) should be consulted if necessary.

The final decision on these matters lies with the Headmaster.

Disciplinary power of prefects

Staff members in the Senior Boys' School are supported by Prefects, who are managed by the Head of 6th Form. Please refer to the Prefect Policy.

Sixth Form Sanctions

Please refer to Appendix 8 which outlines expectations of Sixth Former Pupils. Those failing to abide by the code of conduct will see privileges rescinded. For more serious breaches of discipline and repeated failures to abide by the code of conduct, the whole school policy applies, which may result in a staff investigation into said behaviours and a proportionate sanction as determined by the Head of Sixth Form in conjunction with the Headmaster.

Multiple suspensions in a pupil's career

First Suspension

A first suspension is likely to result in a one or two-day suspension, and a formal listing in the Headmaster's Punishment Book.

The length of a suspension for any other reason is at the Headmaster's discretion.

Second Suspension

A second suspension arising for any reason, including the accumulation of five Red Cards within one term, is likely to result in a three- or four-day suspension. A formal listing will be made in the Head's Punishment Book.

A first and/or second suspension may be served in school.

Third Suspension

A third suspension for any reason, including the accumulation of five Red Cards within one term, will result in a suspension of at least one week. A formal listing will be made in the Head's Punishment Book. In these circumstances, and at the sole discretion of the Head, the Parents will be advised to withdraw the pupil.

Fourth Suspension

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. A formal listing will be made in the Headmaster's Punishment Book. See Expulsion and Removal: Review Procedure for more information.

Appendix 3 Investigations into serious breaches of discipline

1. The Head will appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline. If appropriate, the Head may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened.

2. If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.

3. A pupil may be suspended from the School as a neutral act pending the outcome of a disciplinary process. 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 and will keep the terms of the suspension under regular review. 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.

4. A pupil's space or, following appropriate risk assessment, belongings may be searched during the course of the investigation. See Appendix 6 of this policy for the School's policy on searching and confiscation.

5. 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 recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to the DfE guidance Sexual violence and sexual harassment between children in schools and colleges.

6. (May 2018) and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.

7. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation while they remain on the school roll.

8. The outcome of the investigation, where delegated to a member of staff or other third party will be reported to the Head, or, for more routine investigations, the Assistant Headmaster - Pastoral. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 4 of this policy.

Appendix 4 Disciplinary meeting with the Head

Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place. For more routine incidents, for example a first suspension, the Headmaster may appoint the Assistant Headmaster (Pastoral) to carry out the process as outlined below.

1 Attendance

1.1 The pupil and his 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 his 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.

1.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and his investigation and an additional member of staff will be present to minute the meeting.

1.3 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.

1.4 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.

2 Meeting

2.1 Documents available at the disciplinary meeting with the Head may include:

2.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;

2.1.2 written statements and notes of the evidence supporting the allegations, and any relevant correspondence;

2.1.3 the investigation report;

2.1.4 the pupil's school file and (if separate) conduct record;

2.1.5 the relevant School policies and procedures.

2.2 The Head will inform the pupil and his Parents of the range of disciplinary sanctions which the Head considers are open to them.

2.3 The pupil and his Parents will have an opportunity to make representations on:

2.3.1 the investigator's findings;

2.3.2 whether they constitute serious misconduct; and

2.3.3 the appropriate sanction to be imposed.

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

3 Decision

3.1 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 and any disabilities (where appropriate) will be taken into account where the complaint concerns the conduct of the pupil.

3.2 The Head may expel or remove a pupil or impose any other sanction he considers to be appropriate in accordance with this policy.

3.3 The Head will notify the Parents of his decision in writing, with reasons, within three working days after the disciplinary meeting.

3.4 A decision to expel or remove a pupil shall take effect five working days of the date of the Head's letter confirming his decision. Until then, the pupil shall remain suspended and away from School premises.

4 Review

4.1 The Parents or the pupil may request a Review of the Head's decision to expel or remove a pupil from the School. The request must be made within five working days of the date of the Head's letter confirming his decision.

4.2 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.

4.3 See the expulsion and removal: review procedure for further information about requesting a Review and the detail of the procedure.

