

## **CONTENTS**

Introduction .....	3
Roles and Responsibilities.....	3
Whole-School Approach to Behaviour.....	4
Managing Pupil Transition.....	5
Parents' Involvement.....	5
'Other' Agencies .....	6
The School Rules (Expectations and Standards) .....	6
Misbehaviour outside of school or online .....	7
Promoting Good Behaviour .....	7
Responding to misbehaviour .....	8
Sanctions .....	8
Behaviour for Learning – Expectations, Steps and Actions .....	10
Communication & Record-keeping .....	11
Recording of sanctions .....	11
Types of Misbehaviour .....	12
Preventing Recurrence of Misbehaviour .....	15
Causes for Concern .....	15
Contextual Safeguarding .....	15
Special Educational Needs .....	15
Supporting Pupils following a Sanction .....	16
Restorative Approaches.....	16
The Use of Reasonable Force .....	17
The Searching of a Pupil's Person or Possessions .....	18
Confiscation of a Pupil's Belongings .....	19
Electronic Device Confiscation .....	19
Malicious Allegations Made Against Staff or Pupils .....	20
Teaching and learning.....	20
Complaints .....	20
Required Removal .....	21
Investigation Procedure .....	22
Monitoring and Review .....	22
Related Policies .....	23
APPENDIX 1 - ALCOHOL, SMOKING/VAPING AND DRUGS .....	24
Alcohol.....	24

Smoking and Vaping.....	26
Drugs .....	28
APPENDIX 2 - POSSIBLE SANCTIONS .....	33
APPENDIX 3 - DISCIPLINARY SANCTIONS .....	34
APPENDIX 4 - POSSIBLE INCLINE IN ACADEMIC SUPPORT/SANCTIONS .....	39
APPENDIX 5 - TRUSTEES' REVIEW.....	40
APPENDIX 6 - WARNING SIGNS FOR DRUG USE .....	42
APPENDIX 7 - SEARCH CONSENT FORM .....	43

### **Introduction**

At Wycliffe ('the School'), we aim to create an inclusive, safe and stimulating environment which is conducive to learning and to promote high standards of achievement and behaviour. We recognise that pupils learn best in a safe, compassionate and ordered environment. This policy is designed to allow pupils to develop a sense of self-discipline and an acceptance of responsibility for their actions. It is also designed to help all pupils achieve the best of their ability, develop self-esteem and mutual respect.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

This policy is brought to the attention of new staff at induction and returning staff are reminded at regular intervals to revisit the policy especially following any review and subsequent amendments. This policy is available to view via the School's website and parents may request a hard copy if required.

The School aims for all pupils to:

- Achieve their full academic, spiritual, physical and creative potential.
- Behave with 'unassuming confidence', showing generosity of spirit, respect for others and appreciation of diversity.
- Cultivate social and environmental awareness and an understanding of their role as global citizens.
- Develop skills, self-knowledge and resilience to face positively all future challenges.
- Exhibit creativity, innovation and independence in their approach to learning and to life.
- Feel happy and secure.

The School's policies seek to reflect the highest moral standards. In particular, bullying, discrimination, and other anti-social behaviour will not be tolerated. This is set out in detail in the School's Anti-Bullying Policy. As a School founded on Christian principles, the School recognises that pupils make mistakes and that pupils who do so should be able to make reparation where reasonably possible. The School understands that problems are likely to have underlying causes and the School will seek to take account of these and help address any underlying issues.

### **Roles and Responsibilities**

The **Head** has overall responsibility for the behaviour of pupils in the School and will determine the standard of acceptable behaviour, to the extent that this has not been determined by the Trustees.

The Head delegates much of the day to day responsibility for maintaining discipline in the School to the **Senior Deputy Head** who will:

- Establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority
- Encourage good behaviour and ensure that the overall standard of behaviour is acceptable
- Seek to prevent all forms of bullying among pupils
- Regulate the conduct of pupils.

The **Senior Housemistress or Housemaster, Head of Sixth Form and Head of Lower School** have designated responsibilities in promoting good standards of behaviour and will frequently work with the Senior Deputy Head in resolving disciplinary issues. They also have a key role in:

- Setting high expectations of behaviour in the classroom and the wider School environment
- Supporting other members of staff in dealing with poor behaviour
- Monitoring and advising those pupils whose behaviour has fallen or which is in danger of falling below that expected.

The **Housemistress/ Housemaster and Tutors** have a central role in pastoral care and are therefore vital in maintaining high standards of behaviour and will also report directly to the Senior Deputy Head when more serious sanctions are required.

The **Chaplain and the Health Centre** are able to offer confidential advice, including those relating to discipline (except in the case of a safeguarding issue).

The School has an appointed '**Independent Person**'. The telephone number is printed in the termly calendar and displayed in houses on posters.

**All Staff** are expected to promote self-discipline amongst pupils, to act as role models for positive behaviour and to deal appropriately and consistently with any unacceptable behaviour. It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and the content of the lesson. Behaviour, however, which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Teachers will reinforce the School's Behaviour for Learning Expectations and follow the consistent 'Steps and Actions' for managing low-level disruption in the classroom. Similarly, all teachers have a duty to uphold the School Rules, including those on dress and appearance.

**Pupils** have the right to be treated with respect by teachers and other pupils, as well as an equal responsibility to treat other people with respect. They are expected to uphold the good reputation of the School, to obey the School Rules and to tell a teacher or any of the ancillary staff if they feel that they are being mistreated.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in house assemblies, and during form time, Life Skills (PSHEE) lessons, project work, and via the School Council, and Boarders' Forum, which meet regularly.

The School will ensure that all new pupils (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

### **Whole-School Approach to Behaviour**

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

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.

The School recognises that some pupils 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.

### **Managing Pupil Transition**

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online. Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHEE) lessons, project work, drama activities, stories and literature. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. At key entry points, the School ensures new pupils are fully aware of the standards of behaviour expected.

Prior to entry to the Senior School in Year 9, Year 8 pupils have a series of induction days where the expectations of behaviour are discussed. This is also an opportunity for new pupils to become more aware of the culture and values of the School and be enthused by the opportunities that await when they arrive in September. Likewise, parents are invited to attend meetings with staff where behavioural expectations are discussed.

Prior to the September start, any individual pupil whose behaviour gives cause for concern will be flagged (often by the Prep School or feeder schools). This is done to help manage the transition and support any behaviour, as necessary.

The other key entry point is into Year 12 with Year 11 making the transition together with new entrants into the Sixth Form. Some of these will be from overseas and are required to attend an induction programme immediately prior to the start of the academic year where they are briefed on the School Rules and standards of behaviour expected in the School community.

Where necessary, extra support and induction will be provided for pupils who are mid-term or mid-academic year arrivals.

### **Parents' Involvement**

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the 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. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School expects all parents to have read through the School's Expectations and Standards with their children and expects them to work with the School in the interests of all pupils to encourage strict adherence to these Expectations and Standards.

The School also encourages a constructive dialogue with parents where it is expected that any home issue which may adversely affect the behaviour of their child in school is raised and discussed with the School. In addition, the School expects parents to attend formal Parents' Evenings and to use this an opportunity to discuss any concerns regarding their child's conduct, attendance and progress. Outside of those meetings, the School operates an 'open door' policy allowing parents to come in and discuss any matter of concern at any time of the year.

For our international pupils – and indeed for some of our UK boarders – the School regularly liaises with guardians and/or educational agents. It is a requirement that pupils resident overseas have a registered, suitable and accessible UK guardian who may be required to act in 'loco parentis' and be the main point of contact in the parent's absence. The guardian/ educational guardian must be located sufficiently close to the School to enable attendance at short notice, in the case of emergencies.

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.

#### **'Other' Agencies**

There will be occasions when external agencies are consulted as part of the School's disciplinary process. For example, police may be involved where the School suspects the law has been broken or a pupil may be at risk of harm. Social Services may also be informed where there is a safeguarding issue that needs addressing. Sensitivity and discretion will be deployed at all times by staff involved and parents will be kept fully informed (subject to where informing parents puts the child at risk – see the College's Safeguarding Policy and Child Protection Procedure).

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', the College's Safeguarding Policy and Child Protection Procedure will be followed rather than this policy or the School's Anti-Bullying Policy.

#### **The School Rules (Expectations and Standards)**

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 pupils, 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/expectations and standards are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Trustees, staff, parents, and pupils adhere to established School rules, expectations and standards and a behaviour curriculum.

The School Expectations and Standards are drawn up to assist in making the School an orderly and safe environment, to give a sense of security to each individual in the School, to ensure respect for others and the property of others, and to make clear the distinction between acceptable and unacceptable behaviour. A copy of the school's Expectations and Standards is shared with all parents. Unacceptable behaviour disrupts the learning of others and infringes on the rights, safety or learning of any member of the School community.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect 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. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and Expectations and Standards and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

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

### **Misbehaviour outside of school or online**

When discharged to their parents, the School's responsibility for that child's behaviour formally ends. However the School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The School Rules/Expectations and Standards apply on School trips, including educational visits and sporting events, and on work experience placements. They apply when pupils are legitimately visiting Stonehouse or (in the case of boarders) further afield at the weekends. On occasion the School may also apply the provisions of this policy to misbehaviour that occurs whilst pupils 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 pupil 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 pupil 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 pupil will be made on the School premises or elsewhere at a time when the pupil 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.

