Behaviour, Rewards and Sanctions Policy

This policy, which applies to the whole school, inclusive of boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the school Compliance Officer.

Owner: Deputy Head Pastoral
Approving Body: Safeguarding and Wellbeing Committee

Date of last Review: September 2026
Date of next Review: September 2027

Linked Polices, Procedures and Resource Materials:

- Safeguarding and Child Protection Policy
- Admissions Policy
- Attendance Registers
- Attendance Policy
- Anti-bullying Policy
- Acceptable Use Agreements
- Alcohol, Tobacco and Vaping Policy
- PSHE Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Woldingham School Handbook
- Student Sanctions Record
- Complaints Procedure for Parents
- Complaints Procedure for Students
- Data Protection Policy

INTRODUCTION

Woldingham School (the 'School') aims to be a caring and supportive Christian community, in which students are happy, confident, and inspired to meet challenges and achieve excellence in whatever they choose to do. It encourages students to adopt the highest standards of behaviour, principles, and moral standards. Promoting the well-being of all its students is key to their development.

The School's aims and principles are based on the five goals of Sacred Heart education. The five goals are:

1. Faith that is relevant in a rapidly changing world.
2. A deep respect for scholarship and intellectual values.
3. Personal growth in an atmosphere of appropriate freedom.
4. An awareness of social justice which shows itself in action.
5. A commitment to community as an expression of our Christian values.

The School believes that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. This is done by:

- creating a safe environment in which all students, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school.
- developing qualities of teamwork and leadership through our extensive programme of extra-curricular activities, and through opportunities for involvement in school life at all levels.

Woldingham School is an inclusive community. It is a Catholic school but welcome students from a wide variety of ethnic and social backgrounds and faiths including those of no faith. Everyone is treated as an individual and the aim is to develop the whole person; encouraging students to become independent, enquiring young people who forge lasting relationships and become positive influences in the world they will enter.

Students are expected to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should show due care for the buildings, equipment, and furniture. Students are expected to behave, at all times, in a manner which reflects the best interests of the whole community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

PURPOSE

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment where everyone in the School community can thrive.

The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School will regularly review and evaluate, as and when the need arises, its rewards and sanctions policy to ensure it remains effective in promoting positive behaviour, supporting students' wellbeing, and addressing and deterring unacceptable conduct.

CODE OF CONDUCT

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The Woldingham School community of Governors, staff, parents, and students adhere to a code of conduct, rather than to lists of rules. The code of conduct is predicated on the following four values:

1. Respect for Others
2. Respect for Ourselves
3. Respect for our Environment
4. Responsibility for our Actions

Woldingham School sees education as a partnership. Its staff are committed to excellence, aiming to achieve a spirit of trust and cooperation.

The School expects:

- high values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.
- students to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.
- students to follow the School's Code of Conduct, found in the Woldingham Handbook, at all times both in School or when associated with the School at any time e.g. representing the school or wearing school uniform when travelling to and from school, or on a school trip.
- parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at school.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. the School's Anti-Bullying policy is published on the website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation or disability. The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for students with special educational needs/disabilities.

The School reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals, which might include any of the actions listed below up to and including suspension and exclusion.

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of parents and Guardians ('Parents') is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at Woldingham School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. They will support the school's values in matters such as attendance, punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including children's services, the police and any other relevant agencies as described in the School's Safeguarding and Child Protection Policy. The School has a number of support systems in place to meet the needs of all students. These include the Learning Enhancement Department, form tutors, Heads of Year, coaching, counselling, The Hub (student support space) and subscription to The Wellbeing Hub.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

The School will always telephone home on the first day of an unexplained absence in order to make sure that the student concerned is safe. This is in accordance with the School's safeguarding obligations and the School's Attendance Policy and Missing Student Policy.

Please note that it is the Governors' policy not to allow holiday to be taken during term, and such absences will be recorded as 'unauthorised' in line with statutory guidance.

INVOLVEMENT OF STUDENTS

All students deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where students (including boarders) treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.

