



Chetham's

Good Behaviour Manual

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Promoting Good Behaviour Manual

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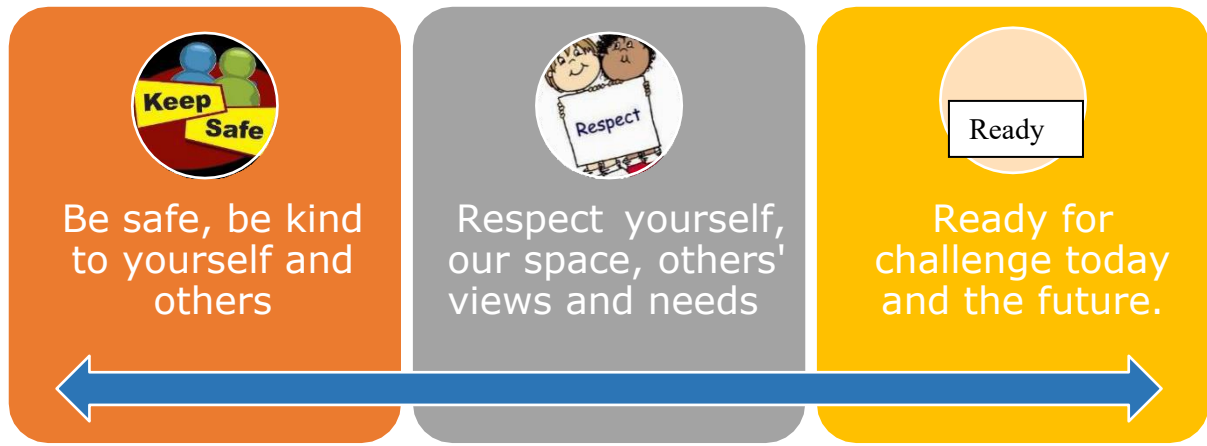
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Three Principles

All of our rules are based on three key principles:

Safety
Respect
Readiness



Model For Behaviour: ERIC

Our Model for behaviour is **ERIC**: **E**xplore, **R**estore, **I**mprove and **C**onsequence



Behaviour Policy

Policy Aims

The aims of this policy are to:

- enable the Joint Principals to carry out their responsibilities of maintaining order and good discipline in the School
- promote good behaviour and support positive behaviour modification
- ensure, so far as possible, that every student 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
- authorise the School rules and any procedures necessary for implementing them.

School Rules for Behaviour and Discipline

The School principles and policy for behaviour are set by the Joint Principal (NS) and are necessary for:

- **safety**, health, welfare and well-being of everyone at the School
- the development of the individual with **respectful** relationships
- all students to be **ready** to learn and ready for the challenges they face
- the reputation of the School community as a whole
- the protection of School property and the wider environment

The School rules apply to all age groups and at all times when the student is:

- at the School or representing the School
- travelling to and from the School
- associated with the School at any time.

Further details of specific guidance or expansion on the principles of Safe, Respect and Ready can be found in the A-Z and in the student and staff online resource areas. Students are expected to know and understand the principles and specific guidance and to read them through with their parents.

The School guidance will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

Scope

The Governing Body and the Joint Principals intend that this policy, in appropriate circumstances, be capable of regulating the conduct of students when they are away from School premises and outside the jurisdiction of the School, for example during free weekends, summer school, trips, half terms and in the holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the School; affects the welfare of a member or members of the School community or a member of the public; or which brings the School into disrepute.

Recognising Good Behaviour

The School understands that recognition of positive behaviour is a powerful motivator. Praising students will: raise their self-esteem; help them to learn to accept praise with good grace; enable them to appreciate their own strengths as well as recognise the success of others; and help them to become positive members of society. Praise can be linked to: work; effort; willingness; contribution; co-operation; teamwork; thoughtful actions towards and for others; personal achievement. Praise should be given whenever work or actions:

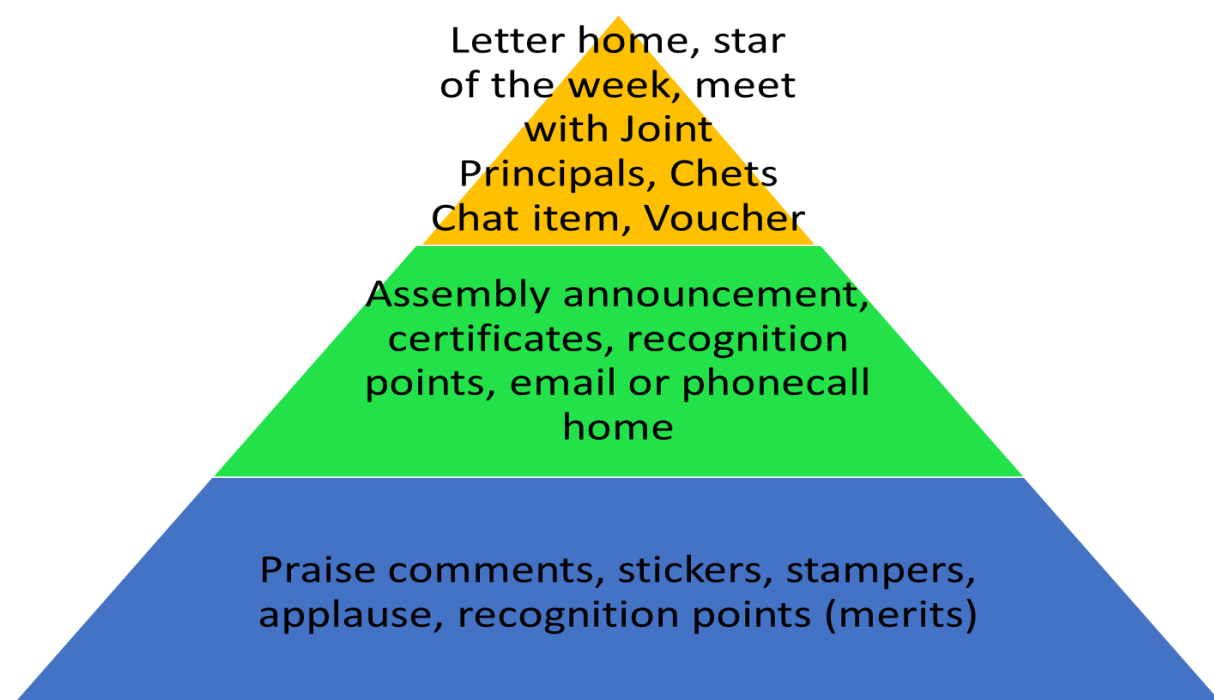
- are 'above and beyond'
- show special effort
- are consistently good.

The School promotes and recognise good behaviour in a variety of ways, such as:

- Positive comments in class and/or reinforcement at end of lesson
- Stickers, comments, postcards, certificates
- Invited meetings of recognition with the Joint Principals, Vice or Assistant Principals or other colleagues
- Star of the week awarded in assembly and letters home
- Recognition Marks
- Vouchers for accumulated Recognition Marks
- Increased Privileges
- Communication home to parents notifying them of exceptional work or progress.

The School recognises that where challenging behaviour is related to a student's disability or SEND needs, 'recognition' may be a strategy to manage the student's behaviour more effectively and improve their educational outcomes.

Recognition Pyramid



Recognitions

Recognition	Process	Inform and Record
Postcards home or to student	Write and send	ReCon
Trips and special events	Nominate and facilitate	Inform HOS and HOH
Letters, emails and phone calls home	Write and send	School file
Increased privileges	Facilitate	ReCon
Recognitions	Apply on the school system, recognitions equals vouchers	ReCon
Star of the week	Nominate to HoS via e mail for assembly certificate	ReCon
Certificates	Write and present	ReCon
Invited time end of each half term with JP, VP, or AP	Students nominated for Star of the Week to be invited for drinks and cake-letters to follow up home	ReCon
Positive Praise	In lesson and around school	Informal or can be tracked in the School tracking system
Stickers and Stamps	In lesson and around school	Informal or can be tracked in the School tracking system

Breaches of School Discipline

The School expects certain standards of behaviour from students because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare students to take their place in society. Students need to act safely, respectfully and be ready to learn. Students do not always conform to these agreed standards and a system for positive behaviour is therefore required.

The school has created a model called 'ERIC'- this stands for Explore, Restore, Improve and Consequences.

Consequences may be issued and can be linked to work, effort, behaviour and personal conduct and may be given when behaviour, work or effort is:

- below the standard expected by the School
- below the standard of that student
- of a consistently poor standard.

Wherever possible, exploration of the issue, restorative approaches and a chance for improvement is given to students before resorting to consequences, however, in some repeated or more serious cases this may not happen. The primary aim of School consequences is reform and improvement, rather than punishment. Consequences must also take into account not only the welfare of the individual, but also the needs of the community as a whole.

