

## **1. AIMS AND OBJECTIVES**

The aim of this policy is to promote excellent standards of behaviour for learning throughout a pupil's time at Wycliffe Prep School so that every pupil can reach his or her full potential. Pupils may only achieve this if standards of behaviour are consistently high and learning is not disturbed by behaviour of others. This requires a consistent and clear approach to behaviour management, which fosters a positive culture for learning. This policy is intended to provide clarity on practice and systems at Wycliffe that enables staff to teach in a positive and supportive environment in line with our core values. We expect all pupils to behave in a way that contributes to effective learning within school. This Behaviour for Learning Policy will ensure that all pupils can make appropriate progress during the school day.

All rewards and sanctions must be:

- clearly identifiable and understood by pupils, staff and parents
- administered in a consistent, and corporate manner
- appropriate to all students, their abilities, and be reasonable and proportionate in nature
- providing a level of consistency that will be identifiable to the pupils
- allowing pupils, the opportunity to make positive choices about their behaviour and to influence outcomes

Good behaviour is an essential condition for effective learning and effective teaching to take place. All members of the School community including pupils, staff and parents are responsible for maintaining good behaviour. All staff are responsible for using the rewards, guidelines and sanctions clearly and consistently and for working with parents, encouraging involvement and co-operation, and for sharing consistently high standards of behaviour with the pupils in their care in order to maximise learning and teaching opportunities.

### Strategies for promoting good behaviour and discipline

- a) The ethos of the School is one of encouragement rather than criticism. There is a clear set of Core Values (Respect / Resilience / Responsibility / Empathy) set out at page 3 that all staff are expected to promote with pupils at every opportunity. The School aims to raise the aspirations of all of its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom, provided their behaviour is positive and respectful and in accordance with this policy. Pupils are encouraged to take responsibility for their own behaviour and learning. We celebrate both behavioural and academic success, emphasise the positive and deal with the negative in a kind, sensitive and tactful way. The School's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the School expects every pupil to cooperate and to work hard.

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Constructive whole school planning for PSHEE
- Appreciating and following agreed codes of behaviour
- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings
- Encouraging everyone to take pride in their environment
- Having a positive and consistent approach to break times
- Offering a broad and balanced curriculum that is well-prepared, well-planned and stimulating to each child.

All adults are expected to consistently model the behaviour we expect from the children. This is achieved by:

- Demonstrating good manners
- Practising good behaviour to each other as well as the children
- Teaching appropriate behaviour and giving positive feedback when pupils are behaving well
- Showing respect for each pupil as an individual and making them feel valued
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Having an awareness of their own appearance and demeanour and the messages they give
- All adults listening to the pupils.

To encourage positive behaviour, we promote and encourage children to adopt and apply the Core Values (Respect / Resilience / Responsibility / Empathy) and this includes the following:

Showing respect for others by:

- Behaving in a way that allows other pupils to learn
- Being honest
- Listening to other people

Showing resilience by:

- Dealing with unkind behaviour in a positive way
- Being positive when facing a challenge

Showing responsibility by:

- Being punctual and well-organised
- Being honest
- Looking after our own and other people's property
- Taking responsibility for their actions

Showing empathy for others by:

- Sharing
- Being gentle and positive towards others, sometimes putting others first
- Being kind and helpful

If a pupil does not meet these expectations, whether inside the classroom or out, s/he will receive a sanction in accordance with the rewards and sanctions procedures as set out in this policy.

In Lower Prep and EYFS, to encourage positive behaviour we promote and encourage children to conform to the following statements known as "The Wycliffe Way"

- We are kind
- We all tidy up
- We all play together
- Playground Pals help us (Reception/KS1 only)
- If someone says or does something we don't like, we say "stop"
- We share toys
- We ask members of staff to help us
- We only cross a road when a member of staff tells us to.

Children are given guidance on how to manage their own behaviour and strategies to avoid conflict e.g. making a clear hand signal and saying "stop" if someone is doing something that is hurting or upsetting them.

