



Chetham's

Good Behaviour Manual

8/10/26

Owner: JH
Reviewer: ADP
Line Manager: NS
Created: NS, 2019
Version: 8/10/26
Review: 31/8/27



Good Behaviour Manual

Contents

THREE PRINCIPLES	5
ROLES AND RESPONSIBILITIES	6
SCHOOL RULES FOR BEHAVIOUR AND DISCIPLINE	7
PROMOTING POSITIVE BEHAVIOUR	8
THE ERIC BEHAVIOUR MODEL	10
BREACHES OF SCHOOL DISCIPLINE	10
CONSEQUENCES: PRINCIPLES AND PROCEDURES	11
SEND AND ADDITIONAL NEEDS	13
REVIEW	13
RECORDS	14
MALICIOUS ALLEGATIONS AGAINST STAFF	14
USE OF RESTRICTIVE INTERVENTIONS, RESTRAINT, SECLUSION AND REASONABLE FORCE	14
ANTI-BULLYING	15
STUDENTS WITH ADDITIONAL VULNERABILITIES AND SAFEGUARDING CONCERNS	15
BEHAVIOUR FOR LEARNING	15
THE LINK BETWEEN BEHAVIOUR AND WELLBEING	16
WORKING WITH PARENTS	16
GUIDANCE FRAMEWORK	16
APPENDIX 1	18
EASY GUIDE FLOW CHARTS WITH WORKED EXAMPLES	18
APPENDIX 2	26
USE OF RESTRICTIVE INTERVENTIONS, RESTRAINT, SECLUSION AND REASONABLE FORCE	26
DEFINITIONS	26
RATIONALE	26
PREVENTION AND DE-ESCALATION	26
WHOLE-SCHOOL BEHAVIOUR MANAGEMENT	26
STAFF TRAINING	27

ASSESSING THE NEED FOR RESTRICTIVE INTERVENTIONS	27
POST-INCIDENT SUPPORT (STUDENT AND STAFF)	27
REPORTING AND RECORDING RESTRICTIVE INTERVENTIONS	27
DSL / JOINT PRINCIPAL (NS) RESPONSIBILITIES	28
RESOURCES	28
APPENDIX 3	29
SEARCHING, SCREENING, CONFISCATION AND DISPOSAL OF ITEMS	29
PROHIBITED ITEMS	29
SEARCHING WITH CONSENT	29
SEARCHING FOR PROHIBITED ITEMS	29
AUTHORISED STAFF	30
LOCATIONS WHERE SEARCHES MAY TAKE PLACE	30
TYPES OF SEARCH	30
CONDUCTING SEARCHES	30
SEIZURE OF PROHIBITED ITEMS	31
CONFISCATION	31
SEARCHING ELECTRONIC DEVICES	31
SAFEGUARDING CONCERNS	31
DISPOSAL OF CONFISCATED ITEMS	32
COMMUNICATION WITH PARENTS	33
COMPLAINTS	33
LIABILITY	34
REFERENCES	34
APPENDIX 4	35
ANTI-BULLYING POLICY	35
INTRODUCTION	35
WHAT IS BULLYING?	35
SIGNS AND SYMPTOMS	36
WHY IS IT IMPORTANT TO RESPOND TO BULLYING?	36
OBJECTIVES	37
PROCEDURES	37
STAFF RESPONSE TO ALLEGATIONS	37
RANGE OF ACTION	38
RECORDING	39
PREVENTION	39
REVIEW	40
RELATED POLICIES	40
APPENDIX 5	41
ALCOHOL, DRUGS AND SUBSTANCES POLICY	41
SCOPE	41
DEFINITIONS	41
ALCOHOL	41

DRUGS AND SUBSTANCES	41
AIMS	41
EDUCATION	41
PASTORAL CARE	42
SCHOOL RULES	42
DETECTION	42
CONSEQUENCES	43
PARENTS	43
SEARCHES FOR ALCOHOL, DRUGS AND SUBSTANCES	44
SEARCHES WITH CONSENT	44
SEARCHES WITHOUT CONSENT	44
POLICE INVOLVEMENT	44
TESTING	44
DRUGS TEST PROCEDURES: URINE SAMPLE	45
ALCOHOL TEST PROCEDURES: BREATH TEST	45
CONFIDENTIALITY AND DATA PROTECTION	46
CONSEQUENCES	46
REVIEW	46
MONITORING	46
SUPPORTIVE REGIME	46
APPENDIX 6	48
EXPULSION, REMOVAL AND REVIEW POLICY	48
SCOPE	48
DEFINITIONS (SPECIFIC TO THIS POLICY)	48
PROCEDURE	49
INVESTIGATION	49
SUSPENSION	50
SEARCH	50
DISCIPLINARY MEETING PROCEDURE	50
DECISION	51
LEAVING STATUS	51
REQUEST FOR REVIEW, APPEAL HEARING	51
GROUND	52
REVIEW PANEL	52
REVIEW MEETING	52
ATTENDANCE	53
CONDUCT OF MEETING	53
PROCEDURE	53
DECISION	54
APPENDIX 7	55
REVIEW REQUEST FORM	55

Three Principles

Our rules are based on three key principles:

Safety

Respect

Readiness



BE SAFE, BE KIND
TO YOURSELF AND
OTHERS



Respect yourself,
our space, others'
views and needs



Ready for challenge
today and the
future.