5 Leaving status

5.1 If a pupil is expelled or removed, his 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.

5.2 Additional points of leaving status may include:

5.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;

5.2.2 the form of reference which will be supplied for the pupil;

5.2.3 the entry which will be made on the School record and the pupil's status as a leaver;

5.2.4 arrangements for transfer of any course and project work to the pupil, his Parents or another school;

5.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;

5.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;

5.2.7 whether the pupil will be entitled to leavers' privileges;

5.2.8 the conditions under which the pupil may re-enter School premises in the future; and

5.2.9 **financial aspects**: payment of any outstanding fees and extras; whether the deposit will be returned or credited; any refund of prepaid fees.

Appendix 5 Use of restrictive interventions

The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.

- Creating a calm, predictable School and classroom environment by ensuring that there is a visible staff presence at transition points; structured starts/finishes to lessons; the use of visual timetables and cues; creating quiet zones and designated regulation spaces.

- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.

- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.

- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.

- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a "no contact" policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

(a) causing injury to themselves or others;
(b) seriously damaging property where this creates a risk to safety; or
(c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
- Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour.. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include

either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the DSL immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to each parent of the pupil concerned as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and it appears to the Head & DSL that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case then a report will not be made to that parent and if a report cannot be made to any parent for this reason then a report will instead be made to the local authority where the pupil is ordinarily resident.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by the DSL). We will retain records in line with our retention schedule

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

They School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Appendix 6 Searching and confiscation

1 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.

2 The School's policy on searching and confiscation has regard to the DfE guidance 'Searching, Screening and Confiscation Advice for schools July 2022'.

3 Prohibited items

3.1 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 (SI 2012/951):

3.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 tobacco and cigarette papers, fireworks and pornographic images;

3.1.3 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

3.1.4 any item banned by the School rules that are identified as being items which may be searched for

3.2 The School has banned these items as it reasonably believes them 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). In addition the school has banned the possession of vapes and other e-cigarettes and reserves the right to search for, and confiscate, these items.

4 Searching with consent

4.1 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. If items are "prohibited items" as listed in section 3 above, the School is not required to seek consent, but the pupil will be asked in any event. The Headmaster, DSL or Assistant Headmaster (Pastoral) must be consulted before a search without consent for a prohibited item. Where a pupil is not deemed to have sufficient maturity or understanding or to be fit to give informed consent themselves, then consent will be sought from a parent.

4.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 3 above. The consent of the pupil must be sought even if he is not at the School at the time.

4.3 If the pupil refuses to provide consent, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.

5 Searching for prohibited items

5.1 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 can be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 3.1.4 above).

5.2 Searches will be carried out 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.

5.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

5.3.1 a search of outer clothing; and / or
5.3.2 a search of School property (e.g. pupils' lockers or desks); and / or
5.3.3 a search of personal property (e.g. bag or pencil case).

5.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches of a pupil or their possessions will generally 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 sex as the pupil.

5.5 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 the pupil, or another member of staff, a member of staff may carry out a search in any event.

5.6 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.

6 Confiscation

6.1 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.

6.2 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.

7 Searching electronic devices

7.1 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 member of the IT staff.

7.2 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.

7.3 Subject to 7.4 below and the requirements set out in KCSIE 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 suspected to be evidence relevant to an offence.

7.4 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sexting as set out in the Safeguarding and Child Protection Policy and Procedures.

8 Disposal of confiscated items

8.1 Alcohol: alcohol which has been confiscated will be destroyed.

8.2 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.

8.3 Other substances: substances which are not believed to be illegal drugs but which are harmful
or detrimental to good order and discipline 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.

8.4 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.

8.5 Tobacco, cigarette papers or vaping equipment: tobacco, cigarette papers or vaping equipment will be destroyed.

8.6 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.

8.7 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 is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

8.8 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.

8.9 Articles used to commit an offence or to cause personal injury or damage to property 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.

8.10 Weapons or items which are evidence of an offence will be passed to the police as soon as possible.

8.11 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 electronic device that has been used in breach of School rules to disrupt teaching, the device 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 8.12 below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.

8.12 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, disrupt teaching or break School rules, including cyberbullying, the device will 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.

