

1 [Standards of behaviour](#)

- 1.1 Principles
- 1.2 School rules
- 1.3 School code
- 1.4 Involvement of parents and guardians
- 1.5 Involvement of pupils
- 1.6 Pupil relationships

2 [Anti-bullying](#)

- 2.1 Principles
- 2.2 What is bullying?
- 2.3 Child on child abuse and how it is dealt with?
- 2.4 Guidance
 - Pupils
 - Parents
 - Staff
- 2.5 Investigating and reporting
- 2.6 Outcomes
- 2.7 Sanctions
- 2.8 Preventative measures
- 2.9 References

3 [Mobile devices](#)

- 3.1 Principles
- 3.2 General rules
- 3.3 Mobile Phone Specific Rules Guidelines
- 3.4 Specific rules
 - Year 7
 - Year 8
 - Year 9 to 11
 - Sixth Form
 - Boarders
- 3.5 Sanctions

4 [Online Safety](#)

- 4.1 Principles
- 4.2 Computing in the curriculum
- 4.3 Technology in pupils' lives
- 4.4 Our technical staff
- 4.5 The role of the DSL
- 4.6 Involvement of parents or guardians
- 4.7 Respectful communication
- 4.8 Cyberbullying
- 4.9 Safe use of the network
- 4.10 Safe use of personal information
- 4.11 Protecting pupil data
- 4.12 Copyright and licences
- 4.13 References
- 4.14 IT Guidelines
- 4.15 Sanctions

5 [Substance abuse](#)

- 5.1 Principles
- 5.2 Definitions
- 5.3 Alcohol
- 5.4 Tobacco
- 5.5 Vaping
- 5.6 Legal highs
- 5.7 CBD
- 5.8 Stimulants
- 5.9 Drugs

6 [Rewards](#)

- 6.1 Principles
- 6.2 Merits
- 6.3 Praise Postcards
- 6.4 Ambassador awards
- 6.5 Heads Commendations
- 6.6 Privileges
 - Year 9
 - Year 10
 - Year 11
 - Lower Sixth
 - Upper Sixth

7 [Responses](#)

- 7.1 Searches
 - Principles
 - List of prohibited items
 - Legal requirements of a search
- 7.2 Physical restraint
 - Principles
 - When physical restraint may be appropriate
 - Legal requirements of physical restraint

8 [Sanctions](#)

- 8.1 Stages of sanctions
- 8.2 Fixed term exclusion
 - Principles
 - Examples of behaviour
 - First steps
 - Investigation
 - Informing parents
- 8.3 Permanent exclusion
 - Principles
 - Examples of behaviour
 - First steps
 - Investigation
 - Informing parents
 - Hearing
 - Decision
 - Appeal
 - Finding another School
 - References
 - Fees

8.4 Records of sanctions

Appendix 1 [Search form](#)

Appendix 2 Suggested questions to ask in investigation interviews

Appendix 3 Link to Farrer & Co 'School Investigations Guide'

BEHAVIOUR

1 Standards of behaviour

1.1 Principles

St George's aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all our pupils is key to their development. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.

Pupils should have a clear idea of the behaviour expected of them and a realisation that their treatment of others is important. Much of their learning about behaviour takes place subconsciously in watching teachers and older girls in their daily encounters in the school community, but there will also be a need for positive guidance and reinforcement by tutors, teachers, Heads of Year, Housemistresses and in PSHE lessons. This is an area of school life in which all staff should take part, both praising examples of good behaviour and correcting minor misdemeanours as they happen.

Any behaviour that does not conform to the standards expected should be reported to the relevant member of staff: tutor, Head of Year, Head of Department, Housemistress, Head of Sixth Form or relevant Deputy Head.

St George's School does not allow corporal punishment, nor do we condone any initiation ceremonies that might cause pain, humiliation or anxiety.

St George's community of Governors, staff, parents and pupils see education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of School life. They should follow the School Rules. These are set out on Dragonfly. These may undergo reasonable change from time to time. Pupils should understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation, sexual orientation, physical or mental disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend School and lessons punctually and follow the School's attendance policy. Any truancy will be dealt

with in line with the sanctions ladder. Truancy includes persistent lateness to lessons for no valid reason. Pupils should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

1.2 School rules

The School rules are as follows:

- All girls must be courteous, supportive and a credit to the school at all times.
- Movement around the school should be orderly and considerate.
- We are a mobile phone free school in Year 7 to 11 therefore no phones should be used during the school day. For the Sixth Form, mobile phones should be switched off and used according to their mobile phone rules.
- Internet use must be appropriate and not risk bringing the school into disrepute.
- Bullying is unacceptable and will not be tolerated.
- Smoking and vaping is not allowed and related equipment may not be in a pupil's possession.
- Alcohol (possession or being under the influence) is forbidden at school, except where pupils have received the permission of the Head, Deputy Heads or Head of Sixth Form to consume alcohol on a special occasion.
- Illegal drugs or psychoactive substances, or items that may be perceived as such are forbidden
- Offensive weapons or items that may be perceived as such are forbidden.
- Theft is a criminal offence and is absolutely forbidden.
- False malicious allegations against any member of staff are a serious offence.
- Visitors may not be in boarding areas without permission from the Housemistress.
- Leave from the school premises during school hours (that is, before the end of prep) is forbidden without permission from the Head of Year and even then, pupils must always sign out in person when leaving school and sign in on their return.
- Day pupils should request permission from the Housemistress to be on site outside school hours (that is, after the end of prep) unless their activity is organised by a member of staff.
- Food may only be consumed in the Dining Room, Common Rooms or outdoors.
- Prescription medication should be handed in to the Health Centre.

1.3 School Uniform code

The School uniform code is as follows:

- Valuables are the responsibility of the individual pupils who own them and the school cannot take responsibility for such items; nor can it insure them.
 - Uniform should be worn correctly and according to regulations. *
 - Sports kit should be worn only during sports activities. *
 - Shoes must be plain black or navy leather, flat and suitable for school use. *
 - Hair should be brushed and neat, **fully tied back** off the face and should be of a natural colour. *
 - Make-up is not allowed during school hours. * this includes no nail varnish or false

- nails.
- Religious symbols such as a cross on a chain may be worn but no other necklaces *
- One pair of plain studs or huggies (no dangly bits) may be worn in the ear lobes, **multiple earrings are not allowed.**
- Wrist wear is restricted to watches only, no bracelets *

When on school trips and pupils are not required to wear school uniform they can wear home clothes that are comfortable and appropriate for the setting.

Exceptions to code marked * above apply to the Sixth Form as follows:

- Sixth Form pupils do not wear school uniform but the dress code expects a pupil to look smart and tidy at all times during the academic day. We seek to promote a professional, tailored appearance which is practical and presentable.
- During the academic day (8.15am to 4.00pm, unless supervising prep) Sixth Form pupils are required to wear a tailored jacket and dress, trousers or skirt. Tight fitting clothing is not allowed. Dresses and skirts should be of a reasonable length.
- **Smart trainers** may be worn.
- On Exeat and half term Fridays, Sixth Form pupils may wear smart, casual dress except if they have a School commitment.
- Sixth Form girls may wear discreet make-up and hair should be neat and a natural colour but need not be tied back, except when health and safety requires.
- Sports kit should be worn only during sports activities.

Formal occasions

A smart tailored black suit, a jacket and skirt/trousers of the same matching fabric with a white collared shirt.

Examples of formal occasions include:

The last day of each term

The Carol Concert

Prize Giving Awards

The School appreciates the parental support in maintaining these standards.

Uniform List

Navy/Red Blazer

Red Pullover or Red Cardigan

Red/White Long Sleeve Blouse or Red/White Short Sleeve Blouse

Navy Skirt - length should be just above the knee or

Navy Trousers (optional)

Navy Tights, Navy Knee High or ankle Socks

Sportswear/ House Sportswear

White/Red Games Shirt

Red Skort*

Navy/Red Midlayer Top

Navy/Red Wet top

Navy/Red Tracksuit Bottoms

White Baselayer

Navy Base Leggings

Navy Sports Shorts

Red Games Socks (*Years 7, 8 and 9 and team swimmers in Year 10 and above*)

White Sports Socks

Navy/Red Kit Bag

Lacrosse Stick (Year 10 and above)

Lacrosse Goggles (Year 10 and above)

Beanie Hat (*optional*)

Trainers

Football Boots

School Swimsuit (*Years 7, 8 and 9 and team swimmers in Year 10 and above*)

Swimming hat (*Years 7, 8 and 9 and team swimmers in Year 10 and above*)

Swimming goggles

Swimming towel (any)

A House Polo Sky

B House Polo Yellow

C House Polo Emerald

D House Polo Red

A House Hoodie Blue

B House Hoodie White

C House Hoodie Emerald

D House Hoodie Red

Failure to follow the uniform code will result in escalation through the sanctions ladder. This may include being asked to change your inappropriate/ incorrect items of clothing.

Equipment for lessons: All pupils must attend lessons with the correct equipment. Failure to have the correct items for each lesson will result in a sanction.

1.4 Involvement of parents and guardians

Parents and guardians who accept a place for their child at St George's undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform / dress and appearance, standards of academic work, co-curricular activities and prep / private study. We will always telephone home on the first day of an unexplained absence in order to check the pupils

whereabouts. Please note that it is the Governors' policy not to allow holiday to be taken during term except in special circumstances, and only the Head can give permission for this, or the Deputy Head in her absence. The School is always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded.

1.5 Involvement of pupils

Our ethos of respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, either individually or through the School Council, Sixth Form Council, Food Council, Boarding Focus Group, Diversity and Inclusion Group, Charities Committee and the Environmental group which meet regularly.