Roles and Responsibilities

At Chetham's, our approach to behaviour is rooted in the belief that young people learn best when they feel safe, respected and supported. Our Behaviour, Relationships and Discipline Policy empowers staff to encourage self-discipline in students and reflects our core values through the principles of **Ready, Safe and Respect**. We recognise that developing positive behaviour is a shared responsibility and that consistency and collaboration are essential. It takes a village to raise a child.

Staff Responsibilities

All staff are expected to:

- promote and model the principles of Ready, Safe and Respect
- value and nurture positive relationships with students, families and colleagues
- recognise and celebrate positive behaviour, effort and progress
- challenge behaviour that undermines a calm, safe and supportive environment
- apply behaviour expectations consistently and fairly.

All teaching staff are responsible for planning and delivering lessons that engage students and meet the needs of all learners. This includes adapting teaching approaches to reflect students' strengths, needs and learning styles, creating learning environments where students can thrive academically, personally and musically. All pastoral staff are responsible for the care, safety and nurture of students.

Middle Leaders

Middle leaders, including Heads of Section, Heads of House, Heads of Instrumental Departments, Head of Accompaniment and Heads of Practice, play a key role in maintaining high expectations and supporting colleagues and students.

They are expected to:

- maintain a visible presence within the School community
- support colleagues in managing behaviour concerns
- help students understand the impact of their actions and repair relationships when difficulties arise
- provide guidance, support and, where necessary, recommend training for colleagues
- promote consistency within their areas of responsibility.

Middle Leaders are expected to monitor the behaviour and attendance data weekly and intervene as needed. They are also responsible for responsive action working with the Vice Principal and DSL on more complex issues.

Senior Leaders

Senior Leaders maintain a visible presence throughout the School and provide strategic oversight of behaviour, relationships and student welfare.

They will:

- support Middle Leaders in responding to persistent or significant behaviour concerns
- manage serious behavioural incidents
- promote and share effective practice across the School
- monitor behaviour trends and identify areas requiring resource, intervention or development.

Behaviour data is formally reviewed three times each year and reported to Governors. Emerging patterns and trends are examined carefully and appropriate actions are taken where required.

Parents

Parents are valued partners in their child's educational journey at Chetham's. The School seeks to maintain a collaborative and supportive relationship with parents and carers and encourages a joined-up approach to behaviour and wellbeing.

The School welcomes opportunities to support parents who are seeking advice or guidance regarding their child's development and behaviour.

Students

Students are expected to understand that developing positive behaviour habits is fundamental to their personal wellbeing, independence and future success.

Being punctual, respectful, reliable and considerate contributes not only to a positive School community but also prepares students for higher education, employment and adult life. Students are therefore encouraged to make choices that keep themselves and others safe, demonstrate respect for others and ensure they are ready to learn and participate fully in School life.

School Rules for Behaviour and Discipline

The School's expectations for behaviour are established by the Joint Principals and are designed to promote:

- the safety, health, welfare and wellbeing of all members of the School community
- the development of respectful relationships
- readiness to learn and engage with challenge
- the reputation of the School and its wider community
- the protection of School property and the environment.

The School's rules apply to students of all ages whenever they are:

- on School premises
- representing the School
- travelling to or from School
- participating in School-related activities or
- otherwise associated with the School community.

Further guidance relating to the principles of Ready, Safe and Respect can be found within the *A-Z of Chetham's* and the student and staff online resource areas. Students are expected to understand these expectations and discuss them with their parents or carers.

The guidance issued by the School is reviewed and updated regularly and may be reinforced through assemblies, tutorials, House meetings and other appropriate opportunities.

Promoting Positive Behaviour

Good behaviour does not happen by accident.

The School recognises that positive recognition is one of the most effective ways of encouraging students to develop constructive behaviours and positive attitudes.

Praise and recognition help students to:

- build self-esteem and confidence
- recognise their strengths
- appreciate the achievements of others
- develop positive relationships
- become thoughtful and responsible members of society.