### **Promoting Good Behaviour**

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



Pupils are rewarded for their efforts in a variety of ways, including;

- Verbal praise
- Merit awards – big accumulators to be recognised by Head
- Wycliffe 'commendations'
- Academic effort prizes – awarded throughout the year
- Highlighted in assemblies
- Recognition in national competitions
- Sporting colours
- 'Oscar' ceremonies and other social celebrations
- Non-academic awards – Loosley, Sibly & Honours Awards
- Public performances, platforms in assemblies & Chapel presentations
- Use of media to highlight excellence
- Quiet praise from tutors, teaching staff & members of SMT

### **Responding to misbehaviour**

From time to time, pupils will break the rules and expectations either deliberately or unintentionally. Action must be taken in every case where there is a breach of School Rules. The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all pupils 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 pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** – supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

When a member of school staff becomes aware of 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 pupils and staff. Misconduct may not always result in a sanction. In the case of a serious breach of discipline, pupils should however expect an appropriate sanction to be implemented

### **Sanctions**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules, Expectations and Standards, at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School, whether because they fail to follow a School rule or an instruction by a member of staff. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

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 pupils 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 pupil's misbehaviour occurs outside of 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.



Disciplinary sanctions are applied when it is necessary to show appropriate disapproval of a pupil's behaviour. They are designed to:

- stop the inappropriate behaviour
- allow the pupil to make a better choice next time, and
- show other pupils what is/ is not acceptable in School.

Corporal punishment is illegal and is never used or threatened at our School and we do 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 College's Safeguarding Policy and Child Protection Procedure.

A reasonable sanction will:

- Be proportionate;
- Take into account any special circumstances which are known to the person imposing the sanction, including the pupil's age, and, where appropriate their special educational needs, disability,; and
- Be lawful. Punishments will not be discriminatory, degrading or humiliating.

Examples of sanctions that may be used in the School include:

- 
- Verbal warning and reminder of the expectations of behaviour from a member of staff
- Communication to parents to advise of the misbehaviour;
- Withdrawal of break or lunchtime or other privileges
- Gating
- Detention
- The setting of reflective/restorative tasks as sanctions to support positive behaviour change, such as an account of their behaviour or reflective essays
- Withdrawal from a lesson, school trip or team event
- Behaviour Support Plan
- Being placed on a 'contract'
- Completion of work or extra work
- Fixed-term and/ or Permanent Exclusion
- Confiscation of property that is being used inappropriately or without consideration.
- School based community service or imposition of a task, under the supervision of a member of staff.
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose sanctions above, such as removal from a lesson or issuing a detention. Repetition of misbehaviour will be reported to the pupil's Tutor/Housemistress/Housemaster/Head of Lower School/Head of Sixth Form and may lead to further sanctions.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

### **Behaviour for Learning – Expectations, Steps and Actions**

Learning behaviours are behaviours that are necessary in order for pupils to learn effectively in classroom settings. It is important for teachers to create opportunities to develop these learning behaviours.

<b>Behaviour for Learning Expectations at Wycliffe College Senior School</b>		<b>Skills/Dispositions</b>
	<b>Responsible</b>	Arrives on time to all lessons Brings essential equipment to lessons Wears the correct uniform or kit at all times Meets prep deadlines Catches up with any missed work Takes ownership of academic engagement and monitors own progress Sets appropriate goals Tells the teacher when they do not understand Uses feedback to improve performance
	<b>Resilient</b>	Works independently unless a problem arises that cannot be solved without adult intervention Makes appropriate use of peer support Uses feedback to improve performance Refers to previous work before asking for help Applies strategies to solve problems before asking for help Is persistent and tolerates the sometimes difficult feelings associated with learning new things
	<b>Respectful</b>	Acts in a manner appropriate to the classroom situation and with due regard to the teacher's expectations and class rules Seeks attention appropriately, and manages the need for peer attention in class Waits for their turn to speak Listens to, understand and respond positively to the ideas of others Maintains appropriate self-belief about what they can do in relation to the work that has been set Accepts and follows advice from others to improve learning Works without seeking the attention of others Looks after own and others' property
	<b>Collaborative</b>	Works productively with others Listens to, understand and respond to the ideas of others without negative comment Thinks through before offering an opinion Responds to and uses advice from peers Shares equipment and resources Waits for teacher attention when necessary
	<b>Curious</b>	Works independently and attempts to solve problems Shows interest in own learning and asks bold and probing questions Seeks feedback to enhance learning Welcomes new perspectives and novel ideas

		Actively analyses, synthesizes and evaluates information to form sound judgements and solve problems Clearly articulates ideas, arguments, and solutions, actively listening to others' perspectives
--	--	---

There are two phases of behaviour management in the classroom – the proactive phase, and the reactive phase. At Wycliffe Senior School, we will constantly promote and communicate positive normative messages about expected behaviours for learning. We also recognise that the reactive phase of behaviour management is at times required to reinforce the norms established in the proactive stage and to reinforce that actions have consequences. Teachers will implement the consistent 'Steps and Actions' listed below to address low-level disruption in lessons.

	Steps	Actions
1	<b>Reminder</b>	A reminder of the key learning behaviours and expectations delivered privately where possible. Repeat reminders if reasonable adjustments are necessary for the individual pupil. Take the initiative to keep things at this stage.
2	<b>Caution</b>	A clear verbal caution making the pupil aware of their behaviour and clearly outlining consequences if they continue.
3	<b>Last Chance</b>	Speak to the pupil, privately where possible, giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4	<b>Time out</b>	A short time outside the classroom. A few minutes for the pupil to calm down, breathe, reflect on the situation and discover a different perspective, and compose themselves.
5	<b>Repair</b>	This might be a quick discussion at the end of the lesson, or it might be a more formal meeting. If support is required from a colleague in this meeting, they will stand alongside the classroom teacher who will take the lead.

### **Communication & Record-keeping**

In order for a pupil's behaviour to be properly managed, it is important that there is good communication between their teachers and pastoral staff including, if appropriate, the Senior Management Team, as well as with parents.

To enable pastoral staff and parents to establish patterns of behaviour, as well as to enable the School to act with procedural fairness in all matters of discipline, it is also important to keep a record of poor behaviour as well as of all attempts to admonish such behaviour, including any conversations between staff, parents and the pupil themselves. The documentation and monitoring of sanctions are important to help monitor any patterns of behaviour in school and for the School to take appropriate action.

### **Recording of sanctions**

The primary form of communication between members of the teaching staff is by way of the electronic management software – iSAMS and CPOMS. This software has the capacity to record all rewards and sanctions and wellbeing issues. Serious sanctions will be recorded by the Senior Deputy Head and reviewed by the Head. Any patterns of poor behaviour are highlighted and discussed at SMT meetings. Letters to parents concerning breaches of the School Rules are kept in a pupil's file on CPOMS.

### Types of Misbehaviour

<b>Low Level Offence</b> (non-exhaustive)	<b>Sanction can include:</b>
Lateness (for registration, Chapel, lessons, prep)	Spoken to by staff, Housemistress/Housemaster and or Tutor informed. Punctuality is monitored weekly by the Housemistress/Housemaster; Detentions will be issued for lateness to lessons.
Uniform issues	Spoken to by staff, Housemistress/Housemaster and or Tutor informed to follow up. Dress Cards to be issued for repeat breaches of the dress code.
Prep (not completed, late, poor effort), plagiarism	Spoken to by staff, Departmental Detention, School Detention, Housemistress/Housemaster and or Tutor/Head of Sixth or Lower School informed.
Disruption in class/ initial removal from a class/ lack of correct equipment	Spoken to by staff, Detention, removal from a lesson for a short period. Housemistress/Housemaster and or Tutor Head of Sixth or Lower School informed.
Not complying with House rules – signing out, out of bounds, late back to house	Spoken to by HSM, Gating Card, House duties
Inappropriate language, spitting, repeatedly chewing gum	Spoken to by staff, School Detention, Housemistress/Housemaster and or Tutor informed
Inappropriate use of mobile or electronic devices e.g. in class, Wycliffe Hall or around campus	Spoken to by staff; removal of device until the end of lesson; confiscation for 24 hours; Gating Card or restricted access to device

Parents would not normally be directly contacted at this point although information concerning a pupil receiving a detention would be available via the parent portal.

### Medium level misdemeanours (non-exhaustive)

<b>Medium Level Offence</b> (non-exhaustive)	<b>Sanctions can include:</b>
A reoccurrence or an accumulation of low-level misdemeanours	Tutor or HSM to meet with pupil, Gating Card, Detention/referral to Saturday Detention, 'on Report'
Repeated uniform issues	HSM to issue Uniform Gating Card, sanctions such as Detention for failing to adhere to basic expectations
First offence for drinking	Referral to SDH possible sanctions include Fixed-Term Exclusion
First offence for smoking/vaping possession of nicotine substances	Referral to SDH. Possible sanctions include Senior Deputy Head Detention.
One off 'bullying' (at SDH discretion)	HSM to investigate and facilitate a restorative meeting and apology where appropriate; issue Gating Card/House

	duties/, Referral to SDH, Saturday Detention, Fixed-Term Exclusion (depending on the nature of the incident)
Vandalism	HSM to arrange for reparation, referral to SDH, Senior Deputy Head Detention/Fixed-Term Exclusion
Misbehaviour on school transport/ misuse of own car	HSM to arrange for reparation, referral to SDH, Senior Deputy Head Detention, suspension of school transport/driving privileges
Repeated removal from class	Housemistress/Housemaster and or Tutor Head of Sixth or Lower School informed, referral to DHA, Senior Deputy Head Detention, Academic Restriction
Truancy – Including lessons, games and Chapel	Games Detention, 'Lates' Detention, Gating Card, referral to SDH or DHA. If pupils miss a lesson without permission, a Senior Deputy Head Detention will be issued.