Experience shows that the ethos of the School is enhanced by listening to its students. Opportunities encouraging constructive suggestions from students include:

- assemblies,
- form time,
- Personal, Social and Health Education (PSHE) lessons,
- project work,
- drama activities,
- stories and literature and
- via the School Council, called 'Woldingham Pupil Voice', which meets regularly.

Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all students as they transition through the School, from the day they start at the Woldingham until the day they leave, to achieve the expected behaviour standards. The School will ensure that all new students (including boarders) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All students are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for students who are mid-term or mid-academic year arrivals.

SCHOOL CODE OF CONDUCT

The School's Code of Conduct is designed to encourage positive behaviour. The Code of Conduct is set out in the Woldingham Handbook and may change from time to time. The Code of Conduct is reinforced in assemblies,PSHE/Thrive and at other appropriate occasions.

Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the school rules and that they will undertake to support the authority of the Head in enforcing the school rules in a fair manner that is designed to safeguard the welfare of the school community as a whole.

Staff are expected to apply sanctions fairly and consistently, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include detention before or after school, withdrawal of privileges, assistance with appropriate domestic tasks, suspension for a specified period, removal, or permanent exclusion. The School's policy on rewards and sanctions is outlined in the Woldingham Handbook and is set out below.

Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence

The School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, a developmentally age appropriate and stepped response to all such incidents is followed. Behavioural sanctions will reflect the severity and/or frequency

of any reported incident. In any cases where the law may have been broken, the police will be informed.

TEACHING AND LEARNING

Woldingham School aims to raise the aspirations of all its students and encourage them to take responsibility for their own learning. The School celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way. The School expects teaching staff to offer every student a high level of individual attention, together with consistent and helpful advice.

REWARDS AND SANCTIONS

The School has measures in place to promote positive behaviour, including positive reinforcement and consequence systems of both rewards and sanctions.

Promoting Good Behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to uphold the routines, expectations and norms of the School's behaviour culture.

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition.

Rewarding students motivates them and creates the best climate for effective teaching and learning and reinforces our community values. The School wishes to take pride in celebrating the success of its students and in communicating this success to them and to their parents.

A system has been established to reward effort, achievement and service in five areas, reflecting the goals of Sacred Heart Education. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- The award of merits, leading to the presentation of Bronze, Silver, Gold and badges, certificates, school shop or general vouchers.
- Individual departmental awards, such as Player of the Match award in school and house events.
- Announcements in House, Year and Whole School assemblies.
- The House Merit Cup is awarded annually to the House achieving the most merits. Monthly totals are announced in House Meetings.
- The Individual Merit Cup is awarded to the individual receiving the most merits during an academic year.

- Notice boards, social media and the school website are used to record special achievements.

- The award of a Head's Commendation certificate for exceptional achievement

It will be the responsibility of the Senior Deputy Head and the Deputy Head Pastoralto monitor the frequency and effectiveness of this system of rewards.

The School selects a 'Ribbons Team' (Prefects) in recognition of their overall school record. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other students measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

Responding To Misbehaviour

When a member of school staff becomes aware of a misbehaviour, they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of students and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School

- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk

- **Improvement** - supporting students to understand and meet the behaviour expectations of the School and re-engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

A System Of Sanctions

Sanctions are most useful when seen by everyone as a deterrent. When used they must be applied fairly, consistently and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable work as well as behaviour issues. The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in School or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of the School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or

idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

In setting out the following scale of sanctions, the need for flexibility and common sense is emphasised. The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like reporting a student to their Head of Year, Head of Department, Housemistress, or a member of the SLT.

It should be noted, however, that the teacher is responsible in the first instance for dealing with minor infringements. Simple admonishments, backed up by the authority of staff within the school, are often as effective as any formal sanction and should be the first recourse of any member of staff.

Corporal punishment is illegal and is prohibited at Woldingham School. This prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises and applies to all members of staff, including those acting in *loco parentis*, such as unpaid volunteer supervisors. The School does not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

Physical intervention (see section on 'reasonable force') may be used to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person - including the student herself.

The School will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. Any member of staff who reasonably suspects that a student may be suffering, or is likely to suffer significant harm, must follow the procedures set out in the Safeguarding and Child Protection Policy and discuss with the Designated Safeguarding Lead (DSL) or a member of the school's safeguarding team.