Praise may be given in recognition of:

- high-quality work
- sustained effort
- willingness to engage
- positive contributions
- cooperation
- teamwork
- acts of kindness and consideration
- personal achievement.

Recognition is particularly appropriate when behaviour or effort:

- exceeds expectations
- demonstrates exceptional effort
- is consistently positive.

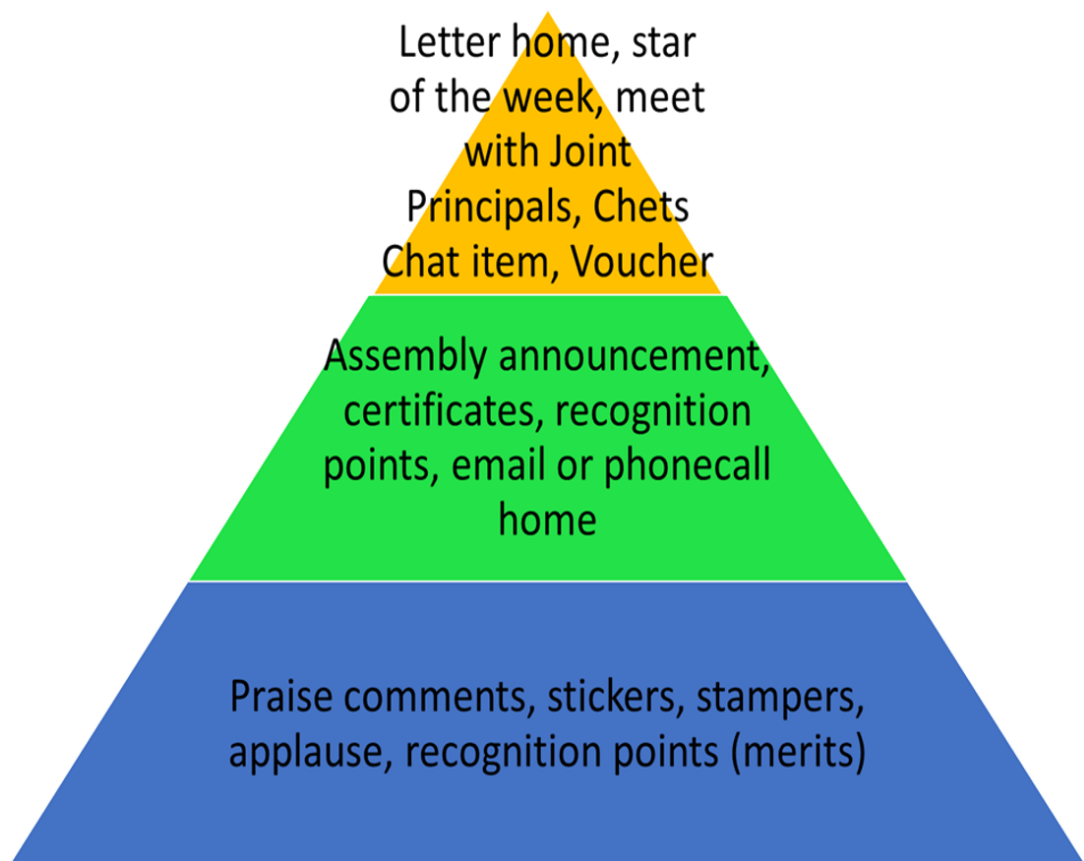
Positive behaviour may be recognised through:

- verbal praise during lessons
- positive comments and feedback
- stickers, certificates and postcards home
- recognition in assemblies
- invitations to meetings with the Joint Principals, Vice Principal or other senior colleagues

- Star of the Week awards
- Recognition Marks and vouchers
- increased privileges
- communication with parents and carers.

Classroom Expectations: displayed in academic classrooms

- **Ready** to start the lesson on time. This means we arrive punctually and with the right equipment.
- **Ready** to make progress. This means completing work or practice we have been set. If we can't do this, we show respect by explaining to the teacher why we couldn't complete it and scheduling how we will catch up.
- **Respectful** of our classmates and of the teacher by allowing the teacher to teach; we don't chat when they are explaining what we need to do or know
- **Respectful** when giving feedback to others; we choose ways to express ourselves which respect others' journey
- **Respectful** of the environment; we have beautiful spaces so we don't cause damage to anything. We don't drop litter; we use the correct bins.
- **Safe:** we don't swing on chairs or push on the stairs.



The ERIC Behaviour Model

The School's behaviour framework is based on our ERIC model:

Explore
Restore
Improve
Consequence.

This approach reflects the School's commitment to helping students learn from mistakes and develop positive behaviours for the future.

Explore

Understanding what has happened and the factors that may have contributed to the behaviour.