For any of the above, the Senior Housemistress/Housemaster and/or the Senior Deputy Head will be involved in the disciplinary process. Medium level misdemeanours will usually warrant an investigation. Parents will be informed at the earliest opportunity of the nature of the incident and of the likely disciplinary outcome. It is possible that the appropriate sanction maybe a period of Fixed-Term Exclusion, internal or external. Other sanctions may include putting a pupil '**on Report**' – usually if the issue is academic.

All parents and pupils should be aware of the more serious sanctions, including Fixed-Term and Permanent Exclusion, that the Head can impose for serious breaches of the School Rules, Expectations and Standards, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules, Expectations and Standards, which may result in serious sanctions include:

- Drug abuse;
- Alcohol, vaping and tobacco abuse;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse or any form of unlawful discrimination;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property;
- Vandalism and computer hacking
- Wilful damage to property;
- Committing a criminal offence
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- misconduct which brings, or is likely to bring, the School into disrepute and
- Persistent disruptive behaviour.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

**High level misdemeanours (non-exhaustive)**

<b>High Level Offence (non-exhaustive)</b>	<b>Sanctions can include</b>
Continual medium level misdemeanours	Referral to SDH/DHA, Full investigation, referral to the Head, Fixed-term Exclusion (Internal or External), Required Removal, Permanent Exclusion
Persistent bullying/child-on-child incidents or a serious one-off incident	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion (internal or external), Required Removal, Permanent Exclusion
Drug use and/or supply	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion, Required Removal, Permanent Exclusion
Sexual Misconduct	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion, Required Removal, Permanent Exclusion
Violent conduct	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion (internal or external), Required Removal, Permanent Exclusion
Repeated Drinking/Smoking/vaping offences or supply	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion (internal or external), Required Removal, Permanent Exclusion
Theft – on or off campus	Referral to SDH/DHA, Full investigation, referral to external agencies, referral to the Head, Fixed-Term Exclusion (internal or external), Required Removal, Permanent Exclusion

All high-level misdemeanours will be fully investigated. The investigation will be overseen by the Senior Deputy Head (or their representative) in conjunction with relevant staff. The Head will also be involved, and the sanction imposed will be at the discretion of the Head. Each case will be judged on an individual basis.

***High level misdemeanours are likely to result in a period of Fixed-term Exclusion. Given their seriousness, Permanent Exclusion is also a distinct possibility.***

Parents will always be notified as soon as reasonably practicable about the misconduct, the nature of the incident and the possible outcome. There is also a possibility that external agencies may be involved depending on the nature and seriousness of the offence.

### **Preventing Recurrence of Misbehaviour**

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

Intervention strategies used in the School include:

- frequent and open engagement with parents,;
- providing mentoring and support;
- short-term report cards or longer-term behaviour plans
- engaging with local partners and agencies to address specific challenges

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 pupil may have. If the pupil 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 pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

### **Causes for Concern**

Where a pupil is causing academic concern by virtue of misbehaviour, the Learning and Teaching Policy should also be followed.

### **Contextual Safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil 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 College's Safeguarding Policy and Child Protection Procedure and discuss their concerns with the College's Designated Safeguarding Lead (DSL), or Deputy Designated Safeguarding Lead (DDSL), 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 pupil's parents accordingly.

### **Special Educational Needs**

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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 pupil caused by the School's policies or practices seriously. Where possible, and appropriate, the School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

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

We are mindful that not all pupils requiring support with behaviour will have identified SEND.



### **Supporting Pupils following a Sanction**

Following a serious sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the College's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead; or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

### **Restorative Approaches**

At Wycliffe College, we believe that behaviour management should not solely focus on sanctions, but on nurturing reflection, responsibility, and repair. Restorative approaches help to promote a culture of mutual respect, empathy, and accountability — aligning with our values and aims for pupils.

Restorative approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. These approaches encourage pupils to engage in meaningful dialogue about the impact of their behaviour, to reflect on the consequences of their actions, and to actively participate in repairing relationships.

We are proud to align our approach with the **Gloucestershire Relational/Restorative Schools' Programme**, a county-wide initiative that has supported numerous schools in embedding restorative and relational practices into their culture. This programme has demonstrated significant impact, including reduced exclusions, improved attendance and wellbeing, and trauma-informed practice.

Restorative approaches support our Behaviour Policy by:

- **Encouraging open dialogue:** Pupils learn to express themselves and listen to others, fostering emotional literacy and conflict resolution.
- **Restoring relationships:** Repairing harm between peers, staff, and the wider community strengthens cohesion and trust.
- **Developing empathy and self-awareness:** Pupils reflect on how their behaviour affects others, cultivating deeper moral and emotional understanding.
- **Promoting fairness and consistency:** Responses to behavioural incidents are proportionate, and inclusive.
- **Improving wellbeing and engagement:** Creating a safer, more respectful environment enhances pupils' readiness to learn and thrive.

Restorative practices may be used independently or in conjunction with formal disciplinary measures, depending on the nature and severity of the behaviour. For some pupils, they may involve verbal apologies, written reflection tasks, restorative conversations, or facilitated restorative meetings. For others, particularly those with Special Educational Needs or vulnerabilities, bespoke social, emotional and mental health interventions may be more appropriate. Where appropriate, key pastoral staff will implement restorative enquiry questions/language in conversations with pupils regarding behavioural issues.

These approaches reflect our commitment to fostering resilience, responsibility and restorative practice — preparing pupils not just for success at Wycliffe, but for thoughtful, respectful participation in the wider world.

### **The 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, Wycliffe reserve the right for our staff to use reasonable force to control or restrain a pupil 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 pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil 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 pupil may have.

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 and all staff are aware that corporal punishment of pupils is strictly prohibited. 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). 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 Senior Deputy Head immediately after they have needed to restrain a pupil physically.

The School has a confidential register which includes the pupil'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 pupils, or potentially violent behaviour, to minimise the need for restraint.

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

### **The Searching of a Pupil's Person or Possessions**

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil 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 pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil 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 pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers and vaping paraphernalia;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

A room search will normally be carried out by Housemistress or Housemaster, accompanied by another member of staff (usually a matron) and in the company of the pupil.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil 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 pupil 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.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

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

Any evidence that may be uncovered may then be used in any disciplinary proceedings that ensue as a consequence.

### **Confiscation of a Pupil's Belongings**

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, vaping paraphernalia, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

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 pupil'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.

### **Electronic Device Confiscation**

There are strict rules about the use of phones and other recreational electronic equipment on campus and especially during lesson times as outlined in the School's 'Acceptable Use Policy' (AUP). The misuse of a phone will result in it being confiscated and passed on to the Senior Deputy Head where it is logged. First offences usually result in them being kept for 24 hours, longer for any re-offence.

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 may examine relevant data or files on the device, 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 pupil.

Any decision to search a pupil's device should be based on the professional judgement of the (D)DSL and should always comply with the College's Safeguarding Policy and Child Protection Procedure. 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 pupil or another pupil), 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 sanction the pupil in accordance with this policy, where appropriate.

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

Examples of inappropriate use might be cyberbullying, the covert filming of staff/pupils, abusive/offensive texts or the sending of pornographic images. The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search, in its safeguarding records.

All School staff should be aware of behaviours linked to the misuse of IT which put a child in danger and are referred to the College's Safeguarding Policy and Child Protection Procedure.

### **Malicious Allegations Made Against Staff or Pupils**

The School takes its responsibilities for safeguarding and child protection very seriously and all allegations (against staff or pupils) will be investigated in accordance with the appropriate School policies and procedures.

Should an allegation made by a pupil against a member of staff, or pupil, be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the College's Safeguarding Policy and Child Protection Procedure, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in Fixed-Term, or Permanent Exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### **Teaching and learning**

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils 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 pupils 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 pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Complaints**

Parents and Guardians will be involved in discipline cases as appropriate, particularly where serious or persistent misbehaviour is likely to lead to the pupil being removed from the School.

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.

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. Parents are entitled to access the complaints procedure if they feel their case has been unsatisfactorily dealt with, save in the case of Permanent Exclusions or Required Removals where a Trustees' Review will be appropriate (see Appendix 5).

### **Required Removal**

A non-exhaustive list of the sorts of circumstances that could merit required removal (including behaviour or conduct outside of School) includes the following:

- Conduct or behaviour (including conduct or behaviour outside of School) which is unsatisfactory and/or in the reasonable opinion of the Head, the removal is in the School's best interests, and/or those of the pupil in question and/or other children;
- Where a pupil's attendance is unsatisfactory and/or, in the reasonable opinion of the Head, the removal is in the School's best interests and/or those of the pupil in question and/or of other children;
- Where progress is unsatisfactory and/or, in the reasonable opinion of the Head, the removal is in the School's best interests and/or those of the pupil in question and/or of other children;
- Circumstances where the School is unable to meet the pupil's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required by the pupil.

The Head may require the removal of a pupil (as opposed to Permanent Exclusion) when there is a breakdown of the relationship between the School and the parents and/or the pupil. Only the Head has the authority to require the removal of a pupil.

The main situations which may result in removal are:

- a breakdown of trust between the School and the parents. This may manifest itself in a number of ways, including:
  - (i) parents not supporting the School's sanction structures;
  - (ii) Parents treating the School or a member of staff unreasonably;
  - (iii) vexatious or persistent behaviour, such as parents repeatedly bringing unsubstantiated complaints or the same complaint being raised after it has been considered at all three stages of the School's complaints procedure;
  - (iv) abusive behaviour by parents to School staff, pupils or other parents (including as a spectator at school fixtures).
- a non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:
  - (i) treating the School or a member of staff unreasonably;
  - (ii) making a malicious allegation about a member of staff or the School;
  - (iii) discriminatory, bullying or harassing conduct or behaviour towards staff (including sexual harassment);
  - (iv) communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
  - (v) behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
  - (vi) breaching the Parent Contract.