The School will actively support pupils with special educational needs and disabilities in managing their behaviour and will make reasonable adjustments to managing poor behaviour for those pupils with a disability in accordance with the Equality Act 2010. The School will always consider ways of supporting pupils with SEND to help address any poor behaviour, including positive reinforcement measures and reward systems as appropriate, whilst maintaining the overall expectations of appropriate behaviour that enables and supports learning. Parents will be consulted to assist the School in managing any poor conduct, as appropriate.

- b) Wycliffe's community of trustees, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. The School sees education as a partnership. The staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The School expects the highest 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.
- c) Positive reinforcement of good behaviour is more effective than negative punishment. Criticism should never damage self-esteem and censure should focus on the behaviour not the child. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly.

Every effort should be made to defuse potential problems before they arise through discussion, good organisation, clear expectations and consultation. It should not normally be necessary to shout.

Corporal punishment must never be given and no child must ever be threatened with corporal punishment while in our care. Any punishment that might have an adverse impact on a child's well-being must never be used or threatened.

Bullying (including peer-on-peer abuse) is not acceptable and children should be encouraged to share any concerns they have with a teacher. The School has an Anti-bullying Policy and this is made available to parents.

- d) The following suggestions have been found to have a positive effect when recognising good behaviour:
- Individual verbal praise
  - Public praise in the classroom at assembly or in Newsletters
  - Informing parents verbally or in writing
  - Stickers (for younger pupils)
  - Certificates
  - Visit to another member of staff or the headmaster
  - Specific privileges given within the classroom (for younger pupils)

The house points system should be used both to reward and punish pupils' behaviour in Years 3 to 8. Please refer to the document House Points System for further information.

## 2. REWARDS

Our rewards should encourage the pupils to strive to behave and perform to their best in all areas of school life. Pupils are rewarded through the system of House Points, Core Value Points, Excellents, and Headmaster's Commendations.

### House Points

House Points should be used as positive rewards and be awarded by all staff for pupils' work and performance. We must be prepared to recognise and reward the children for all the good things that they do while at school, whether inside or outside the classroom. We must do this as often and regularly as possible to ensure that the children are rewarded appropriately to allow them to feel that they are individually valued and are recognised for making a positive contribution to the life of the school.

- The maximum number of House Points that can be awarded for any one piece of work is four.
- House Points should be awarded for:
- Progress
- Good or better standards of achievement

### Core Value Points

Children are awarded Core Value points for demonstrating the Core Values -Respect, Resilience, Responsibility and Empathy - in and around school. We must be prepared to recognise and reward the children when their behaviour demonstrates the Core Values.

The four Core Values encompass all aspects of school life.

Points are awarded for:

- Respect  
Showing respect for the school environment and all members of the Wycliffe community, by listening and being honest. This includes demonstrating good manners both around the school and in the dining room, helpfulness to staff and fellow pupils and responding in a positive manner to what pupils are asked to do.
- Resilience  
Showing resilience when things go wrong or become difficult and dealing with negative situations positively. This includes pupils showing a determination to succeed even when things are challenging.
- Responsibility  
Taking responsibility for their actions, belongings and the school environment. This includes giving best effort inside and outside the classroom and showing enthusiasm for tasks set.
- Empathy  
Demonstrating empathy towards others' needs and feelings. This includes showing kindness and/or helpfulness to staff and fellow pupils and putting others' needs first.

At the end of each term, a cup is awarded to the pupil with the most Core Value Points in each year group.

### Excellents

An Excellent is awarded for exceptional work or performance, or a series of very good pieces of work/performances. An Excellent may also be awarded for exemplary modelling of one or more of the Core Values:

- Every Excellent is worth five House Points
- The member of staff awarding an Excellent should make the pupil aware and inform the parents through iSAMS, whenever possible, within three days of the award being given.

### Headmaster's Commendations

A Headmaster's Commendation is awarded for outstanding work by a pupil or for a pupil demonstrating outstanding examples of adhering to the school's Core Values:

- Pupils should be sent to the Headmaster to show their work at the discretion of each individual teacher. The Headmaster will decide if the work is worthy of a commendation or a mention in the next newsletter.
- A Headmaster's Certificate of Commendation, awarded at the discretion of the Headmaster, will be sent out to the parents on the day the award is verified by the Headmaster with a brief letter of explanation.