Restore

Repairing relationships, rebuilding trust and addressing any harm caused.

Improve

Supporting the student to make better choices and develop strategies for future success.

Consequence

Applying an appropriate consequence when required.

The primary aim of any consequence is reform and improvement rather than punishment. Decisions will take account of the individual circumstances of the student whilst also recognising the needs and wellbeing of the wider School community.

Breaches of School Discipline

The School expects high standards of behaviour because positive, thoughtful conduct is fundamental to effective learning and a thriving community. Students are expected to:

- act safely
- treat others with respect
- arrive ready to learn
- contribute positively to School life.

Where behaviour falls below these expectations, intervention and support may be required.

Consequences may be appropriate where behaviour, effort or work is:

- below the standards expected by the School
- below the standard expected of that student
- persistently poor.

Wherever possible, the School will seek to explore issues, restore relationships and provide opportunities for improvement before formal consequences are applied. However, the seriousness or repetition of some behaviours may require a more immediate consequence.

Levels of Behaviour Concerns

For the purpose of support and intervention, behaviour concerns are categorised as:

- **Low-Level Concerns**
Behaviours that can generally be addressed quickly and effectively by the member of staff involved.
- **Medium-Level Concerns**
More significant incidents or recurring low-level behaviours which require additional intervention and support.
- **High-Level Concerns**
Serious incidents requiring senior leadership involvement and potentially significant disciplinary action.

Detailed examples of each category are contained within the accompanying behaviour flowcharts.

All members of staff have a responsibility to address low-level behaviours. More significant or persistent concerns should be referred to the relevant pastoral leader:

- Head of Section for issues arising during the School day
- Head of House for issues arising outside the School day.

Serious behaviour concerns will always be managed by senior leaders.

Consequences: Principles and Procedures

Consequences are intended to promote reflection, accountability, restoration and improvement.

The School may use the following consequences:

Supervised Prep

Used in cases of:

- missed prep
- incomplete prep
- study support requirements.

Supervised Prep may be issued by teaching or House staff.

Detention

Detention provides time for reflection and completion of restorative or educational activities linked to the behaviour concern.

Vice Principal or Joint Principal Detention

Reserved for more serious incidents and includes structured activities which focus on understanding and addressing the behaviour.

Gating

A temporary restriction requiring the student to remain on School premises for a specified period.

Internal Day Detention

Used for serious behavioural concerns and involves supervised work away from a student's normal timetable arrangements.

Suspension

A student may be suspended:

- whilst an investigation takes place or
- as a disciplinary consequence.

