



CHANNING SCHOOL

DISCIPLINE AND BEHAVIOUR POLICY

This policy applies to the whole School including to the EYFS

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Reviewed by: Freddie Meier (Senior Deputy) and Molly Brant (Deputy Head of the Junior School)

Approved by: Lindsey Hughes (Headmistress) and Dina Hamalis (Head of the Junior School)

Signed by: Board of Governors (Education Committee)

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I Aims

- I.1 This is the behaviour and discipline policy of Channing School (**School**).
- I.2 The aims of this policy are as follows:
 - I.2.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - I.2.2 to promote good behaviour amongst pupils;
 - I.2.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - I.2.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
 - I.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - I.2.6 to encourage pupils to accept responsibility for their behaviour;
 - I.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - I.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - I.2.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - I.2.10 to help to promote a whole school culture of safety, equality and protection.
- I.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- I.4 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy (together with the Channing Promise, the Senior School Code of Conduct and the Junior School E-Safety rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
 - 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips; or
 - 2.2.5 associated with the School at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school

hours and off-school premises in circumstances where failing to apply this policy may:

- 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
- 2.3.2 have repercussions for the orderly running of the School; or
- 2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, September 2025);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Childcare Act 2006;
- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.7 Human Rights Act 1998; and
- 3.1.8 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Keeping children safe in education (DfE, updated September 2026) (**KCSIE**);
- 3.2.2 Working together to safeguard children 2026 (DfE, updated in March 2026);
- 3.2.3 Information sharing advice for safeguarding practitioners (HM Government, May 2024);
- 3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- 3.2.5 Use of reasonable force (DfE, April 2026);
- 3.2.6 Searching, screening and confiscation: advice for schools (DfE, July 2022);
- 3.2.7 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
- 3.2.8 Mental health and behaviour in schools (DfE, November 2018); and
- 3.2.9 Equality Act 2010: advice for schools (DfE, June 2018);
- 3.2.10 Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019;
- 3.2.11 Guidance for appropriate adults (Home Office, April 2003); and
- 3.2.12 Relationships education, relationships and sex education and health education (DfE, September 2026).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1 Pupil Digital Technology Acceptable use policy (which includes the Senior School Code of Conduct in relation to this);
- 3.3.2 Anti-Bullying Policy;

- 3.3.3 Policy on Smoking, Alcohol and the Misuse of Drugs and Substances;
- 3.3.4 Online Safety Policy;
- 3.3.5 E-safety rules for Junior School Pupils;
- 3.3.6 Safeguarding and Child Protection Policy and Procedures;
- 3.3.7 Risk Assessment Policy for Pupil Welfare;
- 3.3.8 Policy on Special Educational Needs and Disabilities;
- 3.3.9 Expulsion and Removal: Review Procedure;
- 3.3.10 Staff Code of Conduct;
- 3.3.11 The Channing Promise; and
- 3.3.12 PSHE (including Relationships and sex education) Policy.

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School Office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to the Governing Body.
 - 5.1.2 References to **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. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
 - 5.1.3 References to the **Headmistress** means the Headmistress or the Head of the Junior School as appropriate and may include deputies as appropriate.
 - 5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.
 - 5.1.5 References to a **Review** are to the review by a panel of the Headmistress's decision in accordance with the Expulsion and Removal: review procedure.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Deputy Head, Deputy Head of the Junior School, Head of the Junior School, Head of EYFS and KSI, Head of KS2, Compliance Manager	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Senior Deputy Head, Deputy Head of the Junior School, Head of the Junior School	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Senior Deputy Head, Deputy Head of the Junior School, Head of EYFS and KSI, Head of KS2	As required, and at least annually
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Proprietor	Annually

7 Promoting good behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE including the relationships education / relationships and sex education programme(s) (RSE) and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour.
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 2.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to

manage the pupil's behaviour more effectively and improve their educational outcomes.

- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Minor breaches of discipline

- 8.1 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously, including scenarios where suspicions or breaches of discipline appear minor.
- 8.2 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach The Channing Promise and policies for behaviour and discipline.
- 8.3 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).
- 8.4 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.5 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

- 9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Headmistress or Head of the Junior School as appropriate.
- 9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in expulsion or a requirement to leave the School include but are not limited to:
- 9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;

- 9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
- 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
- 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "girls being girls");
- 9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
- 9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
- 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
- 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
- 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
- 9.2.10 supply or possession of pornography;
- 9.2.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
- 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
- 9.2.13 other 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); and
- 9.2.14 other misconduct specifically provided for in the School's parent contract and The Channing Promise.

Sanctions for serious breaches of discipline include:

Suspension: a pupil may be sent or released home for a limited period as a disciplinary sanction.

Removal: the Parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate the pupil, the Headmistress is of the opinion that:

- (a) the pupil has committed a breach or breaches of The Channing Promise or discipline for which removal is the appropriate sanction; or
- (b) by reason of the pupil's conduct or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities

- and / or the community life offered by the School; or
- (c) one or both of the Parents have behaved unreasonably, including but limited to if they have treated the School or members of its staff or any member of the School community unreasonably or in a way which could bring the School into disrepute.

In these circumstances and at the sole discretion of the Headmistress, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

Expulsion: a pupil may be expelled from the School for a serious breach of discipline as defined in 9.2, suspected criminal offences and, for the avoidance of doubt, for persistent lower level breaches.

- 9.3 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 3.
- 9.4 Complainants will be taken seriously and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 9.5 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 4.
- 9.6 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
- 9.6.1 the factual findings made;
 - 9.6.2 whether or not they constitute serious misconduct; and
 - 9.6.3 the sanctions under consideration.
- 9.7 Sanctions imposed will be fair and proportionate to the breach.
- 9.8 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves the right to report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

10 The role of Parents

- 10.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School conventions and rules and this policy.
- 10.2 Parents will normally be informed as soon as reasonably practicable of any

suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.

