



LRGS Behaviour of Pupils Policy

(How the school will help pupils to behave appropriately, and what we'll do if mistakes are made)

The Pupil-friendly Version:

1. We want you to behave in a way which helps us create a **safe and welcoming environment in school**
2. It's important to remember that **you make your own choices** so this all starts with you, your moral compass and the decisions you make
3. We expect pupils to be good influences on each other – we want you to call out poor behaviour especially if this is racist, sexist or discriminatory, when we say '**no-bystanders**' this is what we mean
4. We think calling people a 'snitch' is harmful and unhelpful, **it stops us addressing bullying** and poor behaviour, and prevents people getting the help they need
5. You need to know that the school expect your good behaviour **whenever you are linked to the membership** of the school, for example when you're in town in your school uniform, on a school bus, on a school trip, or when your behaviour has an impact on school life, like when something which happened online has an impact on the school
6. **Most of the school rules are common sense**; others remind us that life in a community becomes uncomfortable if everybody does as they please without any thought for others
7. There are **some things which you are not allowed to bring into school** these are called 'prohibited' or 'banned items' - the most obvious examples of these items are drugs, knives (which includes penknives and multi-tools)
8. There are a mix of things we do to help you make good choices: we **reward good behaviour** and **give sanctions for mistakes**
9. If we need to, **we are allowed to search pupils if they agree**, certain members of staff are allowed to search pupils even if they don't agree, which includes dorms in the boarding house - we're also allowed to use reasonable force if we think you're going to hurt yourself or someone else
10. There are some things we take very seriously and will **never tolerate: bringing drugs to school, sexual assault, or bring knives to school** - if you do this it's likely we'll ask you to leave the school for good, this is called a permanent exclusion

Lancaster Royal Grammar School

Behaviour of Pupils Policy

(Incorporating the Code of Conduct for Pupils and Prohibited or Banned Items List)

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| Policy Number: 24 | Date approved by Trustees: This policy will be reviewed annually by the Trustees' Safeguarding Sub-Committee - Date of next review: | February 2026 February - 2027 |
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This policy should be considered in conjunction with:

- Child Protection and Safeguarding Policy;
- Pastoral Care Policy;
- Anti-Bullying Policy;
- Preventing Radicalisation Policy;
- Acceptable Use Policy;
- Pupil Advocacy Policy;
- Pupil Relationship Policy.

This policy is informed by:

DfE Guidance: Behaviour in schools Advice for headteachers and school staff - September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

DfE Guidance: Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf

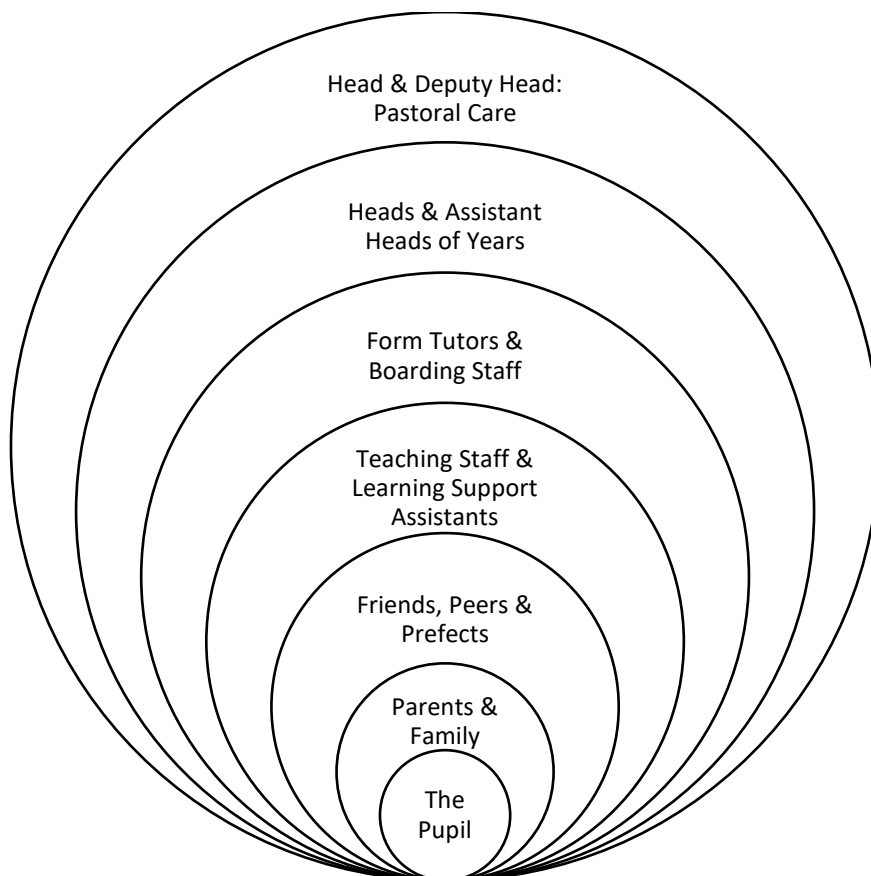
DfE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Aims