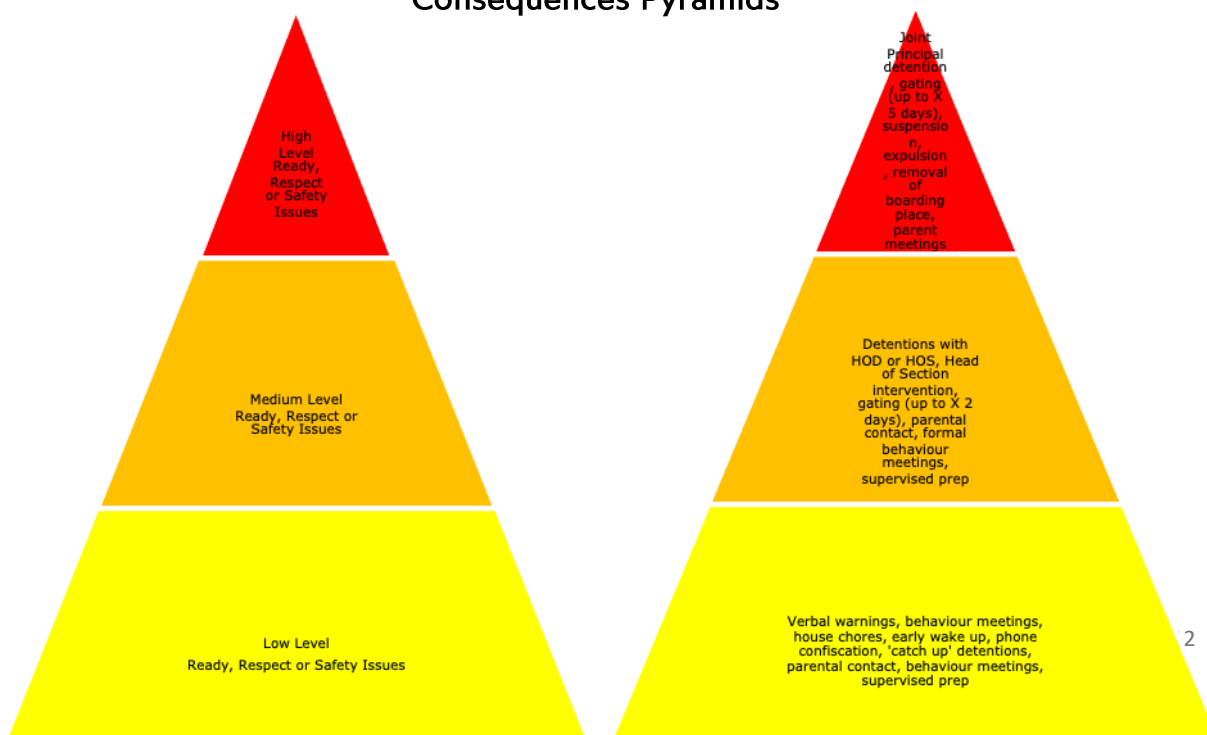
Additional Consequences

The Joint Principals may authorise other consequences that reflect good educational practice and support compliance with School expectations. Corporal punishment is never used at Chetham's.

Minor breaches of discipline are usually addressed by staff at the point they occur and may result in informal consequences, including verbal warnings. More serious breaches should be referred to the Head of Section or Head of House and, where appropriate, escalated to the Vice Principal or Joint Principal (NS).

Where a student's special educational needs or disability may have contributed to the behaviour, the Head of Inclusion should be consulted. All relevant incidents and actions should be recorded on RECON. Serious disciplinary matters that could lead to permanent removal from the School must be referred immediately to the Joint Principal (NS).

Consequences Pyramids



Removal

The Joint Principals may require the removal of a student from the School or from boarding if, following careful consideration and consultation with parents and, where appropriate, the student, it is determined that:

- the student's conduct or progress indicates that they are unwilling or unable to benefit sufficiently from the educational opportunities offered by the School or
- a parent has treated the School, its staff or members of the School community unreasonably.

Expulsion

A student may be expelled for a grave breach of School discipline.

Examples may include:

- a serious criminal offence
- actions intended to cause significant harm to the School, its community or individuals within it
- other exceptional or serious breaches of discipline.

Expulsion is reserved for the most serious cases.

The Joint Principal (NS) will act fairly and in accordance with the principles of natural justice. Procedures relating to Expulsion, Removal and Review are set out within the School's *Expulsion, Removal and Review Policy*.

The School seeks to work in partnership with parents and carers, and supporting School expectations forms part of that partnership.

Parents will always be consulted when Removal or Expulsion is being considered.

SEND and Additional Needs

The School recognises that behaviour may be influenced by a student's special educational needs, disability or other additional needs.

Reasonable adjustments will be made wherever appropriate, and staff should seek advice from the Joint Principal (NS) or Assistant Principal Safeguarding and Inclusion where uncertainty exists regarding behaviour management.

Where Removal or Expulsion is being considered, the School will ensure that a student is able to present their case fully and that any barriers created by disability or special educational needs are appropriately addressed.

Religious considerations will also be taken into account where relevant.

The School seeks to balance the needs of the individual with the safety, wellbeing, safety and learning of the wider School community.

Review

Parents or students may request a Review of a decision to Remove or Expel in accordance with the School's Expulsion, Removal and Review Policy. There is no formal right of review for other consequences. However, students who feel aggrieved may seek support from their Personal Tutor, who may raise concerns with the member of staff involved.

Records

Behaviour concerns and major disciplinary incidents are recorded on the School Intranet RECON.

Records include:

- the student's name
- the nature of the incident
- actions taken
- dates
- relevant staff involvement.

Where behaviour concerns overlap with safeguarding, welfare or wellbeing considerations, information may also be recorded on CPOMS.

Behaviour data is reviewed regularly and formally reported to Governors through the Safeguarding Committee three times each year.

Malicious Allegations Against Staff

The School recognises that deliberately false allegations against staff are extremely rare.

Where there is evidence that an allegation has been deliberately invented or made maliciously, disciplinary action may be considered under this policy. No action will be taken against students who have made a genuine mistake or raised a concern in good faith.

Where a parent makes a deliberately invented or malicious allegation, the Joint Principal (NS) will consider whether this constitutes unreasonable treatment of the School or its staff and whether continued membership of the School community remains appropriate.

In accordance with Keeping Children Safe in Education 2026, a malicious allegation is one where there is sufficient evidence to disprove the allegation and there has been a deliberate intention to deceive.

Use of Restrictive Interventions, Restraint, Seclusion and Reasonable Force

Any use of force by staff will be:

- lawful
- reasonable
- proportionate
- necessary.

Restrictive interventions will be used only in accordance with relevant legislation, statutory guidance and the procedures contained within Appendix **1**.

Force will never be used as a form of punishment and corporal punishment is prohibited.