9 Communication with Parents

9.1 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.

9.2 We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.

9.3 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.

9.4 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.

Appendix 7 Pupil Code of Conduct

The following is designed to give both staff and pupils an understanding of the common 'school rules'.

The list is not finite and the final decision on both misdemeanour and sanction lies with the Headmaster.

1 Registration

1.1 Pupils are expected in school, at their Form room, by 08:20

1.2 Arriving after 08:25 may be classified as 'Late'. A pupil arriving late three times in a week will receive a red card.

1.3 Pupils must be in their form room for registration at 14:00 (13:40 on Friday). The above late rule applies.

1.4 No pupil may leave the School Grounds during School hours (08:20 – 16:00) unless special permission has been given. In cases where permission has been granted the Pupil must sign out/sign in using the designated register in Reception. Failure to do this will result in red card and Saturday detention in the first instance.

2 Out of Lessons

2.1 All pupils should remain in class during lessons.

2.2 Any pupil out of class should be carrying a note from the relevant teacher. This will be issued by the class teacher.

2.3 Matron is only available during break time except in exceptional circumstances at the discretion of the teacher.

2.4 Any Pupil found truant may receive a red card. Truancy could result in a suspension or a Saturday detention. This will be investigated on a case by case basis.

3 Bounds

3.1 Many areas are out of bounds and pupils are made aware of these areas. These include, but are not limited to: The lake, playing fields marked with red flag, the 6th Form area, Headmasters stairs and corridor, music cells, areas around the back of the Astro Turf and sports hall.

3.2 Students found out of bounds will receive a red card.

4 Food, Drink & Litter

4.1 No eating in classrooms or corridors. Pupils should not be eating/drinking whilst walking around School.

4.2 All litter must be placed in bins provided. Pupils seen deliberately littering will receive a red card.

4.3 Food must not be taken out of the Dining Hall.

4.4 Pupils may not bring their own food or drinks, with the exception of water, to school. This includes chewing gum.

4.5 Failure to follow the above will result in food and drink being confiscated and disposed of. A red card may be issued at the discretion of the member of staff (often for repeat offences).

5 Property and lockers

5.1 Any valuables, including electronic devices and money, are brought into school at the pupils own risk. It is the responsibility of the pupil to ensure that such items are placed in a secure place. A locker is provided for every pupil.

5.2 Pupils must secure mobile phones and smart technology in their Yondr pouch on arrival and must not access them during the school day. Any phone that is seen will be confiscated and handed in to reception for safe keeping. On a first offence, this can be collected at end of day and parents will be informed. For further breaches, a parent will then be required to collect the smart phone at a convenient time. Pupils must not tamper with, damage or misuse Yondr pouches, this will be classed as a serious breech of discipline.

5.3 Pupils must not wear or use smart watches or other wearable communication technology during the school day unless permission has been given. This is subject to the same conditions as phones – section 5.2.

5.4 During PE and other extra-curricular activities, valuable items must be left in your locker.

5.5 Bags not required should be placed in lockers. Bags left unattended are liable to be removed to Lost Property; repeat offenders may receive a red card.

5.6 No weapons or knives may be brought into school. Any incident of this nature will be taken very seriously and will be referred to the Headmaster. Expulsion will be the likely outcome if found in possession of a weapon.

6 Cigarettes, Alcohol & Drugs

6.1. No pupil should be in possession of any smoking materials (including vapes and e-cigarettes), alcohol or drugs. Possession of any of the above will likely result in a suspension or possible expulsion.

6.2 Any pupil found smoking (including vaping) or drinking, either in school, while undertaking school activities, or outside of school while in uniform, will be referred to the Headmaster. Suspension or permanent exclusion will likely result, once the situation has been investigated.

6.4 Any involvement with drugs will be dealt with in line with the drugs policy. A pupil found using drugs, or on receiving a positive drugs test result, will be permanently excluded.