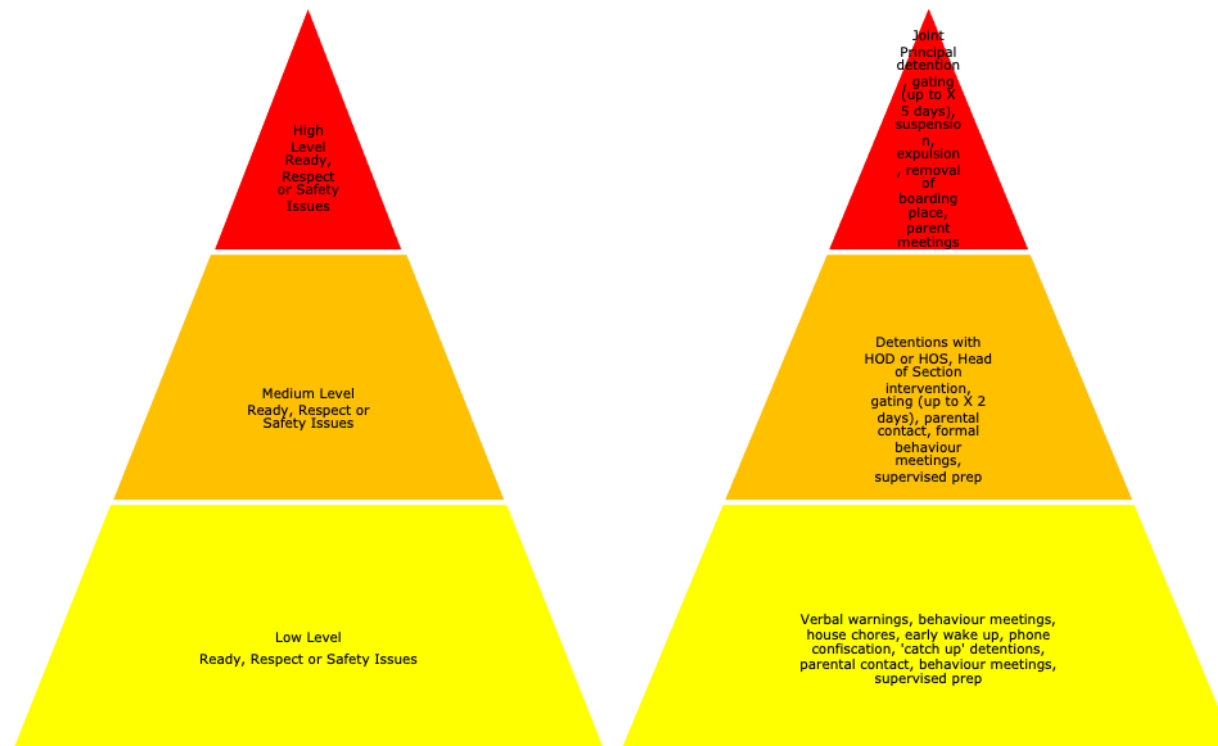
Below is the staff guide which gives greater guidance for colleagues. It explains and gives detail to the rationale behind the model for behaviour.

Behaviour Principles Staff Guide

Rationale:

- We want a School where all students keep themselves safe, show respect and are ready to learn.
- We want a school where it is recognised when student behaviour is persistently safe, respectful or ready.
- Any consequences where this has not happened, ideally need to relate directly to the situation so that there is a causal link.
- We want to offer ways to explore, restore and improve Student behaviours so they learn to solve problems.
- We want staff and Students to be empowered to deal with behaviour as a collective responsibility.

Consequences Pyramids



Consequences: Low Risk, Low Impact, Occasional

Situation	Examples	Possible Consequence	Process and rationale	Consequence open to	Inform	Record
READY	<p>Silliness Not thinking about context: lack of equipment, lateness.</p> <p>Non completion of prep, classwork, coursework, research.</p>	<p>Teacher – pupil conversation</p> <p>Student bring missing equipment at break or lunch to show they have it.</p> <p>Teacher supervised lunchtime prep</p> <p>Detention with teacher, duty teacher to complete task or re-sit test</p>	<p>Improve & Restore: Talk over issue with student leading to opportunity to restore focus and good teacher student relationship</p> <p>Explore & Improve understanding of what is needed in a lesson</p> <p>Follow-up & recognise improvements</p> <p>Let student know time and date and reason. If after school check day student departure time & let parents</p>	All teaching, House, and instrumental staff	Tutor, HoS, HoH	School tracking system and Tutor Cards

RESPECT	Using phone at the wrong time	Confiscation of phone/ source of distraction for duration of lesson	know. Ensure it is on StREAM Improve & Restore explain how confiscation of phone removes barrier to learning			
RESPECT	Low level disruption, derogatory comments, rude language	Teacher – student conversation Write short reflective paragraph as empathy exercise Use structure: how did that make studentx feel; how did that make the teacher feel...?	Understanding as means to prevent future negative behaviour; teacher identify any contributing factors which may be affecting learning Improve: Break down idea that behaviour for learning is all about the teacher rather than student and peers	All Teachers	Tutor, HoS, HoH	School tracking system
RESPECT	In house leaving dorms untidy, communal spaces messy. Non completion of supper tray duties. In classroom – leaving pencil shavings/ untidiness/litter.	House detention: a chore e.g. tidying, cleaning, helping. Return to class to assist with tidying up.	Restore: Arrange time and date and check House chores list Restore: Arrange time and date with student.	House staff Teachers	HoH/DHoH	House consequences, recorded in notes.

		Conversation about respecting everyone's work and space				
READY	Struggling to manage deadlines, lateness, lack of equipment. Clothes, desk, bag dorm messy.	Designated organisation meetings e.g. in detention slot but with supportive input and help from tutor. As above via house or mentoring e.g. through school mentoring system	Improve: Identify whether issue is personal organisation or impacts mostly school or musical orhouse. Ensure that Special Educational Needs Disabilities (SEND) is taken into account in response. Supervise the tidy up, sit down with student and problem solve, prioritise, organise prep diary. Additionally can request mentoring if difficult to help student via tutor system.	House staff, teachers Tutors & House staff	HoS HoH/DHoH	
READY	Lateness to registration, up late at night, in bed during day	Early wake up/wake others.	Measure shows understanding of need for routines & responsibilities	All House staff	HoH/DHoH	Recorded on registers, contact home

Consequences: Medium Risk Or Medium Impact Or Persistent Low Level

Situation	Example	Consequence	Process & rationale	Open to/instigated by	Inform	Record
READY	Persistent lack of equipment, lateness.	1 st instance escalate to HoD/HoID	Improve: HoD/HoID to be involved and to intervene with student. Consider cause e.g SEND?	All teaching, House, and instrumental staff	Tutor, HoS, HoH	School tracking system
RESPECT	Persistent low level disruption, inappropriate language- all forms.	2 nd instance HoDs escalate to HoS leading to parental contact; HoS can have student to work in isolation until ready to re-join class	Improve behaviour in partnership Restore relationship with teacher and possibly peers			
READY	Subsequent non completion of prep, classwork, coursework, research Missing lesson/leave lesson for long time- for no approved reason	1 st instance escalate to HoD/HoID 2 nd instance escalate to HoS – Formal behaviour mtg and Supervised Prep with HoS until all work completed/all issues resolved; add daytime or evening gating of up to 2 days & parental contact if necessary.	Improve: HoD/HoID to intervene Improve: HoS Supervised prep	Teachers HoS	Tutor, HoS, HoH	School tracking system

RESPECT	Persistent issues with untidiness, damage to property, non co-operation.	HoH detention: House chores. e.g. tidying, cleaning, helping. leading to parental contact, payment for damage.	Improve and restore: Arrange time and date and check House chores list	House staff	HoH/DHoH	School tracking systems
READY	Not meeting deadlines despite help from e.g. tutor, teacher, house Ongoing lack of personal organisation in House.	Conversation with HoS leading to parental contact; supervised organisation sessions mentoring if not previously explored; at most severe contract or agreement Conversation with HoH leading to parental contact	Explore & Improve: Sit down with student to prioritise, organise prep diary Improve offer/impose mentoring scheme to improve/restore If that fails, behaviour agreement sets conditions	HoDs, HoIDs, tutors, teachers.	JP (NS) JP (NS)	School tracking system
RESPECT	Persistent failure to adhere to bedtime routines, appropriate nutrition, missing lessons	Educational session: e.g. with Nurse/HoS/HoH alongside parental contact. Curfew imposed. Night time routines re- established.	Exploration of underlying causes, support processes, student actions, contract, explanation of consequences. Make aware they could be subject to extra vigilance by staff	Teachers/ house staff	JP (NS)/VP (JH)	School tracking system

READY	Persistent Lateness to registration, up late at night, in bed during day	Meeting with HoH/DHoH Confiscation of phone/electronic communication devices overnight Loss of privilege, e.g. single dorm, social occasion, curfew, Gating 1-2 days with parental contact	Exploration of underlying causes, support processes, student actions, contract, explanation of consequences.	House staff/tutors	HoH/DHoH	School tracking system
RESPECT	Hurtful comments, possibly under the guise of 'banter', bullying.	Educational session with HoH or HoS. JP (NS) detention. Possible restorative measures if individuals affected parental involvement.	Exploring impact on others' self-esteem; exploring difference and tolerance; explore how to restore relationships	All staff	DSL, VP (JH) & JP (NS) HoH or HoS will inform HoID	CPOMs
RESPECT	Disrespectful attitude to peers or staff	Send to HoS or HoH for restore/improve JP (NS) Detention	Explore & Restore: Options include reflective writing/letter of apology	All staff	JP (NS)	School tracking system
READY, SAFE, RESPECT	Persistent or serious one-off issues	JP (NS) Detention	Explore, Restore: Essay writing in relation to the issue. Parents contacted.	HoH & HoS	JP (NS)	School tracking system

Consequences: High Impact or Risk or Severity or Persistent

Consequence	Staff responsible/involved
Joint Principal (NS)'s Detention Internal day Detention	HoS, HoD, HoID, HoH
Gating up to 7 days	VP (JH) or JP (NS)
Formal Behaviour meeting	HoS, HoH, HoD, HoID, JP (NS), VP (JH)
Loss of privilege e.g. prefect status, boarding status	JP (NS)
Formal Parental meeting	JP (NS), JP (TR), VP (JH), AP (NO) HoS, HoH
Removal from school trip/performance, musical privilege	JP (NS), JP (TR), VP (JH), AP (NO)
Expulsion	JP (NS)

Examples could include: Physical Violence, Substance Misuse, Racism, Homophobia, Transphobia, Dangerous Behaviour, Criminal Acts, Extreme Defiance and Severe Bullying.