The School will make reasonable adjustments for managing behaviour which is related to a student's disability and will also consider whether any disruptive behaviour might be the result of unmet educational (or otherwise) needs, and will discuss concerns with the student's parents accordingly. Where exclusion needs to be considered, the School will ensure that a disabled student is able to present their case fully where their disability might hinder this.

The School's Code of Conduct clearly outlines the expectations and requirements for all students to adhere to school rules in maintaining a safe, learning environment for all.

For all permanent exclusions, a Child Student Visa check is in place. This is to ensure the school is compliant with its responsibility to the Home Office regarding what is expected if a student on a Child Student Visa is excluded.

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for students who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
- sessions with a school counsellor
- behaviour agreements between the Student, Parents and The School

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. If the student has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a student's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the school's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The School believes that good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices seriously. The School makes the following reasonable adjustments for students with SEND or certain health conditions:

- Educational care plans
- Individual care plans
- Adjustments to our sanction and detention processes
- Exit card
- Support from their Form Tutor, Head of Year, Learning Enhancement department

Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

The School is mindful that not all students requiring support with behaviour will have identified SEND.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction students for misbehaviour outside of the school premises or online to such an extent as is reasonable.

On occasion, the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of school staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy.

SEXUAL CONTACT BETWEEN STUDENTS

While friendships are very much encouraged, sexual contact between students in school are not permitted.

Excessive displays of affection are not allowed in school, and students are required to behave in a manner that is considerate of others at all times.

Anyone found in any form of actual or apparent sexual activity anywhere at school may expect to receive a form of sanction which may include temporary or permanent exclusion. In line

with boarding house rules, students must remain in their own dormitory or bedroom overnight.
Parents should be informed unless the School feels that it would be placing the student in a situation where greater harm could be caused. A student should always be supported sensitively in revealing their sexuality and relationship situation with their parents.

USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all schools, Woldingham reserve the right for its staff to use reasonable force to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the student themselves);
- Causing damage to the property of any person (including the student themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEND that the student may have.

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 student behaviour and all staff are aware that corporal punishment of students is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a student for the shortest possible period of time.

The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student 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 student elsewhere (e.g. on a school trip or other authorised out of School activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and

- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after they have needed to restrain a student physically.

The School has a confidential register which includes the student's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. As required under the National Minimum Standards for Boarding Schools, senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

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

The School will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

SEARCHING AND CONFISCATION

SEARCHING

The School reserves the right to search students and their possessions. It will balance the right of students, including boarders, to privacy with the need for the School to search a student or their possessions with consent, where there is a strong reason to do so.

The Head, or a member of staff authorised by the Head, may search a student provided there is another staff member present as a witness. The School does not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a student will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;

- Stolen items;
- Cigarettes, Vapes or related paraphanalia;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices)
- Any item which a student may use to cause harm to themselves or others

The right to search also applies if there is reasonable suspicion that a student is in possession of stolen property. The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought. If it is necessary to search a student's possessions, this will (where possible) be done with the student present and two members of staff.

Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.

If it is deemed necessary to search rooms, then the student will be given the option to be present while the member of staff searches the room. If a physical search of a student is required, this will be done as a last resort and the student having the opportunity to turn out pockets etc. It will be carried out with dignity in such a manner as to minimise any embarrassment or distress. There will be two members of staff present, both female.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the student being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a student of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

For security, safeguarding, and health and safety purposes, the School reserves the right to undertake a reasonable search of any bag or personal belonging left unattended outside designated storage areas on School premises in order to identify its owner. Where this reveals a breach of School rules, including the discovery of prohibited items, appropriate sanctions may be applied in accordance with this policy.

The School will normally inform a student's parents of a search where it is considered appropriate in the circumstances, particularly where alcohol, illegal drugs, weapons, stolen items or other prohibited or potentially harmful substances have been found. The School is not required to seek parental consent before conducting a search.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the student.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

MOBILE PHONES AND ELECTRONIC DEVICES

Woldingham School promotes a mobile phone-free environment to support focused learning, positive social interaction, and student wellbeing throughout the school day. To reinforce this, some year groups are required to be completely mobile phone-free, with clear expectations in place for all students.