- a breakdown of trust between the School and pupil. This may manifest itself in a number of ways, including:
  - (i) persistent misconduct such as unauthorised absence from School;
  - (ii) when a pupil has brought a malicious allegation against a member of staff or another pupil and where there are reasonable grounds that this may happen again in the future;
  - (iii) when a pupil's progress is unsatisfactory; and
- other circumstances where the Head (after appropriate consultation) is satisfied that parents' behaviour or conduct is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff; and or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with parents' obligations under the Parent Contract.

The Head may require that parents remove their child from the School for serious breaches of the School's discipline or for behaviour which the Head considers falls short of behaviour resulting in exclusion. A Required Removal in these circumstances is at the sole discretion of the Head. Parents will usually be consulted.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Equality: The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where exclusion or Required Removal is considered, the School will ensure that a pupil with a disability is able to present their case fully where their disability might hinder this. Any religious requirements, vulnerabilities or special educational needs affecting the pupil will also be considered.

### **Investigation Procedure**

Parents will be informed as soon as reasonably practicable in the event there is a complaint, concern or allegation or circumstance that could result in the pupil being permanently excluded or removed.

The Head undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place (such investigation to be carried out by the Head or their nominee). Any findings of fact will be made on the basis of whether it is more likely than not to have (or have not) occurred, i.e. the balance of probabilities. Parents will be informed as soon as reasonably practicable if a complaint or allegation under investigation is of a nature that could result in the pupil being permanently excluded.

The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure. Alternatively, the pupil may be placed under a segregated regime if they remain on School premises.

### **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.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils including within boarding houses which may indicate that there are possible cultural issues within the School or boarding house which may be 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 pupil's Life Skills lessons, or amending this



policy. Any decision to make significant variations between 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,;
- Attendance, Permanent Exclusion and Fixed-Term Exclusion data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Trustees.

### **Related Policies**

The Policy should be read alongside the following policies:

- Anti-Bullying Policy
- Complaints Policy
- ICT & E-Safety Policy
- Relationships Education & Sex Education Policy
- Safeguarding Policy and Child Protection Procedure
- SEND Policy and SEND Policy (EYFS)
- Data Protection Policy
- Expectations and Standards

## **APPENDIX 1 - ALCOHOL, SMOKING/VAPING AND DRUGS**

Wycliffe College is committed to the active promotion of a healthy lifestyle. This policy outlines our approach to prevention, education, intervention, and sanctions in relation to smoking, vaping, alcohol and drugs.

### **Objectives**

- To ensure that all pupils understand the effects and potential dangers of alcohol consumption and how to minimise them.
- To inform pupils of the law relating to alcohol.
- To encourage a sensible approach to alcohol consumption.
- To ensure that the consumption of alcohol by pupils when they are in the care of the School is regulated and monitored.
- To prevent the abuse of alcohol by pupils by means of School rules, vigilance and disciplinary procedures.
- To communicate to parents the School's stance on alcohol.

### **As a School:**

- We shall use any opportunity to educate and discuss aspects of alcohol, drugs or smoking/vaping, to use clear direct and honest messages, to use assertiveness techniques etc. via the Life Skills/PSHEE programme, House/Tutor groups.
- The Life Skills/PSHEE programme emphasises the importance of educating pupils to make healthy, informed choices.
- We shall encourage pupils to think carefully about their attitudes and aspirations, and to explore ways of making decisions and of developing strategies for resisting 'peer pressure'.
- We shall deal quickly, firmly and fairly with any complaints, involving parents, where necessary.
- We shall treat alcohol and drug abuse as a serious offence and take every possible action to eradicate it from the School.

### **Alcohol**

Wycliffe College is very aware of the problems caused by alcohol abuse, particularly in relation to young people. Nonetheless, the School recognises that alcohol is an element of social interaction that pupils will encounter. It therefore has a commitment to educate its pupils to manage their alcohol consumption appropriately and, via the School's Life Skills/PSHEE programme, to understand the effects of alcohol consumption, its potential dangers and how to minimise them.

### **General Principles- Alcohol**

All pupils must adhere to the laws of the land. Consumption of alcohol is governed by the Licensing Act 2003. **Pupils must also have written permissions in place from their parents before the School will serve them alcohol at any social event.**

### **Consumption of Alcohol on School Premises**

- Possession of alcohol by pupils is not allowed under any circumstances. Any pupil found in possession of alcohol can expect to be issued a Fixed-Term Exclusion.
- Any pupil who consumes alcohol on the school site, or off-site whilst under the School's care (outside a recognised School event, where alcohol is being served to Sixth Form pupils in a controlled fashion) is likely to be issued a Fixed-Term Exclusion.
- Any pupil who consumes alcohol prior to a School event can expect to be issued a Fixed-Term Exclusion.
- Permission to serve alcohol at any School event must be requested from the Senior Deputy Head.

- limited quantities of wine and beer (but never spirits/port/fortified wines) will be offered to members of Years 12 and 13 (over the age of 16) on set occasions providing parental permissions are in place.
- Alcohol is to be given to pupils only under staff supervision and only with the authorisation of the Housemistress or Housemaster, Senior Deputy Head and Parents.
- Alcohol may only be given to Sixth Formers over 16, as per the Licensing Laws, (together with a meal) providing the required permissions are in place.
- Non-alcoholic drinks should always be offered as an alternative to alcohol.
- Spirits and port/fortified wines must never be served to pupils. Staff must be aware, in advance, of the presence of alcohol by volume in a drink. Drinks above 15% alcohol by volume must never be served to pupils. Proprietary drinks are allowed where the alcohol by volume is known.
- Staff will not issue alcohol to any pupil who is known to be driving away from an event.
- We will offer wine to parents and guardians at certain formal events to which they are invited.

### **Consumption of Alcohol off School Premises**

- During off-site dinners/social events no alcohol is to be served to pupils under the Sixth Form, as per the Licensing Laws.
- Staff taking pupils off campus for a social function must make House Staff and the Senior Deputy Head aware if alcohol is to be available and must specify what type(s) of alcohol and what the arrangements for supervision will be.
- During trips abroad, no alcohol is to be served to pupils not in the Sixth Form. The School's Alcohol Policy and the laws governing the consumption of alcohol for the country must be adhered to. Guidelines for the consumption of alcohol on school trips will be agreed in advance with the Senior Deputy Head and must be approved by the EVC. Parents and pupils will sign a declaration acknowledging and agreeing to those arrangements in advance of the trip.
- Day pupils are expected to abide by the School Alcohol Policy and the law. The School will not distinguish between Boarders and Day Pupils when applying the Alcohol Policy.

### **Guidelines for Staff arranging School events:**

- Clarify to pupils, in advance, the School policy on the serving of alcohol at School events. Clarify to pupils that it is not permitted to consume alcohol prior to the event, and that breathalysers may be used prior to/during the event.
- When alcohol is served at any formal event, alcohol distribution at each table must be carefully organised and supervised.

### **Guidelines for staff arranging trips:**

- Talk through arrangements with the Senior Deputy Head in advance.
- Notify both parents and pupils of the agreed policy and insist on signed acknowledgement. Explain sanctions clearly.
- If pupils are likely to be sent home for misuse of alcohol, clarify procedures in advance and ensure requisite staffing to cover emergency repatriation.

### **Disciplinary Steps/Procedures to be followed**

Whenever a member of staff or a School Prefect/Head of House catches a pupil consuming alcohol without permission or illegally, the name of the offending pupil is reported to House Staff, Head of Lower School/Head of Sixth Form, Senior Deputy Head.

The Head must be informed of any case of unauthorised drinking.

The following steps indicate the range of options open to the School and are dependent on the severity of the incident. In the absence of exceptional or aggravating factors, all or any of the following sanctions for unauthorised drinking will be used at the discretion of the Senior Deputy Head and Head. Letters sent

to parents and guardians following alcohol offences will notify them of the availability of help, support and counselling at the Health Centre.

- Any pupil who consumes alcohol on the school site, or whilst under the care of the School (outside a recognised School event, where alcohol is being served to Sixth Form pupils in a controlled fashion) is likely to be issued a Fixed-Term Exclusion.
- Any pupil found in possession of alcohol can expect to be issued a Fixed-Term Exclusion.
- Pupils who procure alcohol for others who are under 18, will be issued a Fixed-Term Exclusion for a period of up to 5 days. According to the severity of the case, Permanent Exclusion may be used at the discretion of the Head.
- Pupils associated with 'drinkers' (i.e. caught in the presence of drinkers) are likely to incur a Saturday Detention plus a letter to parents/guardians from House Staff.
- In cases where pupils have returned from overseas/abroad and are found in possession of alcohol that has been brought into the UK and exceeds that allowed by law, the School may inform HM Revenue and Customs. This may impact on pupils' future visa applications and/or compromise their future education at the School or at a UK University.
- Persistent non-compliance with the School's Policy will lead to Permanent Exclusion.
- Any pupil who consumes alcohol prior to a School event can expect to be issued a Fixed-Term Exclusion.