10.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.

10.4 Parents will be notified of disciplinary sanctions:

10.4.1 imposed for significant minor breaches of discipline (i.e. more serious sanctions or persistent minor breaches such as demerits); and those

10.4.2 imposed for serious breaches of discipline and any rights of review; as required and / or within School reports.

10.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

11 The role of pupils

11.1 Every pupil will be made aware of the School behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the School behaviour policy and uphold the School rules and should contribute to the School culture.

11.2 Pupils are regularly consulted about their experience of behaviour and are invited to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the School behaviour culture.

12 Additional needs

12.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to a pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

12.2 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

12.3 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

12.4 whether in the light of your conclusions in respect of 12.2 and 12.3, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

12.4.1 ensuring that education, benefits, facilities and services are targeted at those who most need them;

12.4.2 the fair exercise of powers;

12.4.3 ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child

protection policy and procedures);

12.4.4 maintaining academic and behaviour standards; and

12.4.5 ensuring the well-being and dignity of pupils.

12.5 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration; and

12.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Headmistress and Head of the Junior School as appropriate and the SENCO and further action in accordance with the School's policy on special educational needs and disabilities will be considered.

13 Safeguarding and child-on-child abuse

- 13.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 13.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 - 13.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 13.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 13.1.4 causing somebody to engage in sexual activity without consent;
 - 13.1.5 upskirting and / or attempts to commit upskirting;
 - 13.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery); and initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 13.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "girls being girls" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 13.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 13.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to peer-on-peer abuse are set out in the School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the

procedures in the safeguarding and child protection policy and procedures will take priority).

14 Malicious allegations

- 14.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headmistress will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 14.2 Where a Parent has made a deliberately invented or malicious allegation, the Headmistress will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 14.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

15 Use of reasonable force

- 15.1 The School rejects corporal punishment and force must never be used as a form of punishment. Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

16 Searching pupils

- 16.1 School staff may search a pupil or their possessions, including their personal mobile devices, or accommodation with their consent for any item if the pupil agrees. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 16.2 If a pupil refuses to co-operates with a search, the Headmistress, and staff authorised by the Headmistress, may search a pupil or a pupils' possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited item" in their possession. Please see Appendix 6 for the School's policy on searching and confiscation and the definition of "prohibited items".

17 Staff training

- 17.1 The School ensures that regular guidance and training is arranged on induction and

at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

- 17.2 how staff can support pupils in meeting high standards of behaviour;
- 17.3 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way; and
- 17.4 where applicable to reflect the needs of particular pupils.
- 17.5 The level and frequency of training depends on the role of the individual member of staff.
- 17.6 The School maintains written records of all staff training.

18 Risk assessment

- 18.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 18.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education Health and care plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 18.3 The Senior Deputy Head and Deputy Head of the Junior School have appropriate overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 18.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Senior Deputy Head and the Deputy Head of the Junior School as appropriate who have been properly trained in, and tasked with, carrying out the particular assessment.

19 Record keeping

- 19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 19.2 The School will keep a separate record for:
 - 19.2.1 allegations and concerns reported in respect of:
 - (a) sexual harassment or sexual violence
 - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents
 - 19.2.2 the School will keep a separate record of exclusions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions

imposed for serious misbehaviour. The record will include:

- (a) the name and year group of the pupil concerned;
- (b) the nature and date of the offence;
- (c) the sanction imposed and reason for it; and
- (d) the name of the person imposing the sanction.

19.3 This record is reviewed regularly by the Senior Deputy Head and the Deputy Head of the Junior School so that patterns in behaviour can be identified and managed appropriately.

19.4 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the Data Protection Policy.

Appendix I The Channing Promise

- I The Channing Promise was developed by the pupils themselves in both the Junior and Senior School, for every member of the school, including Governors, teachers, pupils and support staff, to ensure the school remains a happy and positive place to be.



Appendix 2 Rewards and sanctions

Rewards

- I We reward pupils for their effort, academic performance, good citizenship and sporting, musical and other co-curricular achievements, by specific praise within the classroom and commendations for good work and whole-school recognition. Pupils may be commended for written, oral or practical work that is of a particularly high quality or that is a result of outstanding personal effort. Exceptional work or effort in the Senior School may be referred to the Headmistress for consideration for a Headmistress' Commendation., whilst in the Junior School they can be nominated for a Girls Enjoying Success Award. Recording of achievements is made in the weekly newsletter, Word from the Headmistress, the school website, posting of news cuttings on notice boards, listing of pupils' academic awards and other achievements on display boards and mention of achievements in assemblies, the School's social media accounts, Mark Reading and on Founders' Day.

- 2** In the Senior School, academic and Music prizes are awarded at the end of the Summer Term and Full and Half Colours are given for sport. 'Channing Awards' are given to those who make a particularly positive contribution to the Senior School community.
- 3** In the Junior School, pupils are nominated for Girls Enjoying Success Awards for specific written, oral or practical work or effort and/or displaying the Channing Characters (resilience, perseverance, empathy, responsibility, bravery, independence, respectfulness & curiosity). In Year 6, some girls receive awards for success or progress in particular subject areas. There are also awards for Contribution to Junior School Award (someone who has been involved in co-curricular & extra-curricular) and The Head of Junior School Award (good all rounder) who encapsulates Channing Promise, kindness, resilience, good work ethic. The latter award is voted for by pupils in Y6 and all Junior School staff.
- 4** Pupils or groups of pupils in both the Senior and Junior School can also be awarded the Rosslyn Hill Chapel Award if they have displayed Unitarian values during the year. It is given to a pupil or groups of pupils who have shown care for their community, whether that be in the form of community service, charity events or sponsored activities.