7 Personal Appearance

7.1 The school expects all pupils to present themselves in a smart manner, in keeping with the traditions of the school.

7.2. The school reserves the right to veto anything (uniform, jewellery, hair styles) we deem inappropriate.

7.3 Students in Years 7-11 will wear the following in School and on the journeys to and from School. • School blazer with embroidered badge pocket • Blue (Yr 7&8) / White (9 – 11) shirt with top button fastened. • Charcoal grey trousers. • Grey or black socks. • Black formal leather shoes (not suede or boots) • Authorised School/Colours tie. • Only a school jumper may be worn in Years 7-11. (V-neck, royal blue for Lower School, dark blue quarter zip for Upper School.)

7.4 Year 11 wear a suit from the second term onwards. The suit should be black, blue or grey. With appropriate shirt, tie and formal shoes.

7.5 Jewellery of any type is not permitted. With the exception of religious items for which permission has been granted.

7.6 Clothes must be smart, clean and well cared for.

7.8 Shirts should be tucked in at the waist with top buttons done up and tie worn correctly.

7.9 Plain dark woollen hats may be worn outside only when the weather is very cold.

7.10 Artificial changes in hair colour are not permitted and may result in a pupil not being admitted to school until the hair is acceptable. A Pupil may choose their hairstyle, but we ask that this is kept clean and smart. The final decision on what is acceptable lies with the Headmaster.

7.11 Persistent breaches of the uniform rules will likely to result in a red card. If there is no improvement in the uniform then the pupil may not be admitted to school until the uniform issue has been resolved.

8 Personal appearance – PE

Students in Years 7 – 11 should have the following for PE:

8.1 Winter and spring term • St James rugby top, shorts and socks. • Boots & trainers. • House kit for Friday sports. • St James tracksuit & dark under layers if cold.

8.2 Summer term • St James cricket whites or white polo and shorts. • White socks and trainers. • House kit for Friday sports.

8.3 'Off Games' • Appropriate kit as above and St James tracksuit only. All pupils who are 'off games' are still required to bring and change into relevant PE kit for all PE & sports lessons. This is because they will still be expected, as far as possible, to take an active role in the lesson in some capacity. • Any kit infringements will result in a warning, yellow and then red card. This will likely result in a detention in line with the School's discipline policy.

9 Language & interactions

9.1 Students should use respectful and courteous language when in the school building. Language that is harmful to other Pupils and staff will be taken very seriously.

9.2 When in the school building pupils should be aware of the volume of their voices, with no shouting allowed.

9.3 The school has a zero tolerance to swearing and poor language. This will result in a red card.

9.4 Any case of physical violence is unacceptable and will be viewed as a serious breach of discipline and will be dealt with accordingly.

9.5 Pupils must not record, photograph, film or share images, audio or video of others without permission.

9.6 Pupils must use school iPads and other school devices only as directed by staff and in line with the ICT Acceptable Use Policy.

10 Public Displays of Affection

10.1 In order to maintain a professional atmosphere of learning, mutual respect and safety in school, Pupils should refrain from inappropriate, intimate behaviours on the school site or at school- related events & activities. Pupils are expected to conduct themselves respectfully at all times, following guidelines below:

10.2 It is acceptable to demonstrate care for each other in physical expressions such as friendly hugs or pats on the back or shoulders. All such contact should be open and inclusive within a social group to be acceptable and with the consent of all individuals.

10.3 Intimate physical expressions of affection (hugging, holding hands, kissing, embracing) are not permitted at school, on the school buses or on any school activity.

10.4 Lying down with another Pupil; hand on another's lap; sitting on another's lap is also not acceptable. Touching in sexual ways either under or through clothing is not acceptable.

10.5 Pupils involved in inappropriate expressions of affection will be spoken to privately and respectfully with a view to modifying their behaviour and educating them. Continued failure will be considered as discipline violation and will result in parent notification and consequences as outlined in the discipline policy.

11 Classroom expectations

11.1 The teacher will set the expectations for their lesson and classroom. These may differ slightly from class to class, pupils are expected to follow the expectations of the teacher.