***House Staff, and staff organising School events, can ask a pupil to carry out a simple alcohol test, using a non-invasive alcohol sensor, which will reveal alcohol consumption, in cases where there is any doubt.***

***Random alcohol breathalyser tests are performed prior to and/or following a number of School social events in order to act as a deterrent to any pupil(s) who may wish to consume alcohol in advance of, or during a social event (other than the very small amount of alcohol offered at sixth form social events, where parental consent has been given to consume alcohol, in the presence of teaching/House Staff).***

**Searches:** In cases where there is reasonable cause for concern that a pupil might have alcohol in their possession, a search of a pupil's room/possessions might be required. The School's "Searching of a Pupil's Person or Possessions" procedure will be followed. Should any alcohol be found, it will be confiscated and handed to the Senior Deputy Head, who will dispose of it. Any evidence that may be uncovered may then be used in any subsequent disciplinary. Parents will be informed of such searches and the reasons why.

### **Help, Support and Counselling**

Help, support and counselling will be offered to pupils who indicate that they wish/require it via the Health Centre.

### **Smoking and Vaping**

Wycliffe College is committed to the active promotion and ultimate achievement of the goal of a non-smoking/vaping environment for all its employees and pupils consistent with the objective of health protection and its promotion within an educational setting.

### **Objectives**

- To eliminate all forms of smoking/vaping/nicotine use by pupils as part of ensuring that the School complies with its responsibility to create and maintain a safe emotional and physical environment for pupils.
- To demonstrate the School's commitment to promoting the health of pupils and staff.

- To protect non-smokers from the adverse health effects of environmental tobacco smoke in the workplace.
- To provide information and advice for those who wish to stop smoking/vaping.
- To inform pupils of the law relating to smoking/vaping.
- To ensure that all pupils understand the effects and potential dangers of smoking/vaping.
- To communicate to parents the School's stance on smoking/vaping.

All pupils and staff who come to Wycliffe are informed of the School's zero tolerance approach to smoking/vaping.

The School bans smoking/vaping by pupils while at School and while they are travelling to or from School or are on School activities/trips and visits away from School for the following reasons:

- It has been illegal to smoke in a public place, including schools, since 1<sup>st</sup> July 2007.
- Other pupils who are not smokers/vapers might be discouraged from using the School's facilities because of the activities of smokers/vapers.
- Smoking/vaping is a health and safety issue for all who work at, live at and visit the School.
- When pupils are seen openly smoking/vaping at or near the School or while on their way to or from the School, the School's reputation is placed at risk.
- All staff – teaching, peripatetic, support and non-teaching as well as visitors and pupils may not smoke or vape while on school premises. The prohibition of smoking/vaping will apply during related school activities undertaken outside school premises, e.g. Educational Visits.

### **Support, and Disciplinary Procedures**

When a pupil is caught smoking/vaping or caught in the possession of tobacco, vaping, or nicotine, substances, they will be reported to House staff and the Senior Deputy Head.

Cigarettes, tobacco, vaping paraphernalia, nicotine substances, and similar appliances such as shisha pipes/pens, are not allowed.

**Possession** - All pupils found in possession of cigarettes, electronic cigarettes, tobacco, liquid nicotine, vaping substances, snuff, shisha pipes/pens, lighters, lighter fuel etc. will have the smoking/vaping materials confiscated. (If deemed necessary, room searches may be conducted using the School room-search procedure in the presence of House Staff or another member of staff and wherever possible, the pupil concerned.) If such items are discovered and confiscated, parents will be informed and the items will be disposed of by the member of staff. Confiscated items will not be returned to students, even if over the age of 18.

### **Possession of cigarettes/vapes/nicotine products or Vaping/smoking**

- First Offence – Saturday Detention and letter home from the pupil's Housemistress or Housemaster.
- Second Offence – Fixed-Term Exclusion.
- On return from their Fixed-Term Exclusion, pupils will be expected to attend the Health Centre and clearly demonstrate that they understand the dangers of smoking/vaping.
- In cases where pupils have returned from overseas/abroad and are found in possession of large quantities of cigarettes/tobacco/vaping paraphernalia/substances, that has been brought into the UK, and exceeds that allowed by law, the School may inform HM Revenue and Customs. This may impact on pupils' future visa applications and/or compromise their future education at Wycliffe or at a UK University.
- Any pupil caught supplying cigarettes/tobacco/vaping substances to other pupils can expect to be issued a Fixed-Term Exclusion; a repeat offence could result in them being required to leave the School.
- Persistent non-compliance with the School's Policy will lead to Permanent Exclusion.

### **Help, Support and Counselling**

- Help, support and counselling will be offered to pupils who indicate that they wish/require it via the Health Centre.

### **Drugs**

For the purpose of this policy, the word 'drug' will be taken to mean illegal drugs, forbidden substances, the abuse of solvents, other substances taken specifically to change mood and/or behaviour (including so called 'legal highs') and the inappropriate use of prescription medicines.

The purpose of this policy is to give a clear statement to pupils, staff and parents about Wycliffe's attitudes. It is also to prevent pupils from using drugs at any time. It aims to strike a balance between concern for the individual, and concern for the welfare of the community as a whole.

The policy relates to the misuse of drugs and it applies at all times, including holidays, whether or not a pupil is in the care of the School.

### **Statement of Policy**

The School is committed to the health and welfare of its pupils and will take action to safeguard their well-being. It is the policy of Wycliffe that through a programme of education and example, it will actively seek to prevent the abuse of drugs. The School will uphold the laws of the land relating to substance misuse.

It is strictly against school rules to:

- a) Bring drugs onto the school premises;
- b) Use drugs or be under the influence of drugs whilst on school premises;
- c) Give or sell drugs to other members of the school community.
- d) Abuse the use of prescription drugs.

These rules apply on any occasion when a student is a recognisable member of the school community, such as during all school trips, outings and expeditions.

This policy may also apply to involvement with illegal drugs outside school where the reputation of the school is affected, where pupils have supplied drugs or where the Head or Senior Deputy Head is satisfied that drug abuse away from school is having an effect on the pupil or others in school.

Involvement with drugs could include possession of drugs, use, supplying, dealing, possession of the paraphernalia of drug use or overt support for the drug culture.

The school co-operates with external agencies such as the police, social services, health and drug agencies.

The first concern in managing drugs is the health and safety of the school's community and meeting the pastoral needs of pupils.

### **Drugs Education**

Wycliffe College's firm stance against the abuse of drugs is underpinned by a consistent policy of education for pupils as part of the Life Skills Programme.

The Life Skills Programme gives information to students which enables them to develop their own moral framework. It aims to allow pupils to make considered, informed decisions when confronted with drugs.

### **Information for Teaching and Non-teaching staff**

If you suspect a pupil is under the influence of an illegal substance or is regularly abusing drugs, you must pass on your suspicions to either the Head or the Senior Deputy Head.

If you find a suspicious substance it should be taken immediately to the Senior Deputy Head or Head. If it is found on a pupil or amongst the pupil's personal belonging, the pupil should also be taken to the Senior Deputy Head or Head.

If a pupil discloses drug related information to you, the Head, Senior Deputy Head or another senior member of staff should be informed as soon as possible.

### **Incident Management**

The substance must be confiscated and stored securely in a labelled container. It should be given to the Senior Deputy Head immediately or placed in a safe until the Head decides it should be removed or destroyed.

The Senior Deputy Head or Head must be informed as soon as possible. The further investigation of the incident will be managed at a senior level.

A written record of the substance and details of the discovery must be made.

A member of staff might try to identify the substance but under no circumstances should a substance be tasted. Police will be notified, who will then collect and dispose of it in line with locally agreed protocols. The law does not require a school to divulge to police the name of the pupil from whom the drugs were taken, but it is advisable to do so.

The school reserves the right to search the belongings of a pupil strongly suspected of handling drugs in accordance with the Behaviour Policy.

The illegal substance should be safely disposed of following the conclusion of the incident; the Senior Deputy Head will pass the drugs to the local police following the completion of any investigation, and the drugs will be locked away in the Senior Deputy Head office.

Parents/carers will be notified, unless this is not in the best interests of the pupil.

The school will identify any safeguarding concerns and develop a support and disciplinary response.

### **Procedure on suspicion of misuse of an illegal substance by a pupil**

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school must prioritise the safety of the young person and those around them. If necessary, it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

If a pupil is rumoured to be using drugs, the Senior Deputy Head should be informed. The most likely course of action would be for the Housemistress/Housemaster to have a non-disciplinary conversation with the pupil about the rumours and to speak to parents afterwards. Following these discussions, the Housemistress/Housemaster should report back to the Senior Deputy Head to consider what action, if any, should be taken.

If a pupil at school is suspected of being unfit for lessons or other activities as a consequence of abusing drugs, the Senior Deputy Head, Head or other senior member of staff must be informed immediately.



The pupil will be removed from lessons as soon as possible and kept under supervision, probably in the Health Centre.

The student will be questioned by the Senior Deputy Head or other senior member of staff as soon as possible. Another member of staff must be present. A record of the interview will be kept. The pupil's parents will be informed when strong evidence exists. If suspicion remains despite denials the Senior Deputy Head or Head may request a test for drugs.

Responsibility for all investigations rests with the Senior Deputy Head or the Head, who will make every effort to ensure that they are conducted fairly and with as much openness towards the affected pupil as the circumstances may reasonably allow.

The school will inform police of a problem with drugs, without necessarily compromising the confidentiality of the pupil. To enable the school to complete an investigation promptly and effectively, an initial investigation into drug abuse may not be reported to the police immediately. Should the school's investigation determine that a student has been involved in drug abuse, the police will be informed at that point.

### **Drug Screening**

Wherever possible, the School, via the Senior Deputy Head or the Housemistress/ Housemaster, will contact the pupil's parents at the time to let them know of the decision to undertake a drug screen. The result will be communicated to them as soon as possible. Drug screening will be carried out in accordance with a strict procedure, details of which are available from the School. The procedure may change from time to time as dictated by experience and/or scientific advance and therefore the written procedure may be updated from time to time.