1.6 Pupil Relationship

It is important for our pupils and parents to recognise that developing strong friendships and relationships as they get older is part of the process of growing up. As well as during the day school, when living in a boarding community, friendships and relationships can develop quite quickly when they spend lots of time together. We will support our pupils as they develop however we have a rule that no inappropriate physical contact is allowed between any pupils who are in a romantic relationship together.

2 Anti-bullying

2.1 Principles

Any form of bullying is unacceptable. At St George's every pupil should have the opportunity to enjoy all aspects of her education without intimidation or interference.

A safe, secure learning environment is created when all members of our community accept the responsibility for the behaviour of others at all times. Everyone should be aware of how their actions affect others. Pupils must be aware that teasing, taking sides, name-calling and exclusion from a group can be very upsetting for the victim. Pupils must also be aware that posting incorrect, inappropriate or inflammatory material about anyone on a website without permission is in breach of School rules.

Bullying can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with St George's policy on equal opportunities, as well as with its social and moral principles.

All members of the School community work together to reduce incidences of bullying. Stopping violence and ensuring immediate physical safety is the school's first priority but emotional bullying can be equally damaging to physical; St Georges will make its own judgement about each specific case.

We recognise that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often. Boarding staff are alert to this and monitor any bullying indications closely.

2.2 What is bullying?

A pupil is being bullied or victimised when they are intentionally hurt either mentally or physically by an individual or group repeatedly over time. Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying can take many forms, such as (but not limited to) the following:

- | | |
|-------------------|---|
| ● Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening behaviour) |
| ● Physical | pushing, kicking, hitting, punching or any use of violence |
| ● Racial | racial taunts, graffiti, gestures, however subtle these may be |
| ● Sexual / sexist | unwanted physical contact or sexually abusive comments |
| ● Homophobic | because of, or focusing on, the issue of sexuality |
| ● Verbal | name-calling, sarcasm, spreading rumours, teasing |
| ● Disability | including special educational needs (SEND) |
| ● Religious | offending the religious beliefs or faiths of others |
| ● Cultural | focusing on social characteristics, customs or behaviours |
| ● Cyber | all areas of internet, such as email and chat room misuse; mobile phone threats by text messaging or calls; misuse of associated technology, i.e. camera and video facilities |

2.3 Child on child abuse and how it is dealt with

Staff recognise that children are capable of abusing other children. Child on child abuse is abuse by one or more pupils against another pupil. This can happen both inside and outside of school and online. We recognise the indicators and signs of child on child abuse, identify it and respond to reports.

Any concerns regarding child on child abuse are reported to the designated safeguarding lead.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We recognise, acknowledge and understand the scale of harassment and abuse in society and avoid downplaying any behaviours related to abuse that may lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Inappropriate behaviours between children that are abusive in nature will be challenged. We have a zero-tolerance approach to abuse, and it will not be passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for the pupils. Downplaying these behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for pupils and in the worst case scenarios a culture that normalises abuse leading to pupils accepting it as normal and not coming forward to report it.

We recognise that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they will act on them immediately rather than wait to be told.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. We encourage the pupil to keep that dialogue open. When it is clear that ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). We will respect and support this choice.

We recognise that children with special educational needs and disabilities can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children. We recognise that children can be particularly vulnerable in residential settings and are alert to the potential for child on child abuse within boarding.

Cases of child on child abuse including youth involved sexual imagery can be referred to local agencies. Victims will be supported by the relevant pastoral staff to include the DSL, Head of Year, tutor, Housemistress, Special Educational Needs coordinator, School healthcare professional and support from external agencies will be sought, as appropriate.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group

of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We take the following steps to minimise the risk of child on child abuse.

- We are a 'listening school' where pupils are encouraged to express concerns, pertaining to their own safeguarding or that of other students, to any member of staff.
- The PSHE Programme covers aspects of e-safety, anti-bullying, age appropriate safeguarding, and appropriate and respectful relationships and relationships and sex education.
- Staff receive training on e-safety and anti bullying.
- We address inappropriate behaviour (even if it appears to be relatively innocuous) to ensure intervention that can help prevent problematic, abusive and/or violent behaviour in the future

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', we follow the procedures outlined in our safeguarding and child protection policy.

2.4 Guidance

Pupils. If a pupil is being bullied or knows that bullying is taking place, the important first step is: **let someone know.** This might be the tutor, Head of Year, Housemistress, a subject teacher, the Health Centre staff, the Reverend, a prefect, peer counsellor or a friend. A pupil might consider contacting Childline (0800 1111) or our Independent Listener. Pupils must be aware of the need to act responsibly when unsupervised, e.g. lunch and break times, dining room queues, house areas, tutor rooms and around the School grounds. If anyone suspects or observes an incident of bullying it must be reported.

Parents. Parents should contact their daughter's tutor in the first instance, or the Head of Year if the tutor cannot be reached. Contact email addresses are published on Dragonfly.

Staff. All members of staff are expected to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported. While there may be little or no physical bullying, staff should be aware that verbal intimidation, ostracism, sexist or racist behaviour is just as distressing for the victim. It is important to be aware of the sensitivities of particular groups and behaviour, which could be construed as offensive to them, should not be tolerated. Any form of bullying against a person's disability will also not be tolerated. In the first instance it is for the member of staff witnessing such behaviour, or to whom it is reported, to deal with it directly by explaining why it is unacceptable and appealing to reason and good sense. Unresponsiveness to such warnings should be reported to the appropriate Head of Year. Serious cases should be formally recorded.

2.5 Investigating and reporting

Staff investigating and reporting on bullying abide by guidance which is as follows:

- Listen carefully and record all incidents in writing.
- Offer the victim immediate support.

- Take a view on what parents need to know at the initial investigation stages and make a decision about contacting parents/ guardians of the victim and the perpetrator.
- Clearly put any allegations to the bully so they have the opportunity to respond to the allegations.
- Make the unacceptable nature of the behaviour and the consequences of any repetition clear to the bully.
- In a case of Internet misuse liaise with the Network Manager for the amendment or removal of offensive material as a matter of urgency.
- Record incidents of bullying, this record to include written accounts from both the victim and the bully and also of any discussions of members of staff with either party.
- Bully and victim must understand each other's feelings and points of view. The bully should be counselled to understand the effects of their actions.
- Where appropriate, bullies will be sanctioned in line with the sanctions ladder.
- When bullying is admitted or alleged the Head of Year will inform parents.

2.6 Outcomes

The potential outcomes of a bullying investigation are as follows:

- The bully (or bullies) may be asked to genuinely apologise.
- If possible, the pupils will be reconciled.
- An appropriate level of sanction administered.
- In serious cases, a fixed term exclusion or even permanent exclusion will be considered.
- After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

2.7 Preventative measures

Our anti-bullying measures are as follows:

- We use appropriate assemblies to emphasise our anti-bullying policies.
- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to reinforce the message about community involvement and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Other lessons can highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their induction training.
- All reported incidents are recorded and investigated at once. In order to undertake a thorough investigation we ensure we take our time to investigate thoroughly and victims and alleged perpetrators will be made aware of a time scale. We always monitor reported incidents.

- Awareness of staff is raised through regular training, taking action to reduce the risk of bullying at times and in places where it is most likely.
- All staff receive regular training on all safeguarding matters.
- We have a strong and experienced pastoral team of tutors, Heads of Year and Housemistresses who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- The Deputy Head (Pastoral) gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- The Independent Listener, School Counsellors and Reverend are important members of our pastoral support service, providing specialist skills of assessment and counselling. On occasion, a member of staff may refer a pupil to them.
- Staff are always on duty at times when pupils are not in class. They are trained to be alert to inappropriate language or behaviour.
- In the boarding houses, there are strong teams of tutors supporting the Housemistress, who act *in loco parentis*.
- We display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline.
- Appropriate support is offered to both victim and bully.
- All pupils have access to telephone helpline numbers and we can enable them to call for support in private.
- We operate a peer counselling scheme, Peerpoint, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Prefect team which specifically covers the importance of offering support and assistance to younger and vulnerable pupils.
- We reserve the right to investigate incidents that take place outside school hours to an extent that is reasonable, on trips, and that occur in the vicinity of the School, involving our pupils and discipline accordingly.

2.8 Preventative measures

Useful references, of which the School makes use, are as follows:

- [Kidscape guidelines and resources](#)
- [DfE Preventing and tackling bullying \(2017\)](#)
- [DfE Working together to safeguard children \(2023\)](#)
- [Keeping Children safe in Education \(2024\)](#)

3 Mobile devices

3.1 Principles

For the purposes of this policy, all mobile phones, wearable tech, tablets and all other similar devices are collectively referred to as 'mobile devices'.

We are a mobile phone free school for pupils in Year 7-11. During the school day all phones must be either at reception (Year 7 & 8) or in a Yondr pouch (Year 9-11).

For Sixth form during the working day, mobile devices are not to be used, with the exceptions as laid out below. Any mobile device seen out at an inappropriate time or place will be confiscated,

whether switched on or not. Mobile devices may not be used in the Dining Room by any pupil during breakfast, break, lunch or supper times. Phones and such devices should not be used in corridors whilst moving between lessons.

If a pupil needs to call home urgently she can do so through the School Office. If a pupil is unwell then the health centre staff will call home as necessary. During boarding hours the pupils can ask the Housemistress to use the house phone if necessary.

Parents are asked not to phone or text their daughters during the working School day (8.15 am to the end of prep). If necessary, please phone the main School office to get a message passed on.

3.2 General rules

Some general rules apply to mobile devices for the Sixth Form, Day pupils who choose to bring their phone to school and boarding pupils.