11.2 The minimum expectations are as follows:

11.2.1 Pay attention and only talk when given permission, for example during group work.

11.2.2 Arrive at lessons with the correct equipment.

11.2.3 Be courteous towards the teacher and your peers.

11.2.4 Complete work and homework to a high standard and on time.

11.2.5 Stand when a teacher or visitor enters the room.

11.2.6 For classroom behaviour the normal discipline system applies.

12 School Property

12.1 Damage to school premises is not acceptable under any circumstance. While each incident will be investigated individually, suspension is the likely sanction. The bursar's office will also charge for any damage caused.

Appendix 8 Sixth Form Code of Conduct

Principles:

- To be what younger pupils aspire to
- To set the example to younger pupils in conduct, self-discipline, work ethic and service
- To abide by the school's behaviour and discipline policy, which applies to all pupils

Appearance:

- to wear a suit, tie and smart shoes.
- The smartness of your appearance is down to the discretion of your tutor.
- To have the correct kit for P.E.
- To wear the black pupil lanyard with photo visible at all times bar activities such as sport
- If your dress or appearance is not deemed suitable by the Head of Sixth Form, you will be sent home to change or remedy this.

Punctuality:

- to be on time to all lessons, assemblies, events and all other school commitments.
- To be on time for registrations
- Lateness will see site privileges rescinded. This includes but is not limited to a "two strike " rule for arrival to the school. If a pupil is late to morning registration and/or fails to attend any relevant assemblies or events in the morning session, their site privileges will be rescinded for two days minimum.

Attendance:

- to attend all assemblies and lessons, including sport and PSHE.
- **Any truancy, including from events, lessons or assemblies will result in an automatic sanction**.
- To register in both the morning and afternoon session
- To sign in and out of the building

Work:

- To complete all work and tasks, whether they be part of the main school curriculum or extracurricular, to the best of your ability and to accept responsibility for your own academic progress
- To meet deadlines set by staff
- To complete cover work in the study centre if a teacher is absent or unavailable and not to leave site during said time
- To allow others to study in the Sixth Form study centre

Facilities:

- To respect the common areas and Sixth Form study centre
- To report any damage to the Head of Sixth Form immediately and accept responsibility for said damage, whether it be intentional or accidental
- To pay for breakages and damage at the discretion of the Head of Sixth Form and/or the Estates Manager and Headmaster
- To limit the number of pupils in each study room to 4
- To only consume food and drink in the common room
- To not use the pool table apart from at break, lunchtime and after period 2

Behaviour:

- To not bring the school into disrepute in any way.
- To abide by the school's acceptable use policy for IT
- To abide by the whole school policy for behaviour and the Sixth Form specific appendix
- To refrain from any behaviour that puts any member of the school community at risk, including yourself
- To sign in and out of the building in addition to registering
- To understand that any Sixth Form privileges can be rescinded immediately by the Head of Sixth Form, Deputy or Form Tutor
- To only use mobile phones and headphones/ear buds in Sixth Form specific spaces
- To ensure that you have provided a consent form signed by your parents before you leave site at lunch or during free periods and understand that this privilege can be rescinded at any time
- To interact courteously with staff
- To only contact staff via school email accounts
- To contribute to the school community through service to others
- To respect the school sanction system

Leaving site:

1. Pupils **must** sign out at reception when they leave the premises using their card
2. Pupils may only leave/return to site via the pedestrian gate and using the crossing
3. Pupils to take their mobile phones with them and have the school number
4. Pupils must take their required medication with them (e.g. inhaler, EpiPen)
5. Pupils to maintain the highest standards of behaviour and to be fully aware of members of the public
6. Pupils **must** sign back into school at reception when they re-enter the premises using their card
7. Pupils understand that these privileges can be rescinded at any time at the discretion of the Head of Sixth Form, most typically when a student has not abided

by the Sixth Form code of conduct or where they remain under target in their academic performance

8. Those pupils who leave site early are expected to study from home and not to attend social events
9. Attendance of afternoon registration is mandatory. Non-attendance without express written permission from your son's tutor or Mr Lempriere is truancy.
10. Pupils understand that site privileges, whether it be in the form of leaving site before 1600, going off site for lunch or for any other reason is a privilege and not a right as a pupil in full time education

Both my child and I agree to the regulations mentioned above and understand that instances where these regulations are overlooked will result in loss of privileges and other sanctions.

Pupil name:

Parent name and signature: