



Behaviour Management Policy

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1. Repton School Ethos

- 1.1.** The community of Repton School is founded on principles of respect, wholeness, truth and excellence. It is a community which champions equality, diversity and inclusion. The School is committed to safeguarding and promoting the welfare of its pupils and to providing a secure and stimulating environment in which they can realise their full potential; academically, in their extracurricular pursuits and in their personal development.
- 1.2.** We expect very high standards of behaviour in the pupil body, within and between year groups and houses, when representing the School formally or informally out in the wider community. We pride ourselves on the positive relationships which exist between staff and pupils and the strength of our partnership with parents. We believe that high standards of conduct are promoted more by positive modelling, encouragement and celebration of success than by use of sanctions.
- 1.3.** When infringements of rules or codes of conduct do merit formal sanctions, these are administered fairly, within the broader pastoral context, and with a focus on a positive outcome for both the individual and the community as a whole.
- 1.4.** Staff must be mindful of the School's responsibilities under the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the School will make reasonable adjustments to the standard procedures and sanctions which it considers are appropriate in relation to that individual pupil's disability or needs.
- 1.5.** The Repton School community has a zero-tolerance response to bullying or discrimination of any kind and seeks proactively to embed the values of Equality, Diversity and Inclusion in both the curriculum and the daily life of the School.
- 1.6.** Repton School has a zero-tolerance stance on issues of child-on-child abuse.
- 1.7.** Only a member of the teaching staff may impose sanctions. No pupil may impose sanctions on another pupil.
- 1.8.** In some situations consideration may need to be given to consulting other agencies beyond the School; this might range from specialist counsellors to child services. The Deputy Head Pastoral should be advised of any such situation. Any potential safeguarding issue must be reported directly and without delay to the Deputy Head Safeguarding and Designated Safeguarding Lead who will judge whether child services need to become involved. The School Doctor and The Health and Wellbeing Centre can also advise on services available and, where appropriate, make referrals.

2. Aims of Behaviour

- 2.1. This policy is intended to support effective teaching, learning and personal development and to promote a culture of responsible behaviour and positive engagement. This happens in a variety of ways, including:

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| The recognition, appreciation and celebration of pupils' achievements in all aspects of school life. |
| The opportunity for pupils to take on responsibilities within the community, both at school and house level. |
| A modern, comprehensive, multi-layered and co-ordinated pastoral care system which engenders a sense of belonging and self-worth in all pupils. The house system and the role of its staff, particularly Housemasters/mistresses, is at the heart of this but it encompasses members of the Senior Management Team, the Chaplain, academic teachers, non-teaching staff, the medical team and professionals beyond the School where appropriate, and calls for effective communication with parents. |
| A robust and wide-ranging programme for Personal, Social, Health and Economic (PSHE) and RSE education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct. |
| A strong emphasis on individuals' moral and spiritual development through the role of Chapel, whole-school and house assemblies, the PSHE/RSE programmes, and the example of staff, prefects and older pupils. |
| A clear set of School Rules, which are published in full each term as part of the Calendar Booklet. |
| The Repton School Code of Conduct which amplifies the stated values of the School (respect, wholeness, truth and excellence) in a series of behavioural expectations. |
| A fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole. |
| Clear policies and codes of conduct which promote responsible behaviour, both in general conduct (eg the Repton School Code of Conduct and the Anti-Bullying Code) and in specific areas (eg Acceptable Use of IT, Drugs and Substance Misuse, Alcohol). |

3. Expectations of Staff

- 3.1.** Staff have both a duty of care and a responsibility for promoting high standards of behaviour within the pupil body. This covers all formal activities such as lessons or extracurricular sessions, leisure time around the School and village and also any school-related activity away from the site and/or outside term, such as trips (either day or residential).
- 3.2.** The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.
- 3.3.** Reptonians demonstrate progress and success in a wide variety of activities and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the School for commending effort and achievement.
- 3.4.** Any sanctions employed must be applied fairly, consistently and in accordance with the School's policies, procedures and rules. The more serious offences will be dealt with by the Housemasters/mistresses, Senior Management Team and the Headmaster, but staff are expected to communicate any issues fully and promptly to them.
- 3.5.** Staff are expected to set a positive example to pupils and to be effective role-models in their professional and personal conduct when exercising a duty of care. The nature of boarding school life means that pupils will observe and get to know staff more closely than is the case in other environments and will have contact in more informal contexts such as the boarding house or at school social events. Staff must at all times be mindful of the School's expectations with regard to aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including electronic), use of social networking sites, the dangers of favouritism or victimisation, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the School's policies in these areas, in particular the Staff Code of Conduct (Employment Manual) and the Equality, Diversity and Inclusion Strategy.
- 3.6.** Training in the School's safeguarding and behavioural practices will be provided in the induction programme for new staff and will continue to be a part of CPD and INSET.
- 3.7.** The Housemaster/mistress particularly, and the Tutor are the pivotal points of contact for the parent. Information on all aspects of behaviour, both good and bad, and on pastoral academic and extra-curricular matters, should where appropriate and necessary (and always in more serious cases of misconduct) be communicated regularly to parents. It is particularly important that regular updates of information are provided to parents in the course of a disciplinary procedure.

4. Expectations of Pupils

- 4.1.** All pupils are expected to maintain the highest standards of conduct throughout their time in the School and in any written or electronic communication regarding the School. They should exercise common sense, decency and self-discipline, both in public and in private, and the School attaches a high importance to good manners, punctuality and taking a pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. Pupils are expected to respect the ethos of the School, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions. These expectations are laid out in the Repton School Code of Conduct.
- 4.2.** Pupils should also be familiar with and adhere to the School Rules. These are published in the Welcome Packs for new pupils and the termly Calendar booklet, which is distributed to all members of the school community. The principal content of the School Rules is covered in the tutorial programme during the first term of B Block and on the Lower Sixth induction day. Notification of major changes or messages of reinforcement are communicated via the Housemasters/mistresses or by senior staff, for example in Lists or Chapel. Both the School Rules and this Behaviour Management policy are available on the school website.
- 4.3.** There is a robust Anti-Bullying Policy in place. There is zero tolerance of peer-to-peer abuse. Individual issues are dealt with sensitively but firmly as appropriate, with a strong emphasis on educating pupils, and the development of positive relationships is promoted throughout the School.
- 4.4.** All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils to be kind and to set a good example to their peers, model appropriate behaviour and promote the values of the School, especially those who are in positions of responsibility.
- 4.5.** Members of the School are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside term. The School reserves the right to consider under its disciplinary procedures any conduct which brings the School into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.
- 4.6.** If any member of the School feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school, such as the Housemaster/mistress, tutor, the Chaplain or a senior member of staff. A formal Complaints Procedure also exists, details of which are on display in all houses; this also provides contact details for an independent listener and other agencies beyond the School.

- 4.7.** New members of the School receive a through induction, at whatever point of entry, both in general school terms (a L6th Induction Day, a talk from the Deputy Head Pastoral to B Block and new A Block, a talk to the whole school every year on 'Being A Reptonian' from the Principal Deputy Head) but most particularly within the House from the Housemaster. Prefects, with their added responsibilities, receive an enhanced training programme, including safeguarding aspects.

5. Expectations of Parents

- 5.1.** The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour, parents are expected to support the ethos and disciplinary practices of the School as stated in the Terms and Conditions of admission to the School.
- 5.2.** If parents have any concerns, either general or specific, they are encouraged to direct this in the first instance to the appropriate member of staff: for example, the Housemaster/mistress or the appropriate member of the Senior Management Team. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the School's formal Complaints Policy.
- 5.3.** The School expects parents to conduct themselves with the same courtesy, respect and self-discipline as is required of staff and pupils, in all aspects of their engagement with the School. This is applicable not just in relationships, meetings and exchanges between parents and staff or at social occasions, but also when supporting their children or a school/house team in sports fixtures.
- 5.4.** A copy of the School Rules is supplied to prospective parents, along with the School's Terms and Conditions, prior to their signing the School Contract and forms part of that contract. The School Rules are published in the Welcome Pack for new parents and in the White Book, which is distributed annually to all pupils and staff. Both the School Rules and this Behaviour Management policy are available on the school website. Any significant changes in the rules or the School's approach to the management of pupils' behaviour are signalled by the Headmaster in his communications with parents.

6. Rewards

6.1. Introduction

The School encourages and rewards good behaviour and members of staff are encouraged to be generous in their praise of pupils. Endeavour at every level should be recognised and it is particularly important to acknowledge improvements and achievements of those pupils who have previously had a record of poor behaviour or lower levels of achievement.

6.2. Rewards for academic achievement

6.2.1. Academic rewards are intended to allow effort at all levels to be recognized and encouraged and to acknowledge and celebrate achievement. Often this will take the form of verbal praise or appropriate written feedback on work. There are also opportunities within the reporting system (mid-term and termly reports and parents' meetings).

6.2.2. Other mechanisms include:

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| Headmaster's Congratulation, nominated by Heads of Department for an exceptional piece of work or period of academic achievement. Pupils go to The Hall to be congratulated by the Headmaster or Deputy Head (Academic). |
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| A handwritten postcard to an individual pupil to praise particular work, effort or contribution. |
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| Academic Merits are awarded for excellent work, effort and progress, and contribute towards the Cattley Shield (see below). Tutors and Housemasters/mistresses will congratulate pupils individually. |
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| Subject, Headmaster's and other endowed prizes awarded on Speech Day |
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| Honorary Scholarships awarded to pupils attaining particular distinction (eg Honorary Scholarships for the Sixth Form in recognition of a very strong performance at GCSE; Foundation Scholarships in the Upper Sixth to pupils of outstanding academic distinction) |
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| Cattley Shield – interhouse competition (one each for boys' and girls' houses), based on an aggregation of effort grades over the course of the academic year |
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6.2.3. Details of the academic rewards are provided in the School Policy on Academic Rewards and Prizes.

6.3. Rewards for non-academic achievement In The School

- 6.3.1. Recognition of particular distinction in co-curricular activities will be made by awards such as Teamers (for those who have regularly played for a 1st team sport) and Music, Art and Drama Colours. Other awards such as Players of the Year are also presented.
- 6.3.2. A number of Speech Day prizes are presented for achievement in co-curricular fields or in recognition of a distinguished contribution to the School across a number of activities (eg. CB Fry Prize, Sydney de Vries Singing Prizes (Chapel Choir), Community Service Prize).
- 6.3.3. Achievement, both individual and team, is highlighted and celebrated by the Headmaster's twice-weekly briefings to Common Room, to the whole school in Lists and Chapel and more publicly in end-of-term letters, The Archive (the school newsletter), The Arch (the OR newsletter), the school website and social media postings on a house and whole school basis.
- 6.3.4. The School's Honours Boards record certain formal achievements and appointments.
- 6.3.5. The allocation of positions of responsibility, such as appointments as House and School Prefects, Officers of Societies and the Combined Cadet Force, Head Choristers and membership of Social Committee, will reflect pupils' record of conduct, judgement, integrity and commitment.
- 6.3.6. Such senior pupils will play a key role in discussing school activities and development with members of staff (e.g. at the weekly School Prefects meeting) but it is equally important for staff actively to seek out the views of pupils of all ages and interests and across the Houses. This can be done through formal mechanisms to seek Pupil Voice (such as House Prefect meetings, House Forums and whole school/new pupil surveys) and more informal discussion (e.g. over lunch).
- 6.3.7. Celebrations are held to mark notable achievements: e.g. success in a national competition, and are recognised by a social gathering at The Hall.
- 6.3.8. Pupils enjoy a variety of privileges such as the freedom to visit other houses and the shops within the village and to attend Socials, and additionally for the Sixth Form membership of the JCR and unaccompanied trips to Burton or Derby. Such privileges may be withdrawn from those individuals who abuse the trust placed in them.
- 6.3.9. A system of Pastoral Merits has been instituted in order to reward good character – especially those traits of kindness, selflessness and leadership – of the sort which is stated in the Repton Code of Conduct. These contribute to the award of House Colours/Ties so that personal achievement is recognised alongside demonstrations of skill or success in areas such as music or sport.

6.4. Rewards for Non-Academic Achievement in the House

- 6.4.1. Housemasters/mistresses are very effectively placed to recognise pupils' progress and successes, particularly in the area of personal development, and to celebrate this by individual praise or more public recognition within the house community.
- 6.4.2. Achievement can be highlighted in lunchtime announcements or other house occasions, by displays of pupils' work and more publicly via house social media. House Colours/House Ties may be awarded to pupils in recognition of their contribution and commitment to house life across a variety of arenas.
- 6.4.3. Pupils may be appointed to positions of responsibility within the House, such as House Prefects and the more senior executive positions, captains of sport, etc. Housemasters/mistresses should endeavour to ensure that opportunities to take on responsibility should not reside exclusively with a small number of individuals or with the Upper Sixth.
- 6.4.4. Social occasions are held to celebrate both success and participation in activities such as house competitions.
- 6.4.5. Parents are always appreciative of an email or note commending a pupil's achievement or endeavour and this has been formalised much more through the Tutor system as the School seeks to build meaningful relationships between house staff and parents.
- 6.4.6. The role of the Tutor is designed to create a consistency of interest in and support for the individual pupil with continuity provided between A Block and the U6th. This should supplement any praise forthcoming from the Housemasters/mistresses on a regular basis through emails home, Tutor Group acknowledgement and more formal recognition.

7. Sanctions

7.1. Introduction

- 7.1.1. While positive and responsible behaviour is promoted and encouraged at all times, it is understood that individuals will make mistakes at times in the face of challenges and changes in adolescence, the pressures of the examination years and the requirements of school life. Even good pupils can make bad choices and handling such situations is part of their learning experience.
- 7.1.2. A range of sanctions is therefore available to help members of staff manage inappropriate behaviour, establish clear boundaries, and ensure the safety of all pupils and, ultimately, to ensure an appropriate and forward-looking outcome of such situations both for individuals and the school community as a whole.
- 7.1.3. The sanctions are laid out in the School Rules, which this policy underpins and complements, and which are displayed on the website and are provided to every pupil and member of staff each term in the White Book.
- 7.1.4. Parents are expected to support the decisions made by the School in terms of sanctions applied but an integral part of the School's disciplinary procedures is the capacity to complain without prejudice if it is felt that a pupil has been unfairly treated.
- 7.1.5. Pupils are encouraged to deal constructively with discipline issues – accepting responsibility, apologising or making appropriate reparations; accepting and fulfilling sanctions in the spirit in which they are intended; and taking advantage of practical strategies such as counselling and anger management in order to move on in a positive fashion. Support is readily available and accessible for them from a wide variety of adults in school, including Housemasters/mistresses, Matrons, Tutors, the Chaplain, School Counsellors and the staff of the Health and Wellbeing Centre. Further sources of support beyond the School, including the Independent Listener, are available on the house notice boards.

7.2. Aims of Sanctions

7.2.1. For the individual

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| To ensure that a pupil understands and accepts their mistake and is therefore able to learn from the experience. |
| To improve their awareness of the consequences of their actions and to become more responsible in their future conduct. |
| To ensure that, where sanctions are necessary, they take into account the context, seriousness and the impact of the offence and individual circumstances such as the pupil's previous record and their age. |

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| To detect any patterns in an individual's behaviour, the apprehension of which will improve their wellbeing. |
| To ensure that a pupil is aware of their moral responsibility to respect the rights of other individuals and to uphold the values of the community, both within daily school life and beyond the Arch. |

7.2.2. For the community

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| To support and affirm the values on which the community of the School is founded |
| To deter other pupils from committing the same offence |
| To promote an understanding that offences such as theft, wilful damage of property, bullying, sexual/gender/racial harassment and use of drugs can have a corrosive effect on the community and cannot therefore be condoned or tolerated; that some individuals may exercise a negative impact on others and therefore cannot remain within the school community; and that some offences can impact negatively on the reputation of the School. |
| To detect and address any patterns of misbehaviour across the School |

7.3. General Principles of Discipline and Sanctions

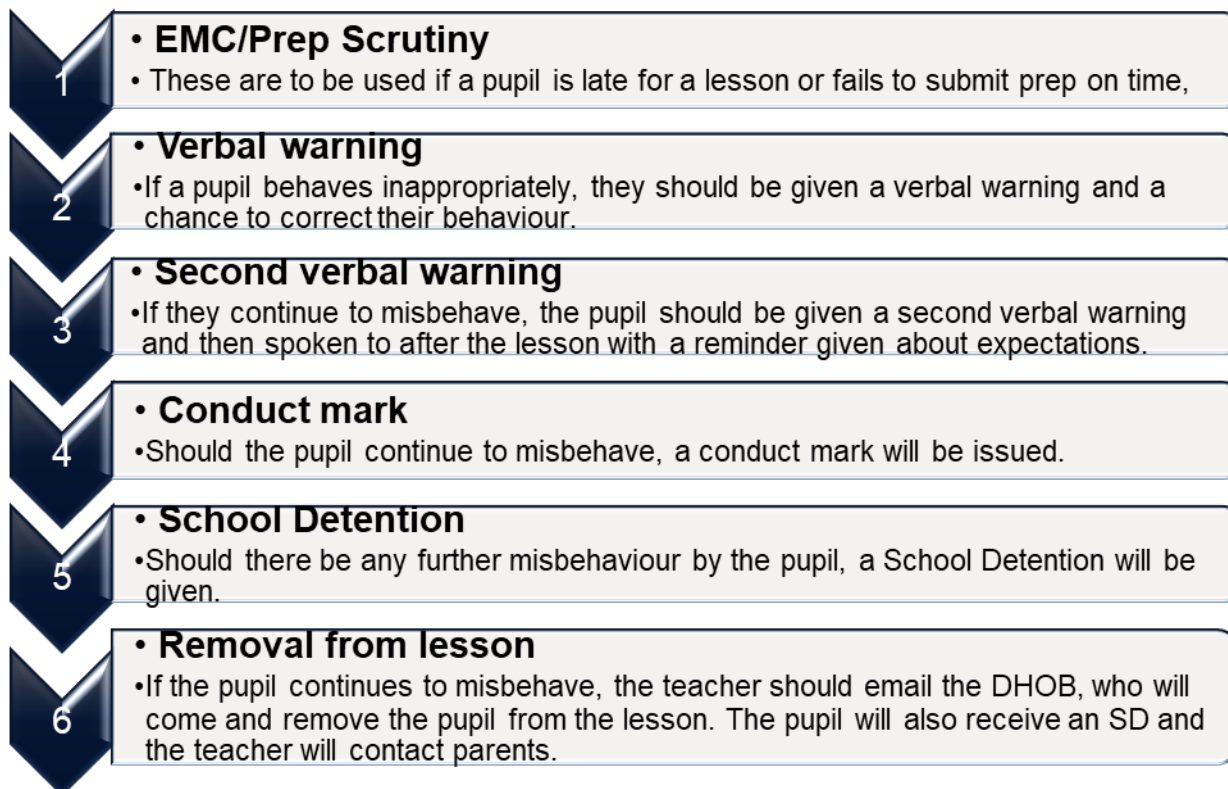
- 7.3.1. the School prides itself on the positive relationships between pupils and staff. Successful handling of disciplinary issues results in an ordered community, fulfilled pupils and a sense of mutual respect.
- 7.3.2. Classroom discipline is the responsibility of each teacher. Staff should be clear with pupils about their expectations (which should be in line with the general practice across the School) and any specific requirements relating to their department.
- 7.3.3. Staff must be mindful of the challenges faced by new pupils as they join the School and respond appropriately, bearing in mind their age and previous experiences. Year 9 pupils are made aware of the general expectations by their tutors at the start of the academic year, but staff should seek to avoid imposing sanctions on new pupils for organisational misdemeanours during their early weeks at Repton, reporting these instead to the relevant Housemaster/mistress.

- 7.3.4. Minor instances of poor behaviour by a pupil will usually be dealt with by means of a verbal reminder by the teacher of the School's expectations. If the misbehaviour is sufficiently serious or persistent to warrant a longer discussion, this should be conducted on an individual basis, and, where appropriate, teaching staff should involve Heads of Department, Tutors and Housemasters/mistresses. It is good practice for pupils to receive a warning of the likely consequences of their actions should they persist in their poor behaviour.
- 7.3.5. If it is appropriate to issue a sanction, the member of staff should ensure that the pupil understands the punishment applied and the reason for it. They should not rely on other parties, whether staff or pupils, to relay this information. They must also ensure that they fulfil their own responsibilities, such as checking that the sanction has been completed, and setting and marking work.
- 7.3.6. In handling any behavioural situation but in particular before imposing a sanction, staff must take into consideration wider factors relevant to the pupil(s) concerned. This includes being aware of their responsibilities under the Special Educational Needs and Disabilities Act 2001 and the Equality Act 2010 and of any special educational needs, protected characteristics, disabilities or welfare concerns of the individual. Staff should be familiar with the SEN and pastoral information on the school database and should consult with Housemasters/mistresses and the Director of Personalised Learning. While consistency is important, the focus must be on a positive outcome for the individual involved.
- 7.3.7. Sanctions should be proportionate and appropriate to the offence committed, according to the accepted tariff (see 7.5).
- 7.3.8. Under no circumstances may any punishment degrade or compromise the welfare of the individual pupil or constitute any form of unlawful activity. The following are also unacceptable: any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink; enforced eating or drinking; prevention of contact with parents or any appropriate independent listener or helpline; requirement to wear distinctive or inappropriate clothing as a punishment; use or withholding of medical, optical or dental treatment; deprivation of sleep; fines; or locking in a room or area of a building. If it is appropriate to isolate a pupil as part of an investigation, this will be for the minimum period of time necessary, in an appropriate location, and staff will ensure that the individual has access to food and drink and toilet facilities.
- 7.3.9. Sanctions should be applied fairly and consistently.
- 7.3.10. If a large number of pupils are to be sanctioned for the same offence, individual teachers and departments should take responsibility for arranging and staffing this. Very large numbers of pupils (such as a whole class or house) should not be sanctioned without discussion with the Deputy Head (Organisation and Behaviour).
- 7.3.11. Repeated offences will result in an escalation of sanctions.

- 7.3.12. No teacher may strike, manhandle or intimidate a pupil. Corporal punishment is unlawful and not permitted in the School under any circumstances.
- 7.3.13. The School reserves the right for its staff to use reasonable force to control or restrain a pupil in specific circumstances, in accordance with the Education and Inspections Act 2006 and the Use of Reasonable Force: Advice to Headteachers, Staff and Governing Bodies July 2013. Staff may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, including their own, or engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils (see Appendix C). In such rare instances the use of physical restraint must only when immediately necessary, be by reasonable and non-injurious means and applied for the minimum time necessary to achieve the required aim. All such instances must be recorded in writing and reported to the Principal Deputy Head (See Appendix D). Further details are found in the Staff Code of Conduct.
- 7.3.14. House Prefects may recommend to their Housemasters/mistresses that a sanction is imposed but the sanction may only be applied and administered by the member of staff.
- 7.3.15. All significant misbehaviours need to be reported swiftly via the MIS and their nature carefully scrutinised by SMT, especially for elements of safeguarding issues, bullying and EDI. Themes and trends of behavioural problems are drawn out in the Pastoral and Safeguarding Committee (PASC) by the Deputy Head Pastoral and the Annual Safeguarding Report to Governors compiled by the Deputy Head Safeguarding.

7.4. Sanctions available to all staff

- 7.4.1. Managing classroom behaviour.
The 'flow chart' below should be followed by staff when dealing with poor behaviour in the classroom.



- 7.4.2. Conduct Marks (CM) are reserved for minor disciplinary offences in the classroom, such as poor behaviour in class, failure to follow instructions, persistent talking during the lesson or repeated failure to bring the right materials. This recognition of poor behaviour is entered on the discipline management system by the teacher involved and notification is sent to the pupil's Tutor and Housemaster/mistress. The Tutor monitors the CM tally for his/her charges. Once a pupil reaches 5 in any one term, they are given a School Detention (SD). No totals carry over into a new term but persistent breaking of the rules might result in an immediate escalation of sanctions. In cases of more serious breaches of classroom conduct, the matter should be discussed with the relevant Housemasters/mistresses or Head of Department.

- 7.4.3. Early Morning Call (EMC) is set for poor punctuality for lessons, incorrect dress or untidy appearance. Pupils are required to report to the Deputy Head (Organisation and Behaviour) at the Undercroft in full school uniform at 10.35am. If a pupil deliberately misses an EMC, an extra EMC will be awarded in addition to the original sanction. A maximum of two EMCs may be given for any one offence. Housemasters/mistresses may commute an Early Morning Call to a suitable alternative such as a day's Loss of Privileges or jobs within the House for the benefit of the community, after consultation with the Deputy Head (Organisation and Behaviour). Staff should enter the pupil's name and form on the disciplinary management system.
- 7.4.4. Prep Scrutiny (PS) If a pupil has not handed in a piece of work or has handed in a piece of work that has not been completed fully, a teacher should place them into a Prep Scrutiny. The pupil will then bring the piece of work, now completed, to the Deputy Head Academic at 7.45am. The Housemaster/mistress is informed.
- 7.4.5. Academic Detention is for pupils who have persistently failed to complete prep or classwork, despite being given extensions or other support. It consists of a one-hour session, lasting from 2.15pm (4.15) to 3.15pm (5.15) on Friday afternoon, during which specific additional academic work must be completed. Arrangements for AD are under the supervision of the Deputy Head (Organisation and Behaviour). ADs are entered on the discipline management system and email notification is automatically sent to the Deputy Head (Organisation and Behaviour) and the relevant Housemaster/mistress and Tutor. The member of staff who issues the sanction is responsible for setting or collating work for the session. The AD session will be supervised by a member of the SMT.
- 7.4.6. School Detention (SD) is reserved for more serious offences, such as any form of rudeness to a member of staff, deliberate cutting of a lesson or extra-curricular sessions, failure to complete an imposition, cheating, lying or any form of dishonesty, cutting lessons, unkind treatment of others, reckless or dangerous behaviour, poor behaviour on the sports field or any activity that brings the School into disrepute, or any other offence considered sufficiently serious for the Headmaster's attention to be drawn to it. It consists of a one-hour session, lasting from 6.15pm to 7.15pm on Thursday, during which specific additional academic work must be completed. This will always be followed by a Loss Of Privileges until the following morning. Arrangements for SD are under the supervision of the Deputy Head (Organisation and Behaviour). SDs are entered on the discipline management system and email notification is automatically sent to the Deputy Head (Organisation and Behaviour) and the relevant Housemaster/mistress and Tutor. The member of staff who issues the sanction is responsible for setting or collating work for the session. The SD session will be supervised by a member of the DHOB.
- 7.4.7. If a pupil is receiving regular sanctions and a pattern of poor academic performance or poor behaviour is emerging, it is the responsibility of the Houseparent, in consultation with the tutor, to communicate concerns to the parent/guardian. Early signs might well be communicated by the Tutor in a minor form. A letter from the Deputy Head (Organisation and Behaviour) to parents may be required, warning that further accrual of sanctions may lead to an exclusion from school

- 7.4.8. Members of staff may organise departmental detentions or retests but this must be discussed in advance with the Head of Department and the Deputy Head Academic.
- 7.4.9. The sanctions listed in this policy does not preclude the use of other sanctions, such as a letter of apology or other suitable task, should it be felt that such a sanction is more appropriate.
- 7.4.10. The use of any sanctions, other than those enumerated here, must be discussed in advance with the Deputy Head (Organisation and Behaviour) or another member of the Senior Management Team.
- 7.4.11. Where pupils are in possession of items banned by the School Rules and/or potentially injurious to them or their fellow-pupils, these will be confiscated by staff and returned directly to parents. Where pupils have failed to adhere to regulations concerning the possession and use of particular items, these will be confiscated by staff for an appropriate and stated period. In the case of mobile phones, staff will ensure that pupils continue to have access to facilities by which to contact parents and any independent listener or helpline.
- 7.4.12. There is an appendix to this policy governing the arrangements for searching pupils and their possessions.
- 7.4.13. Only the Headmaster may give a Permanent Exclusion. Only the Headmaster and the Principal Deputy Head may give a Temporary Exclusion. In addition, all academic members of SMT and Housemasters/mistresses may give a Loss of Privileges (LOP) but only by first referencing the Deputy Head (Organisation and Behaviour).

7.5. Sanctions available to Housemasters/mistresses

- 7.5.1. A successful house environment is based on effective management of behaviour, clear communication and understanding of the expectations on pupils and the sanctions should they fail to meet these, and consistency and fairness, but without forgetting that the House is the pupil's home in school. A well-run house greatly reduces the likelihood of bullying or instances of inappropriate behaviour.
- 7.5.2. Housemasters/mistresses require a degree of freedom in deciding upon appropriate sanctions for the myriad behavioural issues - minor and more serious - which arise within the House, and they also have the overview of a pupil in their charge. They must, however, at all times be aware of and adhere to the law and the School's policies. Pupils must feel that any allegation has been properly investigated and that they have had a fair hearing.
- 7.5.3. Housemasters/mistresses must show great care in balancing the needs and welfare of individual pupils with the requirement to be consistent and fair.

- 7.5.4. Sanctions will form part of a pupil's record in school; it is appropriate that these are escalated if an offence is repeated or a pattern of behaviour persists and their disciplinary record will be taken into account in dealing with serious misconduct. However, it is essential, particularly within the house context, that once an issue has been dealt with, the pupil is given the opportunity to move on and that they do not feel that previous errors are being held against them by staff.
- 7.5.5. Collective sanctions can be appropriate, for example in order to encourage individual offenders to own up but should be used sparingly as they can alienate sections of the community. It is important to create a culture where pupils are prepared to admit wrongdoing immediately, in the knowledge that this will temper the handling of the issue, and where those who attempt to lie or conceal a misdemeanour understand that this will exacerbate the sanction.
- 7.5.6. Housemasters/mistresses must maintain detailed records of all major sanctions applied both for individual pupils and across the House.
- 7.5.7. House Sanctions should be proportionate. Examples are:

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| Inappropriate use of items such as phones, computers or music systems – confiscation of the item for a specified period. |
| Out of bed after lights out – early bedtime or early report to the Housemaster/mistress (the latter no earlier than 7.30am) |
| Misbehaviour during Prep – extension to the Prep session or Dining Room Prep. |
| Damage to property – cost of repair or replacement unless wilful and calculated to the extent that more serious sanctions are merited in addition. |
| Abuse of a privilege (eg game-playing, watching TV) – withdrawal of that privilege for a specified period. |
| Failure to complete a duty properly – additional jobs around the House. |
| Late return from the JCR or a social function – removal of access on another occasion. |

- 7.5.8. For repeated or more serious offences such as breaking bounds, possession or consumption of alcohol, smoking or peer-to-peer issues, Housemasters/mistresses may also impose periods of **Loss of Privileges** (also known as a LOP or Gating) - the withdrawal of a pupil's social privileges for a specified period of time. This must be done in consultation with the Deputy Head Pastoral. A LOP provides an opportunity for a period of reflection, to make more profitable use of time and to make reparations to the community.
- 7.5.9. Details of a LOP are provided in Appendix B of this document but will involve most or all of:

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| being restricted to the House during what would otherwise be free time, other than with the express permission of the Houseparent. |
| additional academic work during these periods. |
| the wearing of uniform throughout the school day (until 9.00pm). |
| loss of access to social activities/areas, including Socials, JCR and Common Rooms and visiting other Houses. |
| restriction of use of mobile phone; pupils must, however, have reasonable opportunities to make private calls, for example to their parents or other sources of support, if necessary via house phones. |

A LOP will cover the normal school day for that pupil. Pupils will continue to attend all school activities as required by staff, and will retain access to the internet, email, etc. Where an offence involves pupils from more than one House, it is particularly important that there is consistency in the application of the sanction and that Housemasters/mistresses communicate with each other.

- 7.5.10. Housemasters/mistresses will inform the relevant staff when a pupil has lost his/her privileges; this will include the house staff, the School Shop Manager and the Deputy Head Pastoral. The information will be recorded on the discipline management system and can therefore be accessed by members of the Senior Management Team.
- 7.5.11. Housemasters/mistresses should always inform the parents of any more serious misdemeanour at the earliest convenient opportunity.

7.6. Managing Pastoral Incidents in the House

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| Step 1 | Safety | <ul style="list-style-type: none"> • Ensure any victim or anyone under the influence of a substance is removed to a position of safety. • Ensure any aggressor is removed to a safe space. • A move into the Private Side or Sick Bay is recommended. • Do you need to call an ambulance, the DSL, SMT, or the police? |
| Step 2 | Sense | <ul style="list-style-type: none"> • ASK the important questions early eg. Are you ok? What have you taken? Is there any more of it? Is there anyone else who might be at risk? Do you need a doctor? |
| Step 3 | Staff | <ul style="list-style-type: none"> • If required, ask for help immediately: Resident, Matron, DHP, DHOB, PDH. • Is the School Nurse needed? |
| Step 4 | Search | <ul style="list-style-type: none"> • In alcohol or drug-related incidents, any room should be cleared, any obvious substances or alcohol removed and the room then searched according to the Behaviour Management policy. You do not always need the pupil in the room but another member of staff is required. |
| Step 5 | First Steps | <ul style="list-style-type: none"> • Calm pupils down and remove unnecessary personnel. • Explain what has to happen next. |
| Step 6 | Timeline | <ul style="list-style-type: none"> • Work out what happened, when, where and with whom. • Does the chain of events reach out of the House and into others? Are others elsewhere at risk? |
| Step 7 | Comms | <ul style="list-style-type: none"> • Parents need to be contacted at the earliest possible opportunity and given the salient points. There is a judgement to be made between the lateness of the hour and the seriousness of the event/state of the pupil. A holding email might be appropriate. |
| Step 8 | INTS | <ul style="list-style-type: none"> • INT 1: Hsm & House staff • INT 2: DHOB & Hsm • Interview with the Headmaster, PDH, DHOB, Hsm, parents and pupil if permanent exclusion is a possibility. • Interview with the Headmaster on any return from exclusion. |

8. Serious Incidents Procedure

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| Step 1 | Assessment | <ul style="list-style-type: none"> • Emergency? Call 999 emergency services. • Safeguarding Concern? Disciplinary or pastoral matter? Call DHP / DSL / *DHOB to lead on the matter thereafter. • Establish events and the safety of victim, perpetrator & house. Do any pupils need to be removed from the School immediately? • Conduct a room search if necessary (see Appendix A) • Notify parents at the earliest convenient opportunity. |
| Step 2 | Interview 1 | <ul style="list-style-type: none"> • Housemaster/mistress (HSM)+ tutor/spouse/matron • Write up INT 1 and send to DHOB • DHOB to inform HM and PDH <p>Do external agencies need to be contacted?</p> |
| Step 3 | Interview 2 | <ul style="list-style-type: none"> • DHOB to lead + HSM. • HSM to complete INT 2. • HSM to update parents. • DHOB to inform SM and HM |
| Step 4 | Sanction | <ul style="list-style-type: none"> • If Loss Of Privileges, Hsm to meet with pupil and notify parents. • If Temporary Exclusion, a formal email from PDH and Hsm phone call to notify parents. • If Permanent Exclusion is a possible outcome: HM to lead. Letter sent to parents enclosing Exclusion Policy. Meeting with parents, pupil, PDH, DHOB and Hsm prior to decision. • HM to inform Chair of Governors of any Permanent Exclusion. |
| Step 5 | Return from Exclusion | <ul style="list-style-type: none"> • On return from a temporary exclusion, the pupil will have a meeting with the HM. • Hsm will take appropriate steps to ensure the effective reintegration of the pupil into the house and school community. |

*If not available, DHOB may be replaced by another member of SMT.

9. Withdrawal, temporary and permanent exclusion

This section of the Behaviour Management Policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be temporarily or permanently excluded from the School, or required to leave permanently for misconduct or other reasons or be withdrawn.

9.1. Aims

The aims of any investigation into allegations, complaints or rumours of serious misconduct are:

- to support the School Rules and policies on behaviour and discipline.
- to ensure that in matters involving child protection issues, the Headmaster, where necessary or appropriate, will be guided by the advice provided by the Designated Safeguarding Lead and any other external services, including the police.
- to ensure procedural fairness and natural justice. An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- to promote co-operation between the School and parents when it is necessary for the School to require a pupil to leave earlier than expected.

9.2. Definitions

9.2.1. Designated Safeguarding Lead; unless otherwise stated, references to the Designated Safeguarding Lead (DSL) may include deputies.

9.2.2. Disciplinary Leave of Absence: a necessary period of reflection at home following a period of turmoil or indiscipline which is given in the pupil's interests rather than as a specific sanction.

9.2.3. Headmaster: unless otherwise stated, references to the Headmaster may include deputies.

9.2.4. Housemaster/mistress: references to the Housemaster/mistress do refer on occasion to a member of the house pastoral team (spouse, tutor or matron).

9.2.5. Interview

- Interview 1

An initial interview with the pupil may be conducted by the Housemaster/mistress and in the presence of a colleague, to establish whether there are grounds for a formal investigation. Following this interview an INT1 form detailing initial findings will be completed, signed by pupil and staff, and sent to the Deputy Head (Organisation and Behaviour) for consideration. If the Housemaster/mistress is unavailable, this interview may be conducted by another member of house staff, such as a tutor.

- **Interview 2**
Following internal discussions, a formal interview is held to confirm or refute the initial findings. This interview is conducted with the pupil and led by the Deputy Head (Organisation and Behaviour) with the Housemaster/mistress present. Following this interview an INT2 form will be completed and sent to the Deputy Head (Organisation and Behaviour). The Deputy Head (Organisation and Behaviour) will then inform the Headmaster of the outcome of the investigation. It may be necessary for there to be more than one INT2 should further details about an incident emerge or clarification about something in a previous INT1 or INT2 be needed.
- A pupil who is waiting to be interviewed at either stage may be segregated but made as comfortable as possible, accompanied or visited regularly by a member of staff, and given access to a toilet and adequate food and drink. Any pupil who is intoxicated, incapacitated or in other ways deemed unable to provide a clear account, will not be interviewed until they have received medical attention and are considered fit to proceed. A minute of the interviews will be recorded in writing. The process may require one or more interviews involving the Housemaster/mistress and the Deputy Head (Organisation and Behaviour), depending on the circumstances. The Housemaster will notify the parents regarding the progress of the interview procedure at both stages.

9.2.6. Parent

Includes one or both of the parents, a legal guardian or education guardian.

9.2.7. Permanent Exclusion

An expulsion. A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline or a serious criminal offence. Permanent Exclusion is reserved for the most serious breaches.

9.2.8. Withdrawal

Withdrawal means the decision of the parents to withdraw their child permanently from the School. Parents may be required to withdraw a pupil permanently from the School, or from boarding, if, after consultation with the parents and if appropriate the pupil, the Headmaster is of the opinion that:

- the pupil has committed a breach or breaches of School rules or discipline for which Withdrawal is the appropriate sanction; or
- by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
- if the parents have treated the School, members of its staff or any member of the School community unreasonably.
- In a case in which Permanent Exclusion is a likely outcome, withdrawal of the pupil will be explained as the right of the parent to halt disciplinary proceedings and remove the pupil from the School without the expulsion being placed on the pupil's record. Withdrawal in such a scenario allows the School to help the pupil find a subsequent place of education with a freer hand and a clearer recommendation.

N.B. In all cases of Withdrawal, subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school. A boarder may be required to leave boarding without necessarily being required to leave the School.

9.2.9. **Temporary Exclusion**

Temporary Exclusion is when the pupil is sent home within a disciplinary context:

- pending the Headmaster's decision following a disciplinary meeting;
- during the period before the Headmaster's decision takes effect;
- pending the outcome of an investigation or a Governors' Review if requested by the parent;
- while an investigation is suspended eg. where external agencies such as the police or social services are involved and have advised that this is necessary. This will be subject to periodic review.
- a period of reflection as a stand-alone disciplinary sanction for specified, serious misbehaviour. A suspension of the pupil from the School for a period determined by the Headmaster.
- as a warning that any recurrence of serious misbehaviour, particularly any repetition of the original offence, might well result in permanent exclusion.

9.2.10. **Working Days**

Mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

9.2.11. **Abbreviations**

- HM – Headmaster
- PDH – Principal Deputy Head
- DHP – Deputy Head Pastoral
- DHOB – Deputy Head Behaviour and Organisation
- DSL – Designated Safeguarding Lead
- Hsm – Housemaster/mistress

9.3. **Scope**

This section of the policy contains guidelines on how and why a pupil would need to leave the School as a result of misconduct or other reasons a temporary or permanent basis. The proscriptions of this policy apply to the behaviour of pupils in a variety of circumstances:

- at School
- on the way to and from School
- while away from the School site on School-endorsed activities.
- outside of School hours and off School premises where there is a clear and close connection between the School and the conduct of pupils.
- They also include the use by a pupil of social media, mobile phones and/or other technology to threaten, bully or harass another pupil or a staff member.

Where a serious disciplinary matter arises and the Headmaster is considering suspension or expulsion of a pupil, the action should be taken irrespective of any action which may be taken by another agency, including the police. Where the police are involved in a case where the Headmaster is considering suspension or expulsion, he/she will inform the police that this is the case, in order to ensure any potential police investigation is not compromised by the School's procedures.

9.4. Misconduct

More serious offences and any that could potentially result in a pupil's temporary or permanent removal from the School must be reported to the Principal Deputy Head, in addition to the Deputy Head (Organisation and Behaviour). This will include but are not limited to:

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| purchase, supply, possession or use of illegal drugs, 'legal highs' or solvents. |
| purchase, supply, possession or use of alcohol. |
| serious breaking of bounds (for example, at night-time). |
| abuse of the School Rules regarding pupils' use of cars. |
| smoking offences, including possession of cigarettes, smoking within a school building or supplying cigarettes to other pupils or vaping. |
| offences of a sexual nature*. |
| physical violence, theft or blackmail, sexual/gender harassment, intimidation, racism or persistent bullying*. |
| purchase, supply, possession or distribution of offensive material in hard copy or electronic version, particularly of a pornographic or extremist nature*. |
| possession or use of items that are offensive weapons. |
| Malicious accusations against pupils or staff |
| vandalism or wilful and malicious damage of property. |
| breaching of computer or network security or serious abuse of technology |
| serious misuse of social media, especially that which abuses members of the school community or brings the school into disrepute*. |
| knowingly or recklessly endangering the life of a member of the school community or one's own. |
| persistent attitudes or behaviour inconsistent with the School's ethos. |
| other serious misconduct which affects the welfare of a member or members of the school community, or which brings the School into disrepute (single or repeated episodes), on or off school premises. |

Offences marked * must be reported immediately to the Designated Safeguarding Lead, as should any offence which may have implications for safeguarding and child protection.

9.5. Equality

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where Permanent Exclusion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

9.6. The Process of Temporary Exclusion

- 9.6.1. The standard of proof will be the Civil Standard ie. the balance of probabilities.
- 9.6.2. For the interview and decision-making process, see 8 Serious Incidents Procedure.
- 9.6.3. The Housemaster/mistress is the point of contact for the parent in any disciplinary process.
- 9.6.4. Parents will be notified regularly of any information arising from the investigation but will not normally be expected to take any part in the investigative process itself
- 9.6.5. The length of the Temporary Exclusion will be determined by the Principal Deputy Head, fairly and on the balance of probabilities if no admission or proof is forthcoming, and will reflect the seriousness of the offence and the individual's disciplinary record.
- 9.6.6. While a pupil is away from Repton in these circumstances, he/she will be expected to complete academic work, which will be provided by staff.
- 9.6.7. In most circumstances, following an interview, if a pupil has acknowledged wrongdoing or the misconduct is clear, the pupil will leave the School site as soon as is practicable, and a formal exclusion letter will be sent to the parents.
- 9.6.8. Should a Temporary Exclusion continue for a period of more than five Working Days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be placed under a segregated regime on School premises.
- 9.6.9. The formal letter of suspension should include the reasons for and term of the exclusion, relevant details of any investigation and details of any strategies for reintegration into the School community.

- 9.6.10. School property and facilities will be out-of-bounds to pupils under Temporary Exclusion, and excluded pupils will not be eligible to represent the School at sport or take part in any other extra-curricular activity. Should a pupil need access to the School, for example, in order to collect books and files, the parents should liaise with the Housemaster/mistress.

9.7. The Process of Permanent Exclusion

- 9.7.1. The initial interview and decision-making process is the same as that of the Temporary Exclusion Process (see 8 Serious Incidents Procedure) but will differ procedurally in the Sanctions element (Step 4 of the Serious Incidents Procedure). It is important to note that, in the interests of a fair and thorough hearing, no decision will be made by the Headmaster until after a meeting with both the parents and the pupil.
- 9.7.2. The Housemaster/mistress is the point of contact for the parent through the disciplinary process.
- 9.7.3. Parents will be notified regularly of any information arising from the investigation but will not normally be expected to take any part in the investigative process itself.
- 9.7.4. If Permanent Exclusion is a possibility, the pupil may be temporarily excluded for a period of up to five days while further investigation is carried out.
- 9.7.5. Once the decision is reached that Permanent Exclusion is a possibility, and/or that a Temporary Exclusion might be required, a letter will be sent to the parents outlining the nature of any misconduct and the next steps in the procedure. This will be accompanied by the policy relating to Permanent Exclusion (Part 9 of the Behaviour Management Policy: Withdrawal, Temporary and Permanent Exclusion).
- 9.7.6. A meeting will be organised at the earliest convenient opportunity (after five days of further investigation if necessary) between the Headmaster, the Principal Deputy Head, the Deputy Head (Organisation and Behaviour), the relevant Housemaster/mistress, the parents and the pupil. The Chair of Governors will be notified of the meeting.
- 9.7.7. If the parent is unable to attend, for instance, because of distance or work commitments, the School will make all reasonable efforts to ensure parental involvement in the disciplinary process through alternative methods, with online conferencing being the most likely.
- 9.7.8. At the meeting, the Headmaster will ask either the Principal Deputy Head or the Deputy Head (Organisation and Behaviour) to go through the allegation of misconduct and the salient points of the investigation. The pupil will then be asked to confirm the veracity of this account. The Headmaster will then invite both the parents and the pupil to put their side of the case. The Housemaster/mistress will then be invited to provide some insight into the character of the pupil.

- 9.7.9. At the meeting, documents available will include: a statement setting out the points of complaint against the pupil or, where applicable, the parents; written statements and notes of the evidence supporting the complaint, and any relevant correspondence (inc. forms INT1 and INT2); the Deputy Head (Organisation and Behaviour)'s investigation report (form REC1), the pupil's school file or (if separate) conduct record; the relevant school policies or procedures.
- 9.7.10. The Headmaster will then set aside up to a three-day period to consider his final decision. At this point, there are a number of possible outcomes: No case to answer; Temporary Exclusion; or Permanent Exclusion
- 9.7.11. During this period, the pupil will remain excluded from School and the parents may still, if they wish, withdraw their child before any final decision is reached. This will affect the official leaving status which could change from 'permanently excluded' to 'withdrawn'.
- 9.7.12. The Headmaster is required to act fairly and in accordance with the principles of natural justice. Unless further investigation is required, the Headmaster will decide whether the case is sufficiently proven at this stage. The standard of proof will be the Civil Standard ie. the balance of probabilities. Appropriate reliance may be placed on hearsay evidence. The Headmaster will make a decision on a case-by-case basis, will permanently exclude a pupil from the School only as a last resort and will not expel a pupil other than in grave circumstances.
- 9.7.13. In matters involving child protection issues, the Headmaster will be guided by the advice provided by the Designated Safeguarding Lead and any other external services, including the police.
- 9.7.14. The circumstances under which a pupil who has been permanently excluded has left the School may be explained in response to any enquiry or request for a reference.
- 9.7.15. In accordance with the School's terms and conditions, the parents of such a pupil will remain liable for fees for the term following the pupil's expulsion, and the School will retain the deposit in lieu of fees.

9.8. Delayed Effect

A decision to permanently exclude or Remove a pupil shall take effect seven Working Days after the decision was first communicated to a parent. Until then, the pupil shall remain temporarily excluded and away from School premises. If within seven Working Days the parents have made a written application for a Review by the Governors of the decision, the pupil shall remain temporarily excluded until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

9.9. Leaving Status

The nature of the departure will take one of the following titles:

- Permanently Excluded – the Headmaster asks a pupil to leave the School as a result of proof (on the balance of probabilities) of misconduct.
- Withdrawn – the parents remove their child permanently from the School.

9.10. Additional Details of Leaving Status

- 9.10.1. the form of letter which will be written to the parents and the form of announcement in the School.
- 9.10.2. the form of reference which will be supplied for the pupil.
- 9.10.3. the entry which will be made on the school record and the pupil's status as a leaver.
- 9.10.4. arrangements for transfer of any course and project work to the pupil, his/her parents or another school.
- 9.10.5. whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations.
- 9.10.6. whether, if relevant, the School can offer assistance in finding an alternative placement for the pupil.
- 9.10.7. whether the pupil will be eligible for membership of the Old Reptonian Society, and if so from what date.
- 9.10.8. the conditions under which the pupil may re-enter school premises in the future.
- 9.10.9. a notification to the relevant parents that the pupil will not be entitled to attend end-of-term celebrations, including the Leavers' Ball.
- 9.10.10. financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

9.11. The Review Procedure

- 9.11.1. Request for review: A pupil or his/her parents may request a Governors' Review of the Headmaster's decision to permanently exclude or remove a pupil or where a decision has been made to impose the disciplinary sanction of temporary exclusion on a pupil for 11 working days or more or where such temporary exclusion would prevent a pupil from taking a public examination. The request must be made in writing, using the Request Form in Appendix E and received by the Clerk to the Governors within seven working days of the Headmaster's decision being notified in writing to a parent, or longer by agreement. If the parents or the pupil have any special educational needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk so that appropriate arrangements can be made
- 9.11.2. Grounds for review: In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. Disagreement with the decision of the Principal will not of itself be grounds sufficient for a Governors' Review.

- 9.11.3. Review panel: The Review will be undertaken by a three-member sub-committee of the Governing Body. The panel members will have no detailed previous knowledge of the case or of the pupil or parents and will not include the Chair of Governors. If appropriate, the panel may include an independent member who is not concerned with the management or running of the School. Selection of the panel will be made by the Clerk to the Governors. With the exception of the Chair of Governors, those members of the Governing Body not appointed to the Panel will not be provided with information about the case. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.
- 9.11.4. Role of the Panel: The role of the Panel is to consider the representations made and to decide whether to uphold the Headmaster's decision or refer the decision back to him with recommendations so that he may consider the matter further. It is not within the powers of the Review Panel to reinstate a pupil's place at the School against the wishes of the Headmaster.
- 9.11.5. Review meeting: The meeting will take place at the School premises. A Review will not normally take place during school holidays. The parents and the Headmaster will be asked to submit any documents they wish to refer to at the meeting and a single bundle will be circulated at least three days before the meeting. On receipt of new information not previously available to the Head before his decision was made, the Clerk should contact the Chair of Governors who will decide whether:
- to include the new information in the bundle; or
 - to omit the information if not relevant to the grounds of the Review; or
 - to make further enquiries of the parents or the pupil about the information; or
 - to refer the information to the Headmaster for his consideration as to whether the decision should be revisited.

A Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law. The requirement is without prejudice to the parties' right to refer to the Panel's decision in any subsequent legal proceedings.

- 9.11.6. Attendance: Those present at the Review Meeting will normally be:
- Members of the Review Panel and the Clerk to the Governors or his/her deputy.
 - The Headmaster and any relevant member of staff whom the pupil or his/her parents have asked should attend and whom the Headmaster considers should attend in order to secure a fair outcome.
 - The pupil together with his/her parents. The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not necessary. The Clerk must be notified at least seven working days before the Review meeting if the friend or relation is legally qualified. The parents should note that the Review Panel will wish to speak to them directly and this person will not be permitted to act as an advocate.

- 9.11.7. Conduct of the meeting: The meeting will be chaired by one member of the Review Panel and will be conducted in an informal manner. All statements made at the meeting will be unsworn. A hand-written minute of the main points which arise at the meeting will be taken. All those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may at his/her discretion, adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.
- 9.11.8. Procedure: The Panel will consider each of the questions raised by the pupil or his/her parents and any documentation they wish to rely on so far as relevant to:
- Whether the decision was fair procedurally and/or substantively – whether the facts of the case were sufficiently proved following fair procedure when the decision was taken to permanently exclude or remove the pupil.
 - The civil standard of proof, namely, “the balance of probability” will apply.
 - Whether the sanction was proportionate – that is whether it was warranted, in respect of the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School’s policy in that respect.
 - The requirements of natural justice will apply. If for any reason the pupil or his /; her parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.
- 9.11.9. **Decision**
- When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, the Chair will conclude the meeting. The Panel's decision and any recommendations will be notified in writing, with reasons, to the Headmaster and the parents by the Chair of the Review Panel or the Chairman of Governors normally within three working days of the meeting. The Headmaster will provide his response to those recommendations, if appropriate, in writing within three working days. In the absence of a significant procedural irregularity, the Headmaster's decision will then be final.

10. Monitoring and review

- 10.1.** Disciplinary records are reviewed termly by the Deputy Head (Organisation and Behaviour) (sanctions and attendance) and the Principal Deputy Head (complaints).
- 10.2.** Bullying Log is maintained by the Deputy Head (Organisation and Behaviour), to facilitate the tracking of any trends in peer-to-peer relationships.
- 10.3.** An EDI Log is maintained by the Deputy Head Pastoral to facilitate the tracking of any trends in peer-to-peer relationships.
- 10.4.** A record of serious sanctions (ie fixed periods of exclusion or permanent exclusions) is maintained by the Deputy Head (Organisation and Behaviour).
- 10.5.** Behavioural issues are discussed regularly, in particular at the weekly Housemasters/mistresses' meeting which includes SMT, the pastoral support group of the Chaplain, School Nurse, Director of Personalised Learning and the school counselling team.
- 10.6.** There is a termly review of disciplinary incidents by the Senior Management Team. Identification of trends will be used by SMT to inform and shape school practices.
- 10.7.** The Deputy Head (Organisation and Behaviour) reports to the governing body on disciplinary matters through the Pastoral Committee which meets every term.
- 10.8.** The Headmaster reports directly to the Governing Body on any serious incidents or particular trends.
- 10.9.** It is recognised that pupils' understanding of the School's expectations and its handling of disciplinary incidents are key to a successful and positive culture, and behavioural issues are regularly discussed with pupils. This includes formal discussions at the weekly meetings with the Heads of School, the School Prefects and House Prefects, as well as both formal and informal discussions between staff and pupils within the houses. This two-way communication is used to promote awareness, understanding and acceptance of the existing Rules and to inform and develop the School's stance.



Appendix A - Searches Of Pupil Property

This policy refers to UK.gov - Searching, Screening, Confiscation Advice (2022)

1. Searches Of Pupil Property

- 1.1** Normally, the consent of the pupil whose property is to be searched should be sought prior to the search. If this is withheld, it should be pointed out to the pupil that reasonable deductions will be drawn from this refusal and acted upon. If the pupil agrees, any item can be searched for. However, the ability to give consent must be considered as age, or other factors might need to be considered. Any search must consider the needs of the school to maintain effective discipline, but also the rights of the pupil to a reasonable level of personal privacy. These rights are not absolute and may be interfered with as long as the action is justified and proportionate.
- 1.2** A search can still be conducted without the pupil's consent, in order to safeguard pupils' welfare if the senior member of staff present deems that a pupil is at risk (if, for example, it is suspected that weapons are in the pupil's possession), or that the items being searched for are banned by law or the school rules.
- 1.3** Pupils may not, under any circumstances, possess items which are banned by the School Rules or the law. This includes: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, extremist literature or 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 the property of, any person (including the pupil). A full list of banned items which might prompt a search is maintained in the School Rules. These are provided to parents and pupils in the School's joining instructions and each year in the Calendar, as well as being available via the website.
- 1.4** Searches of pupils' property may be conducted where a member of staff has reasonable grounds for suspicion, either of particular individuals or wider sections of the community. It is not acceptable to conduct searches on an entirely random basis. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about a banned item or they might notice a pupil behaving in a way that causes them to be suspicious.
- 1.5** Searches will normally be conducted by a minimum of two members of staff, and in the presence of the pupil whose property is being searched. The member of staff conducting the search should normally be the same sex as the pupil being

searched and should, ideally, be the Housemaster/mistress and one other member of the house team. Staff may conduct a search of a pupil of the opposite sex and/or without a witness if there is reason to believe that serious harm may be caused if the search is not conducted immediately and where it is reasonably practical to summon another member of staff. In such circumstances, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. Rooms should be left in a reasonable state of tidiness after the search.

- 1.6** Searches may be conducted on school premises or during any school activity during which a pupil is under the charge of a member of staff such as a school trip.
- 1.7** Any item discovered which contravenes the School Rules or represents any sort of danger to pupils will be confiscated immediately and may be retained by staff. It should be disposed of with due consideration given to its hazardous nature and/or legal responsibilities.
- 1.8** If any such item is accidentally discovered by members of the domestic staff, they must report this immediately to either the Matron or Housemaster/mistress.
- 1.9** See under ICT Equipment for searches of electronic media.
- 1.10** If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, the member of staff can apply an appropriate punishment as set out in the school's behaviour policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances, the School can apply an appropriate disciplinary sanction.
- 1.11** The Headmaster should decide who to authorise with the power to search an individual or their property. This would normally include all teaching staff and matrons.
- 1.12** A search may extend to clothes, possessions, desks, bags and lockers; in effect, any item over which the pupil is deemed to have control. For the purposes of a search, 'clothes' is deemed to mean the outer or easily removable layer of clothing (coat, jacket, hat, gloves etc.) only or the emptying of pockets. Body searches should be left to trained individuals brought in from appropriate agencies.
- 1.13** There is no legal requirement to notify a parent of a search of their child's possessions, nor indeed to record it. However, a note should be made on the internal pupil management system to register relevant information about a particular pupil. Parents should be informed if illegal drugs, alcohol or harmful substances were found during any search of their child's possessions, although, again, this is not a legal requirement.
- 1.14** There are specific protocols for room searches of vulnerable pupils eg. for 'sharps' or medication in the case of pupils at risk of self-harm. The terms for these will have been agreed with the pupil and parents by the DSL and the Deputy Head Pastoral and are found in the Wellbeing Policy.

2. ICT Searches

- 2.1** the DHOB will oversee procedures for inspection of pupil computers and devices where concerns are raised. They will advise SMT directly and pass relevant details to them for the matter to be dealt with appropriately, using the relevant technical facts.
- 2.2** Searches of computers and devices can be made where suspicions are raised-as defined by DfE advice (January 2018) and the School's *Acceptable Use Policy for Computers & Mobile Devices*. Staff may search electronic devices, without consent or parental permission, if there is a suspicion that a pupil has a device or material prohibited by the School Rules, or there is good reason to suspect that the device may be used to: cause harm; disrupt teaching; break School Rules; commit an offence; or damage property.
- 2.3** When searches are made, the search is logged and conducted by the Network Manager in the presence of the DSL/DHOB. Pupils will be contacted to provide access details and may be required to be present.
- 2.4** If a pupil device is removed at short notice from a study (for example, if causing network disruption), the Housemaster/mistress is informed via email and arrangements made for the pupil to recover the machine, if appropriate, from the network manager in the presence of the DHOB. It is also possible for a replacement machine to be left (the ICT department has a maximum of two available) so as not to hinder academic work.
- 2.5** A search on a machine will normally be undertaken with the pupil's consent but not necessarily in the presence of the pupil. Signing up to the ICT Acceptable Use Policy constitutes consent. A search can still be conducted without the pupil's consent in order to safeguard pupils' welfare, if: the senior member of staff present deems that a pupil is at risk; items are being searched for that are banned by law or the School Rules; sites promoting pornographic or extremist material are being visited; or if the normal working practices of the school network are being interrupted or affected by an individual's activities.
- 2.6** When IT staff require the immediate removal of a machine from a pupil's room so that an electronic search can be undertaken, there being good reason for such action, it should only be removed from the pupil's room in the presence of a member of the house staff; normally the Housemaster/mistress, a House Tutor or the Matron.
- 2.7** If, in the normal course of repairing or upgrading a machine, banned material is discovered, the pupil will be asked to explain its presence and could expect to receive a sanction in the usual manner. An accidental discovery does not constitute a random search.
- 2.8** Where an inappropriate image issue is suspected or discovered, the Director of ICT will provide technical advice to the DSL and the image should only be viewed by the DSL where possible.
- 2.9** The school may dispose of inappropriate images, or delete images on a mobile phone or other device, unless it constitutes a specific offence (eg. extremist or pornographic material), in which case the DSL will contact the police for advice.

- 2.10** Data, files or images that are not believed to be unlawful may be deleted or kept as evidence by the School. Where an offence may have been committed, (eg. in the case of extremist or pornographic material), data, files or images that are believed to be illegal must be passed to the police as soon as practicable.

Appendix B - Loss of Privileges

| Name | | Period of Lost Privileges | |
|------|--|---------------------------|--|
|------|--|---------------------------|--|

Loss of privileges means that you have lost your right to enjoy the same privileges as other members of the House, for a time determined by your Housemaster/mistress and the Deputy Head Pastoral. Your parents will be informed about this, with an explanation of the reason for this sanction.

For the period that you lose your privileges, you must abide by the following rules:

- You are not allowed out of the House, other than to fulfil formal school commitments.
- You must wear full school uniform in your free time - except when playing sport or doing other activities during the afternoon (CCF, D of E, etc.) – until 9.00 pm.
- You will have only limited daily access to your mobile phone.
- You are not allowed into The Grubber, the JCR or any of the shops in the village.
- You are not allowed to use the Common Rooms, other than to swiftly prepare drinks or food (which should be consumed in the dining room), nor to have guests in the House.
- You are not allowed to attend Socials (or the JCR if you are in the Sixth Form). Attendance at school societies or events is at the discretion of the Housemaster/mistress.
- If a boarder, you will report to the Housemaster/mistress, in the Dining Room, at 7.45 am.
- You will undertake extra sessions of work during free time in the afternoons in the Dining Room or in a location specified by your Housemaster/mistress.
- Depending on the nature of your misdemeanor, you might be asked to carry out certain duties for the benefit of the house community – such as wiping down tables, tidying Common Rooms or tidying the Yard - as directed by your Housemaster/mistress or another member of staff (such as Matron).
- **If there is anything to do with the terms of the ‘LOPping’ about which you are unsure, you should always ask the Housemaster/mistress rather than deciding independently upon a course of action.**

Failure to abide by these rules will, at the very least, extend the period of ‘LOPping’ and may result in further sanctions and communication with the Headmaster.

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|------------------------------|--|
| Housemaster/mistress: | |
|------------------------------|--|

Appendix C - Physical Restraint

The school's policy on the use of physical restraint is in accordance with Education and Inspections Act 2006 and the Use of Reasonable Force: Advice to Headteachers, Staff and Governing Bodies July 2013.

In broad terms, the use of reasonable physical force is acceptable in the interests of the safety of an individual pupil or those who might be adversely affected by him/her or his/her actions and/or behaviour, to control or to restrain an individual.

- 1.1. The Education and Inspections Act 2006 allows for school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
 - committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - causing personal injury to any person (including the pupil themselves)
 - causing damage to the property of any person (including the pupil themselves)
 - prejudicing the maintenance of good order and discipline at the school, and
 - among any pupils receiving education at the school, whether during a teaching session or otherwise.
- 1.2. The Act also defines which staff are allowed to use said reasonable physical force. This extends to:
 - any teacher who works at the school
 - any other person whom the Headmaster has authorised to have control or charge
 - of pupils including unpaid volunteers
- 1.3. What is reasonable force?
 - There is no definitive definition of when it is reasonable to use force but it is important to note that, to be judged lawful, according to Use of Reasonable Force July 2013, reasonable force is using *no more force than is needed*.
 - Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.
 - Physical restraint does not include the use of physical prompting or guidance when the child is happy to comply and the aim is to assist him/her participate appropriately in activities
 - The use of physical restraint or force may be used when there is a clear risk of a pupil coming to serious harm
- 1.4. If a pupil or member of staff is injured in any way during the use of restraint or force a record must be made in the accident book.
- 1.5. If force or restraint is used on a pupil, he/she should be checked for injuries by another member of staff, preferably by the staff of Repton School Health and Wellbeing Centre.
- 1.6. Examples of situations where it might be necessary to use force include:

- Where a pupil attacks a member of staff or another pupil
 - A pupil is damaging property or is about to do so
 - A pupil's behaviour is likely to cause an accident with injury or damage
 - Where a pupil attempts to leave a classroom or the school and allowing them to leave would create a risk to that pupil's or others' safety or allowing the pupil to leave would disrupt other pupils in the class or school.
 - Where a pupil has been asked to leave the classroom for disciplinary reasons and refuses to do so
 - Where a pupil is seriously disrupting a lesson
 - Where a pupil is seriously disrupting a school event or visit
 - The Violent Crime Reduction Act of 2006 states that reasonable force may be used to search a pupil for weapons without his/her consent if a member of staff has grounds for suspecting that a pupil has a weapon.
- 1.7. Physical restraint must not be used:
- As a form of punishment
 - When a less severe response might have effectively resolved the situation
- 1.8. Physical restraint must not be considered synonymous with physical contact. The guidance by the Department for Children, Schools and Families states clearly that physical contact is a normal part of schoolwork. Situations when physical contact is necessary include:
- Demonstrations in PE
 - Administering First Aid
 - Offering comfort to distressed pupil
- 1.9. It is important that detailed records are kept of any incident where a member of staff uses force or restraint on a pupil. The Headmaster will contact the parents or guardian of the pupil involved as soon as it is practicably possible to do so.
- 1.10. Members of staff using force or restraint on a pupil must report the incident to the Headmaster, using the Restraint-Incident Report Form, within 12 hours of the event taking place.
- 1.11. The use of reasonable force should acknowledge a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- 1.12. Certain restraint techniques presented an unacceptable risk when used on children and young people: a seated double embrace (two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing), a double basket hold (holding a person's arms across their chest) and a nose distraction technique (a sharp upward jab under the nose)

Appendix D - Restraint – Incident Report Form

| | | | |
|---|--|------------|--|
| 1. Basic Information | | | |
| Name of Pupil | | DoB | |
| Year | | | |
| House | | | |
| Name(s) of member(s) of staff using restraint or force | | | |
| | | | |

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|---|--|
| 2. Events leading to this incident | |
| Where did the incident occur? | |
| | |
| | |
| When did the incident occur? | |
| | |
| | |
| Time and Date | |
| How did the incident begin? | |
| | |
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| 3. Description of the incident | |
| What was happening at the time? (Use a separate sheet if necessary) | |
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| Names of anyone else involved | |
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| | |
| Did anyone else see what happened? (Give details) | |
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| What behaviour was the pupil presenting that warranted restraint? (use a separate sheet if necessary) | |
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| Was there damage to property or an assault on a pupil or member of staff during the incident? Give details. | |
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| What did you do to try and diffuse the situation before using restraint? | |
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| How was the pupil restrained? | |
| | |
| | |
| For how long? | |
| By how many staff members? Give names. | |
| | |
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|---|--|
| 4. Injuries Sustained | |
| Was anyone injured? Yes or No? | |
| If yes, give details. | |
| | |
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| | |
| Was this recorded in the accident book? Yes or no? | |
| Was the pupil checked for injuries by a member of staff who was not involved in the incident? Yes or No? | |

| | |
|--|--|
| 5. Reporting the Incident | |
| This incident is reported by (print name) | |
| Signature | |
| Date | |
| Role in School | |

| |
|---|
| 6. To be completed by the Headmaster |
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|--|--|
| Parent/Carer/Guardian informed by | |
| How and when were they informed? | |
| | |
| | |

Appendix E - Form For Requesting A Review

To The Clerk to the Governors

Subject

I/we request a Review of the Headmaster's decision to permanently exclude or require the removal of the above named pupil. I/we agree that the Review will be carried out in accordance with the Review Procedure supplied to us with this form and I/we agree to abide by the terms of that Procedure and in particular that the proceedings are and will remain confidential subject to law and that the Headmaster's decision following consideration of the recommendations made by the Panel will be final, subject to such legal rights (if any) as may exist.

I/we confirm that I/we have parental responsibility for the above named pupil and that I/we have consulted the pupil who wishes the Review to be undertaken.

I/we understand that the Panel will be concerned with the fairness and proportionality of the Headmaster's decision in accordance with the School 's existing policies (where applicable and relevant) on educational, pastoral care and administration matters.

I/we understand that we may be accompanied at the Review meeting by a friend or relation and that I/we may ask up to two members of the School staff to attend the meeting and speak on behalf of the pupil if they are willing to do so. If I/we wish to bring a friend or relation who is legally qualified I/we will provide seven days' notice as required.

I/we will inform the Clerk to the Governors if I/we have any special needs or disabilities requiring additional facilities or adjustments.

The grounds upon which I/we seek a Review are as set out below:

| | |
|---------------------------|--|
| Grounds for Review | |
| Desired Outcome | |

Two signatures required where practicable

| | | | |
|-----------------------|--|-----------------------|--|
| Signed | | Signed | |
| Full Name | | Full Name | |
| Relationship to Pupil | | Relationship to Pupil | |
| Date | | Date | |
| Address | | Address | |
| Telephone number | | Telephone number | |

| Version History/Amendments | | | |
|-----------------------------------|---------------|---------------------------------------|-------------------|
| Date | Author | Comment/Amendment | Version No |
| 24.07.24 | DLC | Policy reformatted | 1.0 |
| 17.08.24 | NFP | Minor updates | 1.1 |
| 30.08.24 | DLC | Formatting only | 1.2 |
| 01.10.24 | NFP | Minor updates | 1.3 |
| 01.10.24 | DLC | Formatting only | 1.4 |
| 08.10.24 | NFP | Minor updates | 1.5 |
| 12.03.25 | ALC | Change to section head for SI | 1.6 |
| 30.04.25 | NFP | Minor updates to include new sanction | 1.7 |

| Links to Other School Policies |
|---|
| Child Protection |
| Supervision and Safety |
| Wellbeing |
| Alcohol |
| Drugs and Substance Misuse |
| Anti-Bullying |
| The Acceptable Use of ICT |
| The Staff Code of Conduct (Employment Manual) |
| The School Rules. |
| The Repton Code of Conduct |
| House Handbook |
| Tutor Handbook |
| Prefects Handbook |

| Links to External Policies, Legislation or Guidance |
|--|
| Equality, Diversity and Inclusion Strategy Jan 2022 |
| Serious Incidents Protocol Jan 2022 |
| Missing Pupils Protocol Jan 2022 |
| Boarding House Risk Assessments March 2022 |
| Mental Health and Behaviour in Schools 2018 |
| KCSiE 2024 |
| Searching, screening and confiscation: advice for schools 2022 |
| Working Together To Safeguard Children 2023 |
| Behaviour in Schools: Advice for Headteachers and Schools 2024 |
| Use of Reasonable Force 2023 |
| The NMS for Boarding 2022 |
| Working together to improve schools' attendance 2024 |