## **3. SANCTIONS**

This policy applies when pupils are at School, travelling to and from the School, representing the School, or in the lawful control of school staff or in some other way identifiable as a pupil of the School. It applies when pupil misbehaviour:

- poses a threat to members of the School community and/or the public;
- may result in repercussions for the orderly running of the School; and/or
- may adversely affect the School's reputation.

### Safeguarding and Pastoral Considerations:

All sanctions are reasonable and must be proportionate to the circumstances of each case, taking into account the pupil's age, any SEN or disability and any religious requirements affecting the pupil in accordance with the School's obligations under the Equality Act 2010. All staff are responsible for considering whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding Policy. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

### Sanctions for serious misbehaviour:

If a serious incident occurs in Lower Prep, the member of staff in charge must record it in the relevant Nursery, Reception or KS1 Incident record book. The Head of EYFS or Nursery Manager and other members of staff who care for that child must be informed. The incident must be explained to parents either by telephone following the incident or when they collect their child, and they must be asked to countersign a copy of the account recorded in the Incident book. The Deputy Head may be involved, depending upon the seriousness of the incident.

In Middle and Upper Prep, there is a clear system of more formal sanctions for managing unacceptable behaviour:

***Our Behaviour for Learning Policy is based on success not failure. This underlines the importance of our House Points and Core Values Points systems which reward and praise the pupils.***

Poor behaviour must be addressed, and all staff have a professional obligation to highlight and help pupils to behave well and make the right choices. Pupils are given a tiered sanction (T1, T2 or T3) depending on the nature of the incident.

Sanctions should help the pupils to adjust their behaviour through learning where they have gone wrong and making the correct choices subsequently. It is the responsibility of all teachers to advise the pupil as to how he or she should adjust his or her behaviour in future.

All sanctions must be fair, considered, reasonable and proportionate.

Staff should be positive. Avoid saying “don’t” or phrases like “do it because I say so”. This teaches a child nothing. Spend time explaining why behaviour has not met expectations with reference to this policy, where appropriate.

Discipline must be administered calmly, never with anger, and works best if it is applied thoughtfully and consistently. A distinction must be drawn between the individual and the behaviour - it is the action not the individual we are criticising. A pupil who perceives animosity or lack of respect from the teacher is more likely to react adversely.

Staff must give pupils a chance. They (we!) all make mistakes, sometimes by accident, without thinking through the consequences, and sometimes deliberately. Pupils must always know that there is a solution if they take responsibility for their actions and that there is always a way in which they can redeem themselves.

When a pupil is in need of reprimand they should be fully involved in the process. Pupils should be asked to account for their actions (recognition of fault) and share in discussions about appropriate sanctions or ways forward so that they recognise the need to amend their behaviour accordingly. In this way they should learn from their mistakes and will not feel resentful or feel unjustly treated.

Confrontation, loss of temper, raised voices or any form of physical or verbal intimidation is unacceptable staff behaviour at this school.

**Any form of *corporal punishment* is completely forbidden.**

#### Tier 1 Sanctions - Given for low level misdemeanours

Given for a low-level misdemeanour such as (but not limited to) regularly arriving at a lesson late, or consistently being without the minimum required equipment and resources, or consistently not completing prep etc. Although a level of consistency is important in awarding sanctions, appropriate allowances must be made for those pupils with SEND in accordance with the School's safeguarding and SEND policies. If in doubt about the award of a sanction to a pupil with SEND, please consult Mr Guest, SENCo.

#### *Tier 1 offences - (the list below is not exhaustive)*

A Tier 1 sanction should only be given after issuing a warning of what the pupils is doing wrong, why it is wrong and what they can do to put it right. A Tier 1 sanction is to be given for such offences as:

*In Lessons*

- repeatedly late for lessons (having ascertained the reason for lateness)
- repeatedly arriving at lessons without the required equipment for at least three lessons
- repeatedly off task, despite warnings
- answering back
- repeatedly interrupting or calling out
- repeatedly ignoring instructions
- throwing items during a classroom
- chewing or eating during lessons
- repeatedly making silly noises during lessons
- repeatedly not completing sufficient work during a lesson in relation to individual ability
- failing to show respect for school staff, classmates and/or the classroom
- demonstrating a deliberate lack of empathy for others in the classroom
- failing to do prep (without valid reason)
- not completing prep to a satisfactory standard in relation to ability

*In Tutor Time*

- repeatedly leaving lockers untidy
- repeatedly forgetting reading material for tutor time
- failing to show respect for the tutor, classmates and/or the classroom
- demonstrating a deliberate lack of empathy for others

*Around the School*

- dropping litter
  - repeatedly leaving belongings in the wrong place
  - repeatedly running in parts of the school where walking is required for safety reasons
  - talking in assembly
  - repeatedly demonstrating a deliberate lack of empathy for others
  - failing to wear uniform or sports kit correctly e.g.:-
    - shirt untucked after warnings
    - top button undone after warnings
    - wearing non-regulation earrings after warnings
    - wearing non-regulation hair band, bobbles etc. after warnings
    - wearing school socks for games/PE lessons
- a) A Tier 1 Sanction will result in the debit of 1 point
- b) A Tier 1 Sanctions will be logged in iSAMS. The person awarding the Tier 1 must log it on to iSAMS with appropriate detail to enable to parent to support the member of staff and speak to their child.
- c) Five Tier 1 Sanctions in one week will lead to a thirty-minute lunchtime detention. It is the responsibility of the tutor to monitor their tutees and speak to them accordingly, as and when necessary.
- d) The tutor will contact parents when a pattern is beginning to emerge or the behaviour of a tutee is becoming a cause for concern.
- e) Three Tier 1 detentions in half a term will be the equivalent of one Tier 2 detention with cumulative impact.

Tier 2 Sanctions - Given for more serious breaches of behaviour

*Tier 2 offences - (the list below is not exhaustive)*

- Persistent incidents of all Tier 1 offences with the same teacher
  - Isolated incidents of low-level rudeness
  - Inappropriate remarks to other pupils
  - Questioning the authority of the adult in charge
  - Going out of bounds
  - Breaches of specific classroom behaviours e.g. Science, IT, Games and Art
- a) A Tier 2 Sanction will result in the debit of 5 points
- b) A Tier 2 sanction will lead to a thirty-minute detention
- c) Parents informed via the tutor through an email, phone call or in person
- d) Three Tier 2 detentions in half a term will lead to a Restricted Programme.
- e) When a pupil is placed on a Restricted Programme the parents are invited to come and meet with the Head of House and tutor
- f) Two Restricted Programmes in half a term may lead to suspension.

Tier 3 Sanctions - Given for severe breaches of behaviour

*Tier 3 offences - (the list below is not exhaustive)*

- Verbal or physical unkindness
    - Harmful or offensive name calling of other pupils
    - Using an inappropriate level of physical or emotional coercion of other pupils
    - Any form of bullying or racial or other forms of discrimination
  - Using foul and/or abusive language or behaviour
  - Persistent disobedience
  - Significant rudeness to an adult
  - Breaking the core school rules
  - Behaving inappropriately when representing the school
  - Damaging school property or another pupil's property
  - Lying
- a) A Tier 3 Sanction will result in the debit of 10 points
- b) Parents informed by the Head of House, through an email or a phone call

*Withdrawal from trips etc. will only happen if the pupil concerned is on a Restricted Programme at the time, or at the discretion of the Headmaster. Staff must discuss this with the Headmaster before approaching a pupil or parents on the matter.*

Contracts are an option for boarding behaviour as well as for conduct during the school day and boarding Contracts are overseen by the Head of Boarding. The Head of Boarding draws up the Contract and sees each pupil as necessary to monitor their progress against the Contract, but otherwise the day-to-day management of the Contract rests with the relevant Housemistress. Where poor behaviour is exhibited across the School and in the boarding house, separate contracts will be drawn up so that continued poor behaviour in one of the two areas does not lead to exclusion from all aspects of school life.