In the Junior School:

- We reward pupils for their effort, academic performance, good citizenship and sporting, musical and other co-curricular achievements, using specific praise within the classroom, rewards for good work and whole-school recognition (see below).

Reward	Information	Further Action (if required)
Individual		
Channing Characters Stickers (age-dependent)	The staff award Channing Character stickers if girls are demonstrating one of the Channing characteristics : responsibility, empathy, bravery, resilience, respectfulness, perseverance, curiosity and independence. They are also printed in Spanish and French so that staff can reward the girls in MFL lessons.	
House points	These are awarded by staff for good work, effort, behaviour, manners, following the Channing Promise and demonstrating the Channing Characters (resilience, perseverance, empathy, responsibility, bravery, independence, respectfulness & curiosity). We do <u>not</u> take these away once they have been earned.	Every classroom, including specialist rooms, has House Point tubes and tokens. These are counted up every week by the Year 5 Deputy House Captains, supported by the Year 6 House Captains, and the results are announced in assembly. Then the girls sing the winning House Chant. The House Points are totalled up over the term and a cup is awarded to the House with the most

	Examples could include helping someone without being asked; contributing positively to a group task or discussion; showing care for the school environment; completing work with care and effort; including detail and description when answering a question.	points. This is presented to the House Captains in Mark Reading.
Girls Enjoying Success Awards	These are awarded by staff for exceptional work, effort, behaviour, manners, following the Channing Promise and demonstrating the Channing Characters (resilience, perseverance, empathy, responsibility, bravery, independence, respectfulness & curiosity) . Examples could include: producing additional work outside of school; overcoming fears/barriers; significant progress/achievement for an individual pupil; school work that goes above and beyond; exceptional performance in a music/sporting event.	The girls receive a certificate in assembly, Form Teachers share and celebrate the reasons for the girls' awards every week and they are published on virtual display boards (Trilby TV). Any achievements outside of school are also awarded and published on virtual display boards (Trilby TV). Whole forms should <u>not</u> be given a Girls Enjoying Success Award at the same time. Form Teachers should ensure that each girl is awarded a certificate at least once a year.
Specialist Subject Awards	In Music, Sport and Drama, pupils celebrate different music, sport and drama heroes throughout the year, including performers,	Pupils who consistently demonstrate these traits over several lessons are rewarded with a sticker and their photograph or name is

	composers, athletes, actors and actresses. Pupils discuss the admirable character traits exhibited by these heroes, such as bravery, curiosity, and resilience.	displayed alongside that of their chosen music, sport or drama hero.
Form		
Conabor Time	This is free/choosing time every week that is <i>earned</i> by the form. A 'Conabor Tree' with time increments of five and the Channing Characters is displayed in each Form room. ('Conabor' is our school motto meaning 'I will try/attempt' in Latin.) When the Form earns time, one of the Channing Characters makes its way up the tree to display the time the girls have earned and motivate them. How the time is used is decided by the Form and Form Teacher.	
Star of the Week (Reception - Year 2)	Every week, one of the girls in Reception, Year 1 and Year 2 is selected as 'Star of the Week.' She takes home one of the Channing Characters (soft toy) with a character name and characteristic badges and a diary for the weekend. The girls are	This should be awarded once per child during the year. The child is chosen at random, after which the rest of the girls give reasons as to why that girl deserves to be start of the week, linked to Channing characters and personal attributes. Eg: "She has been very brave this

	encouraged to write in the diary and include photos and/or pictures of what they have been doing with the character. The child can choose to sit on the Star of the Week chair in class. When there is no start of the week, teachers will choose which girl to sit on the chair at random, using lolly sticks, to make space for all 25 girls in the form.	week.”
Form Tidiness Award	This is overseen by the School Council to encourage the girls to take more pride in the tidiness of their form rooms and cloakrooms areas whether inside or outside of their form rooms. There are Form Tidiness Awards for EY/KS1 and for KS2, with the School Council using a template to judge the tidiness of each room on a half termly basis.	The winners are announced in assembly on the last assembly of each half-term. The winning Form in each Key Stage is awarded a small trophy which is then displayed in the form’s classroom for the next half-term. In addition, a Teacher’s Tidy Desk Award is given to the teacher deemed by the School Council to have had the tidiest desk. They receive a mini trophy which can be displayed on their desk.
Gems in the Jar	One or more gems are awarded to forms in Rec/KS1 and forms in KS2 during Monday assemblies, when pupils line up at the start of the school day, as well as at the end of each break and lunch time. The gems are placed	The member of staff with their name in brackets on the supervision rota awards the gems for either EYFS/KS1 or KS2.

	inside a labelled jar for each form. These jars are located in the playground. If no form is lining up appropriately, staff have the opportunity to win the gem instead of pupils, encouraging healthy competition. Every week, the form in Early Years/KS1 and KS2 with the most gems is awarded with a golden gem in assembly. This golden gem is placed in the form's display jar in Fairseat Hall. Once a golden gem is awarded, the jars are emptied for the competition to begin again the following week.	The form with the most golden gems at the end of every half term decides on a form reward, with the winners being announced in the first Monday assembly after each half term. Reward ideas include: free iPad/Chromebook time, film time, extra play, arts and crafts activities etc. With guidance from their Form Teacher/s, the girls select one of these awards. The reward is voted for by the form (and by the majority) and needs to last for 30 minutes.
Birthday Parties with the Head of the Junior School	Weekly, the Head of the Junior School will meet with children who are celebrating their birthdays that week. They will share a treat such as hot chocolate or milkshake together and spend time together.	Head Girls support the Head of the Junior School with this event.

Break and Lunch Time Rules Including Adventure Playground Rules

Only reading books are allowed in the playground during break and lunch times; toys, stationery, knitting needles and umbrellas are not permitted. Climbing or swinging in the trees is allowed, but jumping from trees or between the wooden seating steps is not. For safety, gymnastics (e.g. bridges, flips) are not allowed in the playground or on the MUGA. Staff should remain vigilant and consistently reinforce these expectations.

If the weather is poor, please wait for a member of the Senior Team, usually the Junior School Deputy Head, to announce wet play. Other staff are to avoid sending emails or making this decision independently, as it can lead to confusion and result in staff not being in the correct supervision locations. During wet play, the girls should be encouraged to draw, colour, craft, play board games, read or enjoy a shared story. Devices including Chromebooks, iPads, or the interactive whiteboard for films or cartoons, should be avoided. This time should be screen-free and creative.

There is a rota indicating the three classes allowed on the equipment during each morning break time. At lunchtime, which is staggered timing-wise, girls in all year groups can use the Adventure Playground. The School Council helped to devise rules so that all pupils are using the equipment safely:

When lining up, waiting to use the equipment, pupils are to:

- Line up outside the painted circle or square
 - Make a straight line behind the painted footprints
 - Wait sensibly for their turn
- Only be on the equipment for 2 minutes to allow others a turn

Athena Owl, the wooden owl carving, is not for climbing on. This is a meet up point, or a place for pupils to sit around.

When using the basket swing, pupils are to:

- Only play on there with up to 3 people
- Wait their turn (see above for lining up)
- Keep their hands and feet out of the holes
- Not stand on the basket swing

When using the seesaw, pupils are to:

- Climb on carefully
- Have one person on each end
- Make two sensible waiting lines behind the yellow oval (as there are no footprints)
- Not suddenly jump off the seesaw
- Not stand on the seesaw

When using the swings, pupils are to:

- Only have one person on the swing at a time
- Make a sensible line outside the square
- Never go inside the square
- Never climb on the frames

When using the slide, pupils are to:

- Have only one person on the slide at a time
- Wait until the person is at the bottom before going down
- Not stand inside the red circle if someone is coming down the slide
- Not push someone down the slide
- Not climb up the slide

When using the tyre swing, pupils are to:

- Climb on carefully and only have up to 2 people at a time
- Wait their turn
- Not to stand inside the blue circle
- Only be pushed by someone in their year group
- Remain seated

When using the climbing wall, pupils are to:

- Use the role and coloured blocks to help them climb up
- Wait their turn to use the rope
- No more than one person using the rope at a time

When using the climbing frame, pupils are to:

- Use the stairs to get onto the bridge
- Only have one person on the pole at a time
- Have a maximum of 3 people on the bridge at a time
- Not walk or stand under the bridge
- Not to climb up the pole
- Not to jump off the bridge

When using the skipping ropes, pupils are to:

- Use them on the top playground, or MUGA if it is open.
- Use them safely and as taught during the skipping workshop
- Ensure they are stored neatly after use

It is the responsibility of the school councillors to support any girls who are not using the skipping ropes correctly. The school councillors are to tidy up all the skipping ropes after the first whistle has been blown at the end of break time.

Lining Up

Pupils should line up in **register order** for assembly, when lining up in the playground, and when going from one location/room to another. Occasional changes to the register order can be agreed and made to meet a key child's specific needs. At the end of break times, the first whistle will signal children to freeze and come off equipment, the second whistle will indicate that children can now line up silently. One adult on duty will stand at the back of the lines after the second whistle, to support the girls at the back to get into their line order promptly. If a pupil has been reminded to line up more than once, they must stay with the grown up who noticed them.

Assembly

Pupils sit in blocks (2 rows of 12/13), next to their Form Teacher/s. An aisle is left in the middle. If pupils are talking they will be moved by a member of staff (all staff should enforce this) to sit next to them or their Form Teacher. The Senior Deputy Head or Deputy Head Academic will speak to these pupils at the end of assembly to remind them of expectations.

Transitions within Classrooms

To transition between tables and the carpet area or into lines, we use the 1,2,3 transition. The 1,2,3 transition moves the children silently, ensuring a calm, safe and speedy transition. We follow these steps:

Carpet to tables (EY/KSI):

- 1: Children stand up on their carpet space silently.
- 2: Children walk and stand behind their chairs silently.
- 3: Children sit down in their seats to begin learning.

Tables to carpet (EY/KSI):

- 1: Children stand up and tuck their chairs in silently - stand behind chairs without leaning over the table.
- 2: Children walk and stand on their carpet space silently.
- 3: Children sit down on their carpet space silently.

Carpet/ table/desk seats to lines at the classroom door (all).

1. Children stand up on their carpet spot/ tuck their chair in and stand behind it.
2. Children walk and stand in their register order line.

Please wait for all children to reach their carpet spots/table/desk seats before everyone sits down together.

Silent Stop Signal

When a member of staff shows the silent stop hand signal, all other children and staff should copy this signal, be silent and listen to the member of staff showing the signal. Staff should wait until everyone is silent before lowering their hand and continuing.

- Adult shows the silent stop signal
- All other children and staff copy the signal, stop speaking and listen
- The adult waits for everyone to be silent before lowering their hand and continuing

If the children are engaged in very busy work, staff may choose to countdown 5,4,3,2,1, before showing the silent stop signal to gain their attention. During Independent Learning in Reception classrooms, this can be followed by the children putting their hands on top of their heads.

Extracurricular Clubs

When running an extracurricular club - whether before school, during the school day, or after school - staff must follow the designated rewards and sanctions outlined in this document.