- They should only be used when it is safe to do so.
- They should not disturb other people, either by their ringing or by conversations.
- They should not be used after lights out or before the wake up in the morning.
- They should not be used in bathrooms or changing rooms.
- They should not be used in prep.
- The School cannot be responsible for any mobile device brought into School.
- The School cannot be responsible for misuse of a mobile device by another girl.
- Pupils face disqualification if they take a mobile phone into an examination room.
- Pupils may never take a photo, video or other recording of a member of staff on any device without prior agreement.
- It is a serious offence to use any mobile device in any way that brings the School into disrepute.

3.3 Mobile Phone Specific Rules Guidelines

In Year 7 to 11 phones are not to be used during school. Each pupil is assigned a personal Yondr Pouch. It is each pupil's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Daily Process

Beginning of the Day

Pupils must bring their Pouch to school with them each day

- Turn their phone off on arrival at school.
- Their Yondr Pouch needs to be open on their arrival at registration or chapel.
- Place their phone inside the Pouch and secure it, your tutor will check this.
- Store their pouch in their bag or locker for the day.

End of the Day

Pupils will:

- Open their Pouch at the unlocking stations which are located across the school
- Remove their phone
- Close their Pouch (this is Important to stop the pouch being damaged in their bag)
- Keep their pouch in their school bag overnight.

Pupils who arrive late or leave early

Pupils arriving late or leaving early will pouch or un-pouch their phones at reception.

Behaviour/ Sanctions

If a pupil fails to follow the school rule of being a 'phone free school' by **failing to put their phone into their pouch** they will receive a stage 4 sanction ~

Detention organised by the **Head of Department** (academic sanction), **Head of Year** (pastoral sanction) or **Housemistress** (Boarding) and a letter is sent home by this member of staff. This takes place the following Friday in the Markham Corridor from 16:15 until 17:15. Rehabilitation is planned, such as through a daily report.

If a **pouch is damaged or lost** the pupils phone will be held at reception and a replacement pouch will be provided at a cost of £28.50.

Examples of damage include:

Ripped fabric	Cut	Torn
Bent/cut pin	Damage to the black ball	Pouch opens without unlocking station

Phone seen during School

If a pupil is found in possession of a phone outside a Yondr pouch, the phone will be confiscated, and a stage 4 sanction will be issued.

If a pupil **forgets their pouch** their phone will be held at reception. If this happens persistently the pupil will be sanctioned. The phone will be returned to the pupil after prep.

If a pupil consistently forgets their Pouch, it is considered lost.

Unlocking Stations

If a pupil is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and will lead to higher level sanction.

Accidental Damage

If the Yondr pouch gets damaged, notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the pupil has raised it previously.

3.4 Specific rules

Year 7. In Year 7, mobile devices must not be brought to School, wearable technology is allowed as long as it is **not cellular enabled**. During Year 7 the Year 7 tutor team will educate the girls about responsible usage. Girls who board can have mobile devices but during the working day (8.15 am to 6.20 pm) they must remain in the boarding area. Parents can **request** that their daughter brings a phone to School if it is required for safety while travelling to and from School. In this instance girls will hand their phone in at Reception on their arrival and collect the phone during prep. Requests to do this must be made via the Head of Year 7, Ms Emma Townsend (etownsend@stgeorges-ascot.org.uk).

School issued chromebooks may only be used in lessons with permission from individual subject teachers.

Year 8. In the Year 8, mobile devices must not be brought to School, wearable technology is allowed as long as it is **not cellular enabled**. During Year 8 the PSHE team will further educate the girls about responsible usage. Girls who board can have mobile devices but during the working day (8.15 am to 6.20 pm) they must remain in the boarding area. Parents can **request** that their daughter brings a phone to School if it is required for safety while travelling to and from School. In this instance girls will hand their phone in at Reception on their arrival and collect the phone during prep. Requests to do this must be made via the Head of Year 8.

School issued chromebooks may only be used in lessons with permission from individual subject teachers.

Years 7 and 8

Any pupil in these year groups who is caught with her mobile device or with cellular enabled wearable technology at school without permission will be given a Stage 4 Sanction.

Year 9, 10 and 11 wearable technology is allowed as long as it is **not cellular enabled**.

We are a phone free school therefore mobile devices may not be used between 8.15 am and the end of prep (6.35-6.45 pm). All phones will be placed in a Yondr Pouch each day to prevent the pupils using the phones.

School issued chromebooks may only be used in lessons with permission from individual subject teachers.

Year 9, 10 and 11

Any pupil in these year groups who is caught with her mobile device out of their Yondr pouch or with cellular enabled wearable technology at school without permission will be given a Stage 4 Sanction.

Sixth Form. Mobile devices may be out in lessons with the expressed permission of individual subject teachers. In this case, they should not be visible on desks and, where appropriate, should be on silent. Mobile devices may be used discreetly during the day when in the Sixth Form common spaces or when in individual study bedrooms, but never in the Dining Room. The Sixth form prep team may use mobile devices during the start of prep if necessary to sort out cover and to email a teacher if behaviour is challenging, but phones may not be used in conversation if on prep duty in a

classroom. Phones should be out of sight at all times apart from during break and lunchtime when they can be used in the locker rooms or in outside spaces, not the quad.

Boarders. Boarders may use mobile devices in the boarding area at select times after prep until lights out and at the weekends. Mobile devices in use after this time, or those being misused, will be confiscated by the Housemistress. In Markham House, Year 7 to Year 10 boarders will hand their phones in every night at lights out and may have them back before breakfast the next day. In Knatchbull House, Year 11 boarders may keep their phones overnight as a privilege but must not be on their phones after lights out. If this privilege is abused they will have to hand them in every night.

3.5 Sanctions

In the event of a daytime confiscation the mobile device will be handed over to the School Office and a confiscation log completed. A record will be made on the pupil's file and a stage 4 sanction issued for Year 7-11. If a mobile device has been confiscated, then School reserves the right to investigate as to whether or not it has been used to send or receive messages or access the internet.

The hierarchy of sanctions is as follows for Year 7-11:

- First offence: a confiscated mobile device will be returned after prep, regardless of what time of the day it is confiscated; if there is no prep that day then it will be returned after lessons and any whole School commitments. A Stage 4 detention will be administered along with a letter home.
- Second offence: a confiscated mobile device will be returned after prep, regardless of what time of the day it is confiscated; if there is no prep that day then it will be returned after lessons and any whole School commitments. A Stage 6 detention will be administered along with a letter home.
- Third offence: The matter will be referred to the Head for review.

The hierarchy of sanctions is as follows for Sixth Form:

- First offence: a confiscated mobile device will be returned after prep, regardless of what time of the day it is confiscated; if there is no prep that day then it will be returned after lessons and any whole School commitments.
- Second offence: a confiscated device will be returned the following day after prep; if there is no prep that day then it will be returned after lessons and any whole school commitments.
- Third offence: if there is a further offence in the same term as the second offence, the confiscated device will be returned to the pupil's parents (day girl) or Housemistress (boarder).
- Fourth offence: any offence beyond three will result in a mobile device being confiscated for up to a week, as decided by the Deputy Head (Pastoral), depending on the severity of the misuse and any previous sanction records. A letter from the Deputy Head (Pastoral) will be sent home.
- Any incidents beyond this level will be referred to the Head for review.

4 Online-Safety

4.1 Principles

St George's will not tolerate any illegal material, and reserve the right to report illegal activity to the police and / or the [Windsor and Maidenhead Safeguarding Partnership](#). If we discover that a child or young person is at risk as a consequence of online activity, we may seek assistance from the [Child Exploitation and Online Protection Centre](#). We will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil, in line with our anti-bullying policy.

4.2 Computing and ICT in the curriculum

At St George's technology is a crucial component of every academic subject, and is also taught as a subject in its own right. Many of our classrooms are equipped with smart boards and / or projectors and all have computers. Pupils in Years 7 to 11 are issued with a chromebook to use in class and for prep as a tool for work. Girls in the Sixth Form either use a chromebook or have the option to bring their own device into school. We have two computer suites in the School and pupils may use the facilities there and in the library for private study. All of the boarding houses are equipped with wifi and network points. All pupils are taught how to research on the Internet and to evaluate sources. They are educated into the importance of evaluating the intellectual integrity of different sites, and why some apparently authoritative sites need to be treated with caution.

Technology in pupils' lives

Technology plays an enormously important part in the lives of all young people. Sophisticated mobile devices provide unlimited access to the Internet. This can bring some risks. It is an important part of our role at St George's to teach our girls how to stay safe in this environment and how to avoid making themselves vulnerable to a range of risks, including identity theft, bullying, harassment, grooming, stalking and abuse. They also need to learn how to avoid the risk of exposing themselves to subsequent embarrassment, since information posted can be viewed by universities and employers in the future.

4.3 Our technical staff

With the development in technology, we recognise that blocking and barring sites is no longer adequate. We need to teach all of our pupils to understand why they need to behave responsibly if they are to protect themselves. This aspect is a key role for the ICT Steering Committee, the Designated Safeguarding Lead (DSL) and the pastoral staff, but it is every member of teaching staff's duty to be proactive in ensuring that the girls use technology safely and appropriately. The technical staff have a key role in maintaining a safe technical infrastructure at the School and in keeping abreast of the rapid succession of technical developments. They are responsible for the security of the hardware system and for the school's data. They monitor the use of the internet and will report inappropriate usage to the Senior Leadership Team.

4.4 The role of the DSL

We recognise that internet safety is a child protection and general safeguarding issue. The Deputy Head Pastoral (as Designated Safeguarding Lead) and Digital Learning Coordinator have been trained in the safety issues involved with the misuse of the internet and other mobile electronic devices. They work closely with the [RBWM Safeguarding Partnership](#) and other agencies, such as the [Child Exploitation and Online Protection Centre](#), in promoting a culture of responsible use of technology that is consistent with the ethos of this School. All of the staff with pastoral responsibilities have also received training in online-safety issues, including radicalisation, cyberbullying and grooming. The School's comprehensive PSHE programme on online-safety is the Designated Safeguarding Lead's responsibility. They will ensure that all year groups in the School are educated in the risks and the reasons why they need to behave responsibly online. It is the Senior Leadership Team's responsibility to handle allegations of misuse of the Internet.

4.5 Involvement of parents or guardians

We seek to work closely with parents and guardians in promoting a culture of online-safety. We will always contact you if we have any worries about your daughter's behaviour in this area, and we hope that you will feel able to share any worries with us. We recognise that not all parents and guardians may feel equipped to protect their daughter when they use electronic equipment at home. We therefore invite any parents with concerns to contact the school to ask for advice about the potential hazards of technology, and the practical steps that parents can take to minimise the potential dangers to their daughters without curbing their natural enthusiasm and curiosity. The School will seek specialist advice as appropriate.

4.6 Respectful communication

We expect pupils to treat staff and each other online with the same standards of consideration and good manners as they would in the course of face-to-face contact. They should always follow the School's rules and regulations. We expect a degree of formality in communications between staff and pupils and would not normally expect them to communicate with each other by text or mobile phones, but we recognise there are circumstances when communication by mobile phone may be appropriate. In such circumstances, where possible, staff should use School, as opposed to personal mobiles.

4.7 Cyberbullying

Cyberbullying is a particularly pernicious form of bullying, because it can be so pervasive and anonymous. There can be no safe haven for the victim, who can be targeted at any time or place. The School's anti-bullying policy describes our preventative measures and the procedures that will be followed when we discover cases of bullying. Proper supervision of pupils plays an important part in creating a safe ICT environment at School; but everyone needs to learn how to stay safe outside the School. We value all pupils equally. It is part of the ethos of the School to promote considerate behaviour and to value diversity. Bullying and harassment in any form should always be reported to a member of staff. It is never the victim's fault, and she should not be afraid to come forward.

4.8 Safe use of the network

Content filtering is in place and the Network Manager monitors pupils' use of the network, as well as passively monitoring email traffic and blocking spam and suspicious attachments. The school uses the Lightspeed Filtering and monitoring software to flag any concerning content. Alerts are sent to the DSL and two DDSL's as well as the Network Manager to review and follow up with any concerning content. This includes filtering of sites that promote radicalisation. We issue all pupils with their own personal school email address, username and password. We give guidance on the reasons for always logging off and for keeping all passwords securely. Access to certain forms of online media is restricted by age group throughout different stages of the day. We have strong anti-virus protection on the network, which is operated by the Network Manager. The school issued chromebooks are managed by the school and as a result are not able to access inappropriate content. Pupils and staff are required to ensure that all devices (laptop, notebooks, tablets, USB sticks) are virus protected and / or recently scanned by up-to-date software. All pupils can access the School's wifi network (with some restrictions during the academic day). Using this will signify acceptance of our AUP (Acceptable Use Policy) which can be requested via email.

4.9 Safe use of personal information

The School's guidance is that no one should put anything onto the internet that they would not say or show to their grandparent. Pupils are encouraged to save themselves from future embarrassment, by understanding that any material posted onto the internet is there permanently. Anything that has been deleted may be cached in a search engine, company server or internet archive and may cause difficulties years later. We offer guidance on the safe use of social networking sites. The PSHE lessons include guidance on how pupils can identify the signs of a cyberstalker or troll, and what they should do if they are worried about being harassed or stalked online. We offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. Privacy is essential in the virtual world. We also give guidance on how to keep safe at home, e.g. by not opening unknown attachments and by reporting any illegal content. We advise on the responsible use of video calls but we appreciate that free video calls can provide boarders, particularly overseas boarders, with an invaluable means of maintaining contact with their families and friends.

4.10 Protecting pupil data

Staff should be mindful of their obligation to protect pupil data (and other sensitive information) from unauthorised access.

Staff are expected to observe the following:

- Ensure that laptops, desktops and mobile phones which may contain information relating to pupils (including School emails) are password protected and that data drives are encrypted where possible.
- Ensure that usernames and / or passwords are not saved or remembered on public computers.
- Ensure that the screen lock is enabled on their school issued chromebook
- Make use of private web browsing where available when using public computers (e.g. to check email).
- Make sure that third parties do not have access to their School user account.
- Do not share School passwords with family members (or others).
- Do not save pupil data to unencrypted portable media (e.g. memory sticks).

- Do not make copies of sensitive data relating to pupils, staff or volunteers (e.g. medical, child protection or criminal record information) off the School site without prior permission from the Head or Bursar. If there is a genuine need to take sensitive information off site the information should be stored securely whilst it is needed and then securely destroyed.
- When emailing groups of parents, avoid revealing all of the email addresses to all of the recipients. When sending out a group email to parents, users must place their own email address in the 'To' field, and the email addresses of the intended recipients in the 'BCC' field.

4.11 Copyright and licences

All staff should be aware of the legalities when photocopying and scanning material for lessons. A quick guide is displayed next to all multi-functional devices and is available on the network. The CLA License permits (1) the making of paper copies for distribution to pupils, parents, teachers, other staff and governors from most books, journals and magazines published in the UK and many other countries (please refer to the CLA website for an up-to-date list); (2) the making of digital copies for distribution to those pupils, parents, teachers, other staff and governors who are permitted to have access to the School's secure network, by scanning or retyping from books, journals and magazines published in the UK and certain other countries. These digital copies may be used with digital whiteboards, VLEs and presentation software. They may not be edited or manipulated or modified in any way except for changes necessary to enable users with a disability (such as visual impairment) to access the work. Staff are, however, allowed to mark copies to add emphasis. Retyped extracts must be reproduced verbatim, including all punctuation. The use of optical character recognition (OCR) software is not permitted.

4.12 References

A useful reference in relation to internet safety, of which the School makes use, are as follows:

- [Childnet International](#)

4.13 IT Guidelines

To enable pupils to safely access the Internet, using e-mail and other forms of electronic communication.

All pupils will be issued with the guidelines before internet access is permitted, and will be kept under review. **Failure to follow any could be a disciplinary offence.**

1. Good behaviour is expected on the Internet, just as it is in a classroom or anywhere around the school. General School Rules apply.
2. Each individual is responsible for all activity carried out under her username – never permit another person to use your username to browse the web or send/receive e-mails.

3. Be careful what you write in e-mail messages or on any internet sites - do not make improper statements and never send messages that are abusive, sexist, racist, knowingly untrue, or may in any way offend any person who might read them.
4. Any e-mail message you receive that is inappropriate or offensive should immediately be reported to the Network manager, Digital Learning Coordinator or your supervising teacher.
5. Do not give out personal details, i.e. do not give out your name, address, telephone number, or those of any other person, or of the school.
6. The use of smartphones and tablet devices for educational purposes in lessons is only allowed with the permission of the teacher.
7. No video or audio recording should be made of the lesson and circulated within or outside St George's School without explicit permission.
8. Do not seek out 'inappropriate' sites on the web and if you accidentally access an inappropriate site, immediately leave it and report the address to the Network Manager, Digital Learning Coordinator or your supervising teacher.
9. It is strictly forbidden to use the school computer system to transmit, download or circulate any form of inappropriate material, text, audio or visual.
10. Computer 'hacking' in any form is forbidden – do not try to obtain unauthorised access to information, data, files, etc, on the St George's network or elsewhere.
11. Deliberately damaging computers, computer systems or computer networks by introducing/ spreading computer viruses or altering software settings is forbidden.
12. Report any misuse of the computer facilities to your supervising teacher, the Network manager or the Digital Learning Coordinator.
13. Remember that access to the computer system is a privilege - not a right - and requires responsibility.

Chromebook Code of Conduct

Girls with school issued chromebooks must follow the following code of conduct. Failure to abide by the following will result in sanctions being applied. In extreme cases this may include the confiscation of the device.

- Do not carry your chromebook with its screen open or exposed in tablet mode.
- Chromebooks should be closed in lessons unless a teacher gives you permission to use it
- Any damage or loss must be reported to the school as soon as possible
- Your chromebook is a work tool and not designed for play.

- You are responsible for charging your own Chromebook the evening before school. You will not be able to charge the device during lesson time.
- If you lose your stylus you will need to buy a replacement from school.
- Stickers must not be used to decorate your device
- It would be good practice to purchase a case for protection and personalisation.
- Apps can only be installed by the IT department. If you come across one which you feel would be useful for your learning please speak to your teacher about it being installed.
- You must not share your password/username with anyone.
- Screen lock must be enabled
- Do not leave your chromebook lying around - it is your responsibility to look after it.

Access to ICT - In addition to their school issued chromebook all girls have flexible access to IT facilities throughout the school day using the IT suite, Library and specialist teaching areas.

Personal laptops and Tablets - for personal use only for the first five years. Sixth Form girls bring in their own devices for their schoolwork. Boarders have access to the St George's Pupil network in the boarding area. Anti-virus software is essential. The network manager is able to offer simple technical support (subject to operational issues) but will refer issues back to parents should these require additional attention.

Wireless access - provided throughout the school. The access code will be issued to girls. Chromebooks connect automatically to the network.

Remote access - Girls and staff have access to their school files and emails through the school's Google Drive. This is accessed through a username and password and as a result users must observe strict password protocol and not divulge their password to others.

EAL users - girls from non-English speaking environments are encouraged to change their language settings on the laptops to UK English for both operating system and software where possible. This will assist them with using the correct technical language in lessons as well as the network manager being able to assist with simple technical support.

Webfilter – a variety of internet filters and blocks are used to restrict the access of unsuitable material. Whilst these filters are adapted and modified daily to reflect the latest threats and availability of sites, these filters can never fully protect us. St George's School recognises both the opportunity and the dangers the internet offers for pupils. By providing lessons and information material, we are aiming to provide an environment that allows us to explore new technologies and create responsible users.

Smartphones - most girls have internet enabled phones which provide web access via their telecoms

provider. We are unable to filter any of the material accessed in this way. The use of smartphones and tablet devices in lessons is only allowed in the Sixth Form and only with the permission of the teacher. As stated above girls in Years 7-11 do not use mobile phones at school. Pupils may not use their phones in the Dining Hall. No video or audio recording should be made of the lesson and circulated in any format without express permission.

Queries regarding the provision of Digital Learning should be sent to Mr Hoar
jhoar@stgeorges-ascot.org.uk

4.14 Sanctions Ladder – in line with ICT and Network Policy

Pupils may receive further sanctions depending on the nature of the offence and, depending on the severity, the option can be taken to go directly to sanction level 3.

In all instances the pupil's account will be temporarily disabled until the severity of the incident can be identified.

If a pupil is unclear about anything in the ICT Network Policy, it is essential that they speak to a member of staff before using the St George's School ICT Network in order to ensure appropriate use.

First Offence

- The pupil will have a discussion with the Digital Learning Coordinator to discuss the breaking of the ICT and Network Policy
- The pupil will need to read the ICT and Network Policy, to ensure they are clear about the regulations
- The E-Safety Coordinator records the breaking of the ICT and Network Policy onto Schoolbase
- The relevant Head of Year will be informed.

Second Offence

- The E-safety Coordinator will write a letter to parents/guardians to inform them of the breaking of the ICT and Network Policy for the second time. The letter will include specific information about the offence.
- The pupil will have restrictions placed on their use of the ICT facilities by the removing of internet access for up to **one week**. (Network Manager to be notified)
- The relevant Head of Year and relevant Deputy Head will be informed.

Third Offence

- The Head will be informed and a letter will be sent home.
- The Head has the right to withdraw all access to the St George's School network.
- Parents invited in to discuss
- Possible internal or fixed term exclusion

ICT and Network offences include:

- Cyberbullying
- Sending nudes/ Sexting
- Downloading copyrighted material
- Accessing age inappropriate sites
- Uploading, storing, viewing, downloading inappropriate material including text, video and images.
- Filming/ sharing footage of other pupils or staff without consent
- Bringing self/ school into disrepute
- Use of inappropriate language

5 Substance abuse

5.1 Principles

Young people face growing pressures to use or experiment with controlled drugs, alcohol, tobacco, vapes and other substances. Our purpose is to reduce these pressures, to educate children about the risks of involvement with drugs and to try to maintain an environment that is as free as we can make it of illegal or harmful substances. Our policy is to encourage pupils to discuss their anxieties about drugs or substances in confidence with a member of staff or other responsible adult. Matters brought into counselling in this way in genuine circumstances will not always be the subject of disciplinary sanctions or adverse reports.

The taking of drugs remains illegal under British law and it is, the policy of the School to exclude any girl found to have knowingly and voluntarily taken drugs, possessing drugs or being found to be under the influence of drugs. This is made clear to all girls every year so that no-one is in any doubt of the action if she is discovered. Drugs alter a person's control over themselves and the School cannot take responsibility for their safety in such circumstances.

Our purpose also includes the following:

- To ensure compliance with the criminal law under which it is an offence for anyone to possess, use, supply or sell controlled drugs or for the School to allow its premises to be used for these purposes.
- To help develop in each pupil the moral courage to reject those parts of contemporary culture that may be harmful to her integrity, independence, opportunities and respect for the law.
- To maintain the integrity of the School community, to reflect the wishes of parents in this regard and to provide support for those who might otherwise be tempted to experiment with illegal substances
- To provide an ethical regime, supported by our PSHE programme.
- To provide a firm disciplinary framework for dealing with pupils who bring drugs into School and use or tempt others to use them. The normal sanction in such cases will be permanent exclusion.

Parents are asked to give their wholehearted support to these aims. The policy applies whenever the School is *in loco parentis*. It will also apply to complaints or other incidents that involve a pupil or the

reputation of the School during the holidays. Parents likewise are asked to inform the Head if they have any concerns about their daughter's access to or use of drugs or other substances.

Members of the academic and pastoral staff are offered training about drugs and substances so that they can respond appropriately to pupils seeking individual advice and help and so that they are alert to the warning signs of drug misuse. The education of pupils about drugs and substances is delivered primarily through the School's PSHE programme which also involves outside specialist agencies.

5.2 Definitions

For the purposes of this policy, definitions of specific terms are as follows:

- **Drugs** means controlled drugs including amphetamines, benzodiazepines, cannabis, or cannabis infused products, cocaine, ecstasy, diamorphine (heroin), LSD and novel psychoactive substances (legal highs).
- **Involvement with drugs** includes possession, use, supplying and dealing in controlled drugs.
- **Substances** means controlled drugs and, in the appropriate context, alcohol, tobacco, cigarettes, vapes, anabolic steroids, legal drugs obtainable on or off prescription and every other substance that, when abused, may damage the health, safety and welfare of a pupil or may have an adverse influence on other pupils.
- **Reasonable suspicion** means suspicion deemed reasonable by the Head.
- **Satisfied** means 'more likely than not' in the opinion of the Head.

The Head and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

5.3 Alcohol

It is against School rules for any pupil to possess alcohol on school premises or when under the protection of the School. Pupils in the Sixth Form who have reached the age of 18, and are therefore legally allowed to buy alcohol, are still subject to this rule and may not buy alcohol for themselves or for anyone else in School. Drinking alcohol may mean that a pupil is not in control of her own behaviour and the School cannot take responsibility for her safety in these circumstances. Problems associated with a dependence on alcohol or with binge drinking are discussed regularly in PSHE lessons and with visiting specialist speakers.

The Head and Deputy Heads may give girls in the Sixth Form permission to consume alcohol on a special occasion. In other circumstances it is a very serious breach of School discipline to be in possession of any alcoholic substance, to have brought alcohol into School or to have consumed alcohol when under the jurisdiction of the School. Any pupil found with alcohol is likely to be suspended from school for a fixed period for the first offence and, if she is caught again, risks

permanent exclusion.

Members of staff cannot be responsible for the safety of pupils if they are deemed to be adversely affected by alcohol whilst they are at work (including while on School trips) and this may lead them to be subject to disciplinary procedures.

5.4 Tobacco

Smoking endangers health, is a serious fire hazard and is against the law for anyone under 18. It is a serious breach of School discipline to be in possession of tobacco or cigarettes. A pupil whose breath or clothing smells of tobacco will have the task of satisfying the Head of Year on the balance of probabilities that she has not been in breach of this rule. A first offence will result in a Stage 6 detention and a further offence is likely to involve a fixed term exclusion from School.

5.5 Vaping

An e-cigarette is a device containing a nicotine-based liquid that is vaporized and inhaled, used to simulate the experience of smoking tobacco. The government has banned the sale of e-cigarettes to under 18-year olds. Although these e-cigarettes are marketed as legal substances, for over 18s, this does not mean that they are safe or approved for people to use. We are concerned that e-cigarettes may encourage young people to start smoking, particularly because of their novelty value and the common assumption that they are safe. Young people who start to use e-cigarettes could easily become addicted to nicotine and could progress to smoking cigarettes as well as, or instead of, e-cigarettes. Vaping or bringing e-cigarettes into School is unacceptable, and pupils who do so will face sanctions. A first offence will result in a Stage 4 detention and a further offence is likely to involve an internal fixed term exclusion from School.

5.6 Legal highs

Legal highs are substances used like illegal drugs but not covered by current misuse of drugs laws, and so legal to possess or to use. Although these drugs are marketed as legal substances, usually for over 18s, this does not mean that they are safe or approved for people to use. It just means that they have not been declared illegal to use and possess. They are still normally considered illegal to sell under medicines legislation. Legal highs can carry serious health risks. The chemicals they contain have in most cases never been used in drugs for human consumption before, so have not been tested to show that they are safe. Users can never be certain what they are taking and what the effects might be.

The NHS advises that other potential risks are as follows:

- Increased risk if alcohol is combined with any legal or illegal substance that causes a high, including the risk of death.
- Reduced inhibitions, drowsiness, excited or paranoid states, coma, seizures and death.
- Because legal highs are often new and, in many cases, the actual chemical ingredients in a branded product can be changed without one knowing, the risks are unpredictable.

- It is likely that a drug sold as a legal high may contain one or more substances that are actually illegal to possess.

A **psychoactive substance** is defined in law as a drug which is capable of affecting a person's mental functioning or emotional state, but is not currently controlled as a class A, B or C drug. Psychoactive substances are any substances intended for human consumption excluding legitimate ones, such as food, alcohol, tobacco, nicotine, caffeine and medical products.

The Psychoactive Substances Act 2016, makes it clear that it is now a specific criminal 'offence to supply, offer to supply or be in possession with the intent to supply psychoactive substances or being concerned in any of this activity.

Sanctions for use and / or possession of a legal high or psychoactive substance is likely to involve permanent exclusion.

5.7 CBD

Similar to legal highs, CBD (cannabidiol) is not currently covered by misuse of drugs laws, however, it is one of the active ingredients found in Cannabis. It is generally referred to as the 'non psychoactive' ingredient, whereas THC (tetrahydrocannabinol) is referred to as the 'psychoactive' active ingredient. The law in the UK states that a 'vape' or E Cigarette cannot be sold to a person under the age of 18 (and this would apply to the flavoured oils/cbd infused oils– however the age limit is not specific to the purchase of oils/e-liquids), however in most cases vendors selling these products will not sell them to under 18's. If any product has more than 0.2% THC in it then this would be a criminal offence to sell and possess. The possible negative effects of consuming CBD-based products is unknown, but these products are strictly prohibited at St George's.

5.8 Stimulants

The EU Scientific Committee on Food (SCF) considered the effects of caffeine intake and noted that a dose of 5mg caffeine per kilogram bodyweight (300mg for a 60kg person) could result in transient behavioural changes, such as increased arousal, irritability, nervousness or anxiety in some people, particularly if they were normally low consumers of caffeine. Energy drinks are generally drinks with high caffeine levels that are claimed by the manufacturers to give the consumer more energy than a typical soft drink. Energy drinks can contain high levels of caffeine, usually about 80mg of caffeine in a small 250ml can – the same as three cans of cola or a mug of instant coffee. As well as caffeine, they may contain other ingredients, such as glucuronolactone and taurine, and sometimes vitamins and minerals or herbal substances. Some of the smaller 'shot style' products can contain anywhere from 80mg to as much as 175mg of caffeine. Children, or other people sensitive to caffeine, should only consume caffeine in moderation. Drinks like espresso and lattes, which are made from ground coffee, typically contain higher levels of caffeine per mug. Drinks containing more than 150mg/l of caffeine must be labelled with the term 'high caffeine content' in the same field of vision as the name of the food, which must be accompanied by an indication of the amount of caffeine per 100ml in the product. No other labelling is currently required by law and this labelling does not apply to drinks such as tea and coffee. Energy drinks or drinks and tablets that contain high amounts of caffeine over 30mg of caffeine per 100ml are not allowed to be brought onto School premises or used during School times. A first offence will result in a warning and further offences will result in a Stage 4 detention.

5.9 Drugs

The School will investigate any rumour about involvement with drugs. The investigation may involve segregating a pupil (but this will be for no longer than necessary); asking her questions; asking her to give a written account of particular circumstances; searching her room or personal belongings with her knowledge; taking possession of property for analysis with her knowledge; asking a her to provide a urine, hair and / or blood sample under appropriate supervision. Any search of a girl's person or possessions need her consent and the presence of two adults. If she does not give consent this will be viewed seriously. If a girl is suspected of possessing or being under the influence of drugs, the Deputy Head (Pastoral), Deputy Head (Academic) or Deputy Head (Co-curricular and Connections) will follow this up in the first instance and inform another adult of the investigation's progress at every stage. As the Head will be the arbiter on the girl's future in School, she should not carry out the initial investigation. Reference will be made to [DfE and ACPO Drug advice for schools \(2012\)](#). Investigations will be conducted fairly and in accordance with natural justice. Interviews will normally be conducted by a Deputy Head. The pupil may be accompanied at interview by a member of staff or other appropriate adult. Parents will be kept informed so far as practicable. If, outside the context of confidential counselling, the Head forms a reasonable suspicion that a pupil has been involved with drugs, she will ask the pupil, with the consent of parents, to provide a urine or blood sample under appropriate supervision at school premises or at an external laboratory. Testing procedures will be in accordance with standard good practice. Refusal of a test in these circumstances without good reason will result in the pupil being excluded. Any involvement with drugs is likely to involve permanent exclusion. Any adult employed by the School who worked while under the influence of drugs would also be liable to be dismissed as they would not be in control of their actions.

6 Rewards

6.1 Principles

Building a positive academic and pastoral environment relies on the goals that members of staff have for themselves and for their pupils. Integrally related are the processes by which these goals are pursued.

Our system of rewards is as follows:

- Verbal praise and written praise for good work.
- Annual prizes for attainment, effort and progress.
- Display of examples of excellent work.
- Sports colours awarded.
- Reports to parents, which are always worded as constructively as possible.
- Coverage in regular media (eNews, the website, social media) and the School magazine.
- Head's commendations in assemblies
- Praise Postcards
- Merits (see below)
- Ambassador awards (see below)
- Privileges (see below)

6.2 Merits

Throughout the school year, girls have many opportunities to accumulate merits for academic achievements, good behaviour and co-curricular contributions. Merits are recorded by teachers in Dragonfly. Teachers may also stamp work.

25 merits - the girl receives a signed certificate which is awarded by her personal tutor. The achievement is recorded as a reward on Schoolbase and Dragonfly.

50 merits - the girl receives a signed certificate which is awarded by her Head of Year. The achievement is recorded as a reward on Schoolbase and Dragonfly.

75 merits - the girl receives a certificate in assembly signed by a Deputy Head. The achievement is recorded as a reward on Schoolbase and mentioned by her form tutor in the next written report.

100 merits - the girl receives a certificate in assembly signed by the Head. The achievement is recorded as a reward on Schoolbase and Dragonfly.

125 merits - the girl receives a signed certificate in assembly from the Head. The reward is recorded as a reward on Schoolbase and Dragonfly.

150 merits - the girl receives a signed certificate in the end of term awards ceremony from the Head who signs and comments in the prep diary. The achievement is recorded as a reward on Schoolbase and Dragonfly.

175 merits - the girl receives a special award at Prize Giving.

6.3 Praise Postcards

The Head of Department, Head of Year or Housemistress awards a Praise Postcard for exceptional work, or exceptional pastoral standards within their Department. A postcard is sent home to the pupil's home address. The achievement is recorded as a reward on Schoolbase and Dragonfly.

6.4 Ambassador awards

The Deputy Head (Pastoral) gives ambassador awards to pupils who have acted as an ambassador for the school in the wider community. These are awarded at five levels: bronze, silver, gold, ruby and the Ambassador Shield. Nominations may be given to the Deputy Head Pastoral by Heads of Year or by pupils. These rewards are recorded on Schoolbase and Dragonfly.

6.5 Heads Commendation

The Head gives commendations in assembly to any pupil who has made an outstanding contribution to, or achievement in, the name of the school. Nominations may be given to the Head directly.

6.6 Privileges

Year 9

- May go to the High Street once a week in groups of three on weekday lunchtimes from the **June half term**, except on Race Days.
- Boarders may go to the Ascot High Street or Sunninghill in groups of three at weekends.

Year 10

- May go to the High Street in groups of three at lunchtimes, once per week, and weekends, except during race days.
- Boarders may have one or two trips per term, at the discretion of their Housemistress, to Camberley, Bracknell or Windsor, in groups of three, using public transport.

Year 11

- May go to the High Street in pairs at lunchtimes, twice per week, and weekends, except during race days.
- May, at the discretion of their tutor, be in locations which are unsupervised during prep.
- Boarders may go, at the discretion of their Housemistress, to Camberley, Bracknell or Windsor, in groups of three, using public transport.
- Boarders may return from exeats and half term at 9.30 pm.
- Boarders may entertain friends of either sex in the common room on Saturday and Sunday afternoons at the discretion of their Housemistress.

Lower Sixth

- May go to the High Street in pairs at lunchtime and after 4.00 pm.
- Boarders may use public transport with written permission from parents.
- Boarders may return from exeats and half term by 10.00 pm

Upper Sixth

- May go to the High Street in pairs at lunchtime and after 4.00 pm.
- Boarders may use public transport with written permission from parents.
- May bring cars to school with approval from the Head of Sixth Form and written permission from parents.
- Boarders may go out on one weekday evening per week at the discretion of their Housemistress.
- Boarders may return from exeats and half term by 10.00 pm

Boarders

- Full time boarders may, if they wish, arrange with their Housemistress to go out for any length of time between noon on Saturday and 10.00 pm on Sunday, unless they have a school commitment.

Privileges may be withdrawn if a pupil abuses the School's trust or behaves badly.

7 Responses

7.1 Searches

Principles. Prior to searching a pupil's room or personal belongings she will be informed of our intent. We will ask for a pupil's consent for any search of her person or possessions although we do not need consent if we suspect a child has prohibited items.

List of prohibited items. These items will be confiscated, and are as follows:

- weapons
- alcohol
- illegal drugs/ psychoactive substances
- stolen goods
- tobacco products
- pornographic images
- images of staff taken without consent
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the School rules

Legal requirements of a search. There should normally be two members of staff present during the search: the person doing the search and the search witness. Searches should normally be undertaken by a female. The search witness must also be female if possible. The pupil must not be asked to remove clothes, other than outer clothing like a coat. If there is a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present. A record of the search will be kept on the 'search form' (Appendix 1).

Government 'Conducting a Search' guidance can be found [here](#).

7.2 Physical restraint

Principles. Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised to always use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time.

Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. This includes (1) the seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used; (2) the chances of achieving the desired result by other means; (3) the relative risks associated with physical intervention compared with using other strategies.

When physical restraint may be appropriate. [The Education and Inspections Act 2006](#) enables School staff to use 'such force as is reasonable in the circumstances to prevent a pupil from doing or

continuing to do any of the following':

- 'Committing any offence [or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil],
- 'Causing personal injury to any person (including the pupil themselves),
- 'Causing damage to the property of any person (including the pupil themselves),
- 'Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the school, whether during a teaching session or otherwise'.

The Act also defines to whom the power applies as follows:

- 'Any teacher who works at the School'.
- 'Any other person whom the Head has authorised to have control or charge of pupils'.

Legal requirements of physical restraint. Every member of staff will inform the Head immediately after he or she has needed to restrain a pupil physically and it will be logged in the appropriate register. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a welfare plan for managing that individual pupil's behaviour.

8 Sanctions

8.1 Stages of sanctions

Principles. This sanctions progression deals with misdemeanours of an academic nature (e.g. unsatisfactory, missed or late homework, unsatisfactory work or effort in class, truancy, persistent lack of the correct equipment for lessons) or of a pastoral nature (e.g. lateness, casual rudeness, misbehaviour, leaving school without permission). It is intended as a guide; serious misdemeanours may progress immediately to a higher stage.

- Stage 0** **Verbal warning**, no written record on the database, teacher keeps own record
- Stage 1** **Reprimand** by the **member of staff** recording the incident on Schoolbase.
- Stage 2** **Reprimand** by the **member of staff** followed by an appropriate sanction (e.g. retention to complete work).
- Stage 3** **Detention** organised by the teacher at a break or lunchtime. In Year 10 and 11 this will be accompanied by a phone confiscation.
- Stage 4** **Detention** organised by the **Head of Department** (academic sanction), **Head of Year** (pastoral sanction) or **Housemistress** (Boarding) and a letter is sent home by this member of staff. This takes place the following Friday in the Markham Corridor from 16:15 until 17:15. Rehabilitation is planned, such as through a daily report.

- Stage 5** **Formal reprimand** recorded by the **Deputy Head**. A letter is sent home by the Deputy Head. **Detention** organised by the **Deputy Head**. This takes place the following Friday in the Markham Corridor from 16:15 until 17:15. Rehabilitation is planned.
- Stage 6** **Detention** organised by the **Deputy Head**. This takes place the following Tuesday, Wednesday or Thursday from 17:15 until the end of prep. A letter is sent home by the Deputy Head.
- Stage 7** **Parents are invited to school** to discuss the misdemeanours with the **Head**. Rehabilitation is planned, such as through a contract. Fixed term exclusion or permanent exclusion may occur should academic or pastoral conduct not improve demonstrably or should a contract be broken.

8.2 Fixed term exclusion

Principles. The Head, or in her absence, members of the Senior Leadership Team, may suspend a pupil, for a period of between 24 hours and one week for very serious indiscipline, or less serious offences, where repeated sanction has proved ineffective. If a fixed term exclusion is ineffective, the School may be forced to have the girl sign a contract of behaviour, deviation from which may lead to permanent exclusion or require her to leave the school under the procedure described below. Normally a fixed term exclusion will require the girl to be removed from School for a period of time (external fixed term exclusion), though in some cases isolation within School (internal fixed term exclusion) may be applied. The overarching principle is a duty to act fairly. Whilst the precise procedure to be followed in a given situation depends on the circumstances of the case, some key principles are as follows:

- A fair and thorough investigation should take place.
- Pupils must be informed of the allegation and the evidence relied upon.
- Pupils must be given a fair opportunity to exculpate themselves.

Examples of behaviour. These are as follows:

- Substance abuse (Smoking, drug abuse, alcohol abuse, use of legal highs/ psychoactive substances)
- Possession of what may be taken to be an offensive weapon
- Bullying
- Fighting/ Physical assault / threatening behaviour
- Sexual harassment/ sexual misconduct
- Racist abuse
- Persistent disruptive behaviour
- Verbal abuse / threatening behaviour
- Theft
- Damage to property
- Making malicious false accusations against a member of staff
- Misuse of the Internet or mobile devices
- Behaviour that brings the School into disrepute

First steps. When a potential fixed term exclusion arises, key considerations are as follows:

- What is the exact allegation? Clarity at this stage is essential.
- What information is available?
- What further information is required? In particular, a decision must be made as to whether the police or children's services need to be informed.
- Who should be dealing with this? This should be governed in the first instance by the content of any appropriate school policy on the subject. A different person should conduct (1) the interviews with witnesses and general investigation of the allegations; (2) the decision regarding the type of fixed term exclusion (internal or external), length of fixed term exclusion and communication of this to the girl and her parents. Regarding (1) above, it will generally make sense for the investigation to be carried out by the relevant tutor, Head of Year, Head of Department or a Deputy Head. Regarding (2) above, the decision will normally be made by the Head.

Investigation. Key issues are as follows:

- Information gathering: statements should be taken from all pupils and staff who were involved in or witnessed the incident. All written statements should be attributed, signed and dated by the witness who should first be given the opportunity to read it. The statement should also be countersigned by the person who took the statement and any other person who was present when the pupil signed it. The original statement should be kept on file.
- Once statements have been taken it's imperative that the allegation and evidence are put to the alleged person so they can respond.
- Keeping suspects apart: this should be done to an extent that this is reasonably possible. The pupil should be told not to discuss the matter with other pupils and, in particular, with the other pupils involved. This is particularly important where the accusation relates to issues such as bullying and physical or verbal abuse.
- Other adults present: it is good practice, if practicable, for another adult to be present when pupils are being interviewed by the person charged with the investigation. However, this need not be a parent. A neutral adult such as another member of staff is preferable.

Informing parents. In cases where the girl denies the accusations, it might be deemed appropriate for the parents to be informed after initial investigations have been made. Similarly, in cases where children's services or the police become involved, it will generally be prudent to inform parents as soon as possible. Normally in cases of a fixed term exclusion, however, the parents and pupil will be informed of the decision to suspend together, by the Head. The fixed term exclusion will normally then take immediate effect. Work to be completed whilst out of School will be sought from the pupil's teachers. On return to the School, the pupil will meet with the Head, marking the close of the incident. In these circumstances the fixed term exclusion is a punishment in itself, not part of a larger process, **unlike a fixed term exclusion** during the permanent exclusion process (as detailed below). The fixed term exclusion is recorded in the serious sanctions record.

8.3 Permanent Exclusion

Principles. The overarching principle is a duty to act fairly. Whilst the precise procedure to be followed in a given situation depends on the circumstances of the case, some key principles are as

follows:

- A fair and thorough investigation should take place.
- Pupils must be informed of the allegation and the evidence relied upon.
- Pupils must be given a fair opportunity to exculpate themselves.
- An appeal should be offered.

Examples of behaviour. These are as follows:

- Substance abuse (Smoking, drug abuse, alcohol abuse, use of legal highs/ psychoactive substances)
- Possession of what may be taken to be an offensive weapon
- Bullying
- Fighting/ Physical assault / threatening behaviour
- Sexual harassment/ sexual misconduct
- Racist abuse
- Persistent disruptive behaviour
- Verbal abuse / threatening behaviour
- Theft
- Damage to property
- Making malicious false accusations against a member of staff
- Misuse of the Internet or mobile devices
- Behaviour that brings the School into disrepute

First steps. When a potential permanent exclusion arises, key considerations are as follows:

- What is the exact allegation? Clarity at this stage is essential.
- What information is available?
- What further information is required? In particular, a decision must be made as to whether the police or social services need to be informed.
- Who should be dealing with this? This should be governed in the first instance by the content of any appropriate school policy on the subject. A different person should conduct (1) the interviews with witnesses and general investigation of the allegations; (2) the decision regarding the permanent exclusion and communication of this to the pupil and her parents; (3) the appeal, if there is one. Regarding (1) above, it will generally make sense for the investigation to be carried out by the relevant form tutor, Head of Year, Head of Department or a Deputy Head. Regarding (2) above, the decision will normally be made by the Head. Regarding (3) above, the appeal will normally be heard by a member or members of the Governors.

Investigation. Key issues are as follows:

- Information gathering: statements should be taken from all pupils and staff who were involved in or witnessed the incident. All written statements should be attributed, signed and dated by the witness who should first be given the opportunity to read it. The statement should also be countersigned by the person who took the statement and any other person who was present when the pupil signed it. The original statement should be kept on file.
- Keeping suspects apart: this should be done to an extent that this is reasonably

possible. The pupil should be told not to discuss the matter with other pupils and, in particular, with the other pupils involved. This is particularly important where the accusation relates to issues such as bullying and physical or verbal abuse.

- Other adults present: it is good practice, if practicable, for another adult to be present when pupils are being interviewed by the person charged with the investigation. However, this need not be a parent. A neutral adult such as another member of staff is preferable.

Informing parents. In very serious cases where the girl denies the accusations, it might be deemed appropriate for the parents to be informed after initial investigations have been made. Clearly, where a pupil has been suspended pending the outcome of a disciplinary process then it will be necessary to inform the parents immediately. Similarly, in cases where social services or the police become involved, it will generally be prudent to inform parents as soon as possible. In particularly serious cases it may be appropriate for the girl to be suspended awaiting the hearing. Fixed term exclusions may be for one day up to one week. If a relatively lengthy fixed term exclusion is unavoidable, suitable arrangements will be made to ensure that, so far as practicable, the girl is able to continue with her education during this time. Parents will be told immediately of any decision to suspend and this will be followed by a confirmatory letter.

Hearing. Once the information gathering stage has been completed, the next step is to hold the hearing. The hearing will generally be heard by the Head and attended by the pupil, a note taker and any other person required (e.g. witnesses or the member of staff who carried out the investigation). The note taker will note the names and roles of all people present, all written documents considered, all oral evidence given and the decision reached including the reasons stated.

The hearing will take place as follows:

- The Head will explain the purpose of the hearing. She will set out how the hearing will be conducted and the role of all those present.
- The School will present its case. Generally this will be done by the person who conducted the investigation. If witness statements have been obtained then these will be read out loud.
- The pupil, and parents if present, will then have an opportunity to ask questions, make comments and present her case.
- The Head will ask any further questions and ensure the girl is fully aware of the accusation and facts.
- The girl will be asked to confirm she understands and invited to make any final comments.

Decision. In all but the most straightforward of cases, there will be an adjournment before announcing the decision. All parties will be informed of the decision. This will usually be done face to face in the first instance but will always be confirmed in writing, preferably within one school day of the hearing. The letter / email will state the decision in relation to the charge (or each of them), the precise sanction, when it takes effect, the reasons, to whom the parents may appeal and the deadline within which they must do so. The decision to exclude is a very serious one with significant potential repercussions. The decision will only be taken in response to a serious breach of the School's behaviour policy, or if, once other options have been exhausted, allowing the pupil to remain in school would seriously harm the education or welfare of the girl or others in the School.

The pupil's previous disciplinary record will be taken into account. St George's School is not bound to follow precedents but steps will be taken where necessary to justify why a more severe sanction was fair in these circumstances. The sorts of offences that might justify permanent exclusion typically involve violence, sexual assault, drugs and / or offensive weapons. A decision to exclude will have regard to the following:

- Domestic circumstances.
- Whether the girl was provoked, perhaps as a result of bullying or harassment.
- Whether any other pupils involved in the investigation are being dealt with in the same way.
- Whether the interests of the pupil outweigh those of the School community as a whole.

Appeal. Fundamental to the fairness of any permanent exclusion process is the right to appeal, which will be heard by at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the panel members shall be appointed by the Governing Body. The Appeal will not be heard by the original decision taker and to this end, no Governor who has been directly involved in the matter at hand should hear the appeal. Any Governor with a connection to the pupil will be excluded from the panel. The risk of lost schooling is a key concern that makes time of the essence. The objective must therefore be to hold any appeal within a reasonable time frame. A benchmark would be to aim to conduct the appeal within five working days. The purpose of the Appeal stage is to review of the fairness of the investigation and the sanction imposed. The purpose of the appeal hearing is generally to decide two issues: (1) whether the pupil actually committed the disciplinary offence in question; (2) whether permanent exclusion is a reasonable response. If the appeal panel concludes that the answer to the first question is no, the second question ceases to be relevant and the pupil should be re-admitted. The appeal panel will not receive or consider fresh evidence that relates to issues not considered when the decision to exclude was taken. Equally, it should not overturn a decision to exclude purely on the basis of there having been a technical defect in the procedure followed – unless that defect was so substantial that justice was not done. It should be made clear from the outset that the appeal decision is final.

Finding another school. The Head will consider agreeing to a managed move of the pupil to another school, provided such an alternative can be readily identified. Another option may be to allow the parents an opportunity to withdraw the pupil rather than having a permanent exclusion imposed. To minimise disruption, a permanent exclusion decision can be made but on a deferred basis so that the parents have sufficient time to make suitable alternative arrangements. It might be that the pupil is allowed to return to School solely for the purpose of sitting imminent public exams. Depending on the reason for permanent exclusion this may not be possible.

References. As in the employment context there is no absolute obligation on St George's to provide references where a permanent exclusion is involved. Any reference given must be fair, accurate and not misleading.

Fees. Reference should be made to the school-parent contract.

8.4 Records of sanctions

Pupil records have specific behaviours recorded as follows:

- Alcohol abuse
- Smoking
- Bullying, including cyber, racist, sexist or discriminatory bullying
- Drug abuse (including tobacco and legal highs)
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Physical assault / threatening behaviour
- Possession of an offensive weapon or something could be perceived to be one
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

It is the policy of St George's to keep all our pupil sanctions records securely until your daughter has reached the age of 25, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations. A period of a fixed term exclusion will be recorded on a pupil's record, and staff are made aware as necessary, but will not be disclosed to any third party, unless required to by statutory regulations. Parents have the legal right to be given access to their daughter's educational records by submitting a written request 15 days in advance and by paying for any photocopying costs. Such a request could include the record of pupil sanctions, which does not fall within areas excluded by the [Data Protection Act 2018](#). Third party communications, which are not directly related to the girl's education, such as a letter from another parent or pupil are also excluded.

APPENDIX 1: SEARCH RECORD AND PERMISSION SHEET

Date	Time
Search Staff	Signed
Search Witness	Signed
Pupil	Signed Refused

Reason for search

Record of Parental Contact

Type of Search

Results of Search

Further Action Recommended

Appendix 2

Questions to Ask in Investigation Interviews

Many investigators make a list of predetermined questions to ask. Some experts say that this approach limits the information the investigator will get from the interview because it constrains the conversation within a rigid framework. Investigators who use pre-set questions only as a starting point and treat the interview as a fluid conversation are more likely to find their way to the truth. Use these 20 questions as a guide to frame your interviews.

<p>The Basics What happened?</p> <p>Where did it happen?</p> <p>When did it happen?</p> <p>Who did it?</p>	
<p>The Context Has it happened before?</p> <p>How often?</p> <p>Who else was present?</p> <p>Do you know of others who may have been affected by the incident or behaviour?</p> <p>Who else may have seen or heard the incident or behaviour?</p>	

<p>The Reaction How did you react?</p> <p>How did any others present react?</p> <p>Did you ever indicate that you were upset or offended by the incident or behaviour?</p> <p>Have you discussed the incident or behaviour with anyone?</p> <p>Has anyone else reported this?</p>	
<p>The Impact How has the incident or behaviour affected you?</p> <p>How has the incident or behaviour affected your job?</p> <p>Have you sought medical treatment or counseling because of the incident?</p>	
<p>Additional questions Do you have any evidence or documentation about the incident or behaviour?</p> <p>Is there anyone else who might have relevant information?</p>	

Appendix 3

[Farrer & Co 'School Investigations Guide'](#)

[Excluding pupils - a practical guide for independent schools](#)

Appendix 4

Examples of behaviour and related sanctions (this list is a general guide and to be used at teachers discretion in line with their classroom management strategies)

Type of misdemeanour	Sanction and Intervention level	Additional notes Details and Definitions
Attending lessons without correct equipment/ poor organisation	Stage 0	Verbal warning, no written record on the database
Attending lessons without correct equipment/ poor organisation for the second time	Start at Stage 1	Including Chromebook not being charged. Can we have a list of expected equipment for tutors to go through with pupils? No hymn book Blazer for chapel *Current list sent to parents is at the bottom of this table
Unsatisfactory, missed or late prep	Start at Stage 1	Prep has not been completed. Work has not been submitted on time.
Unsatisfactory work or effort in class	Start at Stage 1	The pupil did not apply themselves fully during the lesson. This may be a result of poor behaviour during the lesson e.g. the pupil may have been talking to others or disruptive during the class. The pupil may have been doing something other than the task set. E.g. including using their

		chromebook for purposes not lesson related.
Incorrect uniform	Stage 1, 2 then uniform 'report card'.	<p>This can only work if teachers put the stage 1 and 2 sanctions on Schoolbase.</p> <p>The expectations are clearly set out in our uniform policy.</p> <p>Pupils must wear their uniform correctly. They must also have hair and make up (if relevant) that is in line with our policy. The rules about jewellery are also clear.</p>
Leaving school without permission	Start at Stage 2	<p>Pupils must not contact their parents directly to ask to be collected. If they are unwell, they must report to the Health Centre.</p> <p>Parents could be sent a reminder that pupils cannot be collected without permission, and requests should be made in writing 24 hours in advance.</p> <p>Parents could also be reminded that their children should not be requesting collection directly. Such requests will always come from the school.</p>
Failure to attend a sanction	Escalate to the next sanction level	
Truancy	Start at Stage 2/ 3 depending on the nature of the truancy	Deliberate non-attendance of a lesson or school activity without permission.
Late to lessons	Start at Stage 1	The pupil arrives after the start of the lesson or activity. The lesson times are clearly noted in the structure of the school day.

<p>Being rude to a teacher</p>	<p>Start at Stage 1</p>	<p>This could include: Insults. Raising voices to a member of staff. Being argumentative.</p>
<p>General misbehaviour</p>	<p>Start at Stage 1</p>	<p>Running in corridors. Removing food from the dining hall. Disrespect of school property e.g. sofa cushions on the floor. Calling out during lessons. Chewing gum. Dropping litter.</p>
<p>Having a phone without permission/ phone not stored in the Yondr Pouch</p>	<p>Stage 4 detention</p>	<p>There is a confiscations ladder already in place</p> <p>This may also include bringing iPads or a pupil's own electrical devices into school.</p>
<p>Late to assembly/chapel or is that same as late to lesson?</p>	<p>Start at stage 1</p>	<p>Of course there may be days when a pupil is unable to get to school on time due to unforeseen circumstances, e.g. car break down but pupils should be in Chapel by 0815 / 0825 if they are dropped off at the start of the school day.</p> <p>Perhaps parents could email the Office if they are running late to explain the situation.</p>
<p>Chewing gum</p>	<p>Start at stage 1</p>	<p>I would pop this under general misbehaviour.</p>
<p>Unkindness and bullying</p> <p>General unkindness and pupil quarrels.</p> <p>Extending to:</p> <ul style="list-style-type: none"> - Peer on peer abuse - Discrimination - Harassment 	<p>Discretionary depending on the nature of the incidents</p>	<p>Allegations of unkindness need to be fully investigated in line with our policy. The sanction or intervention level will depend on the specific case. E.g. a case of 'she trod on my toe in the lunch queue' might be treated quite differently to allegations of discrimination or harassment.</p>

Vandalism	Stage 4	Damaging property that belongs to the School or another. This could include graffiti.
Theft Stealing	Discretionary	Taking an item without permission. This includes 'borrowing' of PE kit without asking.
Bringing prohibited items or substances into school	Discretionary Likely stage 5 or above	Examples may include: Vapes, alcohol, cigarettes, drugs.
Sexual misconduct	In line with safeguarding policy.	