



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# Senior School Behaviour Policy

Approved by the Head: September 2019

Reviewed Annually

Next review date: August 2020

This policy is part of a portfolio of policies associated with ‘Safeguarding’ and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up in line with the non-statutory guidance *Behaviour and Discipline in School (2014)*.

## About this Policy

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.



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## Introduction

At Arnold Lodge, behaviour management strategies are adopted that enable effective delivery of teaching and learning across the school and to ensure an environment where each and every pupil feels happy, safe and confident.

*We expect staff to:*

- promote a positive learning environment including proactive intervention with regard to anti-bullying;
- encourage good behaviour through fostering values of equality and respect;
- nurture self-discipline and positive work ethics.

## Inappropriate Behaviour

Pupils are required to work sensibly and to move about the school quietly and courteously at all times.

*We expect pupils to be:*

- **HONEST:** be courteous, truthful and trustworthy at all times
- **HARDWORKING:** take responsibility for their actions
- **KIND:** have respect for, and be respectful of others, their views and their property

Any concern regarding individual and/or group behaviour will be logged and details shared with other staff members and the head teacher.

## Behaviour Management Strategies

At Arnold Lodge we adopt a range of targeted strategies geared to driving and enabling positive behaviour and a safe and secure learning environment. This includes but is not limited to:

- driving the motivation to learn in all pupils through praise and/or reward of positive behaviour;
- prevent bullying through proactive management and interactive teaching and learning;
- student centred development of personal and social skills and positive attitudes and values;
- promote a spirit of achievement and self-esteem;
- active and age-appropriate communication of the school ethos;
- adherence to measured disciplinary procedures geared to instilling positive behaviours;
- adoption of an educational support framework for students with learning/behavioural difficulties;
- regular and informed communication with parents/guardians;
- provision and access to continuing professional development and coaching for staff.



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## Behaviour Management Principles

- *Investigation* - the primary cause of inappropriate or poor behaviour shall be established and suitable support to counter such behaviour actioned.
- *Acknowledgement* - pupils who consistently uphold the stated values of Arnold Lodge or demonstrate significant improvement in their behaviour shall be recognised for their achievement.
- *Authorisation* - teachers (including teaching assistants) have delegated authority to invoke disciplinary proceedings for instances of misbehaviour occurring within the school and in some circumstances, outside of school.
- *Sanctions* - Inappropriate behaviour is not tolerated and use of appropriate sanctions at the discretion of Arnold Lodge staff is considered legitimate in order to remedy and/or deter continued poor behaviour.

Both in and out of the classroom, we use a system to promote behaviour for learning. The system is used to provide clear and direct evidence to students and parents that the school is tackling issues, providing a positive effect on the school environment and supporting both teaching and learning.

## Sanctions

Detailed information on the use and range of sanctions pertinent to the level of inappropriate behaviour is set out in the Arnold Lodge Use of Sanctions guidance note available on the Schools website. **Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.**

## Monitoring and Review

This policy is monitored and reviewed annually.



## Part I: Rewards

Providing rewards, praise and encouragement at Arnold Lodge are seen as an important means of developing excellent behaviour in the Senior School. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially.

### To achieve this, we will use:

1. Verbal and written praise
2. Placing work on display
3. Engage rewards
4. Phone call to parents
5. Certificates in Celebration Assemblies
6. Individual prizes awarded at Prize Giving

### Engage points

Engage points are used for all pupils in school. Engage points are issued for any of the following:

1. Outstanding effort and commitment
2. Outstanding progress
3. Consistently good work
4. Consistently good behaviour
5. Being consistently helpful or supportive
6. An outstanding piece of work
7. Regular attendance/positive attitude in extra-curricular club
8. Any other positive behaviour recognised by a member of staff

### Commendations

Pupils can be awarded an Engage point for any of three categories: Academic, Extra-curricular and Citizenship. These are logged by the awarding teacher onto the Engage portal. Once a pupil achieves a set number of Engage points they will be given a commendation. For pupils in year R-9 this will consist of a certificate and a prize (for Silver and above). For pupils in year 10-13 this will consist of an email or letter home and a prize.

#Points	Certificate Awarded (Yr R-9)	Prize
10	Bronze	-
25	Silver	Small reward item <sup>1</sup>
40	Gold	Medium reward item
60	Platinum	Large reward item
85	Sapphire	£5 voucher
120	Diamond	£10 voucher & Headteacher's Prize

<sup>1</sup> Rewards can take a variety of forms including stationery or confectionary. Any confectionary awarded to pupils is seen as a 'treat' to encourage healthy eating and healthy living. For more information on how to support pupils, please see our Safeguarding Policy and the PSHEE policy



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## **The House System**

There are 3 houses at Arnold Lodge, linked to the school values of being kind, honest and hardworking. Pupils are placed into a house when they join Arnold Lodge based on a questionnaire that ascertains their strongest value. At the end of each term, the Engage rewards awarded to pupils in that house are collected together to give the total house points and the house with the most house points will win the star cup for that term.

Alongside the competition for the star cup, there are a number of house competitions for pupils to take part in. Each half term pupils will compete in their houses in sporting competitions, non-sporting competitions (such as house quiz, house bake off etc.) and house fundraisers which will be for a designated charity. Points will be awarded for each competition and be added to the total for Engage points.

At the end of the year at Prize Giving, the scores for house points and house competitions are collated and a winning house for the year is awarded the Randolph House Shield.

## **Certificates and Prizes in Assembly**

On occasion, pupils might demonstrate behaviour which goes beyond the normal recognition of the points system. Where a pupil's actions (this might be a single act of outstanding kindness/responsibility or it might be for ongoing commitment which is above any beyond what is expected) then a head teacher's commendation may be awarded. The commendation, which will be awarded in senior school assembly, will be accompanied by a phone call to parents to inform them of the commendation and a reward which the head teacher deems appropriate.



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## Part 2: Behaviour in school – Behaviour for Learning (B4L)

### 1. Why use the system?

- Supports all staff.
- Creates a whole school culture and provides appropriate modelling to pupils.
- Provides the platform for improving teaching and learning.
- Ensures fairness and consistency across the school.

### 2. What is Behaviour for Learning (B4L)?

All pupils are expected to:

- Demonstrate a commitment to personal success and improvement;
- Respect other pupils and staff members at all times;
- Work co-operatively with staff and other pupils;
- Contribute to and benefit from the unique opportunities provided at Arnold Lodge;
- Conduct themselves in an acceptable manner appropriate to the expectations of Arnold Lodge.

#### Behaviour for learning (B4L):

When in school, all pupils must ensure that they adhere to the Behaviour for Learning expectations:

- **Try your hardest in everything that you do.**
- **Show respect and kindness to other pupils and staff.**

### 3. Managing Behaviour for Learning (B4L) – the ‘M’ system

If a pupil is not complying with the B4L expectations both in or out of the classroom, appropriate sanctions will be applied at the discretion of the ALS staff.

*HOKS = Head of Key Stage, HOF = Head of Faculty, ELT = Extended Leadership Team,*

*DH:S = Deputy Head (Senior School)*

Possible sanction	Engage
<p><b>Verbal warning/discussion (M1)</b> Staff member may choose to record this on the general standards log.</p>	N/A
<p><b>Subject teacher/Mentor break time restorative meeting</b> To be logged on Engage by the awarding teacher.</p>	M2
<p><b>HOKS/HOF lunchtime restorative meeting</b> To be logged on Engage by the awarding teacher with a summary of why the M3 has been awarded and which member of ELT the restorative time will be with – relevant HOKS/HOF to contact home.</p>	M3



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<p style="text-align: center;"><b>DH:S after school restorative meeting</b></p> <p>To be logged on Engage by the awarding teacher with a summary of why the M4 has been awarded and the fact that it will be with DH:S – DH:S to contact home.</p>	M4
<p style="text-align: center;"><b>Headmaster after school restorative meeting</b></p> <p>To be logged on Engage by the awarding teacher with a summary of why the M5 has been awarded. Awarding teacher to contact DH:S immediately.</p> <p><i>NOTE: An M5 should be issued in rare cases where the behaviour of a pupil is such that it is significantly disrupting the learning of other pupils. The pupil will be removed from the classroom. The teacher should ask a responsible pupil to alert a member of SLT to collect the pupil from the room. The pupil will not return to school until the headmaster has had the restorative meeting with the pupil and their parents/guardians.</i></p>	M5

In all instances, the restorative time should be constructive and reflect the nature of the offence in order to be fully effective. For example, a pupil who is unkind to another pupil might be asked by their Mentor to write a written apology to be handed over in a restorative meeting between the two pupils. A pupil consistently disrupting the learning of others might be asked by their Head of Faculty to prepare a 5-minute presentation to be delivered in assembly entitled, 'Everybody has a right to learn'.

## General standards

In order to ensure that ALS pupils are displaying consistently high general standards in school, the following procedure allows staff to support this.

Staff record any lapses in standards for any pupil at their discretion on a day to day basis by updating the total in the relevant column in the general standards log, using the following categories:

1. **Uniform and Appearance** (trainers on without a note, chewing gum, shirt out, top button not done up, no house badge, hair not tied up, skirt rolled up, excessive make up etc.)
2. **Equipment** (no pupil planner, no textbook/workbook in class, no pen etc.)
3. **Punctuality** (late to Mentor Time or lessons without a valid reason, consistently slow to line up etc.)
4. **Courtesy and good manners** (rude to staff or other pupils, failure to follow instructions etc.)
5. **Homework** (non-completion of homework to deadline or to a satisfactory standard)



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**NOTE: Staff must inform pupils that they intend to log any lapse in a pupil's standards in the general standards log**

## Sanctions and threshold levels in relation to general standards

Mentors (and Heads of Key Stage) are responsible for regularly monitoring this for each of their mentees and recording sanctions on Engage. The aim is to help individual pupils to improve in order to reach the standards expected at ALS.

No. of lapses in one category	Sanction	Engage
5	<b>Mentor break time restorative meeting</b> Mentor to log on Engage and contact home.	M2
10	<b>HOKS lunchtime restorative meeting</b> Mentor to log on Engage with a summary of why the M3 has been awarded and which HOKS the restorative time will be with – relevant HOKS to contact home.	M3
15+	<b>DH:S after school restorative meeting</b> Mentor to log on Engage with a summary of why the M4 has been awarded - DH:S to contact home.	M4

The sanction in the restorative meeting should aim to reflect the nature of the repeated poor standard/s in order to be fully effective. For example, a pupil who consistently defies uniform expectations could be asked by their HOKS to prepare and deliver a 5-minute slot in assembly on the importance of wearing the ALS uniform with pride. A pupil consistently caught chewing gum might spend a lunchtime cleaning gum off the underside of tables in order to understand the negative effect it has on a school environment.

### Example

	Uniform & Appearance	Equipment	Punctuality	Courtesy & manners
<b>Pupil X</b>	2	0	5	2

In this instance Pupil X would have require a conversation with their Mentor at break time to discuss when and why they are arriving late and devise a strategy on how they can improve. This is then logged on Engage as an M2 by the Mentor.

### Note:

***In the event of an M3 being awarded for any reason, pupils should be notified by the awarding member of staff using the duplicate ticketing system. This should detail the time (1.05pm) and day (Friday) of the restorative meeting, along with the member of the ELT it is with. The location will be the office of the relevant member of ELT.***

***Similarly, in the event of an M4 being awarded for any reason, pupils should be notified by the awarding member of staff using the duplicate ticketing system. This should detail the time (4.00pm)***



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**and day (Friday) of the restorative meeting (unless alternative arrangements are made). The location will be the DH:S office.**

**The issuing of an M5 will lead to a discussion with Mr Owen to determine when the pupil will have their restorative meeting with the headmaster.**

## 4. Homework

Any student missing homework without a valid reason can be awarded either an extension (M1) or an M2, depending on the circumstances. This will always be at the discretion of the teacher to use their professional judgement. For consistent non-completion of homework to deadline, teachers will issue an M3 to initiate a restorative conversation between the pupil and the Head of Faculty.

## 5. Restorative Practice

In the event of a pupil receiving any sanction at Arnold Lodge, the follow up meeting will be carried out using the principles of restorative practice. The member of staff will encourage the pupil to reflect on their actions and how they can improve in future. Any tasks given to pupils to complete in this time should aim to reflect the nature of the misdemeanour to be fully effective in restorative terms.

To assist with restorative conversations between pupils involved in an incident, the following questions will usually be asked of any pupils in involved that are in the wrong:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done, and how?
5. What do you think you need to do to make things right?

### **Staff do's and don'ts**

Do:

- Use a calm voice, stay relaxed and connected.
- Sit or walk alongside a pupil during discussions.
- Give the pupil a fiddle toy if appropriate.
- Where appropriate, insist on the person responsible for the incident talking first, person affected (if applicable) second, no one can interrupt.
- Keep restorative meeting short: 5 to 10 minutes.
- Ask of both participants is there anything else you'd like to say before closing the meeting.

Don't:

- Raise your voice or appear confrontational
- Tell pupils to look at you when you're talking to them, this can be confronting and leads to pupils shutting down.
  - Doggedly pursue restorative mediation if all parties are not calm and willing to participate.



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## 6. Violence towards staff

Any instance of violence towards staff will be referred to a member of SLT immediately. For more information on this please refer to the Policy on violence, threatening behaviour and abuse.

## 7. Mobile phones and internet capable devices in school

Pupils in Years 12-13 are allowed personal electronic device with them in school (including mobile phones, tablets or laptops). Acceptable use of these devices does not include:

- taking pictures or videos on school property at any time for any reason;
- accessing inappropriate websites or inappropriate material via their device;
- use in lesson times unless **direct permission** is given from the teacher.

Pupils in Years 7-11 are allowed to bring in an iPad, tablet or laptop for use in lessons only. These devices may not be used outside of lessons in school, or to communicate via any social networking/messaging provision. If pupils need to bring their mobile phones to school, they must ensure that their phones are turned off and not used in school (including for telling the time). Smart watches are allowed provided the device they are connected to is turned off.

If a pupil is found to be using their phone in school, the following sanctions apply:

**1<sup>st</sup> offence:** Staff member to confiscate the phone until 4pm that day and log on the mobile phone confiscation spreadsheet. Inform the parents/guardians of the offence and the consequence should the pupil continue to misuse their phone in school.

**2<sup>nd</sup> offence:** Staff member to confiscate the phone and log on the mobile phone confiscation spreadsheet. Inform the parents/guardians of the offence and pass the phone to relevant HOKS. The phone will be returned to parents upon meeting with their child's Head of Key Stage to discuss the concern.

**3<sup>rd</sup> offence:** Staff member to confiscate the phone and log on the mobile phone confiscation spreadsheet. Inform the parents/guardians of the offence and pass the phone to DH:S. The phone will be returned to parents upon meeting with the DH:S to discuss the concern and issue a 'phone in school' ban on the pupil for an appropriate length of time.

## 8. Consideration of Special Educational Needs in relation to behaviour

Prior to considering sanctions, Arnold Lodge will always take into account any Special Educational Needs that pupils may have and make reasonable adjustments as are appropriate. If in such instances sanctions are deemed appropriate, the sanction chosen will also take the Special Educational Needs into account to ensure that it is reasonable for that pupil.

## 9. Behavioural strategies for individual pupils



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At Arnold Lodge we strive to support children with behavioural problems and cater for their individual needs. To support these pupils, the following strategies may be put into place:

- weekly nurture group sessions, which will provide the children with strategies for dealing with the behavioural problems. They will be given half termly targets which will be reviewed by their Mentor and the DH:S;
- time out card to prevent inappropriate behaviour occurring and time to calm down;
- pupil profiles will be created by the child themselves alongside their Mentor for all staff that come into contact with that child;
- the DH:S and Mentor will if necessary meet with parents and create a care plan to support that child and this will be reviewed regularly.

### 10. Isolation

Should a pupil commit a serious enough offence or should their actions continue to represent a concern after considerable efforts to curtail their behaviour, pupils may be placed into internal isolation. A 'serious' offence might constitute (but is not limited to); swearing at a teacher, being impolite to visitors, intentionally hurting another child, bringing disgrace to the school name, offensive behaviour to peers or damaging school property intentionally. The internal isolation should be determined on a case by case basis taking into account the actions of the pupil and their particular needs and circumstances. During this time, the pupil will not be allowed to take part in school fixtures or other extra-curricular activities. Where behaviour continues to be of concern after internal isolation or is of a serious nature, pupils will be given an external isolation. Pupils will be removed from school and will remain at home for up to two days for a period of reflection. Teachers will provide work for the pupil during this time. The school will endeavour to work in full collaboration with parents in working towards helping the pupil to think about strategies for improvement in their behaviour. The pupil will receive counselling support on their return to school after this period. The parents will be informed that a formal suspension or even exclusion could result if the pupil behaviour does not improve.

### 11. Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct<sup>2</sup> (which includes but is not exclusively the following – intentionally harming peers, severe and persistent bullying, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, or for malicious accusations against staff) the head teacher may suspend or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches. In such cases, the head teacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by Parents. The pupil shall remain away from school pending the outcome of the review.

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<sup>2</sup> In all cases, it is the head teacher that will decide what is to be considered gross misconduct.



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If a student is excluded, there will be no refund of the Registration Fee or of Fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the school will be payable.

## **12. Removal from school in other circumstances**

Parents may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the head teacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school or has an accumulation of offences or has failed to respond to school discipline or at the head teacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a parent has treated the school or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The head teacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school.

Parents may ask for a Review by a panel consisting of up to three members (one Director, or person appointed in lieu of the Director, one member of the Senior Leadership Team and an independent member) of a decision to exclude or require the removal of a pupil from the school. The request for a review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the members who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the school and approved by the parents (approval not to be unreasonably withheld).

The head teacher will advise the parents of the procedures (current at that time) under which such a review will be conducted by the panel. If parents request a review, the pupil will be suspended from school until the decision to permanently exclude or remove has been set aside or upheld. While suspended, the pupil shall remain away from school and will have no right to enter school premises during that time without written permission from the head teacher. A review will be conducted under fair procedures in accordance with a duty to act fairly.

## **Part 4: Discipline and Behaviour Management Strategies Guidance for Teaching Staff**

### **I. Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour, by:**

- providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group;
- providing challenge and pace in lessons;
- providing prompt and supportive marking of work;
- providing time for personal learning target setting, reflection and guidance of pupils;
- using displays to celebrate pupil success;
- encouraging pupils to commend the behaviour of their peers;



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- sharing of commendable behaviour in assemblies;
- clear and consistent boundaries are set regarding behaviour;
- pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Mentor;
- positive methods of guidance are used. We reward good behaviour and encourage respect for others;
- we encourage responsibility, such as helping to tidy up;
- adults intervene and re-direct, as necessary, to prevent disagreements developing that children cannot handle.

## **2. Combat bullying and maintain an orderly environment, by:**

- dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations;
- ensuring that students feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Mentor or other senior staff;
- reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips;
- providing care and guidance from mentors.

## **3. Developing personal and social skills and positive attitudes and values, by:**

- providing an effective programme of PSHEE;
- exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies;
- encouraging participation in and contribution to the School Council;
- encouraging excellent role models through the Prefects and Head / Deputy Heads of School;
- encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Mentors can refer pupils to named staff for a variety of reasons including poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

## **4. Developing a sense of achievement and self-esteem, by:**

- providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work;
- commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable mentors will be able to acknowledge this by using the school reward system effectively.

## **5. Ensure understanding of the school ethos and practice, by:**

- publication of school values in the prospectus;
- reinforcement by class teachers, mentors, in class/mentor time or with individuals and groups;
- reinforcement through assemblies and School Council;
- having the code of conduct in the Pupil Planner;



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- through the appointment of Prefects. Amongst other duties and responsibilities, they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully.
- 6. Apply the Code of Practice for students with Special Educational Needs and maintain effective educational support, by:**
- following an agreed procedure for implementing and monitoring Intervention Plans.
- 7. Maintain close liaison with parents, by:**
- individual meetings, as and when required;
  - use of the Pupil Planner and newsletters;
  - involvement of parents in the use of Intervention Plans;
  - parents' evenings.
- 8. Provide appropriate staff development and support, by:**
- discussing a pupil's individual needs during staff orientation and staff meetings;
  - discussing behaviour management issues with NQTs, new staff or teachers of specific pupils;
  - allocating funding to meet individual or whole staff needs on issues relevant to this policy.



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## Part 5: Sanctions and Authority<sup>3</sup>

Teachers can discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

### Teachers' Powers

- Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of schools.
- Teachers have the power to impose restorative meetings outside of school hours.
- Teachers can confiscate pupils' property.

*Sanctions must satisfy the following conditions:*

- the decision to award a sanction to a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- the decision to award a sanction and the sanction itself must take place on the school premises;
- the sanction must not breach any other legislation and it must be reasonable in all the circumstances.

*Pupils' conduct outside the school gates*

- Teachers may discipline pupils for misbehaviour outside of school when the pupil is:
  - taking part in a school organised or related activity;
  - travelling to or from school;
  - wearing school uniform.
- Or, misbehaviour at any time that:
  - could have repercussions for the orderly running of the school;
  - poses a threat to another pupil or member of the public;
  - could adversely affect the reputation of the school.

*Confiscation of inappropriate items:*

- Teachers have the power to **search without consent** for "prohibited items" including:
  - knives and weapons (these must be handed to police – see policy on violence, threatening behaviour and abuse);
  - alcohol and illegal drugs, stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images (extreme or child pornography must be handed to the police);
  - Any article which is likely to be used to commit an offence, cause injury or damage property;

<sup>3</sup> For full details, please see *Behaviour and discipline in schools*, the DfE, February 2014



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- Any item banned by the school.