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School will always request access to the device to examine relevant data or files, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any student.

Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding and Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the student in accordance with this policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any student, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its students and to help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

COMPLAINTS

The School hopes that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure for Parents is on the school website and sets out how parents can raise a formal complaint and how the School will handle it. A copy of the complaints procedure can also be requested from the school Compliance Officer.

The School's Students Complaints Procedure is available to students and can requested from the DSL or a member of the Safeguarding Team.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day students.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students including within boarding houses which may

indicate that there are possible cultural issues within the School or boarding house enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's PSHE/RSE lessons, or amending this policy.

Any decision to make significant variations between boarding houses in discipline and the use of sanctions should be formally authorised by the School.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, students, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

APPENDIX 1 – SANCTIONS

Sanctions are applied following a staged process :

LEVEL 1 SANCTION ISSUED

If a student continues to exhibit minor classroom or school misbehaviour the teacher should, after giving an appropriate warning, issue a sanction via iSAMS. They may also move the student within the classroom. Sending a student out of the classroom for a short time is acceptable but the door must be kept open. Keeping a student in during break or other time is also acceptable. Heads of Department are encouraged to become involved in supporting members of their department having problems with individual students or groups, and teachers should consult Heads of Department for advice when needed and send a student to see the Head of Department where support is required.

On the occasion of a student submitting unacceptable work, she should be asked to re-submit the work to a tight deadline.

Informing the Tutor/ Head of Year/Housemistress adds to the effectiveness of the sanction.

In Boarding Houses, Heads of Year/Housemistresses will provide clear warnings to students and will describe the consequences of failing to moderate their behaviour, in accordance with their House rules.

LEVEL 2 DEPARTMENTAL DETENTION/ PASTORAL DETENTION

This level would be applied for more serious offences or for persistent poor behaviour.

At this level, students may be placed in a Departmental Detention at a time of the Head of Department's choosing. The classroom teacher will record the sanction and, once it has accumulated, the Head of Department logs a detention on iSAMS and notification will be sent to the student's Tutor/ Head of Year/Housemistress. Parents/Guardians are able to monitor sanctions and detentions on the Parent Portal.

In Boarding Houses, Heads of Year/Housemistresses can for instance apply a community service charge, withdraw privileges, confiscate property that is being misused, whether the student(s) in question are boarders or day students. A certain degree of flexibility is to be expected as to the exact nature and timing of the sanction applied, but the Head of Year/Housemistress will keep a written record of any imposed at this level and parents will be informed.

Tutors/Heads of Year will run Pastoral Detentions when required for uniform and punctuality infractions. These will be recorded on iSAMS with notifications sent to the student's Tutor/ Head of Year/Housemistress and Parent/Guardian.

LEVEL 3 SLT DETENTION

On Fridays from 4.15pm to 5.15pm, the Senior Leadership Team (SLT) Detention will be held, supervised by a member of the SLT. A student attending an SLT Detention must wear their full school uniform. Students receiving three Departmental/Pastoral Detentions will automatically receive an SLT Detention if there are further issues, but this sanction can be applied

immediately for any very serious offence. The Head of Year/Housemistress will inform the student concerned and their parents of the date of the detention, providing at least 24 hours' notice. Records of these sanctions will be kept on iSAMS and only a Head of Year/Housemistress may put students into this detention (although other staff may request it). The Head of Year/Housemistress may place the student on a performance/behaviour monitoring form and an appropriate progress monitoring plan would be agreed between the Deputy Head Pastoral, Head of Year and tutor.

A student missing a timetabled lesson without authorisation would be sanctioned by the Head of Year and usually placed in the next available SLT detention.

A student found to have committed an act of plagiarism should also expect to receive an SLT detention at the discretion of the Head of Year.

In Houses, Head of Year/Housemistress will again be allowed a degree of flexibility, but the sanctions could include the withdrawal of a student from a school activity such as a school social, extra community duties, or the withdrawal of other privileges. When withdrawing a student from a school activity, it is important to consider the effect on other students involved in the activity, such as a sports team or an orchestra, and the teacher in charge of the school activity must always be consulted. A weekend gating is an effective sanction, and the offence should be reported to the Head of Boarding and Deputy Head Pastoral . An appropriate behaviour monitoring plan may be agreed with the Tutor, and the Head of Year/Housemistress will inform the parents.