Anti-Bullying

The School is committed to preventing and responding effectively to bullying in all its forms. This includes:

- bullying
- cyberbullying
- prejudice-based bullying
- discriminatory bullying
- identity-based bullying.

Procedures are detailed in Appendix **3**.

Students with Additional Vulnerabilities and Safeguarding Concerns

The School recognises that behaviour can be a form of communication. Pastoral teams share concerns and observations relating to students who may be displaying signs of vulnerability, distress, abusive behaviour or harmful conduct. Particular attention is given to students who may be vulnerable to exploitation, substance misuse or other safeguarding risks.

The use of racist, sexist, homophobic or other derogatory language is considered a serious breach of the principle of Respect and will be addressed by senior staff.

The School takes a zero-tolerance approach to harmful sexual behaviour and will never dismiss inappropriate comments or conduct as "just banter".

Behaviour for Learning

The School believes that developing positive learning behaviours is essential to academic success, musical excellence and personal growth. Calm, predictable and purposeful learning environments are supported through:

- clear expectations and routines
- consistent teaching approaches
- modelling positive behaviour
- clear explanations of rules and routines
- positive reinforcement and praise
- consideration of environmental factors such as noise, lighting and room layout.

Evidence suggests that calm and structured environments are particularly beneficial for students with additional needs.

The Link Between Behaviour and Wellbeing

The School recognises the close relationship between wellbeing and positive behaviour. A culture of welcome, inclusion and belonging promotes respect, readiness to learn and positive relationships. Strong mental wellbeing supports:

- resilience
- self-esteem
- confidence
- emotional regulation
- academic achievement
- musical development.

We adopt a whole-school approach to promoting positive mental health and encourages strong relationships between students and staff. Students are encouraged to seek support whenever needed, and staff maintain an open-door approach to help students navigate challenges both in and beyond School.

Working with Parents

Parental engagement is a significant contributor to educational success. The School values strong and positive relationships with parents and carers and expects behaviour principles and consequences to be supported constructively.

RECON, or behaviour management online system enables parents to monitor behaviour achievements and concerns. Where significant incidents occur, parents will be informed and, where appropriate, invited to meet with School staff to discuss support and next steps.

Where parents have concerns regarding behaviour management, they are encouraged to raise these promptly so that matters can be addressed collaboratively and positively.

Guidance Framework

This policy has due regard to the following legislation and guidance:

- [Behaviour in schools](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Keeping children safe in education](#)
- [Searching, screening and confiscation at school](#)
- [Equality Act 2010: advice for schools](#)
- [Use of reasonable force and other restrictive interventions guidance](#)

- [Mobile phones in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Political impartiality in schools](#)
- [Mental Health and Behaviour in Schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Working Together to Safeguard Children](#)
- [Working Together to Improve School Attendance](#)
- [Preventing and Tackling Bullying](#)
- [Children and Families Act](#)
- [National Minimum Standards for Boarding Schools](#)
- [The Independent School Standards Guidance](#)

This policy should be read alongside the School's *Mental Health and Wellbeing Policy*, *Careers Policy*.

Appendix 1

Easy Guide Flow Charts with Worked Examples



Low
READY

Example

Silliness

Not thinking about context: lack of equipment, lateness

Non completion of prep, classwork, coursework, research

Struggling to manage deadlines

Action

Teacher – pupil conversation to restore focus and good teacher student relationship

Student to bring missing equipment at break or lunch to show they have it.

Teacher supervised lunchtime prep

**Record /
follow-up**

Consider / check whether additional needs are being accommodated and request support if appropriate

Put on stream if supervised prep or detention

Recon or note in planner



LOW
READY

Example

In House: leaving dorms untidy, leaving communal spaces mess
Missed sign-in

Actions

House detention: a chore e.g. tidying, cleaning, helping.
Loss of privileges in House
Early wake up / wake up others.

Record /
follow-up

Record lateness / missed sign in on registers and log
Ensure HoH aware



LOW RESPECT

Example

Low-level disruption in class, disrespectful comments,
rude language

(not significant swearing or hate speech – see High level respect in this
case)

Actions

Write short reflective paragraph as empathy exercise (Use structure:
how did that make student X feel? how did that make the teacher
feel...?)

Record / follow-up

Recon to record

Ensure students affected are aware of actions taken & supported

Medium Risk or Medium Impact or Persistent Low Level Lack of Readiness

Example

Persistent lack of equipment, lateness.