All serious incidents are covered by the Good Behaviour Manual policies, systems and processes or in the Safeguarding suite of policies and procedures.

Key To The People Involved

HOD-	Head of Department
HOID-	Head of Instrumental department
HOS-	Heads of School
HOH-	Head of House (including their Deputies)
JP(NS)-	Joint Principal (Nicola Smith)
JP (TR)-	Joint Principal (Tom Redmond)
VP (JH)-	Vice Principal (Julia Harrison)
AP (NO)-	Assistant Principal (Nick Oliver)
Pastoral Staff-	All of the above, all House Staff, Teachers & Tutors

Consequences Procedures

Consequences that may be used include those set out in the tables above and the descriptions below:

- **Supervised Prep:** this is only used for missed prep, incomplete prep or study support and can be used by class teachers and House staff.
- **Detention:** this is used by staff to impose a time when the student must repair the poor behaviour.
- **Joint Principal's Detention:** this is used when a student has been referred for a more serious misdemeanour.
- **Gating:** a student is confined to School premises for a specified period of time.
- **Internal Day Detention:** this is used for serious misdemeanours and involves working by the Joint Principal's (NS) office for the day.
- **Suspension:** a student may be placed under suspension while a complaint is investigated or as a consequence in its own right. They will be required to stay at home for a period of time.

In addition, the Joint Principals may prescribe and authorise the use of such other consequences as comply with good education practice and tend to promote good behaviour and compliance with the School rules.

Minor breaches of discipline are dealt with by staff as they occur and low level consequences may be given. A verbal warning will often be sufficient. More serious breaches of School rules should be referred to the Head of School or House. If needed they will refer to the Joint Principal (NS), Vice Principal (JH) or SENDCo who must also be consulted in cases of breaches of discipline where the SEND of the student may have contributed to the issue.

For **serious breaches of discipline**, the student may be asked to leave the School permanently. All serious disciplinary matters that could lead to the permanent removal of the student from the School must be reported to the Joint Principal (NS). Please see the School's Expulsion, Removal and Review Policy below.

Removal: The Joint Principal (NS) may require the removal of a student from the School, or from boarding, if, after consultation with the parents or if appropriate the student, the Joint Principal (NS) is of the opinion that:

- by reason of the student's conduct or progress, the student is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School; or
- a parent has treated the School, members of its staff or any member of the School community, unreasonably.

Expulsion: A student is liable to Expulsion for a grave breach of school discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members. Expulsion is reserved for the most serious breaches.

The Joint Principal (NS) is required to act fairly and in accordance with the principles of natural justice. Please see the School's Expulsion, Removal and Review Policy below.

The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School rules. Parents will be contacted to discuss any disciplinary matter where Removal or Expulsion is being considered. A student's Head of House, Head of Section will notify parents of other more serious disciplinary consequences and may discuss the matter with them if considered appropriate to do so.

The School will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. Staff should seek advice from the Joint Principal (NS) or Head of Compensatory Education if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability. Where

Expulsion needs to be considered, the School will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the student will also be considered. There is always a fine balance between the needs of individuals, and safety and wellbeing of the School Community.

Malicious Allegations Against Staff

Where a student makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, then the School will consider whether to take disciplinary action in accordance with this Policy. It is recognised that situations such as this are very rare, and there would never be consequences for students who genuinely have made an error.

Where a parent has made a deliberately invented or malicious allegation, the Joint Principal (NS) 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.

In accordance with the DfE's guidance *Keeping Children Safe in Education 2025*, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Use of Restrictive Interventions and Reasonable Force

Any use of force by staff will be reasonable, proportionate and lawful. Restrictive Interventions will be used in accordance with the DfE guidance *Restrictive Interventions including the Use of Reasonable Force (2026)*, and as set out in **Appendix 1**. Corporal punishment is not used at Chetham's School of Music and force is never used as a form of punishment.

Searching Students

See **Appendix 2**

Disciplinary Powers of Prefects

Prefects can recommend to staff that students receive a recognition or a consequence.

Records

Administration of major misdemeanours are recorded on the 'Recon' system with the name of the student concerned, the reason for the consequence including relevant date, and the name of the person administering the consequence. The system also monitors low and medium issues. At times, this may also cross onto CPOMs to recognise that are connections at times between behaviour, safeguarding and wellbeing. The system is refreshed on an annual basis. Data is reported to Governors via the Safeguarding Committee three times a year, this is reviewed by the Governing Body and the Safeguarding Commission.

Review

See *Expulsion, Removal and Review Policy*. A student or their parents may request a Review by the Governing Body of the Joint Principal (NS)'s decision to Expel or Remove a student from the School. The form of application for a Review and the Review procedures will be supplied to parents on request at the time of the original decision. See the School's Expulsion, Removal and Review Policy. There will be no right to a Review of other consequences but a student who feels aggrieved may ask their Personal Tutor to take up their concerns with the member of staff who imposed the consequence.

Appendix 1: Restrictive Interventions including Reasonable Force

Restrictive interventions, including reasonable force, seclusion, and restraint, are lawful measures that must only be used in extremis when all other options have been exhausted. The aim is always to minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies.

1. Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This term describes both physical and non-physical actions aimed to restrain students in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Seclusion: a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

2. Rationale

Restrictive Interventions may be used to prevent a student from doing or continuing to do any of the following:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among students at the school, whether during a teaching session or otherwise

In addition, reasonable force may be used to conduct a search for certain legally prohibited items (see Appendix 2 below).

3. Prevention And De-Escalation

- Whole-school behaviour management: high expectations for safe and respectful behaviour in and outside of classrooms (see this Manual!)
- Students who have previously required restrictive interventions or are at increased likelihood of requiring restrictive interventions (particularly due to SEND/SEMH needs) will have a Behaviour Support Plan
- Staff who regularly work with identified children will receive training on de-escalation and restrictive interventions as part of annual refresher training (otherwise we are training all staff)
- The National College Certificate: 'Use of Restrictive Interventions' is available to all staff. All pastoral Management Team will complete Restrictive Interventions training annually.

4. Assessing Need For Restrictive Interventions

- **Is it necessary?**
 - Consider more effective alternatives
 - Consider risk reduction vs potential escalation
- **Is it proportionate?**

- Use the minimum necessary intervention for the least amount of time, to reduce the relevant risk
- Students should not be restrained in a way that could affect their airway, breathing or circulation
- Consider the physical and personal circumstances of students – age, size, medical conditions, SEND
- **Has welfare been sufficiently considered?**
 - Consider the impact on student welfare
 - Communicate clearly and seek to maintain student dignity

5. Post Incident Support (student and staff)

- Medical assessment for student (and staff member if needed) and treatment for any injuries
- Pastoral support for student (and any witnesses) including pastoral welfare checks, medical follow-ups, counselling if requested
- Debrief with staff member (led by DSL (or Deputies) and/or Joint Principal NS) to facilitate reflection
- Support to repair and rebuild staff/student relationship if required

6. Reporting And Recording Restrictive Interventions

Following any use of reasonable force, restraint, or seclusion, the staff member must:

- Inform the DSL and the Joint Principal by reporting the incident to dsl@chethams.com **on the same day**

A member of the DSL Team or the Joint Principal will discuss the incident with the staff member involved, and the incident will be recorded on CPOMS **on the same day**, with the following information included:

- names of student and staff
- relevant needs or circumstances of the student, including SEND
- time, date, location, approximate duration, & brief account of the incident
- type of force applied, the degree of force, details of any physical injuries sustained & rationale for assessment of intervention
- post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The lead staff member (DSL/DDSL or Joint Principal) will also:

- Inform parents/guardians **on the same day** (unless safeguarding risk in doing so – see DSL)
- Update record of restrictive interventions (held by DSL)
- Share updated record with Governors via Safeguarding Committee

7. Resources

- https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://nationalcollege.com/courses/certificate-in-the-use-of-restrictive-interventions>

Appendix 2 Searching and Confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures on students (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to guidance published by the DfE, *Searching, Screening, and Confiscation* (July 2022).

1. Prohibited Items

The following are 'prohibited items' under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

- knives or weapons, alcohol, illegal drugs, and stolen items;
- tobacco and cigarette papers, fireworks and pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the student);

The School has also banned items that are reasonably believed to be likely to cause harm, be unsafe or cause disruption. Students 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 (for example on a School trip).

2. Searching with Consent

3.

Before any search is undertaken, the student will be asked to consent. In seeking consent, the age and maturity of the student will be taken into account together with any special needs the student may have. Written consent will not usually be required. If a student is under the influence of a substance, this will be noted on the record.

The consent of the student must be obtained for searches for items that are not 'prohibited items' as listed in Section 1 above. The consent of the student must be sought even if they are not at the School at the time. If a member of staff suspects that a student has an item that is banned by the School they can instruct the student to turn out their pockets or bag.

If the student refuses, disciplinary action may be taken in accordance with the School's Behaviour and Discipline Policy.

4. Searching for Prohibited Items

Where the Joint Principals or an authorised member of staff has reasonable grounds to suspect that a student may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 1.1.4 above).

The Joint Principals have authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:

- Vice Principal
- Assistant Principals
- Heads of Section

- Heads of Houses
- Deputy Heads of Houses
- Nurses
- Designated Safeguarding Leads or Deputies

Where there is an immediate threat of harm, the Joint Principal authorises any member of staff to search, but only in what would reasonably be considered extreme circumstances, particularly where safety would otherwise be compromised.

Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a School trip or in training settings.

When students travel outside England on a School trip, they will be required as a condition of participating in the trip, to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which students are outside England.

If it is believed that a student has a prohibited item, it may be appropriate for a member of staff (ideally two) to carry out:

- a search of outer clothing; and/or
- a search of School property (e.g. students' lockers or desks, bed, ceiling area, studies or dormitories); and/or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions should, in most cases, be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will be the same gender as the student.

Where it is reasonably believed that serious and imminent harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a student of the opposite sex and/or in the absence of a witness. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will be the same gender as the student if it is practical to do so, or as the gender with which the student identifies, or as the gender with which the student is most comfortable.

Where the Joint Principal (NS), or staff authorised by the Joint Principals, 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.

5. Confiscation

Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

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.

6. Searching Electronic Devices

An electronic device, such as a mobile phone or a tablet computer, 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 or break School rules, 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 (where practicable) be conducted in the presence of a member of the IT staff.

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 School rules.

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 of such seriousness that police involvement is required.

Staff should not download any images nor check images of a sexual nature on any phone, nor allow the student to forward such images to staff phones; these should be treated as a safeguarding concern and the DSL or the Deputies immediately informed. The item may be confiscated. This is in line with *Sharing Nudes and Semi-nudes 2020*.

7. Disposal of Confiscated Items

Alcohol: alcohol, which has been confiscated, will be destroyed.

Controlled drugs: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances, and at the discretion of the Joint Principal (NS) 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 student.

Other substances: substances which may not be illegal drugs but which are harmful or detrimental to good order and discipline (for example 'harmful highs', non-alcoholic replacement drinks, vapes) 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.

Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Joint Principal (NS) 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. This is likely to apply to items of low value, such as pencil cases.

Tobacco or cigarette papers: tobacco, vapes, lighters or cigarette papers will be destroyed.

Fireworks: fireworks will not be returned to the student. They will be disposed of safely at the discretion of the Joint Principal (NS) or other authorised member of staff which may include donation to an appropriate charity.

Pornographic images or nude 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 student has been abused, the School's Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Manchester children's social care in line with *Nudes and Semi-nudes (2020)* guidance

Other pornographic or nude images will also be discussed with the School's Designated Safeguarding Lead. The images may then be passed to Manchester 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.

Article used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Joint Principal (NS) or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

An item banned under School rules: such items may, at the discretion of the Joint Principal (NS) or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of School rules to disrupt teaching, the phone will be kept safely until the end of the lesson or School day, when it can be claimed by its owner unless the Joint Principal (NS) considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a student persists in using a mobile phone in breach of School rules, the phone may be confiscated for a longer period of time.

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 School rules, including carrying out cyberbullying, 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 or carer and the student may be prohibited from bringing such a device onto School premises or on School trips. In serious cases, the device may be handed to the police for investigation.

8. Communication With Parents

There is no legal requirement for the School to inform parents before a search for suspected 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. In appropriate cases we will inform parents on how the School will dispose of certain items.

We will keep a record of all searches carried out on CPOMS (as of Sept 2018), whether the search is with or without the consent of the student. The record will include details of any disposal of items confiscated.

Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is posted on the School website and hard copies are available from the Joint Principal (NS)'s PA on request.

The School will take reasonable care of any items confiscated from students. 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.

References:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>.

Counter-bullying Policy

Introduction

We are committed to creating a caring, friendly environment where every member of the school can thrive. Students should be safe and able to learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, in or out of school, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means anyone who knows that bullying is happening is expected to tell a member of staff and never to be a bystander. The student's voice is important within the School. This policy has been drawn up taking into account the DfE's guidance *Preventing and Tackling Bullying* (July 2017) *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2023* and will be reviewed annually and as government guidance changes.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying behaviour can occur in a variety of ways; these may be classified as:

- Emotional: excluding, tormenting (e.g. hiding books, threatening gestures)
- Relating to gender: issues of sexuality, LGBTQ+ (Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer/Questioning, Asexual, Intersex, Ally, 2 spirit, Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender)
- Physical: punching, kicking, hitting, or any use of violence
- Racial: racial taunts, graffiti, gestures
- Relating to religion/belief: disrespecting faith/spiritual beliefs and traditions
- Sexual: unwanted physical contact or sexually abusive comments (see Safeguarding and Child Protection Policy and Procedures)
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyberbullying: inappropriate use of the internet, mobile electronic devices, social networking sites etc (see also the School's *Digital Safety Policy and Acceptable Use Policy*)
- SEND: because of any Special Educational Need and/or Disability
- Related to family issues or about being adopted or being a carer.

The School has due regard to the Equality Act (2010).

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message, image or email or any form of social media) to another person with the intent to cause distress or anxiety.

Whilst bullying usually refers to student(s) behaviour it is recognised that adults can be bullies too. If a student feels that they are being bullied by an adult, in any of the ways listed above, it is important to talk to someone about these issues so that the bullying can be stopped. Adults must not bully students.

A bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.

Signs and symptoms

A student who is being bullied may:

- change their usual routine
- be unwilling to go to school (school phobic)
- become anxious and withdrawn
- attempt or threaten suicide
- cry themselves to sleep at night or have nightmares
- feel ill in the mornings
- truant
- begin to do poorly at school
- come home with clothes/books torn
- have possessions 'go missing'
- ask to borrow money or steal money
- continually 'lose' pocket money
- have unexplained cuts/bruises
- become withdrawn, lack confidence
- become aggressive and unreasonable
- bully other children or siblings
- make frequent visits to the Medical Centre with no defined illness
- give improbable excuses to any of the above

Why is it important to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Students who bully need to learn different ways of behaving. Everybody has the right to be treated with respect. Victims and bullies will be helped in order to develop their self-confidence, which in turn, will promote sound citizenship.

The School has a responsibility to respond promptly and effectively to issues of bullying. If cyber-bullying takes place, a prompt report can limit the damaging circulation of messages and/or images.

The context of the bullying and its nature will be considered, and we recognise that it can happen anywhere. For example, all students are vulnerable to on-line bullying, wherever they are. However, if there were a case of physical bullying at school this might disproportionately affect Boarders who, unlike Day students, are unable to leave school behind at the end of the day. By comparison, Day students might suffer bullying at home or on the way to and from school from people outside of School. Students with SEND may also be more vulnerable but may be less able to respond or report bullying. Thus staff will be trained to look out for references to bullying in a variety of contexts and to treat each case individually, sensitively and seriously.

Objectives

- All members of the Governing Body, teaching and non-teaching staff, students and parents should understand what bullying is.
- All members of the Governing Body and teaching and non-teaching staff, students and parents should know what the school policy is on bullying and follow it when bullying is reported.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- As a school we wish to be inclusive and avoid any forms of discrimination.
- We value and promote positive behaviour by celebrating success and expecting staff and students to act as positive role models.

Procedures

- Students should report bullying incidents to any member of staff e.g. Head of House, Head of School, Vice Principal, Nurse, Tutor or directly to the Designated Safeguarding Lead.
- Students may place letters of concern or complaint in the boxes around School on floor B1, 1 and 3 in the New Building and just inside the School Library door and in the School Music Library. However, although it must be noted that anonymous letters can be more difficult to deal with, they will still be taken seriously.
- Students and staff have direct access to the 'Be Safe' box on the Intranet 'drop down' on their log-in screen. Messages go straight to the Designated Safeguarding Lead's 'in-box' dsl@chethams.com.
- Students can also speak to the Independent Listener (Andy Silver – telephone number 07849909077), or the School Counsellors (make an appointment via the nurses or House staff).
- Advice is also available on the school intranet/parent portal.
- Childline (0800 1111) details are on display around school.
- The details of the Children's Commissioner (0800 528 0731) are on display in boarding Houses.
- The Anti-bullying Alliance, Childnet, Kidscape and Beat Bullying are some of the other organisations which provide appropriate guidance. The Anti- Bullying Alliance provides useful resources for student, parents and staff.

Members of staff who learn of alleged bullying behaviour should:

- respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Designated Safeguarding Lead as soon as possible.
- The Designated Safeguarding Lead will:
 - make a record of the complaint
 - contact the appropriate members of staff to agree on a strategy and on who will take the lead in managing the matter.

For the duration of any investigation a mutually agreed contact person will be appointed for the alleged victim and the alleged bully(ies).

Unless the case is very serious (when the procedures in paragraph 4.9 below will be followed) the member of staff taking the lead will normally see the victim and any witnesses without delay and form an initial view of the allegation.

The possible outcomes include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully
- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below)
- the complaint is more serious than initially thought and the Designated Safeguarding Lead should be informed to carry out additional investigation in accordance with the procedures below.

In minor cases the investigation will commence from a 'no blame' standpoint. This would be noted and monitored/reviewed through the weekly Pastoral meetings.

If the Designated Safeguarding Lead considers that serious bullying behaviour has occurred, they will:

- inform the Vice Principal or in extreme situations Joint Principal (NS)
- interview the alleged victim, alleged bully and any witness separately in order to establish the facts of the case (written records of all interviews will be made on CPOMS)

Parents of students involved will usually be informed and will be asked to attend a meeting to discuss the problem. A decision will be made regarding the involvement of outside agencies, e.g. Manchester Safeguarding Partnership, Manchester Children's Services, Police, and other action to be taken (see Range of Action, below). In serious cases, such action may include further investigation in accordance with the School's Behaviour and Discipline Policy and the Expulsion, Removal and Review Policy contained herein.

A member of the Pastoral Management Team will notify the parents of the victim and the bullying and provide details of the action being taken.

Range of Action

When a complaint of bullying behaviour is upheld, the bully (bullies) will be asked for a genuine apology. Additional action includes:

- The bully(ies) will be encouraged to address the inappropriate behaviour. Appropriate advice and support will be provided.
- Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's Safeguarding and Child Protection procedures will be followed.
- Disciplinary action in accordance with the School's *Good Behaviour Manual*. In serious or repeated cases, suspension or even expulsion will be considered. Any disciplinary action will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities and the needs of vulnerable students.
- Appropriate support will be offered to the victim(s) and bully(ies). The victim may need guidance on how to change behaviour patterns in order to reduce the likelihood of further bullying. Support from external services will be sought where appropriate.
- Confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the School's internet and email facilities if cyberbullying (see the *Digital Safety and Acceptable Use Policy*).
- Reconciliation of the students concerned, including a supervised meeting between them to discuss their differences and the ways in which they may be able to avoid future conflict.
- Action to break up a 'power base'.
- Such other action as may appear to the Joint Principal (NS) to be appropriate.
- After the incident/s have been investigated and dealt with, each case will be monitored by designated members of staff, and if appropriate, a member of the prefect team, to ensure repeated bullying does not take place.

Recording

Reported incidents and the outcomes are recorded on CPOMs, kept securely and

evaluated to enable patterns to be identified, both in relation to individual students and across the School as a whole, and to evaluate the effectiveness of the procedures and the School's approach.

Prevention

'Bullying' as a topic will be addressed in PSHE lessons, Tutor Group sessions, assemblies and special focus days and weeks. Online safety is also a key aspect of all areas of the curriculum. When appropriate we shall refer to specific organisations/resources and draw on their expertise and materials. We may also include age/stage-appropriate follow up such as:

- writing a set of school guidelines with the students
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read in class or school assembly/watching online links directed by staff
- making up role-plays
- having discussions about bullying and why it matters
- assemblies on Safer Internet use and what to do in response to Cyber-bullying. There is also a separate *Digital Safety and Acceptable Use Policy*.

A counter-bullying culture can only be realised through the co-operation of staff, students and parents.

Review

The Designated Safeguarding Lead will review the [Anti-bullying Policy](#) on an annual basis, or more regularly as required taking into account any guidance published by the DfE together with the record of any bullying incidents. The Governing Body will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

References

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

<https://www.anti-bullyingalliance.org.uk/>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Related Policies

Safeguarding and Child Protection Policy and Procedures

Digital Safety and Acceptable Use Policy

Complaints

The A-Z

Digital Safety Policy: Student Version

To be read in conjunction with the Student AUP (short)

Aim

This policy aims to reduce risks to personal safety and well-being from the use of fixed and mobile communication devices that allow access to the internet including: personal computers, laptops, tablets, mobile phones and gaming consoles. We aim to:

- protect your data following the GDPR (2016) and Data Protection Act (2018).
- protect Fundamental British Values;
- eliminate radicalization as required by the Prevent Duty;
- stop Cyberbullying and Online Sexual Abuse which includes:
 - Sexting/Youth produced sexual images;
 - Upskirting;
 - Cyberflashing;
 - Intimate Image Abuse (Revenge Porn);
 - Deepfakes;
 - Flashing Images (strobe effects);
 - Online Threats;
 - Encouraging Self-Harm;

Personnel

The School's Digital Safety Coordinator is the Safeguarding Lead (DSL). The Digital Safety Committee meets termly to discuss all aspects of digital safeguarding.

Monitoring

Network and Internet use is filtered and monitored and can be traced using the School's internet filter Opendium, audit tools and AB Tutor. Kaspersky protects the School Network from digital (not organic!) viruses. All data traffic on the Network is encrypted to guard against cyber-attacks. The internet filter is checked frequently.

Acceptable Use

Students and staff have to read and agree to the Acceptable Use Policy before using the School networks and associated systems. Parental consent is also required before students access the network.

Guidance

Information and guidance on Digital Safety is available to students via the School's intranet and Student Gateway.

Student Images

Images of students may be used in promotional literature and on the School's website subject to parents' consent. Your name and age will not be displayed, although first names will be used if you are happy with this.

How we teach Digital Safety

Internet use is essential to everyday education, business and social interaction, and Chetham's encourages access as part of student learning and organisational experience. Self-reliant, disciplined, safe and selective use of the internet is taught in: Junior and Y7-9 ICT lessons; PSHE; tutor groups; assemblies. There are four areas of risk known as 'the 4 Cs':

1. **Content** which is illegal, inappropriate or harmful (including extremism, misinformation, disinformation, fake news and conspiracy theories)
2. **Contact:** harmful online interaction with other users
3. **Conduct:** harmful online behaviour such as bullying or sharing inappropriate images
4. **Commerce:** inappropriate advertising, financial scams, gambling.

Concerns and Cyber-bullying

You can report Digital Safety concerns and cyberbullying issues to our Safeguarding Lead (DSL) through the School's 'Be Safe' portal on the Student Intranet or email dsl@chethams.com. This also provides contact links for CEOP (Child Exploitation and Online Protection).

Searching

Designated staff are authorised, in some circumstances, to inspect and search any electronic device if they suspect that it could: cause harm; disrupt teaching; break school rules; commit an offence; cause personal injury; damage property. Data, files, images etc may be passed to the police if believed to be illegal. Data, files, images that break the school's policies may be deleted. The School will report any suspicious material to the relevant authority including, but not limited to: CEOP, FACT (anti piracy), Information Commissioner's Office, and the Police.

Digital Communications

Staff and students should only use official school email accounts (@chethams.com) or Teams. Houses, the Music Office and Educational Visit Leaders may also contact students on their mobile phones from school authorised mobile phones. If you receive digital communication in any other way, or you have any concern about the communication, please report it to your Head of House or School. Communications should conform to our behaviour policy and Code of Conduct. Always be polite, as if you were talking to the other person face to face.

Advice for safe internet use by students

a. Never give out personal details of any kind which may identify you and/or your location e.g. name, address, mobile or landline phone numbers, School attended, Instant Messenger (IM) and email addresses, full names of friends/family, specific interests and clubs etc. This applies to all scenarios including websites, social media and AI.

b. Do not place personal photos on any social network space or AI. Be aware that your photos could be copied and changed and then used without your permission, including deepfakes. These can then be used to embarrass and upset you. Ask yourself:

- How public is this space?
- Is there a private area?
- What are my privacy settings?
- What can be seen in the photograph?
- What's in the background?
- Could anything disclose my location?

c. Use passwords and two or three factor security settings; deny access to unknown individuals and block unwanted communications. Invite known friends only and deny access to others by making profiles private.

d. Do not publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.

e. Remember that anything you post online is permanent and you often have no ownership of it once it is posted. You need to read the terms and conditions of each site!).

f. Respect others' privacy: personal information, images or videos relating to other people should not be used, adapted, transmitted or posted without the other person's clear permission. Remember, creating, altering, and/or sharing indecent images (including: nudes and semi-nudes; cyberflashing; revenge porn) of people under the age of 18, with or without consent, is illegal. Ask for consent every time.

g. Stay alert and critical when using social media remembering that it can be used to distribute extremist ideas.

h. Be careful when using online Artificial Intelligence (AI) Tools such as Copilot, ChatGPT or chatbots. Do not use any which do not meet the Age Appropriate Design Code (AADC) as they may use your personal data for harmful purposes, or expose you to harm. Do not upload your personal data into AI programmes. Don't accept everything that AI information gives you as the truth. You need to check that it is correct, and then make a decision about whether to believe it. If in doubt, consult with a member of staff.

i. Copilot is available through Microsoft 365, the School's preferred platform. You may use it when directed by a member of staff at School, or if you are over 13 years old and your parents have given permission for you to use it.

Student Acceptable Use of Computers & Mobile Devices

Our aim is to help you become a resilient, skilled, safe and responsible digital citizen when accessing the internet from any communication device, network hardware, software, services and applications. We want you and all members of our community to have a positive online experience.

This code applies to the use of communication devices on or off School premises which affects the welfare of any member of the School community, or where the culture and/or reputation of the School, might be put at risk.

Code of Conduct:

1. We make good use of educational opportunities by accessing the internet. We access the internet for educational purposes only during working hours.
2. We stay safe online by keeping personal data, including passwords, and images, private. We respect others' right to privacy and ask for their consent before using, processing, transmitting and/or uploading their data. We do not allow AI to see/use our or others' personal data and images.
3. Our internet activity and emails are recorded and monitored to safeguard us all.
4. We only access material (emails/internet) to which we are legally entitled. We respect copyright laws and age restrictions on websites and apps.
5. We think carefully about what we write/post online or in emails. How would you say it to the person you're writing to/about? Would you be ashamed to show your parents or the Joint Principals? **If in doubt, don't press send.** If you can't say/write/display anything nice, don't say/write/display anything at all.
6. We keep away from abusive, racist, sexist, homophobic, bullying, pornographic, defamatory, criminal or extreme terrorist material. We recognise that any Content, Contact, Conduct and Commerce online may be risky.
7. We talk to staff if we are concerned about images and other material we receive, send or forward. We report misuse of images; Sexting/Youth-produced sexual imagery; Upskirting; Cyberflashing; Intimate Image Abuse (Revenge Porn); Deepfakes; Flashing Images (strobe effects); Online Threats; and Encouraging Self-Harm because they are criminal offences and Safeguarding issues.
8. If we suspect that we are, or someone else is, being bullied/harassed/intimidated/exploited/blackmailed or radicalised; online or offline, we talk to staff.
9. We use School, not personal email accounts for contacting staff on their School email accounts. Staff use School, not personal email accounts for contacting students on their School email accounts.
10. We use School apps such as MS Teams for teaching and learning purposes only, and not for social messaging, for example in the chat function of a Teams call.
11. We communicate with official school phones; never staff personal phones. School mobile phones or office phones are used by pastoral staff; medical staff; the music timetabler; and staff on School trips to contact you on your mobile phone.
12. We report to staff any deliberately or accidentally inappropriate messages, images or text.
13. We let staff know of any IT problem.
14. We report data protection issues to Mr Runswick-Cole, dpo@chethams.com.

Student Name:.....

Signature.....Date:

For further details see: *Digital Safety and Acceptable Use policy; Good Behaviour policy; Safeguarding and Child Protection policy; Counter-bullying policy, Data Protection Policy and Notices.*

Policy on Alcohol, Drugs and Substances

Scope

This policy has been authorised by the Governing Body and is available to parents and students on request. The policy relates to possession and consumption of alcohol and the misuse of controlled drugs and other substances and applies to all students at Chetham's School of Music (**School**) irrespective of their age. The policy may also apply at times when a student is not in the care of the School. The procedures and consequences may be adapted as appropriate to meet the policy aims and the circumstances of each case. Certain of the procedures can only be carried out during term time.

Definitions

- **Alcohol:** means intoxicating liquor of all descriptions (including beer, cider, wine and spirits) and this policy covers obtaining, consuming, and supplying alcohol.
- **Drugs and substances:** means controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or 'legal' drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue, solvents and other substances held or supplied in each case for purposes of misuse. This policy covers the possession, use and supply of such substances.

Aims

The central aims of this policy are:

- to promote safety, welfare and good physical and mental health;
- to promote a mature and moderate approach to the use of alcohol within legal constraints;
- to reduce the risk of alcohol or substance induced misconduct in and out of School;
- to keep drugs & substances out of the School.

Education

We educate students to understand the effect and risks associated with alcohol in relation to their health and well-being and the law and that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses, by example and by discussion. At any time a student can request a one to one session with our nursing or medical staff to get advice and help.

Pastoral Care

We encourage students to discuss in confidence any anxieties they may have about use of alcohol or drugs and substance abuse with a member of Pastoral Staff, Medical Team or the School counsellors. Matters brought into counselling or that have been divulged by a student or their parents, in circumstances which are genuine, will be 'ring-fenced' from disciplinary consequences, but a student who contravenes this policy may face disciplinary consequences. We wish to support all students, but we can only help them if they are: honest about problematic use of substances; tell us straight away about their problematic use (not wait to be caught); and accept help when it is offered. The balance between support for the individual, and protecting the rest of the School Community's needs, is paramount.

School Rules

The Rules forbid a student from:

- any possession, use or supply of drugs and substances;
- bringing alcohol onto School premises or being in unsupervised possession of alcohol or obtaining or supplying alcohol to [another under the age of 18](#), or being impaired by alcohol while on School premises or in the care of the School;
- bringing the School into disrepute for any reason associated with alcohol or drugs and substances, whether or not the student is in the care of the School at the time. Action will be taken when the welfare of any member of the School community or the reputation of the School is affected.

Students who are the legal age to be allowed to drink alcohol must liaise with House staff as there may be special occasions where a small consumption would not be inappropriate. This would never be on the School site unless at a School organised function where risks assessments are in place and within safe legal parameters.

Detection

Every complaint, report, or observation in relation to alcohol or involvement with drugs and substances will be followed up and explored. In exceptional circumstances a student suspected of such involvement may be suspended pending the outcome of an investigation.

Consequences

- **Alcohol:** Students will be given a medical appointment to explore their relationship with alcohol and educate themselves, they will have a behaviour meeting with their Head of School or House and/or Joint Principal (NS), their parents will be informed and a high level consequence will be applied as per the Good Behaviour Policy. For a one-off serious breach or persistent breaches, a student may be required to leave the School permanently. The student may be referred to 'Eclipse' for further specialist help.
- **Drugs:** Anyone supplying drugs must expect to be expelled immediately even if they are about to sit public examinations. Passing on information and contacts of dealers will also fall into the most serious of consequences. Anyone possessing or using drugs will have the circumstances properly explored. Those who are wilfully taking substances without due regard for themselves or the School must expect that they could be expelled. Where possible a supportive approach can be taken as an alternative to expulsion, however, the School are not obliged to do so. All Students involved in any drug taken will be referred to Eclipse and parents will be informed. In most cases the Police will also be informed and Students may have to be referred to them.

Parents

If Parents attending School premises appear to be under the influence of drugs or substances or alcohol, they will be asked to leave and the member of staff making the request should refer the matter to the School's Designated Safeguarding Lead or Deputies. If a member of staff suspects that a parent has driven or will drive whilst under the influence of drugs or alcohol, the member of staff should report the matter to the Designated Person or a member of the Senior Leadership Team who may telephone the police. If the Designated Person reasonably believes that a child is at immediate risk of harm from a parent who is under the influence of alcohol or drugs, the child will not be

released into the care of the parent and the School's child protection procedures will be followed.

Searches For Alcohol, Drugs And Substances

Searches with consent

School staff can search students for alcohol, drugs or substances with their consent. The member of staff will consider the student's age and other factors when determining whether the student is capable of giving their consent.

Searches without consent

The Joint Principal (NS) and staff authorised by the Joint Principals may search a student or a student's possessions without their consent where they have reasonable grounds for suspecting that a student has alcohol or drugs or substances in their possession. See Appendix 2 of the School's Behaviour and Discipline Policy on searching and confiscation.

Police involvement

If the School seizes a controlled drug, the drug may be destroyed if there is good reason to do so. Otherwise the School will deliver it to the police as soon as reasonably practicable. In all other cases, the School may decide to request the involvement of the police from the outset. If the police suspect that a student possesses or has stored drugs, substances or related paraphernalia, the police may elect to investigate using their own procedures or may pass the matter back to the School to investigate.

Testing

Biological Sample

A student suspected of unauthorised consumption of alcohol or involvement with drugs or substances may be asked to give a biological sample. The reason for this policy is:

- to deter breaches of School discipline;
- to identify users and extent of consumption;
- to absolve those who have been wrongly suspected.

Reason to suspect alcohol consumption or use of drugs or substances may arise as a result of information or a complaint received or because of a student's behaviour or demeanour.

Informed Consent

The relevant consent to a test is that of the student rather than the parents, even if the student is under 16 years of age, provided they are of sufficient maturity and understanding and gives their informed consent in writing. The member of staff leading the investigation will determine whether or not the student is able to provide this consent and may request the additional opinion of a medically qualified member of staff. Students under the influence may not be able to give informed consent.

Notifying Parents

Reasonable endeavours will be made to notify a parent, guardian or education guardian of the requirement for a urine sample and the reasons for that requirement.

Drugs and Substances

See Appendix 1 for details of the testing procedure for the use of drugs and substances.

Alcohol

See Appendix 2 for details of the testing procedure for the consumption of alcohol.

Refusal

If a student refuses to provide a biological sample they will be asked to say why they have refused. The School will be entitled to draw inferences from their response and general demeanour and will work on a balance of probabilities. If a parent's consent is required and they refuse to consent to their child providing a biological sample, the School may draw inferences from the student's general demeanour and will work on a balance of probabilities.

Confidentiality and data protection

Sensitive personal information about students is disclosed only on a 'need to know' basis with careful attention to students' rights and needs.

Subsequent Action

Urine tests procedures

The School will treat a positive urine test, although not infallible, as evidence that the student has been using drugs or substances. Where there is a positive urine test, or where the student refuses to provide a urine sample to be tested, a meeting or call will be arranged at which:

- the student will be asked to attend a meeting with the Joint Principal (NS) or Vice Principal (JH) with another member of the School staff ;
- all relevant evidence, including the positive test result where applicable, will be put to the student and they will be invited to respond;
- the student's response will be heard and considered and further enquiries will be made if necessary.

When the investigation has been concluded, outside of the meeting if necessary, the Joint Principal (NS) will, on the civil standard of proof, namely, the 'balance of probabilities', make a finding of fact based on the evidence and supported by reasons in accordance with the School rules.

Consequences

The Joint Principal will make a decision about consequences based on the information provided.

Breath Test

The School will treat a positive breath test, although not infallible, as evidence that the student has consumed alcohol. Where there is a positive test the parents will be informed and the student will face consequences in accordance with the School rules.

Review

If the student is expelled or removed, they and their parents have the right to request a Review by the Governing Body of the decision in accordance with the School's Expulsion, Removal and Review Policy.

Monitoring

This policy will be reviewed:

- following any serious incidents involving students and alcohol or drugs and substances
- following the issue of any new guidance from the Department for Education (DfE)
- in any event, every year.

The review will be carried out by the Joint Principal (NS), who will also evaluate the effectiveness of education on these matters in the School. A report will be made to the Governing Body who will [support](#) any necessary amendments.

Appendix 1 Testing For Drugs

Urine sample

If, outside the context of confidential counselling, there is reason to suspect that a student has been involved with drugs or substances, they may be asked to supply, under medical supervision, a urine sample for analysis.

Medical supervision

The student will be escorted to the Medical Centre where the student will be asked to give a urine sample and hand it to the nurse who will test it in the presence of the student and another member of staff. All due care will be taken to respect the student's privacy and human rights.

Outcome

The parent will be notified by telephone or email; if the result is negative, the sample will be destroyed immediately;

Medical Record

The outcome of the test, whether positive or negative, will not form part of the student's permanent medical record.

Appendix 2 Testing For Alcohol

Testing for Alcohol

The School may test for the consumption of alcohol in the following circumstances:

- where there is suspicion or evidence that students aged under 18 on return to the School following permitted free time; and/or
- outside the context of confidential counselling, if there is reason to suspect that a student of any age has consumed alcohol;
- Where a student of any age appears intoxicated to determine the amount of alcohol consumed.

Breath Test

A student may be asked to supply a breath sample using a breathalyser. They will be asked to give written consent (where appropriate). The breathalyser will be administered ideally by a member of House in the presence of another member of staff, ideally a member of the Medical team. The Medical Team members role is to advocate on behalf of the child. The Medical Team will only breathalyse a student as part of conducting a clinical diagnosis and to rule out other issues, this is 'ring fenced' from disciplinary procedures. The student will be shown the test results.

If the test is positive the student will face the consequences in accordance with the School rules and the parents informed.

If a student refuses a breath test where there are grounds for reasonable suspicion and this has been explained to them, they will face the consequences accordingly and parents will be informed.

Medical Record

The outcome of the test, whether positive or negative, will not form part of the student's permanent medical record.

Appendix 3 Supportive Regime

This contract may be used or a similar more bespoke alternative.

Full name of student	
Date	
Student's date of birth	
Age now	
<ol style="list-style-type: none"> 1. I have made a voluntary admission of having used a controlled drug or substance in breach of the School's policy and disciplinary rules. 2. As an alternative to expulsion, the Joint Principals have offered me a supportive regime under which: <ul style="list-style-type: none"> • for the remainder of this term and the next three school terms, without obligation on the part of the School, I may at any time be asked to provide a urine sample under medical supervision for analysis in accordance with the procedures described in the attached policy which I have read and understood; • I understand that I may be asked to provide a urine sample at any reasonable time even if no grounds exist at that time to suspect that I have been involved with drugs or substances. 3. I agree to be subject to this regime and to co-operate with the School in every respect. I understand that the School will take all reasonable care to preserve my confidentiality and human rights in the operation of this regime. 4. I also understand that if without good reason I fail to co-operate with this regime or if a test proves positive I would almost certainly be required to leave the School. 	

Declaration of parents/guardian/education guardian

I/We the undersigned have read the School's Policy on Alcohol, Drugs and Substances, and this Appendix.

For my/our part, I/we accept the Joint Principals offer of a supportive regime for the above named student, as described above.

I/We undertake to co-operate with the regime in all respects and to pay the laboratory charges for each test if necessary.

Signed	
Full name	
Relationship to student	
Date	

Signed	
Full name	
Relationship to student	
Date	

Appendix 4 Expulsion Policy

Scope

These guidelines explain the circumstances under which a student may be:

- expelled from Chetham's School of Music (the School),
- required to leave permanently for misconduct or other reasons.

The policy applies to all students at the School but does not cover cases when a student has to leave because of ill-health, non-payment of fees, or withdrawal by their parents. The guidelines will be adapted as necessary.

Definitions (specific to this policy)

Joint Principal

References to the Joint Principal may include either Joint Principal but primarily refers to Nicola Smith. In certain circumstances with the express agreement and delegation of the Joint Principal, the Vice Principal may deputise for either of the Joint Principals.

Parent

Includes one or both of the parents; those with parental responsibility; a legal, or educational, guardian (acting on behalf of the legal parent).

Expulsion

A student may be formally expelled from the School if it is proved outright or on the balance of probabilities that the student has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

Removal

Parents may be required to remove a student permanently from the School, or from boarding, if, after discussion with the parents, and if appropriate the student, the Joint Principal (NS) is of the opinion that it is necessary:

- by reason of the student's conduct, behaviour or progress, the student is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School; or
- because the parents have treated the School, members of its staff or any member of the School community unreasonably.
- to support the School rules and policies on behaviour and discipline;
- to ensure procedural fairness, and natural justice;
- to promote co-operation between the School and parents when it is necessary for the School to require a student to leave earlier than expected
- for the benefit of the student.
- for the benefit of the school community

Misconduct

The main categories of misconduct which may result in expulsion or removal include but are not limited to:

- supply/possession/use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
- misconduct of a sexual nature including, harassment, youth produced imagery, threats of a sexual nature, consensual acts on school site or whilst under the care of the school, supply or possession of pornography;
- possession or use of unauthorised firearms or other weapons
- physical assault against students or adults;
- behaviour which puts the safety of the student, or any other person, in jeopardy;
- vandalism, damage to property or computer hacking,
- persistent attitudes or behaviour which are inconsistent with the School's ethos;

- verbal abuse/threatening behaviour against students or adults;
- cyber-bullying, in accordance with the School's Anti-Bullying Policy;
- committing a criminal offence;
- fighting, blackmail, physical violence, intimidation
- abuse on the grounds of age, race, nationality, ethnic or national origin, religion/belief, disability, SENs, gender reassignment, sex, sexual orientation, or persistent bullying; or any form of unlawful discrimination or any other protected characteristic;
- theft or unauthorised possession of any property belonging to the School, another student, or a member of staff;
- persistent disruptive behaviour or breaches of the School's Behaviour, Rewards and Consequences
- other serious misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises during or outside term time.

Procedure

The Joint Principal undertakes to apply any consequences for behaviour fairly, and, where appropriate, after due investigative action has taken place (such investigation to normally be carried out by a member of the Pastoral Management Team or staff nominated by the Joint Principal). Any findings of fact will be made on the basis of the balance of probabilities. Parents will be informed as soon as reasonably practicable and appropriate if a complaint or allegation under investigation is of a nature that could result in the student being excluded. The School reserves the right to require the student to remain away from School as a neutral act during an investigation procedure. Alternatively, for a short period of time, segregation from the School community, whilst at school, may be put in place.

The procedure that the School will follow before reaching a final decision about a permanent exclusion has three distinct steps:

1. Investigation – by a member of the Pastoral Management Team
2. Disciplinary meeting – with the Joint Principal or their Deputy, the Vice Principal
3. Review – with up to three members of the Governing Body

A different person will conduct the investigation, from the disciplinary meeting.

Investigation

Before a decision is taken it is essential to establish the facts and the circumstances surrounding the situation. For this reason an investigation will be carried out. In cases where the allegation may lead to a permanent exclusion the investigation will normally be led by a member of the Pastoral Management Team and may be undertaken by one or more colleagues. Students and/or staff who were involved or witnessed the incident may be asked to write an account or give a verbal account noted by a member of staff. The interviewing members of staff, will not have decision making powers over the outcome, but will investigate in an unbiased way, therefore ensuring impartiality and fairness.

Parents will normally be informed after initial investigations have been made, and sufficiently far enough in advance of any disciplinary meeting to allow them time to make arrangements to be available. The meeting can take place online or in person in accordance with the parents availability and proximity to School.

If the Police or Social Services are involved, parents will be informed as soon as is practicable and appropriate, unless the School is instructed not to do so by those agencies.

Suspension

A student may be suspended from the School while a complaint is being investigated or while an investigation is delayed. Should a suspension continue for a period of more than five School days, the School will take reasonable steps to make arrangements to ensure the continuing education of the student by sending work home. The Heads of school will co-ordinate these arrangements with the student's parents or guardians. Parents or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Online academic lessons will not be permitted during this time, and there may be limits to which of the School systems can be accessed. In some circumstances, online music lessons may be permitted.

Search

The School may decide to search a student's space and belongings and ask them to turn out the contents of pockets or a bag, if it considers there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. Only outer clothing will be searched. If necessary, the police will be called. See also the School's separate *policy on searching and confiscation* in Appendix 2 of the *Behaviour Policy* for details about the School's power to search.

Disciplinary Meeting Procedure

If it is decided that a disciplinary meeting is appropriate, the person conducting the investigation will inform the Joint Principal. The Joint Principal (or in their absence the Vice Principal or appropriately senior member of staff) will meet to discuss the findings of the investigation, and express a view as to the severity of the situation. The parents/guardians may attend the meeting and be accompanied to the meeting by one other person, if they wish. This accompanying person, may be a relative, or friend. Legal representation will not be permitted. If appropriate, the student may attend but only if this is in their best interests and agreed by both parents and the Joint Principal. The meeting is an opportunity for parents/guardians to express their thoughts and feelings, ask questions and to offer any further contextual information or detail of any mitigating factors they would like to be taken into account before any decision is reached.

Decision

Following the meeting the Joint Principal, will adjourn to consider their decision, which, will be reached on balance of probability. The parents will be informed of the decision in writing as soon as is practicable but no later than five working days after the meeting. The School will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. During all stages of the process, reasonable adjustments will be made where necessary, requested and appropriate to ensure that the student is able to account for themselves. Any religious or cultural requirements affecting the student will also be considered. There is a delicate balance between managing the needs of an individual, and those of the wider School Community.

Leaving Status

If a student is Expelled or Removed, their leaving status will be one of the following:

1. Expelled,

2. Removed, or if the offer is made by the Joint Principal and accepted by the parents,
3. Withdrawn by parents.

Additional points of leaving status include:

- the form of letter which will be written to the parents
- the form of reference which will be supplied for the student
- the record of the student's status as a leaver e.g. withdrawn, expelled etc
- arrangements for transfer of any course and project work to the student, their parents or another school
- whether (if relevant) the student will be permitted to return to School premises to sit public examinations
- whether (if relevant) the School can offer assistance in finding an alternative placement for the student
- the conditions under which the student may or may not re-enter School premises in the future
- financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; notice period pay incurred etc.

Request for Review, Appeal Hearing

Parents/guardians may request a Review by the Governing Body of the Joint Principal's decision to expel or remove a student. The application must be made in writing stating the grounds for appeal, and received by the Clerk to the Governing Body within five working days of the Joint Principal's decision being notified to the parents, or longer by request and agreement. For the purposes of this policy 'working days' are Monday-Friday weekdays when School is in session. The Finance Director is the Clerk to Governors.

If the parents or the student have any special needs or disabilities which call for additional facilities or adjustments, these should be made known to the Clerk, as soon as possible, so that appropriate arrangements can be made.

For clarity, any complaint relating to action taken as part of this process will be dealt with as an appeal under this procedure rather than separately under the School's Complaints Policy. A student will remain excluded or removed from the School pending the outcome of an appeal. If a decision is taken by the parents to withdraw the student at any stage in the process, the parents will waive any right to an appeal or complaint, and the process will be considered closed.

The outcome of the appeal process is final and there shall be no further right to appeal or complaint.

Grounds

In order to have a successful appeal you have to be able to show either that the School did not conduct the investigation or the disciplinary meeting fairly, or that the Joint Principal's decision was unfair or inappropriate; the reasons why you think this is the case are known as the grounds of appeal. Parents should indicate the grounds when they request an appeal hearing. The Panel can then consider these grounds and conduct a review of the fairness of the original decision and the consequence imposed. Parents should also indicate in the request for an appeal, their preferred outcome.

Review Panel

The Review will be undertaken by up to three-members of the Governing Body (the Panel). The Panel members will have no detailed previous knowledge of the case or of the student or

parents and will not include the Chair of the Governing Body. Selection of the Panel will be made by the Clerk to the Governing Body. With the exception of the Chair of the Governing Body, those members of the Governing Body not appointed to the Panel will not be provided with information about the case. Parents will be notified in advance of the names of the Panel members. Fair consideration will be given to any bona fide objection to a particular member of the Panel. The Panel may, include an independent member who has no connection with the management or running of the School.

The Panel will look at all the evidence when making the decision to exclude permanently and a record of the process followed (chronology of the process, letters home etc.).

The parents will be allowed to make representations to the Panel and ask questions. If appropriate, and in the child's best interests, the student can attend part or all of the review meeting.

The Joint Principal and the member of staff who conducted the investigation will be present to explain the process followed and the basis on which the final decision was reached. Members of the Panel may ask further questions of those present.

It is important to understand that an appeal is not a re-run of a disciplinary meeting. It does not look again at the facts in the way that the investigation and the review by the Joint Principal already has. It looks to see if the School conducted the investigation and the disciplinary meeting as it is laid out in this policy and if the Joint Principal came to a fair and appropriate decision. If there is new evidence which was not available for the disciplinary meeting, the panel may, at their discretion, look at this and decide if it might have led the Joint Principal to a different decision.

Review Meeting

The meeting will take place at the School premises, unless this is inappropriate, normally within fifteen School days after the parents' application has been received. A Review will not normally take place during School holidays. The Parents and the Joint Principal will be asked to submit any documents they wish to refer to at the meeting to the Clerk to the Governing Body no later than five days before the meeting, and a single bundle will be circulated to the Panel and the parties simultaneously at least three days before the meeting.

All communications must be through the Clerk to the Governing Body, otherwise it will be dismissed.

Attendance

Those present at the Review meeting will normally be:

- members of the Panel and the administrative support
- the investigating officer
- the Joint Principal and any relevant member of staff
- parents/guardians parents and if in the best interests of the child, they can attend.
- if appropriate and available, a member of the School staff who is willing to speak on the student's behalf.

If the complaint concerns the behaviour of the parents, the student will not be expected to attend.

The parents may be accompanied by a friend or relation. The meeting is not a legal proceeding and so legal representation is not permitted. The Clerk to the Governing Body must be given seven days' notice if the friend or relation is legally qualified and the parents should note that the Review Panel will wish to speak to the parents directly and this person will not be permitted to act as an advocate or to address the meeting unless invited to do so by the Chair of the Panel.

Conduct of Meeting

The meeting will be chaired by one member of the Review Panel and will be conducted in an informal manner. All statements made at the meeting will be unsworn. The meeting will not be recorded but an administrator will be asked to keep a handwritten/typed minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes.

The meeting will be directed by the Chair who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may at their discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

Procedure

The Joint Principal will provide the parents with a copy of the current Review procedure if requested. The Panel will consider each of the points raised by the student or their parents and any documentation they wish to rely on so far as relevant to:

- whether the decision was fair procedurally and/or substantively, whether the facts of the case were sufficiently proved and an appropriate procedure followed when the decision was taken to Expel or Remove the student. The civil standard of proof, namely, 'the balance of probability', will apply; and
- whether the consequence was proportionate; that is whether it was warranted in respect of:
 - the breach of discipline
 - or the other events that are found to have occurred
 - and the legitimate aims of the School 's policy in that respect.

The requirements of natural justice will apply. If for any reason the student or their parents are dissatisfied with any aspect of the meeting they must inform the Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

Decision

When the Chair decides that all issues have been sufficiently discussed and if by then there is no consensus, they will conclude the meeting and the Panel will adjourn to consider its decision and recommendations. The Panel's decision and any recommendations will be notified in writing, with reasons, to the Joint Principal and the parents. The Chair of the Panel will send all correspondence to the Joint Principal, and the parents via the Clerk to the Governors within three working days of the meeting.

The Joint Principal will provide their response to those recommendations, if appropriate, in writing within 24 hours.

In the absence of a significant procedural irregularity, the Joint Principal's decision will be final. The Complaints policy cannot be used to overturn an exclusion review outcome or vice versa.

An evaluation of the effectiveness of this policy and its implementation will be carried out by the Joint Principal. The School Leadership Group and Governors, review the effectiveness of the behaviour policy annually.

Appendix 1 Form For Requesting A Review

To The Clerk to the Governing Body
 Subject [Name of student]

I/we request that a sub-committee (**Panel**) of the Governing Body carries out a Review of the Joint Principal's decision to Expel or Remove the above named student.

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

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

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

I/we understand that we may be accompanied at the Review meeting by a friend or relation. If I/we wish to bring a friend or relation who is legally qualified I/we will provide seven days' notice as required.

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

The grounds upon which I/we seek a Review and the matters which I/we wish to discuss at the Review and to ask the Panel to take into account are as set out in a statement attached to this sheet.

(Two signatures required where practicable)

Signed	Signed
Full name	Full name
Relationship to student	Relationship to student
Date	Date
Address	Address
Telephone	Telephone