1. To promote a high standard of behaviour at all times.
2. To provide an environment in which self-discipline predominates, in which pupils respect the rights and interests of others and are considerate, courteous and co-operative.
3. To promote within each pupil knowledge of what is appropriate behaviour within a community and what is not.
4. To provide a system of essential rules and procedures to operate for the common good as well as for the good of the individual pupil.
5. To encourage senior pupils to set a good example to their junior counterparts.
6. To attempt, through regular communication between parents, staff and pupils, to formulate judgements regarding the underlying causes of misbehaviour and to seek remedies.

Structure



The school aims to engender a multi-layered approach to promoting good behaviour in school. This starts with the pupil's own understanding and moral compass; includes friends and other children being a positive influence, challenging poor behaviour and not being 'bystanders'; and different adults used proportionately depending on the complexity and severity of the situation.

The Context of the School

The management of pupil behaviour is in the context of the school being a predominantly male environment due to Year 7-11 admissions. As such the school are mindful of behaviours which may be considered to be stereotypically associated with boys and young men, expecting all pupils to be considerate to others regardless of identity. The school will not excuse inappropriate behaviour or dismiss it as boisterous due to "boys being boys".

We are mindful of potentially vulnerable and minority groups such as Sixth Form Girls, SEND pupils, the LGBTQIA+ community, and groups who are a minority within the school due to their ethnicity or religious beliefs.

The boarding community are an important part of our school, and we are aware that boarding pupils are to a certain extent more separate from their parents. Therefore, in the case of boarding pupils, the Housemaster/Mistress and other house staff, will also be closely involved with all aspects of the behaviour of the pupil.

Expectations on Prefects

Prefects support the staff in the day-to-day running of the school, especially at lunch-times and breaks. They act as Form Prefects (Senior Prefects as Year Prefects) with pastoral functions, and are an important factor in the culture of the school. They act under direction from the senior staff and receive support from staff to carry out their duties. Prefects ultimately report to the Head, Head and Assistant Heads of Sixth Form. A Prefect whose conduct falls short of that which is required may have their Prefect status removed. Prefects have the authority to instruct and reprimand other pupils in order to maintain good order, but have no power to use physical force of any kind, confiscate items or search another pupil.

Promotion of Good Behaviour & Behavioural Support Programmes

The school endeavours to take a preventative approach to behaviour management. Good behaviour is taught along with virtue and character typified by the school motto: Lead in Order to Serve.

We attempt to promote good behaviour in the School by:

- a) Promoting good behaviour and virtues through the curriculum;
- b) Encouraging pupils to fully involve themselves in the school community through extra-curricular activities, involvement in community initiatives and charity work;
- c) maintaining good and effective communication systems within the school and between home and school;
- d) the setting of consistently high standards by all staff;
- e) encouraging senior pupils to set a good example;
- f) having clearly defined rules and disciplinary procedures;
- g) anticipating problems wherever possible and eliminating them or minimising their effects;
- h) maintaining a 'Home – School Agreement' between pupils, parents/guardians and the school (published in the Pupil Handbook);
- i) recording and sharing observations and concerns between staff in order to enact an early intervention approach;
- j) using systems of commendations, misdemeanours and consequences.

Taking an early help approach, and after incidents of poor behaviour or concern, the following support may be enacted by the pastoral team:

- Intervention and direct work with the pastoral team on a specific issue
- Referral for direct work with a Specialist Teacher
- A buddy programme and work with role models
- A consideration of wider needs and reasons for behaviour for example Learning Support referral or support for deprivation/FSM/PP
- Promoting school involvement in clubs and societies
- Referral to Student Support and counselling for anger management, self-esteem, bullying etc.
- Referral to other sources of support on Who To Turn To
- A period of closer monitoring of attendance/punctuality, academic and attitude by Form Tutors/HOY
- Consultation with parents recommending an individual behavioural support plan. This will set out short and long term objectives for the pupil and describe how progress is to be monitored, reviewed and supported.

Limits and Application of the Policy

This policy will apply to any behaviour through the school day (including boarders).

This policy will apply to pupils whilst being educated off site.

The Education and Inspection Act 2006 empowers Headteachers to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour which may take place outside of the school but is linked to membership of the school, for example when in school uniform (including when away from the school site) and online in groups of LRGS pupils (even if the group was intended to be private).

The school works cooperatively with other schools and as such will share information and take action even when victims or other pupils involved attend different schools.

This policy will apply to a pupil's digital and online behaviour when linked to their membership of the school.

While a clear behaviour policy is advantageous, some recognition of context will be necessary in its application, specifically to ensure that Black and Minority Ethnic and SEND pupils are not systematically disadvantaged by school policy. The school will consider reasonable adjustments in decision making and the application of this policy for SEND pupils.

School Rules (Code of Conduct for Pupils)

Many of the rules below are common sense; others remind us that life in a community becomes uncomfortable if everybody does as he or she pleases without any thought for others.

We expect all pupils, at all times, in manner and speech, to be honest, courteous, truthful and considerate of others and thus to preserve the good name of their school.

The Seward Committee (School Council) will have the opportunity to discuss any changes or additions to the School Rules but the Head may make an amendment to any rule, at any time-

- Pupils must be courteous to all members of the public at all times. This includes whilst moving around the site, waiting at bus stops and congregating in the town centre (where large gatherings of pupils can cause inconvenience to shop keepers and members of the general public).
- Pupils will wear school uniform in accordance with the uniform list published in the Pupil Handbook.

Attendance, Pupil Movement & Bounds

- Pupils must follow the timetable they are given and arrive for lessons on time, ready to learn and contribute.
- Year 7 to 11 pupils may only leave the school grounds during the school day if a request from parents is made, or with permission from the Head or Deputy Head.
- Sixth Form Pupils must follow the attendance rules and expectations as published by the Head of Sixth Form. A graduated approach to Sixth Form permissions affords Sixth Form pupils increasing freedoms, however the school reserves the right to rescind or remove these permissions for individuals or groups. Sixth Form pupils on all day Supervised Study are not permitted to leave the school site.
- **Any pupil with permission to leave the school site must sign out from Wyresdale House and if returning to school must sign back into school.**
- Pupils taken ill during the school day must ask their teacher's permission before reporting to the Medical Centre.
- Pupils who fail to attend lesson without reasonable cause will be considered to be truanting and may face sanctions for doing so.
- It is important to be aware that many of the School facilities are dangerous when not supervised. You must not enter any classrooms, laboratories, sports facilities or the assembly hall without permission from a teacher. Pupils below the Sixth Form are not allowed in the Mawby Science Building during break and the lunch hour.
- Pupils must follow the safety spine and adhere to the out of bounds rules at all times.
- All games, particularly ball games, must be played in such a way that windows, parked vehicles and other property are not likely to be damaged.
- Internal movement: to lessen congestion all pupils should practise sensible self-discipline and keep to the **left**.

Academic Integrity

- Pupils must always maintain their academic integrity, ensuring their performance is honest, transparent and truthful.
- Pupils must not 'cheat' in tasks, assessments or exams; plagiarise work or falsely present another's work as their own.
- Pupils must be transparent about their use of AI or other aids in their work.

Prohibited or Banned Items

- The following are prohibited or banned items:

- Any item that could be dangerous in any way or detrimental to good behaviour
- knives (including *scissors*, penknives, blades and multitools) and weapons¹;
- alcohol;
- illegal substances or drugs or drug paraphernalia²;
- legal highs (including nitrous oxide or laughing gas), tobacco, cigarette papers, lighters or matches, e-cigarettes, vapes or similar;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- firearms, air-guns, replica or toy guns, fireworks, water-pistols, waterbombs, catapults, pea-shooters, screwdrivers;
- pornographic images (printed or digital);
- covert tracking or recording devices;
- chewing gum;
- sugary or sweetened fizzy drinks and high-caffeine energy drinks³, (pupils may drink water in a lesson with the permission of the teacher – fizzy drinks bought in the catering outlets must not be drunk in the main school) or
- any other item that staff believe would be detrimental to good behaviour in the school.

¹Knives and Weapons

- The school will report pupils in possession of knives or weapons to the Police, the school will then consider permanent exclusion as the starting point for a disciplinary response from the school.

²Illegal Drugs and Paraphernalia

- The possession, exchange and use of recreational drugs (including legal highs, smoking, vaping and alcohol) is forbidden for any pupil during the school day, whilst on the school site, when representing the school or in the care of boarding staff.
- The school will report pupils in possession of illegal drugs or paraphernalia to the Police, the school will then consider permanent exclusion as the starting point for a disciplinary response from the school. Permanent exclusion should also be the expected outcome for pupils selling or supplying illegal drugs to a member of the school.
- Pupils who bring illegal drugs into the boarding houses should expect to be considered unfit for boarding and be permanently excluded from boarding.

³ Sixth Formers are permitted to consume caffeine drinks in Sixth Form only areas but must not do in the main school.

Personal & School Property

- All buying, gambling, selling and swapping is forbidden, except with the prior knowledge of a teacher and of the parents of both pupils.
- It is permissible to bring electronic devices to school but purely at the owner's risk. Their use must be in accordance with the acceptable use policy
- At all times respect other people and their property.
- All items brought to school must be named.
- Any valuable item brought to school is at the owner's risk. It is the owners' responsibility to hand in to a member of staff any items when they are to be left unattended and to make sure suitable insurance is in place.
- Pupils must never interfere with or remove another pupil's property - it is likely to be treated as theft.
- Pupils are expected to be careful and responsible in the use of all school property, furniture and materials.
- All breakages of and damage to school property (including graffiti) must be reported immediately to a member of staff. Where malicious damage occurs, the school holds the right to charge the perpetrator(s) to replace or rectify the damage.

Child-on-Child Abuse

- Addressing child on child abuse is important to the school

- The school will follow the definitions of Child-on-Child abuse as described in the DfE statutory guidance 'Keeping Children Safe in Education'
- School will not downplay these behaviours, will challenge inappropriate or harmful behaviour and work to educate pupils and build a positive, safe and caring culture
- Investigations into Child-on-Child Abuse will be managed by the Pastoral Heads' Team
- Expectations on Pupils: the school will take action against any pupil who engages in the following:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including any online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence such as rape, assault by penetration and sexual assault; (including online any element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including drawings, graphics and AI generated imagery
 - upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
 - initiation/hazing type violence and rituals (including activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and/or an online element)

Preventing Child-on-Child Abuse

- In order to prevent child on child abuse the school expect and promote the following standards:
 - **Personal Contact, Sexual Harassment and Sexual Violence**
 - Pupils must respect another's personal space and, in their conduct, allow one another free movement. The school may consider a pupils conduct to be threatening if they are in unnecessarily close proximity to another pupil.
 - Pupils must respect another's privacy and body: pupils must not touch areas of another pupil's body considered private, typically covered by underwear; they must not touch another pupil under their clothing; they must not interfere with or remove another pupil's clothing.
 - The school require and expect all pupils to understand and use the principles of consent and permission; when investigating and considering incidents and situations, pupils will be expected to explain why and how they believe they had consent or permission for their actions.
 - Sexual harassment and sexual violence will not be tolerated at school. All pupils are expected to support the principles outlined in the 'Pupil Relationships Policy' (the DfE statutory guidance Keeping Children Safe in Education clearly defines behaviour which can be described as sexual harassment or sexual violence).
 - **No Bystanders**
 - The school expect pupils to support a 'no bystanders' ethos: pupils are expected to report or call out instances of poor behaviour including but not limited to: racism, sexism/misogyny, discrimination, actual or potential violence, intimidation or threat. The school consider that being a bystander or observer is no defence and may consider a pupil to be complicit in an incident due to either condoning by inaction or encouraging by being an audience.

Following Instructions and Cooperation

- Pupils are expected to always follow the instructions of staff
- A pupil will be judged to be 'uncooperative' if they require repeated instructions or are deemed to deliberately delay responding to an instruction
- A pupil will be judged to be 'defiant' if it is evident that they are refusing the follow the instruction in a reasonable and timely manner

False Representation and Defamation

- Pupils must not falsely represent other members of the school community or the school itself including making parody or imitation accounts online
- Pupils must not use image generators or so called 'deepfakes' to replicate or portray members of the school community
- The school will consider the highest sanctions, and Police reports where relevant, for pupils creating representations of individuals which are sexual in nature, or which cause threat or harassment

Violence & Aggression

- The school will not tolerate any form of violence between pupils including against children at other schools:
 - The school's response to physical aggression, violence or fights will bear in mind the age, physicality and actual or potential harm caused; with higher risk will come more severe consequences. The school will aim to differentiate spontaneous aggression such as a loss of control or temper, from planned or premeditated aggression which will bring a more severe response from the school.
 - The school take the view that peer pressure is a powerful and unhelpful influence in fights. An audience create an expectation making it difficult for those involved to stop and step away. The school will take action against pupils who encourage or organise fights or violence on behalf of others. The school may also take action against those who spectate especially if they have intentionally taken steps to watch.
 - The school will take action against any pupil who records, photographs or videos fights or conflicts, especially if distributed to others.

Antisocial Behaviour & the school Environment

- Pupils are expected to be considerate towards others in the school and local community in order to create a kind, friendly, supportive environment. The school will not tolerate behaviour seen as anti-social, unkind, threatening, defamatory, malicious or menacing.
- Pupils are expected to conduct themselves with a kind, thoughtful and generous spirit. The school will not tolerate a pupil or pupils exploiting others by their relative power or stature, for example older pupils taking advantage of younger pupils, or pupils in groups exerting negative influence over individuals.
- Pupils are expected to refrain from all graffiti, which creates an unwelcome atmosphere. The school will not tolerate graffiti which is defamatory or discriminatory whether this is by means of words, images or symbols.
- Pupils must take responsibility for ensuring that all litter on the school site is placed in the litter bins provided.
- There is to be no eating in any classroom without permission from a member of staff, or on the streets around the school.

Prejudice & Discrimination Including Racism, Sexism and Misogyny

- Pupils are expected to support an anti-racism and anti-discrimination position and accept that all individuals in the school community have a right to a safe, welcoming and equal school environment free from discrimination.
- Pupils are expected to challenge sexism and misogyny
- The school will consider discrimination to be an elevating factor when responding to misconduct.

Rewards

Every effort is made to recognise and applaud good behaviour. Achievement is recognised in assembly and pupils are praised for helpfulness, good manners and good behaviour both at school and on trips.

The rewards which may be employed include:

1. Verbal praise or acknowledgement
2. Praise stickers in books and on Teams
3. Given extra status or privileged for example being a Form Captain

4. Recognition of achievement in school publications e.g. school website and social media
5. Commendations may be awarded by staff
6. Badges and certificates
7. Positive emails and phone calls home
8. Positive Attitude to Learning grades
9. The Head's post cards which are sent home to parents to celebrate outstanding achievement
10. Nominations for Speech Day prizes
11. The award of participation ties and school colours
12. Reward trips and excursions

Sanctions

The majority of minor transgressions will be dealt with, on the spot, by individual members of Staff and Prefects. Repetition of an offence, or more serious offences, will be referred upwards to Form Teachers and / or Head of Years. If in doubt, a member of Staff should seek advice from Head of Years or experienced colleagues. More serious offences will be communicated to parents either by the School management system (available to parents at home), e-mail, telephone or letter and recorded in pupil files. Parents will be invited into school to discuss the particular problem.

The sanctions which may be employed include:

- 1) A verbal reprimand
- 2) Extra work or repeating unsatisfactory work until it meets the required standard.
Written tasks may be set as a means to aid reflection and learning, but must take into account a pupil's SEND where relevant
- 3) Depriving a pupil of free time at either break or lunch-time or a short after school detention provided the pupil can get home safely
- 4) Issuing a misdemeanour, which is intended to act as a reminder to the pupil to correct their behaviour – multiple misdemeanours may result in further sanctions
- 5) Negative Attitude to Learning Grades
- 6) School based community service or imposition of a task – such as picking up litter or weeding school grounds; repairing damage; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- 7) Parents may be asked for financial contributions towards repairs occasioned by damage to property.
- 8) School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- 9) The removal of a pupil from a location or room, for example if the pupil is a disruptive influence or requires some time to regain composure, this may include a time out period or for a pupil to work in another room separate from the class
- 10) Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; Form Tutor or Head of Year report for behaviour monitoring.
- 11) Being banned from certain locations or activities for a fixed time
- 12) A network ban for a fixed time
- 13) Loss of privilege or status for example losing their Prefect role
- 14) Department detentions for academic issues, as authorised by the Head of Department
- 15) school detentions for behavioural issues as authorised by the Head of Year
- 16) A third Friday detention gained by a pupil in any one academic year may lead to a referral to the Deputy Head: Pastoral and two hour Saturday morning detention.
- 17) Two hour Saturday morning detentions may also be used in more serious incidents. All school detentions, and the reasons for them, are communicated to the parents by the Heads of Year and/or Deputy Head Pastoral, giving parents at least 24 hours' notice.
- 18) A pupil may need to be isolated from the school population for a fixed amount of time. The pupil is isolated from normal lessons and normal contact with others. Work is set and the pupil works under the supervision of the Head of Year or a member of SLT. Breaks and lunches are taken separate from other pupils. Parents are notified when this system has to operate.
- 19) The Head may use fixed term suspension or permanent exclusion.

Non-Attendance Support Programme

In line with an early intervention strategy the Data Manager routinely reports half term attendance and punctuality data to Heads of Years which is reviewed at Pastoral Heads meetings.

A system of notification and consequence aims to flag attendance concerns. 3 late marks in a calendar month may lead to a misdemeanour; 5 late marks in a calendar half term may lead to an afterschool detention with the Head of Year.

The parents of pupils whose attendance falls below 90% will receive a level 1 attendance concern letter from the Head of Year offering support.

The parents of pupils whose attendance falls below 90% for a second term will receive a level 2 attendance concern letter from the Deputy Head: Pastoral Care offering further support and requiring further parental involvement to improve the situation.

In the case of persistent truancy, phobia or refusal to attend school:

- Parents will be consulted. Discussions will take place between pastoral staff, parents and the pupil to improve attendance;
- School Support and Learning Support Teams will offer intervention and support;
- Outside agencies will be used as appropriate - in consultation with parents.

The school understand the difficulties and barriers some pupils have regarding attendance. The pastoral team understand the impact mental health and SEND can have on a pupil's lesson attendance and will put in place a planned programme or support, lesson tracking and targets to support them. In the short-term 'time outs' and lesson absences may be allowed with the longer term aim and expectation of full school lesson attendance.

Behaviour in the Boarding Houses

The leading principle regarding managing behaviour in the boarding houses is that each boarding house is a 'home away from home'. Discipline is in the hands of the Housemaster/mistress who are assisted by House Tutors. In the boarding community, as in the School, we encourage a high degree of self-responsibility therefore boarding staff try to keep the number of rules to a minimum. The rules they do have are for the boarders' safety and for the good of the community. It is important however, that young people know the boundaries and understand that all actions have consequences. Rewards and privileges are awarded to boarders who contribute positively to the boarding community, similarly there are a number of sanctions that are in place for anti-social and disruptive behaviour within the house including loss of free time, extra duties or loss of privileges. These rules and consequences are published in the Boarding Handbook and/or in the boarding houses.

Boarders fall under the scope of this policy in line with day pupils during the school day, when involved in day school activities, and when they have signed out to go home or to a guardian, for example at exeat, until they sign back into the house. As with day pupils, a boarder may be involved in an incident which has taken place outside of the school but is linked to membership of the school, in this situation the individual will also fall under the scope of this policy in line with a day pupil.

Procedures are also in place to deal with more serious issues within the boarding houses. Boarders who commit continued offences or defiance toward staff; who commit acts which endanger themselves or others; acts which cause anxiety, alarm, or distress to others; violent or reckless conduct may be referred to the Head of Boarding, Deputy Head: Pastoral Care and/or Head who may consider a period of isolation, fixed-term or permanent exclusion from the boarding house and/or day school.

Behaviour in the Sixth Form

The maintenance of high standards of behaviour in the Sixth Form is the responsibility initially of Form Teachers under the direction of the Head of Sixth Form. The same principles apply as in the rest of the school except that Sixth Formers are expected to set an example to younger pupils and to show a high degree of responsibility. Exceptional behaviour and service can lead to a Prefect role.

A supervised study system involving pupils, parents and staff operates for those Sixth Formers whose work, commitment or behaviour fall short of the standards expected. Any unauthorised absence from lessons will result in a Sixth Form detention. Sixth Formers also have special privileges which can be withdrawn as a distinctive punishment.

Sixth Form pupils who drive to school must adhere to road safety standards and best driving practice. The school will always consider reporting reckless or dangerous driving to the Police.

Sixth Formers are expected to accept that there may be some practices which they are legally allowed to do, for example vaping or drinking alcohol, which are prohibited for them in school due to them being in a setting for children and their position as role models.

Investigations, Confiscations & Searches

The school will conduct investigations into allegations of misconduct with the aim of establishing if a pupil has convened the school's code of conduct. In the process of investigating, the school may ask pupils for information, ask questions relating to the investigation, and give them the opportunity to make verbal or written statements.

Any judgements following an investigation will be made on the balance of probability i.e. that it is more likely for one thing to be true than the alternative.

The school will work with parents and seek to make them aware of investigations involving their child as soon as practically possible, however the school will not seek permission from a parent to involve their child in an investigation nor do they require their parent to be present when statements are taken. Nevertheless, the school understand that pupils may find their involvement in investigations upsetting or worrying due to the nature of the alleged incident or their concern about their own behaviour. Staff must be mindful of this, making professional judgement which bear in mind the welfare of pupils. The school's Pupil Advocacy Policy is relevant in these considerations.

Investigations into certain serious offences - persistent bullying, truancy, theft, and all offences endangering property, the person or the community will normally be led by the Head of Years / Assistant Heads for referral direct to the Deputy Head Pastoral and / or Head.

Investigations into the most serious offences – involving drugs, sexual harassment/violence, knives and extreme violence will normally be led by a member of the SLT.

In determining the disciplinary outcome for a pupil, the school will consider aggravating and mitigating factors for example age, intention, actual and potential harm, audience, victim impact, power relationships and additional needs.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. Items on the prohibited items list which have been confiscated should be given to a Head of Year, Housemaster or member of the Senior Leadership Team (SLT).

The school will follow the Department for Education guidance: Searching, screening and confiscation Advice for headteachers, school staff and governing bodies - January 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Searches will always be conducted in such a way as to minimise potential embarrassment or distress.

School staff can search pupils with their consent for any item.

The Head authorises Deputy Heads, Assistant Heads and Housemasters to search without pupil consent in line with government advice.

Where a boarder's room is to be searched, the boarder should be given the opportunity to conduct the search personally by emptying out drawers etc. under direction from the members of staff present. If a boarder refuses to co-operate, and the circumstances are deemed to warrant a search by staff, then the room should be searched by staff, with at least two members of staff being present throughout. Any suspicious items should be placed in a plastic bag and sealed.

After any search involving pupils, parents/carers will normally be contacted by the school, regardless of whether the result of the search is positive or negative. In any incident involving illegal and other unauthorised substances the school will normally involve the pupil's parents/carers at an early stage, explaining how the school intends to respond to the incident and to the pupil's needs. The advice, support and help of the Police will normally be sought.

In considering the response to a particular incident, the following will apply:

- Each incident will be considered individually based on the particular set of circumstances.
- The school will balance sanctions, support and education to ensure the well-being of the school community.
- A range of responses/sanctions (as laid out in this policy) may be used to respond to the identified needs of those involved including the support of outside agencies.
- It will normally be the case that anyone involved in the selling or supplying of illegal items/substances, or intending to sell or supply illegal items/substances, will be permanently excluded from the school.

The member of staff conducting the search must then log the reason, process and outcome of the search on the school's pupil search log.

Power to Use Reasonable Force

The school will follow the Department for Education guidance:

Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The member of staff using reasonable force must then log the reason, process and outcome of their action on the school's use of reasonable force log.

Exclusion Policy

In extreme cases pupils may be excluded for a number of days (fixed term) or permanently. A decision to exclude a pupil for a fixed period may be only taken by the Head in response to breaches of the school's Behaviour of Pupils Policy. Permanent exclusion may also be considered for persistent disruptive behaviour which contravenes the code of conduct, where individual incidents are not serious enough to warrant permanent exclusion yet these persistent breaches mean allowing that pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Permanent exclusion will be the expected outcome for pupils who:

- bring drugs into school or sell or supply them to the members of the school;
- bring knives or weapons to school;

- commit acts of sexual violence or sexual assaults against a member of the school.

When considering an incident which occurred in the boarding community the school will consider the impact and risk to the day school in its decisions.

- A suspension or exclusion from the day school will also mean a suspension or exclusion from boarding.
- A suspension or exclusion from boarding may also mean a suspension from the day school if it is reasonable to consider that there is a risk or impact in the day school.

Parents will be informed as soon as is reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being permanently excluded.

In line with DfE guidance, a decision to exclude a student permanently would be taken only:

- In response to a serious breach, or persistent breaches, of the school's Behaviour of Pupils Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Parents will be informed without delay of the period of exclusion and the reasons for the exclusion. The school will meet its obligation to provide education during a fixed-period exclusion.

Where a pupil is given a fixed-period exclusion of a duration of six school days or longer, the school has arrangements in place to ensure suitable full-time educational provision in a referral centre. A reintegration meeting will normally take place following a fixed term exclusion, which should be attended by the pupil and his or her parents. The purpose of the meeting is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. Excluded pupils will be enabled and encouraged to participate in all stages of the exclusion process.

Any permanent exclusion or fixed term exclusion of more than 15 days, or an exclusion resulting in a pupil missing a public examination or national curriculum test, is reviewed by a panel of the Governing Body with the opportunity for representation by the Headteacher and by the parents.

When a permanent exclusion decision is upheld by the Governing Body, parents have a right to an independent review panel hearing. All parents have the right to request the presence of a special education needs expert at an independent review panel.

The school will follow the procedures set out in the DfE guidance on exclusions.

The school will have due regard to its duties under the Equality Act 2010 when deciding whether to exclude a pupil. LRGS will make reasonable adjustments for managing behaviour which is related to a pupil's Special Educational Needs or Disability (SEND). Where expulsion needs to be considered, the school will ensure that a pupil's SEND is addressed in order that the pupil is able to present his or her case fully where their needs might hinder this.

Monitoring of the Policy

Incidents are logged onto the school's management systems to allow for the collation and analysis of data. A variety of procedures and groups are in place to monitor the effectiveness of this policy as follows:

- All Friday school detentions need authorisation by a Head of Year to allow for moderation and to identify trends and patterns
- Form Tutors, Housemasters and Heads of Year receive notifications of misdemeanours and commendations
- Weekly meetings between Heads of Year and Deputy Head: Pastoral Care are used to discuss cases, trends and issues
- Weekly meetings between Housemasters/mistresses and Head of Boarding are used to discuss boarding issues
- Bi-weekly Pastoral Heads meetings are used to discuss cases, trends and issues including pastoral and safeguarding data (attendance, rewards and sanctions, detentions)

- 'Pupils and Safeguarding' is a standing item on SLT agendas
- Staff are invited to be part of a consultation when this policy is reviewed
- There are mechanisms for pupils to comment on the effectiveness of this policy through pupil voice groups and the Seward Committee; pupils are invited to be part of a consultation when this policy is reviewed
- The school is committed the principles of equality in line with the school's Equality Policy. We will use tracking data to monitor the impact of this policy on minority groups, specifically to ensure that Black and Minority Ethnic and SEND pupils are not systematically disadvantaged. This monitoring will influence policy review and actions plans.