Subsequent non-completion of prep, classwork, coursework, research
Not meeting deadlines despite help from e.g. tutor, teacher, house
Missing lesson / leave lesson for long time - for reason which has not been approved

Actions

1st instance escalate to HoD/HoID

2nd instance HoDs or HoIDs escalate to HoS leading to parental contact;
HoS can have student to work in isolation until ready to re-join class

Formal behaviour mtg and Supervised Prep with HoS until all work completed / all issues resolved

A Daytime or evening gating of up to 2 days & parental contact if necessary.

Record / follow-up

Recon Medium

Parental contact if necessary.

Consider supervised organisation sessions or mentoring if not previously explored at most severe consider contract or agreement

Medium Risk or Medium Impact or Persistent Low Level Lack of Respect

READY

Example

Hurtful comments with the intention of harm - possibly under the guise of 'banter', bullying.

Actions

Behaviour meeting with HoH exploring impact on others' self-esteem; exploring difference and tolerance if appropriate; explore how to restore relationships with explanation of consequences.

Educational session with HoS or HoH. VP or JP (NS) detention.

Possible restorative measures if individuals affected
parental involvement.

Record /
follow-up

Recon and CPOMS
Ensure victim is considered and supported; ensure victim knows actions are being taken
Parental contact

**Medium Risk or Medium Impact or Persistent Low Level Lack of
Readiness / Respect**

READY



Example

Ongoing lack of personal organisation in House.
Persistent failure to adhere to bedtime routines
Persistent Lateness to
registration, up late at night, in bed during the School day



Actions

Behaviour meeting with HoH with explanation of consequences.
Exploration of underlying causes, support processes, student actions –
withdraw privileges in House
Curfew imposed. Night time routines re- established or Gating if other
measures don't work
Contract as needed



Record /
follow-up

Recon Parental contact

**Medium Risk Or Medium Impact Or Persistent Low Level Lack of
Readiness / Respect**

READY

Example

Disrespectful attitude to staff

Actions

HoH or HoS explore & restore: Options include reflective writing / letter of apology, day detentions etc

Or, in more serious case refer to VP or JP (NS)

Record /
follow-up

Recon – defiance parental contact

Consequences: High Impact or Risk or Severity or Persistent

Example

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

Actions

Inform JP / VP Consequences might include:

- Joint Principal (NS)'s Detention Vice Principal's Detention
- Internal day Detention
- Gating up to 7 days
- Formal Behaviour meeting
- Loss of privilege e.g. prefect status, boarding status
- Parental meeting
- Removal from activity or representing School e.g. concert / trip. Music course
- In the most serious cases: Expulsion

**Record /
follow-up**

Recon Parental contact
Support any students or staff affected

Appendix 2

Use of Restrictive Interventions, Restraint, Seclusion and 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.

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.

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).

Prevention and De-Escalation

The school seeks to minimise the need for restrictive interventions through prevention, support, and de-escalation strategies.

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 Training

- 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 members will complete Restrictive Interventions training annually.

Assessing the Need for Restrictive Interventions

Is it Necessary?

- Consider more effective alternatives.
- Consider risk reduction versus 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, including:
 - Age
 - Size
 - Medical conditions
 - SEND
 -

Has Welfare Been Sufficiently Considered?

- Consider the impact on student welfare.
- Communicate clearly and seek to maintain student dignity.

Post-Incident Support (Student and Staff)

The following support should be provided following an incident:

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

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 (NS) by reporting the incident to dsl@chethams.com on the same day.

A member of the DSL Team or the Joint Principal (NS) will discuss the incident with the staff member involved, and the incident will be recorded on CPOMS on the same day.

The record will include:

- Names of student and staff.
- Relevant needs or circumstances of the student, including SEND.
- Time, date, location, approximate duration, and brief account of the incident.
- Type of force applied, the degree of force, details of any physical injuries sustained, and rationale for assessment of intervention.
- Post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

DSL / Joint Principal (NS) Responsibilities

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

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

Resources

National College Certificate: Use of Restrictive Interventions

<https://nationalcollege.com/courses/certificate-in-the-use-of-restrictive-interventions>

Appendix 3

Searching, Screening, Confiscation and Disposal of Items

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).

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
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be used either:
 - to commit an offence or
 - 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). See A-Z.

Searching with Consent

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.

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 Section 1.1.4 above).

Authorised Staff

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

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

Locations Where Searches May Take Place

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
- 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.

Types of Search

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).

Conducting Searches

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 or, as the gender with which the student identifies, or as the gender with which the student is most comfortable.

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, if practical.

Seizure of Prohibited Items

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.

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.

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
- 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.

Safeguarding Concerns

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 (2024)*.

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, Cigarette Papers and Vapes

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 *Sharing Nudes and Semi-nudes (2024) 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.

Articles Used to Commit an Offence or Cause Harm

Articles used to commit an offence or to cause personal injury or damage to property 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.

Items 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 their 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.