LEVEL 4a SATURDAY DETENTION WITH THE HEAD

Students may be given a Saturday detention with the Head if they miss an SLT detention or upon receiving three SLT detentions or three similar punishments at Level 3. This sanction can also be applied immediately for any very serious offence. The detention will be held on a Saturday from 8.30am to 10am and will be supervised by the Head. A student attending a Saturday detention must wear their full school uniform.

LEVEL 4b MEETING WITH SLT AND PARENTS

Upon receiving three SLT detentions or three similar punishments at Level 3, parents may be invited to a meeting with a member of the SLT. It is hoped that the meeting will establish an agreed contract on future behaviour or attitude. The outcome of the meeting will be recorded and kept on file. Depending on the circumstances which led to the SLT detentions, a student may be suspended at level 4.

LEVEL 5 SUSPENSION (TEMPORARY AND INTERNAL)

The Head may, at theirdiscretion, suspend a student from the school if the student's behaviour (including behaviour outside the School) is seriously unsatisfactory, and if, in their reasonable opinion, the removal is in the best interests of the student or the School. The Senior Deputy Head and the Deputy Head Pastoral have the same authority in the Head's absence.

A student may be suspended while a complaint is being investigated. Examples of behaviour (and this list is not exhaustive) which could lead to suspension (or permanent exclusion), after investigation, are:

- bullying including cyberbullying,
- violence,
- racism,
- homophobia or any other discrimination on the grounds of gender or sexuality,
- sexual harassment,
- sexual misconduct,
- verbal abuse of, or threatening behaviour towards students or staff,
- any behaviour endangering her own and other's health and safety,
- stealing,
- cheating,
- plagiarism and dishonest academic practice,
- damage to property,
- malicious allegations against students or staff,
- smoking (including vaping),
- drug or alcohol misuse,
- possession or distribution of inappropriate material or images,
- misuse of the School's IT Network or misuse of electronic devices,
- bringing the school into disrepute,
- persistent disruptive behaviour,
- being complicit in any of the above.

An internal suspension may at times be appropriate, whereupon a student will be kept at school but removed from all lessons and school activities. The student will be supervised at all times, including mealtimes.

The parents/guardians will be informed before a student is suspended, by a member of SLT, to arrange a collection time and ensure that appropriate work is taken home. The length of the suspension may vary according to the circumstances and nature of the offence but will generally not be longer than a week. If a boarder is suspended, she will be released to the care of her guardian or, if suitable arrangements cannot be made, will be internally suspended.

The Head will send communication to the parents, which might include a formal warning and will meet with the student and their parents/guardian on their return to school following the suspension.

LEVEL 6 PERMANENT EXCLUSION OR EXPULSION

If a student faces their third suspension, the Head will discuss her long-term future at the school with their parents.

For permanent exclusion a distinction is made between **expulsion** and **requirement to leave**.

A student is liable to **expulsion** for a grave breach of school discipline, for example a criminal offence or some wilful act calculated to cause serious damage to the school, its community or any of its members. Formal expulsion means that the student's name will be removed from the school roll and reference to the facts and circumstances will be made in response to every request for a reference. A student may be subject to expulsion, without having moved through levels 1 – 5, for a serious breach of school rules.

For a breach of school discipline falling short of one for which expulsion is necessary, the student may be **required to leave** permanently. In such circumstances reasonable assistance will be given in helping the student to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the School. In any circumstances where permanent exclusion is being considered, the Head is required to act fairly and in accordance with the principles of natural justice. The Head will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions will be kept in the Head's Office and must be notified to the Chair of Governors. The procedure for appealing against a permanent exclusion is set out in the Complaints Procedure for Parents..

For all permanent exclusions, a Child Student Visa check is in place. This is to ensure the school is compliant with its responsibility to the Home Office regarding what is expected if a student on a Child Student Visa is excluded.