Complete chain of custody records for the sample will be kept. It is intended that the procedures be fully in accordance with the standards required to satisfy any legal challenge.

### **Confidentiality**

The records of testing will not be used for any other purpose.

**Informed consent:** The relevant consent to a drugs test is that of the pupil rather than the parents, even if a pupil is under 16 years of age, provided they are of sufficient maturity and understanding and gives their informed consent in writing.

**Outcome:** The ORAT6v3 provides an immediate result, however the School reserves the right to collect two further samples which will be sent for laboratory analysis where it is felt necessary. These results can take up to 48 hours to be returned. A positive sample on the initial screen will always result in a 'back to lab' drug screen.

**Refusal:** Parents or pupils can refuse a test. In such circumstances, the School can make inferences from this refusal and may conclude drug abuse is more likely than not taking place and that our policy for preventing it has been rejected. Accordingly, sanctions are likely to follow, in accordance with Admissions, Behaviour and Exclusions Policies.

The School will also be entitled to draw inferences from their response and general demeanour, which may strengthen the case for sanctions to be applied, and the police may be informed.

**Health record:** The outcome of the test, whether positive or negative, will not form part of the pupil's permanent health record.

**Procedure:** The School will treat a positive laboratory test, although not infallible, as compelling evidence that the pupil has been using drugs. A meeting will be arranged at which:

- The pupil will be asked to attend, as will the Head (or in the Head's absence, the Senior Deputy Head and another member of staff, generally, the pupil's Housemistress or Housemaster).
- The evidence of the positive sample and all other relevant evidence will be put to the pupil, and they will be invited to respond.
- Their response will be heard and considered, and further inquiries will be made if necessary.

**Searches:** In cases where there is reasonable cause for concern that a pupil might have illegal drugs in their possession, a search of a pupil's room/possessions might be required. The School's '*Searching of a Pupil's Person or Possessions*' procedure will be followed. Should any drugs be found, they will be confiscated and handed over to the police. Any evidence that may be uncovered may then be used in any subsequent disciplinary. Parents will be informed of such searches and the reasons why.

**Sanction:** If the Head's conclusion is that a pupil has been involved with drugs, the Head will deal with the matter in accordance with this policy and, in his discretion, determine the appropriate sanction which may include Permanent Exclusion.

### **Action Following Misuse**

If there is reasonable evidence that a pupil has been taking drugs, they will automatically be sent home to discuss the gravity and consequences of their misconduct with their parents or guardians. The Head and/or Senior Deputy Head will subsequently see the parents and pupil together, to determine whether the pupil will be allowed to remain at Wycliffe in accordance with the School's position on Permanent Exclusion. If a pupil is allowed to remain at Wycliffe, they will be given further guidance and support and offered counselling. They will also be under an obligation to submit to a regime of random testing which may last for the rest of their career at Wycliffe. A subsequent positive test is likely to lead to the pupil's exclusion.

Any pupil caught supplying, or inciting the use of controlled drugs, or being in possession of them with intent to supply, will be Permanently Excluded. Pupils may also be Permanently Excluded for possessing drugs.

In the event that an incident, involving drugs or substance misuse, causes the Head to consider Permanent Exclusion, the Head will inform the Chair of Trustees.

### **Working with the Problem**

We believe that drug abuse cannot be combatted by sanctions alone. Sanctions must, of course, have its place in an integrated policy of drugs education and prevention but we do not believe it is morally or educationally acceptable to 'write off' a young person for experimenting with drugs. The tone and intention of this policy and process is to work with parents and pupils. A disclosure will be treated as a positive declaration of intent to remedy the situation, and the school will support such efforts.

Nevertheless, we are firm in our conviction that drug abuse *is* damaging, and we will not hesitate to apply the sanctions described above.

If Day pupils or Boarders on exeat involve themselves in these activities along with pupils who are still under the School's jurisdiction, or on the School's premises, they will be deemed to have returned themselves to the School's jurisdiction, even if they themselves are nominally out of School. They should therefore expect the disciplinary responses detailed above. The same will apply to pupils who come into School suffering from the after-effects of drug use, or who are shown by a test to have drugs still in their system.

Other circumstances where a pupil may be tested for the use of drugs of:

- In the case of a pupil who has been offered a place at Wycliffe College but who has some history of involvement in abuse of drugs. In this case, signing the consent form for drugs testing (supporting regime) will be a condition of a place being offered.
- In the event of a pupil who has during their time at Wycliffe College been involved in taking drugs the Head may, as an alternative to Permanent Exclusion, require the pupil to undergo drugs testing as part of the conditions for them to remain in the school. In this case, signing the consent form for drugs testing (supporting regime) will be a condition of remaining at the School.

### **Sanctions for the misuse of illegal substances**

The aim of the School's disciplinary approach to drugs is to deter individuals who may be tempted to experiment or to persuade others to do so. Any response to drug-related incidents will consider the needs of individual pupils concerned and those of the wider community of the School.

Pupils who break the rules outlined in this policy must expect to be dealt with in a serious manner, particularly in the event of a pupil supplying drugs to others at school. The most likely sanctions will be fixed or Permanent Exclusion.

If it is considered in both the school's and the pupil's best interests, as an alternative to leaving Wycliffe College, the Head may permit the pupil to remain at the School subject to a regime of further testing without suspicion during the rest of the pupil's time at School or for however long as the Head deems necessary. Both pupil and parents to whom this procedure is offered would be required to sign consent forms. A pupil testing positive in a second or subsequent test would then be required to leave the school. The pupil would also be required to seek help from professionals e.g. counsellor or the local drug action team.

The school's policy of working together with other agencies means that the school reserves the right to inform the police in the event of a positive result. Any actions taken by the police are beyond the school's control, but it is the school's policy to work closely with the police. Any pupil involved in drug misuse may be interviewed by the police who may take formal action in addition to any steps taken by the school.

### **Pastoral/Health Care**

If it becomes clear that a pupil is in need of support in relation to drug misuse, whether or not disciplinary action has to be taken, Wycliffe will make every effort to recommend appropriate sources of help and guidance.

### **Help, Support and Counselling**

Help, support and counselling will be offered to pupils who indicate that they wish/require it via the Health Centre.

The National Drugs Helpline is a 24-hour, seven-days a week, free and confidential telephone service that offers advice and information for those who are concerned, or have questions, about drugs. The service is available to anyone. 0800 77 66 00

**APPENDIX 2 - POSSIBLE SANCTIONS**

**Possible sanctions (non-exhaustive)**

Department Detention	School Detention	Senior Deputy Head Detention (Friday evening) or Head of Sixth Form (Saturday morning) Detention	Fixed-Term Exclusion	Permanent Exclusion
Time identified by the department	4.25pm-5.25pm	5.00pm-6.30pm		
Up to 30 minutes	1 hour	2 hours		
No homework, poor behaviour in class, poor attitude to work	Poor behaviour in or outside of lessons; persistently poor attitude to work.; lateness to lessons; persistent breaches of dress code; persistent breach of school rules despite warning	Serious offences: Out of Bounds; smoking or vaping (first offence); missing a lesson; racist, sexist homophobic, transphobic, or any other discriminatory behaviour; failure to adhere to reasonable requests from staff; persistent failure to meet basic school expectations. Four detentions in a half-term will lead to an automatic Senior Deputy Head Detention.	Serious offences: Alcohol; smoking or vaping repeat offence; racist, sexist homophobic or transphobic abuse; physical assault; sexual harassment; theft; failure to modify behaviour despite prior warnings or sanctions	Serious offences: Alcohol; smoking or vaping repeat offence; racist, sexist homophobic or transphobic abuse; physical assault; sexual harassment; sexual misconduct; sexual assault; substance misuse; theft; threatening behaviour; use, or threat of use, of an offensive weapon or prohibited item; failure to modify behaviour despite prior warnings or sanctions

### **APPENDIX 3 - DISCIPLINARY SANCTIONS**

#### **Pastoral Conversation & Report Cards**

Both academic and pastoral staff may become aware that a pupil is having problems with behaviour in lessons and in the House.

If a pattern of behaviour emerges that is considered unacceptable, it may be useful for a relevant member of the staff (Tutor, Head of Lower School/Sixth Form, Housemistress/Housemaster) to chair a **case meeting** with the relevant teaching staff to discuss the matter. The outcome of the meeting will usually be in the form of an action plan designed to improve the behaviour of the pupil. This may well involve the use of a **'Report Card'**. Parents will be informed of such concerns and the fact that their son/daughter has been placed on report.

**Report Cards:** The majority of pupils at the School are capable of organising their work effectively and behaving in a manner which is conducive to good learning. Occasionally, however, a pupil may have adopted some poor habits which are detrimental to their own learning, and which may well be having a negative impact on the learning of others. Normally, this pattern of behaviour will have become apparent over a period of time through the number of 'causes for concern' sent to pastoral staff or the frequency with which teaching staff refer to the pupil's poor behaviour in conversation with the member of pastoral staff.

If this is the case, the Tutor may, often in consultation with relevant teaching staff, Head of Sixth Form/ Head of Lower School or Housemistress/Housemaster, choose to put the pupil 'on report'. This requires the following action:

- The identification of the areas in which the pupil's behaviour is having a negative effect on their learning
- A discussion of these areas with the pupil and the establishment of targets which will lead to improvement
- Contact with the parents to explain what is going on. It is recommended that the initial contact is made by phone or e-mail and then the targets/ protocol/ sanctions are confirmed in a letter.
- The pupil to present their report card to teaching staff at the start of each lesson; for this card to be filled in at the end of each lesson; the tutor will then check the card on a daily basis. In some circumstances, the card may also be overseen by a member of SMT.
- This process to end at an agreed time (usually a week) or when sufficient progress has been noticed on a consistent basis to suggest that a change in the pupil's attitude has occurred.