External club leaders must adhere to the following procedures when issuing sanctions:

- Any sanctions given must be recorded in [this document](#).
- For Warning One or Warning Two, the leader must report the incident to the Office before leaving. The Assistant Head and the relevant Head of Key Stage will be notified.
- After one warning, the Head of Key Stage will informally speak to the pupil about their behaviour in the club.
- If the pupil receives a second warning within the same term, the Head of Key Stage will formally address the issue with the pupil.
- If the pupil receives a third warning within the same term, parents will be informed, and they will be advised that continued behavioural concerns may result in the pupil being asked to leave the club.
- If further warnings are issued within the same term, following all previous steps, the pupil will be removed from the club.
- If a pupil receives three warnings in one session, the Assistant Head and/or Head of Key Stage will be informed and will attend the club to provide support.
- The Head of Key Stage will then speak with the pupil either on the same day or the following day. Parents will be notified via email or phone.

All behaviour records are stored with the Assistant Head to monitor trends and ensure warnings are not issued repeatedly over consecutive weeks or frequently within the same term. The relevant Head of Key Stage will also record all behaviour incidents on the Behaviour Log.

In the Senior School:

We promote good behaviour by praising and rewarding the pupils for their good citizenship, behaviour, effort and achievements in a variety of ways.

Reward	Explanation	Examples may include (but are not limited to and individual context is always to be taken into account)
Merit	• minor positives such as a good piece of homework or being 10% braver	• Good HWK/classwork • Kindness • Being a good friend • Improved grade/work • Being 10% braver • Being ambitious in class • good /relevant contributions in class • Taking risks in their work • Being helpful • Helping a teacher with a small job • Being a fearless learner
Commendation	• Given for major positive such as going the extra mile or delivering assemblies • 3 Merits equal 1 commendation • Form Tutors have individual conversations to praise students for Commendations • HoY hand out certificates for commendations	• Giving an assembly • Talking to prospective parents • Going the extra mile and showing initiative • Exceptional effort and dedication • Volunteering time to a club, initiating rather than simply attending • 100% attendance to a club over a term

	• Merits count towards the new Commendation Cup, which will be given to the House with the most Commendations during Mark Reading	• Helping a teacher with a large job • Representing the school in sports or performing arts • School leadership
Headmistress Commendation	• Given for academic excellence such as outstanding individual pieces of work • Nominated by HoD	• Outstanding essay, project or similar • Excellence in a regular piece of work (please note 'Headmistress Award' for difference)
Conabor Badge	• awarded to girls who best represent the ethos and values of the School, acting as a role model to others • Awarded annually at Mark Reading • Nominated by HoY	• Making a significant contribution to the local or school community • Acting as a role model despite adversity • Exemplifying the Channing promise
Other Rewards	• Some departments / year groups may have specific rewards in place (star of the week, postcards etc.) • These can continue but must fit into the new system • No edible rewards should be issued (with the exception of Mark Reading)	• Stickers are given for merits • Postcards are sent alongside commendations • Star of the week rewards being a consistently positive member of the year group
Headmistress Award	• Given for special achievements by the Headmistress • Separate to commendations and merits	• Major contribution to the school or representing the school • Outstanding achievement on a national or international level

		• Outstanding contribution to the local community • Showing an extraordinary commitment or courage faced with adversity
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Sanctions

In the Junior School:

Sanction	Explanation	Further Action (if required)
First verbal warning	The teacher will give the girl a first verbal warning including the reason why.	
Orange card	The teacher will discreetly show the girl an orange card (in their desk/ behind their lanyard card) verbalising the reason. The teacher may leave the card on their own desk as a visual reminder dependent on the child and scenario. This can be verbally retracted if the pupil's behaviour improves.	If the behaviour persists, the orange card will not be retracted and the pupil will fill out a reflection sheet with the teacher who issued the orange card. The teacher records the behaviour incident on CPOMS. HoKS to add the incident to the Behaviour Log. Parents may be informed by the form teacher at the teacher's discretion.
Head of Key Stage Involvement	The Head of Key Stage will monitor pupil reflection sheets for patterns in behaviour. If the undesired behaviour is being repeated and a child completes three reflection sheets, a pupil will be taken to see the Head of Early Years and Key Stage 1 or Head of KS2 as appropriate.	At their discretion, the teacher and/or Head of Key Stage may call or email parents/speak to them at the gate to discuss the behaviour of the girl and the reason for seeing the Head of Key Stage. This is the responsibility of the teacher who dealt with the incident, not necessarily the Form

	This will be noted on our Behaviour Log by the Head of Key Stage.	Teacher.
Deputy Head Involvement	If the undesired behaviour continues consistently and the child completes 5 reflection sheets, the teacher will take the girl to see the Deputy Head in liaison with their Form Teacher.	When required, and following a parent meeting, the girl may be placed on an individual monitoring chart which staff monitor and record behaviour. This is created by the Form Teacher, liaising with the Deputy Head. If the individual monitoring chart is recommended by the SENCO or Learning Support Teacher, this will be discussed with the Form Teacher and the Deputy Head. The visit to and placement on a monitoring chart will be recorded on Behaviour Log by the Deputy Head.
Head of Junior School involvement	If the undesired behaviour continues that day or consistently, the Deputy Head in liaison with the Form teacher will take the pupil to see the Head of the Junior School. The visit will be recorded on the Behaviour Log by the Head of the Junior School who will ring parents.	The Deputy Head will refer to the Head of the Junior School on a case by case basis as necessary.
Green card	All teachers possess a green card (in their desk/behind their lanyard card). This is to be used to seek urgent and/or immediate support from a member of the Senior Team. A green card may be passed to pupils to	

	carry to the Senior Team office, Deputy Head's office or Head of the Junior School's office. Any available member of the Senior Team will respond immediately and return with pupils and the green card to the teacher who issued it to provide support.	
Zero tolerance behaviour	In instances of zero tolerance behaviour, a green card will be used and the Head of Key Stage/Deputy Head/Head of the Junior School will be involved (as above). Examples of zero tolerance behaviour include, but are not limited to: • Repeated physical violence or aggression • Racial discrimination • Swearing • Bullying and Student-to-Student Digital Harassment, including: Physical, verbal or relational bullying, Cyberbullying, online harassment, or targeting peers in group chats/social media, sharing, distributing, or publishing images, videos, or manipulated digital content of other students without their explicit consent. • Bringing banned substances or dangerous items onto school sites • Conduct, including online actions or public	Reflection time out of class with the Head of Key Stage/Deputy Head/Head of the Junior School Parents of all pupils involved will be contacted by the Form Teacher/Head of Key Stage/Deputy Head. Further involvement/escalation from the Deputy Head/Head of Junior School depending on the incident.

	behaviour, that brings the School into serious disrepute or potentially damages the reputation of Channing School.	
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In the Senior School:

Sanction	Explanation	Examples may include (but are not limited to and individual context is always to be taken into account)
Informal resolution (verbal)	• Minor infringements should preferably be resolved informally where possible • Strategies may involve highlighting the expectations to the student and stressing that repeat behaviours may lead to De-Merits • Where possible, students should be given a chance to rectify their behaviour within a reasonable time frame (this may be immediately for low-level disruptions or the next day if they are wearing an incorrect uniform)	• Uniform infringements • Eating/ drinking in classroom • Low level disruption • Talking over teacher • Talking over peers • Lack of equipment • Poor quality or lack of classwork (SEND considerations apply) • Late to lessons without valid excuse • Inappropriate behaviour in toilets • Failure to complete HW
Demerit (recorded School Base)	• Given for minor negatives such as missing homework and disruptions in the classroom	• Littering • Inappropriate and unsafe behaviour in practicals or practical activities • Chewing gum • Bringing prohibited covert recording devices to school such as smart glasses and pinhole cameras Repeated: • Uniform infringements

		• Eating/ drinking in classroom • Low level disruption • Talking over teacher • Talking over peers • Lack of equipment • Poor quality or lack of classwork (SEND considerations apply) • Late to lessons without valid excuse • Inappropriate behaviour in toilets • Failure to complete HW
Reprimand (recorded School Base)	• Given for major negatives such as lying, name calling and cheating • 3 De-Merits equal 1 Reprimand • Form Tutors have individual conversations with students to highlight reprimands • Reprimands do not count against House Commendation Cup	• Rude towards a teacher • Lying / Purposefully deceiving • Name calling (not discriminatory) • Copying homework
Intervention (recorded on Cpoms)	• Triggered by 6 Demerits or 2 Reprimands (at the professional discretion of the form tutor/HoY, depending on background, when these occurred during the year and reason) • Tutors will have individual conversation with students about the reasons for their repeated reprimands	

	● If appropriate, tutors may ask subject teachers to have this conversation, for example if all reprimands are related to a specific subject - check if all have used the system ● Parents are informed by the tutor about this meeting and the outcome ● Further De-Merits (or lack of) signals that the student has been (un)successful. ● This can be extended if seen as appropriate by the HoY and tutor or even reduced to individual subjects ● A commendation could be considered on successful completion ● Tutors may issue and monitor a Support Card (in conversation with the HoY) for a maximum length of 2 weeks	
Lunch Detention (recorded on School Base + Cpoms)	● Triggered by 9 Demerits or 3 Reprimands ● Each day 12:30pm to 1pm in A2, supervised by Head of PSHE and Wellbeing ● Students complete reflective task ● Can also be given to a misdemeanour such as physical behaviour, misuse of IT etc. ● Students can receive more than one lunch detention, but similar offences should be escalated to more serious sanctions	● Taking photos of other students without consent ● Cheating/plagiarism ● Physical behaviour such as pushing (minor) ● Graffiti ● Truancy (missing lessons but staying on school site) ● Breach of the IT acceptable use agreements including (but not exclusive to) ○ unauthorised filming of peers or creating images without consent ● misuse of AI to plagiarise or misrepresent its

		output as student work
Intervention Meeting with parents (recorded on Cpoms)	• Formal meeting with parents called by HoY together with form tutor • The aim of the meeting is to highlight the concerns and to explore alternative solutions including potential SEND investigations • It is made clear in the meeting that further misdemeanour will lead to stricter sanctions • The HoY should lead any interventions at this stage • Interventions may include a Support Card issued and monitored by the HoY for an unspecified length of time	
After School Detention (recorded on School Base + Cpoms)	• Each Wednesday 4pm to 5pm, supervised by member of SLT • Students to complete reflective task • Can be given to escalate repeated offences at lower interventions • Can also be given for a major misdemeanour such as discriminatory language or bullying • Students can receive more than one After School Detention, but repeated similar offences should be escalated to the Deputy Head/Headmistress	• Racism, homophobia or any other form of discriminatory language • Bullying and Student-to-Student Digital Harassment, including: Physical, verbal or relational bullying, Cyberbullying, online harassment, or targeting peers in group chats/social media, sharing, distributing, or publishing images, videos, or manipulated digital content of other students without their explicit consent. • Major breach of IT acceptable use agreement Bringing visitors onto school site without permission

		• Truancy: leaving the school site without permission • Repeatedly not attending lunch detentions without sufficient reasons
Individualised Serious Intervention (recorded on School Base + CPOMS)	• Individual Approach, with potential sanctions up to and including suspension, exclusion or removal of the pupil • The Headmistress will use the Discipline and Behaviour Policy to carry out an investigation and decide on the appropriate sanction • Can be issued for repeated offences or singular incidents such as bringing illegal or dangerous items to school, endangering others or acting in a way that has significant negative impact on others in the school community	• Bringing banned substances onto school sites such as tobacco, nicotine products (including vapes/e-cigarettes), alcohol or illegal substances • Endangering other members of the school community • Bringing dangerous items into school • Substance abuse • Using or possessing an offensive weapon on site/during school trip • Engaging in conduct that constitutes a criminal offence, whether on-site or off-site, while being identifiable as a Channing pupil, travelling to or from the School, or otherwise associated with the School. • Conduct, including online actions or public behaviour, that brings the School into serious disrepute or potentially damages the reputation of Channing School. • Major physical behaviour (e.g., hitting, kicking, fighting) against any member of the community or members of the public

		Offensive behaviour towards a member of staff or school adult, including (but not limited to): • Verbal Abuse & Intimidation: Use of profane, derogatory, or discriminatory language; shouting, swearing, or using aggressive, threatening, or defiant language and non-verbal gestures. • Physical Abuse & Hostility: Any unwanted physical contact, aggressive posturing, or physical intimidation. • Targeted Defamation & Malicious Falsehood: Slander (spoken), libel (written), or the deliberate making of false, malicious allegations against a member of staff. • Digital Harassment & Public Ridicule: Creating, sharing, or participating in online content that ridicules, humiliates, or targets staff. This includes, but is not limited to: social media posts, group chats, fake accounts, unauthorised photography/filming, or recording/editing images or audio of staff without consent. • Undermining Professional Authority: Persistent, deliberate defiance or aggressive refusal to follow instructions, designed to publicly undermine a staff member's authority.
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Appendix 3 Investigations into serious breaches of discipline

- 1** The Headmistress will generally appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline, but if appropriate, the Headmistress may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 2** If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.
- 3** Arrangements may be made for a pupil to be taught outside of their normal cohort¹ or may be suspended from the School as a neutral act pending the outcome of a disciplinary process. The School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the suspension under regular review. Parents 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, and at the discretion of the Headmistress or Head of the Junior School, the pupil may be offered a segregated regime on School premises.
- 4** A pupil's space or following appropriate risk assessment belongings may be searched during the course of the investigation. See Appendix 5 of this policy for the School's policy on searching and confiscation.
- 5** It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to the DfE KCSIE and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 6** If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and/or perpetrator(S)) affected by the allegations under investigation while they remain on the School roll.
- 7** Where the pupil is the subject of a police investigation, the DSL will liaise with the Headmistress to inform them of issues relating to the police investigations and the

¹ This course of action is applicable following allegations or reports of sexual violence / harm whilst matters are being investigated. The *Sexual violence and sexual harassment between children in schools and colleges* guidance, safeguarding and child protection policy and risk assessment for pupil welfare will inform the correct approach to take when investigating allegations and reports of this nature.

statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.

- 8 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Headmistress. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 4 of this policy.

Appendix 4 Disciplinary meeting with the Headmistress

- I Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Headmistress will take place.

2 Attendance

- 2.1 The pupil and their Parents (if available) will be invited to attend the disciplinary meeting with the Headmistress. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
- 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.
- 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Headmistress as soon as reasonably practicable so that appropriate arrangements can be made.
- 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3 Meeting

- 3.1 Documents available at the disciplinary meeting with the Headmistress may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) the pupil's conduct record;
 - (c) the relevant School policies and procedures.
- 3.2 The Headmistress will inform the pupil and their Parents of the range of disciplinary sanctions which the Headmistress considers are open to them.
- 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;
 - 3.3.3 the appropriate sanction to be imposed.
- 3.4 Unless the Headmistress considers that further investigation is needed, they will

close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing or verbally inform them.

4 Decision

- 4.1 The Headmistress will consider:
 - 4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;
 - 4.1.2 whether the findings constitute serious misconduct; and
 - 4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).
- 4.2 The Headmistress may expel or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 4.3 The Headmistress will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to expel or remove a pupil shall take effect within five working days of the date of the Headmistress's letter confirming their decision. Until then, the pupil may remain suspended and away from School premises.

5 Review

- 5.1 The Parents or the pupil may request a Review of the Headmistress's decision:
 - 5.1.1 to expel or remove a pupil from the School, or
 - 5.1.2 where the pupil is suspended from the School for 11 working days or more; or
 - 5.1.3 where suspension would result in the pupil missing a public examination.
- 5.2 A request for a Review must be made in writing within five working days of the date of the Headmistress's letter confirming their decision.
- 5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.
- 5.4 See the **Expulsion and Removal: review procedure** for further information about requesting a Review and the detail of the procedure.

6 Leaving status

- 6.1 If a pupil is expelled or removed, their leaving status will be one of the following: expelled, removed or, if the offer is made by the Headmistress and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status to be considered may include:
 - 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
 - 6.2.2 the form of reference which will be supplied for the pupil;

- 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
- 6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;
- 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
- 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- 6.2.7 whether the pupil will be entitled to leavers' privileges;
- 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
- 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

Appendix 5 Use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in Schools* (DfE, April 2026).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence;
 - 2.2 injuring themselves or others;
 - 2.3 causing damage to property, including their own;
 - 2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).
- 5 In these circumstances, "reasonable" means using no more force than is needed.
- 6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Where reasonable force is used by a member of staff, the Senior Deputy Head or the Head of the Junior School, as appropriate, must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about significant incidents involving the use of force which is beyond appropriate as per the below procedure. In the EYFS setting, the pupil's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable. A log is kept for any such incidents.

Recording and reporting procedure for the use of force

It is the School's policy to record any use of force, whether they are reasonable or significant. However, only significant incidents will be reported to parents apart from EYFS children where any use of force will be reported to parents.

The incident will be recorded and reported in writing on the same day of the incident

happening. The report will be made to parents even if the intervention had been previously discussed and agreed upon as part of a behavioural management plan or any other management plan. If the pupil is at risk of serious harm from the incident being reported to parents, the report will be made to the Local Authority instead.

The following will be recorded for each incident, as a minimum:

- Name of pupil and staff involved
- SEND/additional consideration
- Time, date, location and duration
- Brief account (deescalation attempt, degree of force used and injuries if applicable)
- A brief account as to why?
- Any physical injuries sustained?
- Post-incident support (medical treatment, adverse impact, etc.)

The following will be reported to parents for significant incidents:

- Time, date, location and duration
- Brief account of the degree of force used and injuries if applicable
- A brief account as to Why?

Recording and reporting procedure for the use of seclusion and non-forced related restraint

The incident will be recorded and reported in writing on the same day of the incident happening. The report will be made to parents even if the restrictive intervention had been previously discussed and agreed upon as part of a behavioural management plan or any other management plan. If the pupil is at serious harm of the incident being reported to parents, the report will be made to the Local Authority instead.

The following will be recorded for each incident, as a minimum:

- 1) Name of pupil and staff involved
- 2) Time, date, location and duration
- 3) SEND/additional consideration
- 4) Brief account as to why?
- 5) Any physical injuries sustained?
- 6) Post-incident support (medical treatment, adverse impact, etc.)

The School will report appropriately to parents with the information collected as above that it judges appropriate to report.

Generally the use of force reporting procedure will trump any non-force related restraint procedure. Therefore the procedure for reporting a significant incident for the use of force will be used where a restraint incident also amounted to a significant use of force.

Appendix 6 Searching and confiscation

- 1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
 - 2 The School's policy on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, January 2018).
- 3 Prohibited items**
- 3.1 The following are "prohibited items"
 - 3.1.1 under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - (a) knives or weapons, alcohol, illegal drugs and stolen items;
 - (b) tobacco and cigarette papers, fireworks and pornographic images;
 - (c) covert recording devices such as smart glasses and pinhole cameras;
 - (d) any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (i) to commit an offence; or
 - (ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.1.2 any item banned by the Channing Promise that are identified as being items which may be searched for (note that the School will never use force to search for these items: see paragraph 4.3 below).
 - 3.2 The School has banned these items as they reasonably believe them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School.
- 4 Searching pupils**
- 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
 - 4.2 When exercising these powers the School must consider the age and needs of pupils being searched or screened. This includes the individual needs for learning difficulties of pupils with Special Educational Needs and Disabilities (SEND) and making reasonable adjustments that may be required where a pupil has a disability.
 - 4.3 If a pupil refuses to cooperate with a search for a "prohibited item" as

listed in section 3.1.1 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for other items banned under the School rules, as set out in 3.1.2 above.

- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to cooperate with a search and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to cooperate with a search for items that are not "prohibited items" as listed in section 3 above, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 4.7 If a search is considered necessary, but not required urgently, the advice of the Headmistress / Head of the Junior School/ DSL and /or pastoral member staff should be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings².
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 4.9.1 a search of outer clothing; and / or
 - 4.9.2 a search of School property (e.g. pupils' lockers or desks, or studies); and / or
 - 4.9.3 a search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

² The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

- 4.12 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

5 Strip searching

- 5.1 A strip search involving the removal of more than outer clothing and can only be carried out on School premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches and conducted by police in school.

6 After a search

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate School staff will follow the School's safeguarding and child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7 Recording searches

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, items specifically banned by the school and all searches conducted by police officers will be recorded in the School's safeguarding reporting system (CPOMS), including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

- 7.2 Records of the search will include
- 7.2.1 the date, time and location of the search;
 - 7.2.2 which pupil was searched;
 - 7.2.3 who conducted the search and any other adults or pupils present;
 - 7.2.4 what was being searched for;
 - 7.2.5 the reason for searching;
 - 7.2.6 what items, if any were found; and
 - 7.2.7 what follow up action was taken as a consequence of the search. The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

8 Confiscation

- 8.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 8.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

9 Searching electronic devices

- 9.1 An electronic device such as a mobile phone, a tablet computer or any prohibited devices such as smart glasses and pinhole cameras may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching, break The Channing Promise or in contravention of the E-safety Rules (Junior School) or Pupil Acceptable Use policies (Senior School) , any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff. All Junior School pupils are made aware of the school's E-Safety rules and all Senior School pupils are also required to sign the Acceptable Use policies.
- 9.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break The Channing Promise.
- 9.3 Subject to 9.5 below and the requirements set out in KCSIE 2025, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 9.4 Staff should consider the appropriate safeguarding response if they find

images, data or files on an electronic device that they reasonably suspect will put a person at risk.

- 9.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable, staff should follow the School's policy on sharing nudes and semi-nudes images or videos as set out in Safeguarding and Child Protection Policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*. The School will comply with data protection law in relation to any search of any electronic device.

10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmistress or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 10.3 **Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- 10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmistress or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retaining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely..
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 10.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headmistress or other authorised member of staff.
- 10.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will

decide whether to make a referral to children's social care.

- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority, the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Headmistress or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider whether it is safe to dispose of the item and whether and when it is safe to return the item.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **An item banned under The Channing Promise and the SS Code of Conduct:** such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 10.12 Where staff confiscate a mobile electronic device that has been used in breach of The Channing Promise, JS E-safety Code or SS Code of Conduct to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headmistress or Head of the Junior School considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 8.12 below. If a pupil persists in using a mobile electronic device in breach of The Channing Promise, the device will be confiscated and must be collected by a Parent.
- 10.13 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break The Channing Promise, including carrying out cyber-bullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

II Communication with Parents

- II.1 There is no legal requirement for the School to inform Parents before a

search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

- 11.2 Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanction applied.
- 11.3 In appropriate cases we will inform Parents on how the School will dispose of certain items.
- 11.4 The School will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated. Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 11.5 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.