Suspension

The Headmaster, or in his absence, the Deputy Head, may suspend a pupil for between 48 hours and one school week for very serious indiscipline, or for less serious offences, where repeated punishment has proved ineffective.



### Exclusion

If suspension is ineffective, if there is repeated misbehaviour that has not responded to other methods of discipline, or in a one-off case of an exceptionally serious offence, the School may be forced to exclude the pupil on a permanent basis. The Head of the College will always be consulted on any suspensions or exclusions that occur. The Headmaster keeps a written record of all pupil suspensions or exclusions.

A non-exhaustive list of the sorts of behaviour that could merit suspension or exclusion in the Preparatory School includes the following, regardless of whether they took place within school or outside school grounds or school time:

- Persistent disruptive behaviour
- Peer on peer abuse
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Drug abuse
- Alcohol abuse
- Theft
- Sexual misconduct
- Damage to property
- Contravention of the School's E-Safety Policy, ICT or Acceptable Use Policy
- Contravention of a Contract
- Behaviour which brings the School into disrepute
- Behaviour which in the Head's reasonable opinion leads them to believe that removal of the pupil from the School is in the best interest of the School or of the pupil
- Malicious allegations of abuse against a member of staff

Parents and guardians who accept a place for their child at Wycliffe Preparatory School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and homework/private study.

The School is always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded.

At all points of pupil transition, the School works closely with the next provider, whether that is another department within the Prep School, the Senior School, or a different school. Information is provided to support the pupil's academic and emotional transition effectively and any concerns about the pupil or positive attributes they display are shared.

### Allegations against staff

Should a child make an allegation against a member of staff, it would be investigated in accordance with the procedures set out in School's Child Protection (Safeguarding) Policy. The School will give consideration to the needs and wishes of the pupil who made the allegation, and of any others whose involvement is required.

If an allegation were made and subsequently found to be unfounded, the pupil would be counselled and supported within school and an outside agency might be approached if the pupil were found to need on-

going emotional or behavioural support. Disciplinary sanctions may be appropriate where the allegation was found to be maliciously or falsely made.

Parents will always be kept informed of any allegations made as soon as possible in accordance with the School's safeguarding policy. Parents will also be informed about the progress of the School/third party investigations and of the outcome of the matter, as soon as practicable.

Parents will also be made aware of the requirement to maintain confidentiality about any allegations made against staff whilst the investigation is ongoing in accordance with section 141F of the Education Act 2002.

#### Use of Reasonable Force

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent either (1) a pupil committing an offence, (2) personal injury to the child, other children or to an adult, (3) to prevent serious damage to property, or (4) in what would reasonably be regarded as exceptional circumstances. Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the actions which could endanger them or others. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child 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 the situation). Members of staff including non-teaching staff, may use reasonable force at any time on or off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a field trip or other authorised out of school activity).

Staff training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance entitled 'Restraint' which includes:

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

The use of 'reasonable force' means using "no more force than needed" and will always depend on the circumstances of the case and the following must be taken into account:

- The use of force is regarded as 'reasonable' only if all the particular circumstances warrant it - otherwise it is unlawful; therefore, physical force must not be used to prevent a trivial misdemeanour or in a situation that could clearly be resolved without it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent); it should always be the minimum needed to achieve the desired result.

Corporal punishment of pupils is strictly prohibited

Reasonable adjustments in accordance with the School's duty under the Equality Act 2010 will be made for managing misbehaviour when behaviour relates to any learning difficulty, special educational needs or disability of a pupil. The School will carefully consider the risks in order to recognise the additional vulnerability of these pupils.

Every member of staff will inform the Deputy Head, immediately after s/he has needed to restrain a pupil physically. The Deputy Head will always inform a parent when it has been necessary to use physical restraint and invite them to the School, so that we can, if necessary, agree a contract for managing that individual pupil's behaviour. Parents of pupils in the EYFS will be informed the same day or as soon as reasonably practicable. Where physical restraint has happened in a boarding house situation, the DoPC is the point of contact for a member of staff rather than the Deputy Head.

The School will record all instances where physical intervention has been used by a member of staff. The record should include:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- the names of any pupils or staff who witnessed the incident
- the reason that the teacher believed physical force to be necessary
- how the incident began and progressed, including details of:
  - the pupil's behaviour and what was said by each of the parties
  - the steps taken to calm/defuse the situation
  - the degree of force/physical contact, how it happened and for how long
  - the pupil's response and the outcome of the incident
  - details of any injury suffered by the pupil, another pupil or member of staff ➤ details of damage to property.

Searching Pupils and/or their Possessions

The School may carry out searches of pupils and/or their possessions.<sup>1</sup> Only the Head and authorised members of staff may conduct a search of a pupil and/or their possessions. The School does not conduct intimate searches and only outer clothing (for example, coats, hats, shoes, boots, gloves and scarves) will be required to be removed.

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

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen goods;
- Tobacco, cigarettes, or cigarette papers;
- Fireworks;

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<sup>1</sup> in accordance with sections 550ZA - 550ZC of the Education Act 1996 and the Department for Education's guidance "Screening, Searching and Confiscation".

## WYCLIFFE COLLEGE PREPARATORY SCHOOL BEHAVIOUR FOR LEARNING POLICY



- Pornography;
- Any item banned by the school rules (including electronic devices); and
- Any other items as identified by law.

Failure to consent to a search will amount to a Tier 3 offence under this policy.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff save as for where the member of staff reasonably believes that there is a risk of serious harm to any person (including the pupil being searched) if the search is not carried out immediately, or where it is not reasonably practicable to summon another member of staff. A search may be conducted on or off school premises where the pupil is in the lawful control of the School.

Parents will be informed of any search conducted of their child and/or their child's possessions after the event, particularly where alcohol, illegal drugs, or potentially harmful items or substances have been found as a result of the search. The School is not required to obtain the prior consent of a pupil's parents before undertaking a search. The School will keep records of all searches carried out including the results of the search and any follow up action taken.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting a search to decide whether any additional precautions and/or adjustments are needed before undertaking the search in accordance with the School's safeguarding policy.

### Electronic Devices

Where a search finds an electronic device that is prohibited by the School rules, or where the member of staff undertaking the search reasonably suspects that the electronic device has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the School may examine any data or files on the device, where there is good reason to do so. Examples of where a 'good reason' may arise include where the member of staff reasonably suspects that the data or files on the device has been, or could be, used to cause harm, to disrupt teaching or break the School rules. Parental consent to search through electronic devices is not required.

The School may also 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 may contain evidence in relation to a criminal offence, 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 an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may retain the device as evidence of a breach of this behaviour policy, and punish the student accordingly.

### Complaints

The School hopes that parents will not feel the need to complain about the operation of its Behaviour for Learning Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. The School's complaints procedures apply equally to the Nursery Department and have been drafted to meet the specific requirements for EYFS pupils as described in the Lower Prep Behaviour Policy on our website, and in the paragraph below. The School will send parents copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

## WYCLIFFE COLLEGE PREPARATORY SCHOOL BEHAVIOUR FOR LEARNING POLICY



### Unexplained absences

The School recognises that a child missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. Where there is an unexplained absence the School will telephone the pupil's home to determine the pupil's whereabouts in accordance with the School's safeguarding policy and Missing Child Policy.

Please note that it is the School's policy usually not to allow holiday to be taken during term.

### Involvement with pupils

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council and Academic Council which meet regularly.

### Records

Records are kept of all major sanctions. Records are kept in the [school office] [and in the boarding houses] to facilitate monitoring and identification of any significant patterns and trends of misbehaviour.

SMT is responsible for ensuring that all staff are meeting expectations.

This policy is reviewed annually by the Headmaster.

APPENDIX 1

At Wycliffe we choose to make positive behaviour choices in and around school.

If we consistently make positive choices we generate good habits.

These good habits build a culture of excellence