The card is an acknowledgement that the pupil needs greater support from staff to ensure that they can properly manage their behaviour. There must, therefore, be a sense that staff are proactively supporting the child.

Ideally, this should result in an improvement in behaviour. There are, however, things which can go wrong with the process and these, themselves, may have consequences:

- If the pupil consistently forgets to hand the card in or loses it so that the comments cannot be properly assessed by their parents or pastoral staff: the pupil must go round each of their members of staff and ask for the comment to be filled in again. If they do not do this when requested, it is likely that they should have a Detention.
- Given that the report card is intended to support the pupil, it is not enough to expect the pupil to take the initiative alone. The Tutor must be proactive in reminding them to have the report card on them at all times and that it is completed for each lesson.

### **Academic Restriction:**

If, after a period of academic support, concerns persist this will escalate to a period of academic restriction. This will include being on 'report' but will also include the removal of certain privileges. For example, having to report to House at break and lunch times, or 'supervised study' in the library for Sixth Form pupils.

### **Sending pupils out of the classroom**

In certain circumstances, it may be necessary for a teacher to ask a pupil to 'leave the room'. For example, a pupil may need time to 'cool down' if they find them in a cycle of behaviour which it is difficult to break or if the chronic misbehaviour and disruptive influence of one individual is stopping other pupils from learning, this course of action may be appropriate, having followed the 'Steps and Actions' detailed in this policy. Nonetheless, this must be a serious sanction which is only used when other strategies (such as reminders, redirection and clarification of consequence) have failed.

If a pupil is sent out from the lesson, they will be told where to report to. In the first instance this is likely to be a short period outside the classroom in an area overseen by that particular teacher or member of staff. Depending on the severity of the incident, it might be necessary to send the pupil to another available teacher, the Head of Department or indeed a member of SMT if the misdemeanour is felt serious enough.

Such an incident will prompt a discussion to take place between the pupil and the teacher to ascertain the problem and the disciplinary course of action; this meeting may be attended by a member of pastoral staff where appropriate. If this is an isolated incident, the most likely outcome is a Detention.

Advice on good learning and teaching can be found on the Intranet learning and teaching pages and in Appendix 1.

### **Removal From Classrooms**

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this (which is set out above).

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.



The School's arrangements when a pupil is removed from the classroom include

- Send the pupil to the school office, where appropriate supervision will be arranged.
- SMT will consider if the support of the SENDCO, pupil's Housemistress/Housemaster, or Health Centre, is required to support the pupil.
- A reflective conversation will take place with the individual pupil prior to reintegration to lessons to ensure that it is appropriate and safe to do so.
- Typically, a removal would be for the length of one lesson up to half a day, unless it was deemed unsafe or inappropriate for the pupil to return at that point.

### **Punctuality and Attendance**

Punctual attendance at School and to lessons is crucial. Teaching staff should log the number of minutes a pupil is late for a lesson and record it on iSAMS. Lateness to lessons is monitored weekly by the Housemistress/Housemaster; an accumulation of 10 minutes lateness will result in a 'lateness Detention'.

Members of the Sixth Form who are repeatedly late should expect to be given a Saturday morning Detention.

All absence from lessons must be explained and unexplained absence will be followed up by relevant staff in accordance with the Missing Pupil Policy. Pupils who miss a lesson without permission, or valid reason, can expect to be issued with a Senior Deputy Head Detention or Head of Sixth Form Detention.

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the College's safeguarding obligations, and the Missing Pupil Policy.

Please note that it is usually the Trustees' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

### **Detentions**

All school staff have authority to issue a detention to pupils, including same-day detentions and detentions that take place outside of school hours. Parental consent is not required for detentions.

Pupils who are required to attend an after School Detention will be given **24 hour notice before a Detention is due to be served**. These will take place from 4.25pm to 5.25pm in a set venue (currently Room 16) . Occasionally, Detentions may be postponed for a small period of time taking into account key commitments a pupil may have (a sports fixture for example or a school concert) or, if the pupil is a day pupil, travel arrangements. The pupil must not postpone their Detention unilaterally – it must be done with good reason and one that is clearly explained to the teacher, the pupil's Tutor or the Senior Deputy Head. Confirmation from a parent may also be sought – especially in the case of day pupils.

All Detentions are recorded and communicated using iSAMS. Once a pupil is entered electronically, a message is automatically sent to the pupil (to remind them) and to their Housemistress/Housemaster and tutor. A parent may also access their child's Detention record via the parent portal. A teacher will set work of at least an hour's duration, place it in the Detention box; the member of SMT taking the detention then returns the completed work at the end of the Detention. During the Detention, pupils will not be allowed to talk, should be in uniform and punctual. Pupils are not allowed to use electronic devices but may be allowed the use of a laptop/Surface if felt necessary.

The Senior Deputy Head follows up any unexplained absence from Detention. A failure to attend Detention, without permission, will likely result in the Detention being doubled.

**Departmental Detention:** Members of staff may require pupils to complete work or do extra work outside of the timetabled lesson, such as at break or lunch times for one-off or occasional



misdeemeanours. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. Where such Detentions become regular, however, the pupil's Tutor will be informed.

**Saturday Morning Detention:** For Sixth Formers (who do not have formal lessons on Saturday morning), they may be required to attend a Detention on Saturday morning. Saturday morning Detentions may be used where a Sixth Former has failed to attend an earlier ordinary daily Detention, missed a lesson without explanation or left early for an exeat or half-term without prior permission. Saturday morning Detentions may also be used to support a pupil who has fallen behind with their work. They usually last for part of the morning – from 8.30am to 10.05am – take place in the Library and are overseen by the Head of Sixth Form.

**Senior Deputy Head Detention:** An unacceptable accumulation of Detentions (4 Detentions in one half term) will lead to a Senior Deputy Head Detention. In addition, any pupil causing concern with regard to their attitude or behaviour may also be placed in this Detention. The final decision as to whether this is an appropriate sanction will be made by the Senior Deputy Head. In the week leading up to the Detention, the pupils are informed of the sanction and parents are contacted. The Detention **takes place on Friday evening from 5.00–6.30pm**. Laptops/Surfaces are allowed but other electronic equipment is not. Pupils must be in uniform and remain silent throughout. For the week following the Detention, the pupil is also placed 'on Report' and this will be monitored by the Tutor.

### **Behaviour Support Plan**

Where concerns about behaviour in lessons exist, a Behaviour Support Plan may be considered to help support staff and the individual pupil to rectify the unsatisfactory behaviour.

### **Fixed-Term Exclusion**

Pupils can be issued a Fixed-term Exclusion by the Head following consultation with the Senior Deputy Head and discussion with relevant staff (both academic and pastoral).

If Fixed-Term Exclusion provides ineffective, or the misbehaviour is serious, the School may be required to exclude the pupil.

### **Permanent Exclusion**

Only the Head can exclude a pupil from the School permanently.

Examples of behaviour that might merit exclusion include:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/ threatening behaviour against pupils or adults;
- Bullying (including cyber-bullying) in accordance with the School's Anti-Bullying Policy;
- Committing a criminal offence;
- Fighting;
- Abuse on grounds of race, sex, sexual orientation, gender reassignment, religion/ belief, disability, SENs (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery/videos;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;

- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute;
- Persistent disruptive behaviour or breaches of the School's Behaviour Policy or School Rules

Where the Head is contemplating the Permanent Exclusion of a pupil, the Chair of Trustees will be informed of the allegations, and an investigation will take place. The parents will be notified as soon as practicable. Where appropriate, a pupil may be suspended from boarding and/or the School, as a neutral act, while an investigation takes place or if an investigation is adjourned for any reason.

The pupil and their parents will be asked to attend a meeting with the Head. The pupil may also be accompanied by a member of staff of their choice, if they wish.

Documents available at the meeting with the Head will usually include key documentation and correspondence that has been prepared or collated within the investigation including details of the allegations and any relevant School policies and procedures. That being said, there will be instances where certain documentation and/or correspondence (or parts thereof) cannot be disclosed to the pupil and parents. For example, this may be the case where expediency is of paramount importance or where the School must protect the privacy of individuals and/or the confidential nature of the procedure.

If the parents or the pupil have any special needs, certain health conditions or disability which call for additional facilities or adjustments in attending the meeting, those requirements should be made known to the School so that appropriate arrangements can be made.

Parents will be asked to provide any relevant evidence that they wish to rely on in advance of the meeting.

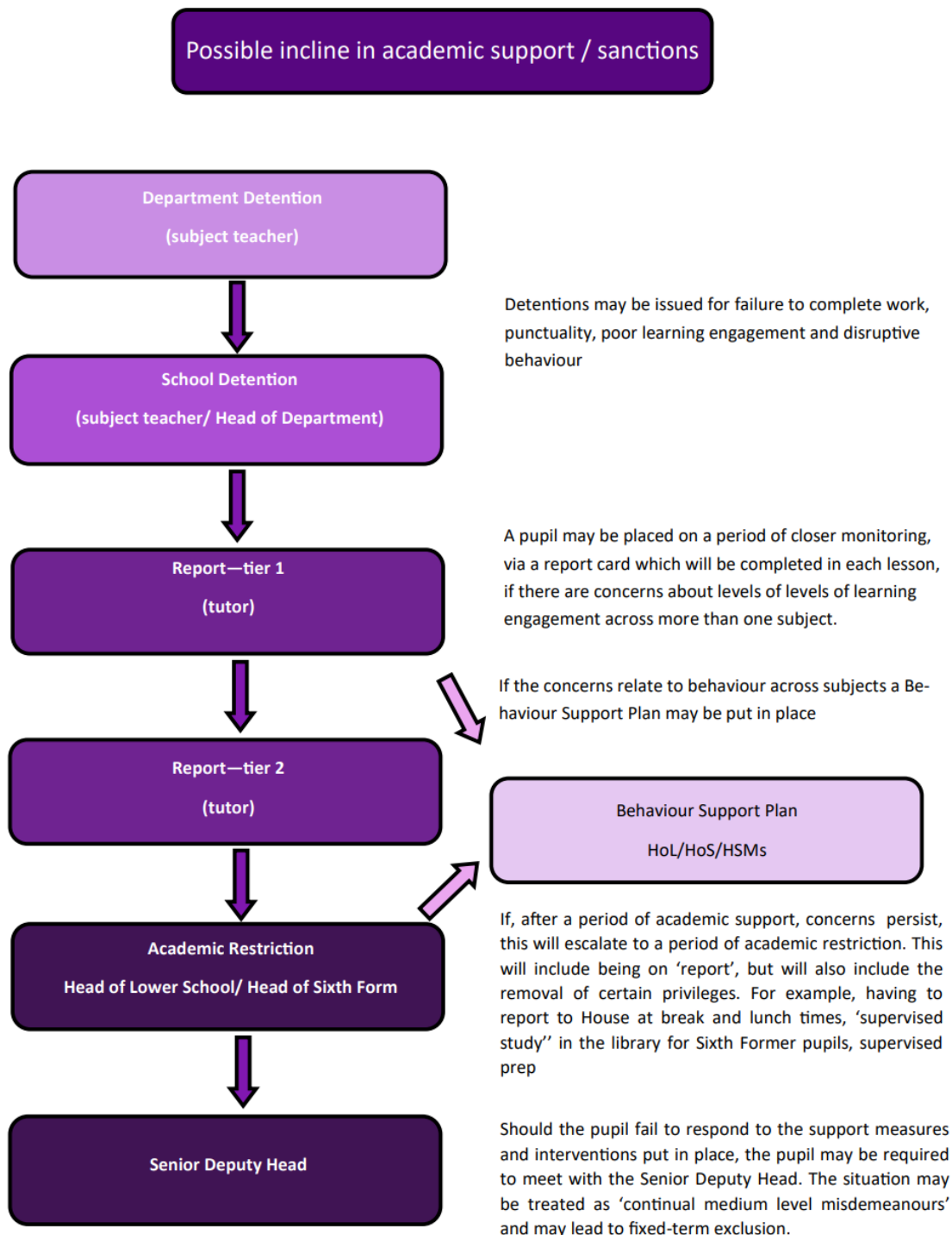
If the Head considers that further investigation is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the pupil / their parents.

Following the meeting, the Head will consider the allegation(s) and the evidence and will make a decision as to whether to permanently exclude the pupil, usually within 5 working days ~~24 hours~~. The decision will be communicated in writing, notifying parents of the right to request a Trustees' Review (see below).

A decision to exclude a pupil permanently will only be taken as a last resort when other strategies have been employed to no avail or if an exceptional one-off offence has been committed. For further information on the types of misbehaviour that may lead to a pupil being permanently excluded, please see the section earlier in this policy entitled *Types of Misbehaviour, High Level Misdemeanours (non-exhaustive)*. It is important to note that the Head has a wide discretion in determining which sanction (including Permanent Exclusion) is appropriate in any given situation, and parents have agreed that the Head can exercise such discretion under the terms and conditions of the Parent Contract.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

**APPENDIX 4 - POSSIBLE INCLINE IN ACADEMIC SUPPORT/SANCTIONS**



## **APPENDIX 5 - TRUSTEES' REVIEW**

The School will always offer the right of appeal to any pupil excluded or required to be removed from the School. The parents may make a written request to the Clerk of the Trustees for a Trustees' Review where one of the following applies:

- a pupil has been permanently excluded or where the parent has been required to remove the pupil and the parents are dissatisfied with the outcome of the meeting with the Head;
- the Head has decided to issue a Fixed-Term Exclusion to the pupil for 15 school days or more; or
- Fixed-term exclusion would prevent the pupil from taking a public examination.

### **The process for a Trustees' Review will be as follows:**

- A request for a Trustees' Review must be made and received by the Clerk within 10 working days of the Head's decision being notified in writing to the parents. A request must state the grounds on which the parents are asking for a Trustees' Review and the outcome they would like.
- The Review Panel will be made up of at least three trustees. None of them shall have had any detailed prior knowledge of or involvement in the case, or of the pupil or parents.
- The review meeting will be held as soon as reasonably practicable after receipt of the request for a Trustees' Review. A review will not normally be held during school holidays and will normally take place at the School. The Review Panel may consider, in its absolute discretion, that an alternative venue or a virtual hearing is more appropriate.
- The review meeting will generally be attended by the Review Panel members, the Clerk (as note taker), the Head, the pupil and parents. However, the Review Panel has discretion to meet the Head and the parents (and the pupil) one after the other if they consider it appropriate.
- The role of the note taker is not to take a verbatim note but rather an accurate reflection of what was discussed.
- The parents (and pupil) may be accompanied by a friend or relation or a member of the School staff if desired. As the intention is to make the meeting as informal as practicable, legal representation at the Trustees' Review meeting is not permitted. Parents should inform the Clerk in writing at least five working days in advance of the meeting of the identity of any person accompanying them.
- The review meeting will be chaired by one member of the Review Panel (chosen by themselves) and will be conducted in an informal manner, and all statements at the meeting will be unsworn. The meeting will be directed at all times by the Chair who will conduct the meeting fairly so as to ensure that all those present have an adequate opportunity of asking questions and making representations. However, as the meeting does not form part of formal legal proceedings, the Review Panel will not be bound by strict rules of evidence and procedure. It will have a wide discretion to conduct the meeting as it sees fit and proper and will give such weight as it considers appropriate to the evidence in whatever form it is tendered.
- A review meeting is a private matter. All those concerned and involved are required to keep the review meeting confidential unless disclosure is required by law. It is not permitted for the parents or the pupil to record (visual and/or voice) the meeting.
- The Chair may at his or her discretion adjourn or terminate the hearing. If the hearing is terminated without a conclusion being reached, the original decision of the disciplinary meeting will stand.
- The Chair will notify the Head and the parents in writing of the Review Panel's decision with reasons and any recommendations by the Panel, usually within 10 working days of the meeting. In coming to its decision, the Review Panel will consider whether the Head's decision was fair and reasonable. This may include either upholding the Head's decision or referring the matter back to the Head for reconsideration together with any recommendations. The Review Panel cannot overturn the Head's decision.
- In the event that the Review Panel refers the matter back to the Head, the Head will provide a written response to the parents and the Review Panel normally within five working days, and in the absence of significant procedural irregularity, the Head's decision will be final.

- The School will make reasonable adjustments where the parents and/or the pupil inform the Clerk ahead of the Trustees' Review that they have a disability, certain medical condition(s) or special needs.

For the purposes of this procedure, working days refers to weekdays (Monday to Friday) during term time, excluding holidays, bank holidays and half term (as published in the School calendar and on the School's website).

## **APPENDIX 6 - WARNING SIGNS FOR DRUG USE**

Early detection of drugs misuse is extremely important. If a young person's drug misuse is identified at an early stage, it is easier for action to be taken to prevent his or her further misuse of drugs.

The warning signs listed below may indicate that individuals or groups of young people are misusing drugs/legal highs. Their presence alone is not conclusive proof of drug or solvent misuse: many of them are a normal part of adolescence, but the presence of several signs together may point to a need for greater vigilance.

### **Warning signs for Individuals**

- Sudden changes in attendance and being unwilling to take part in school activities
- Decline in performance in schoolwork
- Unusual outbreaks of temper, marked swings of mood, restlessness, irritability or aggression
- Reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups
- Excessive spending or borrowing of money
- Stealing money or goods
- Excessive bouts of drowsiness or tiredness without obvious cause
- Loss of interest in physical appearance
- Sores or rashes especially around the mouth or nose
- Loss of appetite
- Heavy use of scents, colognes etc. to disguise the smell of drugs
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils)

**\*Please note that young people behaving in these ways may not be doing so as a result of substance misuse.**

**APPENDIX 7 - SEARCH CONSENT FORM**

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

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil 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 pupil of the opposite sex, without a witness present (if it is not practical to summon another member of staff).

<b>Pupil Name:</b>	<b>Member of staff conducting the search:</b>
<b>Date</b>	<b>Witness (staff):</b>
<b>Reason for concern:</b>	
<b>Any reasonable adjustments/precautions required</b> (age/health/SEND)	
The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil 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 pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items: knives; weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers or vaping paraphernalia; fireworks; pornographic or offensive images	
<b>Electronic Devices:</b> 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 may examine relevant data or files on the device. Any decision to search a pupil's device should be based on the professional judgement of the (D)DSL.	
<b>(D)DSL consulted: YES / NO</b>	
<b>Consent:</b> I hereby consent to a search of my belongings	
<b>Signed:</b> ..... <b>Date:</b> .....	
<b>Staff Name:</b> .....	<b>Witness Name:</b> .....
<b>Signed:</b> .....	<b>Signed:</b> .....
Parent's prior consent to undertake a search is not required. <b>The School will inform parents of any search conducted after the event</b>	
<b>Results of search, and action taken:</b>	