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, 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.

Communication with Parents

Parents and Searches

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 how the School will dispose of certain items.

Recording Searches

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

Complaints

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.

Liability

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 Advice for schools](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Appendix 4

Anti-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 2026 update), *Keeping Children Safe in Education* 2026 and *Working Together to Safeguard Children* (3/2026) 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 sexuality and / or gender:** LGBTQ+, male / female / non-binary
- **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 and Acceptable Use Policy*)
- **SEND:** because of any Special Educational Need and / or Disability
- Related to **family issues** or being **adopted** or being a **carer**.

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

A person who makes a physical 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 online 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
- 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 inbox: **dsl@chethams.com**.

Students can also speak to:

- The Independent Listener (Andy Silver: 07849909077)
- 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 Children's Commissioner (0800 528 0731) details 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.

Staff Response to Allegations

Members of staff who learn of alleged bullying behaviour should:

- Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
- 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 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.

Possible Outcomes

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

Serious Bullying Cases

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.

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 bully 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 occurs (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.
- 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
- Students have to sign the *Digital Safety and Acceptable Use Policy*.

An anti-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.

Related Policies

Safeguarding and Child Protection Policy and Procedures
Digital Safety and Acceptable Use Policy
Complaints Policy
The A-Z Policy / Handbook.

Appendix 5

Alcohol, Drugs and Substances Policy

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 and 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 confidentially.

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).
- Accept help when it is offered.
- Do not bring into school any substance mentioned in this policy.

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 in School or in circumstances such as a trip.
- 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 risk 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.
- Have a behaviour meeting with their Head of School or House , Vice Principal, DSL or Joint Principal (NS).
- Have their parents informed.
- Receive a high-level consequence 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, or in possession on school site (or within the scope of this policy) 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 may be taken as an alternative to expulsion, however, the School are not obliged to do so. All students involved in any drug taking will be referred to Eclipse (or their similar local youth drug and alcohol support) 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.

Police Involvement

If the School seizes a controlled or illegal 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.
- safely care for a student who appears to be intoxicated
- identify users and extent of consumption.
- 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.

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.

Drugs Test Procedures: 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

Parents will be notified by telephone or email. If the result is negative, the sample will be destroyed immediately.

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 a member of the Pastoral Management Team, 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.

Alcohol Test Procedures: Breath Test

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 Sample

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 staff in the presence

of another member of staff, ideally a member of the Medical Team.

The Medical Team member's role is to take care of the medical needs of the child and to advocate if needed 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.

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.

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.

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.

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

Consequences

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

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.

Supportive Regime

We aim to support students who have used controlled drugs or substances. This exemplar contract may be used or a similar more bespoke alternative.

Full name of student:	
Student's date of birth:	Age now:
Supervising Staff:	
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: • 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.	
Signed:	
Full name:	
Date:	
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:	Signed:
Full name:	Full name:
Relationship to student:	Relationship to student:
Date:	Date:

Appendix 6

Expulsion, Removal and Review 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 (NS) 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 (NS)). 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 (NS) or senior member of staff
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 *Good Behaviour Manual* 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 (NS). The Joint Principal (NS) (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 with parents / guardians.

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 (NS).

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 (NS), 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 (NS) 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 (NS)'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 (NS)'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 (NS)'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. In most cases, it would be inappropriate for the child to attend the review meeting however, if appropriate, and in the child's best interests, the student may attend part or all of the review meeting. This has to be agreed in advance with the Joint Principal (NS) and Parents.

The member of staff who conducted the investigation will present the case and explain the process followed. The Joint Principal (NS) will explain 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 (NS) 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 (NS) 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 (NS) 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 (NS)

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 (NS) and any relevant member of staff
- parents / guardians and if in the best interests of the child, and is agreed by both parents and the Joint Principal (NS), the student.

If the complaint concerns the behaviour of the parents, the student will not be able 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 (NS) 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 (NS) and the parents. The Chair of the Panel will send all correspondence to the Joint Principal (NS), and the parents via the Clerk to the Governors within three working days of the meeting. Communication is always via the Clerk to the Governors. Parents / Guardians must never write directly to Governors or Independent members directly.

The Joint Principal (NS) 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 (NS)'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 (NS). The School Leadership Group and Governors, review the effectiveness of the behaviour policy annually.

Appendix 7

Review Request Form

To: <i>The Clerk to the Governing Body</i>	
Subject: [Name of student]	
• I / we request that a sub-committee (Panel) of the Governing Body carries out a Review of the Joint Principal (NS)'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 (NS)'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 (NS)'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.	
Signed:	Signed:
Full name:	Full name:
Relationship to student:	Relationship to student:
Date:	Date:
Address:	Address: