



## Durham Cathedral Schools Foundation

### BEHAVIOUR POLICY

#### **1 Policy Aim**

- 1.1 This policy aims to enable Durham Cathedral Schools Foundation (DCSF) to fulfil its obligation to create a successful community in which each individual may flourish within an environment of order and good discipline. The policy seeks to promote and encourage good, positive behaviour and the values of DCSF, and to ensure that every pupil is able to benefit from, and make a full contribution to, all aspects of life in our schools, consistent always with the needs of the DCSF community.
- 1.2 DCSF commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

#### **2 Policy Statement**

- 2.1 DCSF encourages pupils to adopt the highest standards of principles, attitudes and behaviour in and outside of their school; the general tone is set through the expression and promotion of values (Moral integrity, Ambition, Responsibility and Kindness), House loyalty, and community spirit. Each of these are developed most formally in Chapel, Chorister School Assemblies, form time, House meetings and LWE/PSHE lessons, and less formally in academic lessons, Games, societies and through the high adult to pupil ratio. DCSF understands that good behaviour is the consequence of positive relationships between its schools, its pupils, and their parents, and we seek to reinforce those good relationships in all that we do. We aim to promote self-discipline, trust and mutual respect for everyone and we believe that good relations, good manners and a safe and secure learning environment play a crucial part in the educational and social development of our pupils. To this end, the rewards and sanctions that support our behaviour management and discipline are organised in such a way as to act as encouragement to all pupils and, therefore, rely heavily on recognising the positive aspects of academic and personal development. For any individual pupils where staff may require structure in order to support the modification of inappropriate behaviour, there is a range of sanctions available.
- 2.2 Staff are encouraged to be open and accessible, and are required to model the behaviour we expect from pupils by demonstrating respect towards the pupils in the way they address and treat them. Praise is promoted over punishment. Pupils, and particularly the School and House Monitors in the Senior and Junior Schools, are expected to set high

personal examples and to care for the welfare of other pupils. In the Senior School, School Monitors make themselves available to provide pastoral support for pupils, and are encouraged through weekly Monitors' Meetings to promote responsible and respectful behaviour among pupils. In the Chorister School, Form Tutors oversee the welfare of pupils and liaise with subject teachers over pastoral matters. In Durham School, Senior Housemasters/mistresses oversee the welfare of pupils, in conjunction with their Assistants and Tutors.

New pupils are guided in induction sessions on what their School expects and where to turn for help if required. As the first terms go by, there are discussion groups on peer-group relations and attitudes to bullying in House and Tutor time. New pupils receive an introductory booklet telling them about their School and their House, and these are also available online for parents' and guardians' information. Pupils across DCSF, and especially School and House Monitors and those in the role of 'buddies' for new pupils, are encouraged to identify and give support to anyone who is struggling with the transition into a new school.

- 2.3 The Foundation will make reasonable adjustments for managing behaviour which is related to a pupil's disability.

### **3 Relationship to Guidelines, Procedures, other Policies and Legal Requirements**

- 3.1 The code of behaviour at DCSF is based on three main principles, all of which involve self-discipline and a proper regard for those in authority:

- Respect for the individual;
- Respect for property, whether an individual's or DCSF's;
- The duty to contribute to a positive environment in which everyone can learn, and to maintain DCSF's reputation.

- 3.2 Pupil discipline is covered by DfE advice *Behaviour in Schools*, September 2022, and *School Suspensions and Permanent Exclusions*, May 2023.

- 3.3 Supporting documentation is to be found within the Durham School Rules, Behaviour Pathways documents, CPD and INSET documents and the Staff and Volunteer Code of Conduct.

- 3.4 This policy should be read in conjunction with the following other policies:

- Safeguarding Policy
- Curriculum Policy
- Educational Visits Policy
- Complaints Policy (Parents)
- Pupil Complaints Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Special Educational Needs and Disability Policy
- Anti-Bullying Policy

## 4 Behaviour Code

4.1 At Durham School, the School Rules governing pupil conduct are published in Houses and are introduced and reviewed at the start of the academic year by Tutors, or at the point of admission for later entrants; this code identifies the basic principles which govern the way in which pupils are expected to behave at all times at Durham School. Parents are issued with a copy of the School Rules when their child joins the School.

The School Rules require that pupils should:

- allow everyone the opportunity to learn;
- be respectful and tolerant of other people's opinions and ideas;
- wait patiently to speak, and listen to what other people have to say;
- be polite and act with humility and kindness;
- help anyone in distress, or find a member of the teaching staff who can help;
- be prepared to challenge ignorance, bullying, or any poor behaviour, or seek out a member of the teaching staff who will.

4.2 At the Chorister School, the 'Five Golden Rules' are used in place of the more formal School Rules in the Senior School. Parents are issued with a *Behavioural and Pastoral Management (Information for Parents)* document.

The Five Golden Rules are:

- We are kind and helpful – Be kind, respectful and friendly to others at all times. Wear a smile.
- We are honest – Be honest and brave to admit when you have made a mistake.
- We work hard – Work hard and try your best in everything you do. Reach your potential
- We look after our belongings – Take pride and respect your own, the school's and the property of others.
- We listen to others – Line up and walk around School quietly. Remember good manners.

## 5 Rewards

5.1 A positive behaviour approach is based on praise and reward. Teachers should use praise many more times in a lesson, when on duty, and in a day than they use sanctions. In practice, this may be difficult but as an attitude with which to embark upon every day, it is crucial to the success of a positive behaviour approach to discipline across DCSF.

### Durham School (Years 7 to 13)

5.2 To encourage pupils in good behaviour and positive attitudes in the Senior School, there are marks of recognition (Lauds) for good work, and there are marks of distinction for contributions to the School's life, both at House and School level in the form of ties and badges of various known patterns. Lauds are awarded for Moral Integrity, Ambition, Responsibility and Kindness as well as academic endeavour or achievement, and pupils

may be invited to sign the *Liber laudis* held in the Principal's office for outstanding achievements or endeavours in any area of School life. The more senior pupils are given minor responsibilities within the Houses, and the position of Monitor is valued and sought by most pupils. Monitors are chosen on their character and ability to help junior pupils, rather than on grounds of sporting or intellectual ability.

5.3 Durham School recognises and rewards achievement in the following ways:

- The issuing of Lauds;
- Termly Presentation Assemblies;
- Departmental recognition of excellent work or effort (e.g. stickers, notes in pupil planners, communication to tutors or parents);
- Certificates to acknowledge excellent achievement or effort;
- Half-termly reporting and parents' evenings;
- Scholarships and awards;
- Individual pupil meetings with Housemasters/-mistresses, and the Principal (*Liber laudis*);
- House Colours;
- School Colours;
- Sports, Music and Drama Colours;
- Selection as a School or House Monitor;
- Informal positive contact between School and home (by telephone, letter, e-mail, and in person);
- Congratulatory postcards.

Assemblies in the last week of each term are given over to recognising achievement. Senior pupil achievements are acknowledged in newsletters, the Friday Flyer, on the website, and in *The Dunelmian*; it is the primary responsibility of Housemasters/mistresses and teachers responsible for specific activities to inform the Principal of such achievements. Pupils are actively encouraged to record and reflect independently on their activities and achievements.

### **Chorister School, Cathedral site (Years 3 to 6)**

5.4 In the Junior School, children thoroughly enjoy working hard to gain House Points for their House. Teaching and non-teaching staff can award House Points and these are recorded. When children achieve a certain number of House Points, they are awarded a certificate of the following levels and a reward in recognition of their efforts:

50: Bronze  
100: Silver  
150: Gold  
200: Platinum

5.5 Children may also be rewarded with a sticker in their planner or workbook, from either their Form Tutor or Subject teachers.

- 5.6 Every Friday during term time, a Celebration Assembly recognises good work and behaviours achieved both inside and outside of school. At this assembly, School Merit certificates may be awarded for:
- Demonstrating DCSF values
  - Music
  - Sport
- 5.7 Outstanding work is recorded in the School's 'Book of Academic Excellence'.

### **Chorister School, Bow site (FS1 to Year 2)**

- 5.8 Pupils in FS1 to Year 2 have a session of Golden Time at the end of each week as a reward for following the Golden Rules. Golden Time consists of a variety of enjoyable activities chosen by the pupils. They can earn tokens (for example, pompoms) towards an enhanced Golden Time. These are earned through good behaviour and trying their best in their work.
- 5.9 Teaching and non-teaching staff can award House Points and these are recorded. Each week, a certificate and three House Points are awarded to a 'Star of the Week' from each class: a pupil who has gone above and beyond in keeping the Golden Rules. When children achieve a certain number of House Points, they are awarded a certificate of the following levels and a reward in recognition of their efforts:
- 50: Bronze  
100: Silver  
150: Gold  
200: Platinum
- 5.10 An interactive behaviour display will feature a rainbow and sun in each classroom from FS1 to Year 2. All children's names will begin each day on the sun as part of this display. Any child displaying behaviour above and beyond normal expectations will move their name onto the rainbow. Each child will receive a token every time they achieve their name on the rainbow.
- 5.11 In the playground, any pupil displaying behaviour above and beyond normal expectations will receive a 'playground merit' sticker at line up time. Each pupil will receive a token every time they receive a playground sticker.

## **6 Behaviour around the School**

- 6.1 Pupils are expected to behave sensibly and with consideration for others when moving around their School.

Behaviour which is not acceptable on corridors and stairways, and when moving around the school site, includes:

- jostling, shoving and pushing;

- holding onto other pupils' clothing or bags;
- jumping onto or into other pupils;
- running;
- jumping down stairs or sliding down stair banisters;
- pushing into spaces which are obviously already busy;
- slamming through doors;
- making unnecessary noise.

6.2 Pupils who persistently ignore expectations of behaviour around the School will be subject to the sanctions as outlined in this policy.

## **7 Behaviour out of School**

7.1 DCSF expects pupils to behave well out of their School including online, on journeys to and from their School, at School events, and to other venues for School activities, and on School trips. Pupils' behaviour should be orderly and respectful of the people and environment around them.

7.2 DCSF will investigate instances of poor behaviour out of School and may impose sanctions, including permanent exclusion, against those who have brought the name of DCSF into disrepute. Pupils are expected to wear their uniform correctly on the journey to and from their School. When staff have direct control of pupils out of School, they have the same authority as when in School.

7.3 DCSF will investigate and sanction unacceptable behaviour that takes place outside of School when such behaviour has an impact on School life. Examples of such behaviour would include any actions that violate another pupil's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment [*Keeping Children Safe in Education*, September 2023].

## **8 Behaviour for Learning**

8.1 Teaching throughout DCSF promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities; pupils are encouraged to demonstrate high levels of self-discipline, independence and a positive attitude to their learning.

8.2 In-service training takes place regularly at the starts of terms, in staff meetings and twilight CPD sessions, and in departmental meetings to further understanding of poor and effective classroom management, as well as strategies to develop and promote successful behaviour for learning.

8.3 Across the Foundation, incidents of positive and negative behaviour are recorded in different ways. In Chorister School, Cathedral site, House Points are recorded in SIMS; Amber, Red and Double Red cards are recorded in CPOMS. In Durham School, SIMS is used to record both Lauds for positive behaviour and sanctions for negative behaviour.

Additional records are made on CPOMS only for incidents which have a safeguarding aspect. Further detail is given below.

### Durham School (Years 7 to 13)

8.4 Formal reporting requires the pupil's approach to be assessed according to a scale which establishes the pupil's Approach to Learning (ATL). In Years 7 and 8, the ATL is awarded separately for approach in class and for homework.

Level	Meaning	Class Criteria	Homework Criteria
<b>A</b>	Outstanding effort which is consistently above and beyond what is required for the completion of work set and which shows a high level of independence from the teacher. No work sanctions given. In Years 7 and 8, lauds must have been awarded.	<p><b>Response to task setting:</b></p> <ul style="list-style-type: none"> <li>• Motivation and initiative</li> <li>• Concentration and focus</li> <li>• Ability to work individually or collaboratively with others</li> </ul> <p><b>Participation in discussion:</b></p> <ul style="list-style-type: none"> <li>• Ability to listen, pose and answer questions</li> </ul> <p><b>Organisation:</b></p> <ul style="list-style-type: none"> <li>• Punctuality to lessons</li> <li>• Equipment</li> <li>• Files and notes</li> </ul>	<p><b>Response to task setting:</b></p> <ul style="list-style-type: none"> <li>• Motivation and initiative</li> </ul> <p><b>Organisation:</b></p> <ul style="list-style-type: none"> <li>• Meeting deadlines for completion and handing work in</li> <li>• Ability to catch up on missed work</li> </ul>
<b>B</b>	A good level of effort which is often above what is required for the completion of work set and which shows developing signs of independence from the teacher. No work sanctions given.		
<b>C</b>	A level of effort which completes the work set, but which may only occasionally show independent work. No, or very few, work sanctions given.		
<b>D</b>	An inconsistent level of effort which occasionally fails to complete the work set and shows no sign of independent learning. Work sanctions have been given.		
<b>E</b>	An insufficient level of effort which regularly fails to complete the work set. Work sanctions given on a regular basis.		

### Chorister School (FS1 to Year 6)

8.5 All Form Teachers complete a Pastoral Review twice a year, giving specific details of children in their care. This is then reviewed by the Pastoral Leads, the Deputy Head and Headmistress. Appropriate strategies and interventions are implemented throughout the year if necessary but the Pastoral Reviews give an opportunity for tracking pupils year-on-year. During 'handover' of classes at the end of the academic year, pastoral reviews are used to discuss all aspects of the pupils' pastoral care.

CPOMS is used to maintain a pupil chronology indicating any areas of significance that have been reported or observed. This forms the basis for the Pastoral Reviews and informs the pupil handover meetings which take place at the end of an academic year.

- 8.6 Towards the end of the first half of the Summer Term, Class/Form teachers have a 1:1 pastoral discussion with the pupils in their form. This includes identifying positives and strengths of the year as well as areas for reflection and development for the future.
- 8.7 All pupils in FS2 to Year 6 have a pupil planner to use as an organisational tool and for everyday communication between home and School. The planners are checked and signed by Class/Form Teachers and parents are asked to check and sign too.
- 8.8 Formal reporting (half termly for pupils in Years 3 to 6; termly for pupils in Years 1 and 2) charts a pupil's attitude to learning through 'Effort Grades'.

## **9 Sanctions**

- 9.1 The use of corporal punishment is forbidden by law, and no member of DCSF staff may apply any sanction which is intended to cause or threaten pain, injury or humiliation.
- 9.2 Sanctions are not arbitrary but are based on the following principles:
- They must not humiliate or physically tire the offender.
  - They must be justifiable and appropriate to the scale of offence and pupil's age and circumstances. A pupil may ask for help from senior staff if a punishment seems unfair. A Complaints' Procedure notice is posted within each House in the Senior School.
  - All staff have a copy of the sanctions they may apply and which they may not exceed; this is included within the Staff Handbook.
  - Parents are involved over any serious or repeated misbehaviour.
  - Punishments are recorded in ways which mean a pupil's Housemaster/mistress and/or Form Tutor is kept informed and can, therefore, monitor the situation.
  - Pastoral guidance is given alongside punishment.

### **Durham School (Years 7 to 13)**

- 9.3 Durham School uses a Behaviour Pathway to respond to occasions when pupil behaviour falls short of expectations; sanctions range from the lowest level of intervention [S0] to the highest [S5], and are graded in response.
- 9.4 All sanctions are recorded by the relevant teacher in SIMS, and weekly reviews of pupil behaviour are conducted by Housemasters/-mistresses who determine the hierarchy of disciplinary sanctions:
- Verbal reprimand and/or warning;
  - Minor chore if appropriate (tidying of a mess created by the pupil, or written exercise which encourages the pupil to reflect on behaviour);
  - Detention, in ascending scale of a lunchtime, departmental, Wednesday evening (4.30–5.30pm), and Principal (Saturday);

- Gating within the School bounds;
- Use of a written Behaviour Contract;
- Suspension, either internal or external;
- Permanent exclusion.

### **Chorister School, Cathedral site (Years 3 to 6)**

- 9.5 All pupils are familiarised with the Chorister School Behaviour Pathway at the start of each academic year, and in PSHE lessons they discuss and identify behaviours that are inappropriate. The Behaviour Pathway indicates the levels of sanctions against types of behaviours and associated communication pathways. The use of traffic lights: Amber, Red and Double Red identifies a clear pathway of communication between teachers, parents and Senior Leadership.
- 9.6 In consultation with parents, a Focus Card may be used to monitor pupil behaviour and response over an agreed period.
- 9.7 Red and Double Red traffic lights are recorded on the pupil's CPOMS chronology. These are then reviewed by the Pastoral Leads to track recurring behaviours.

### **Chorister School, Bow site (FS1 to Year 2)**

- 9.8 Pupils in FS1 to Year 2 start each day on the sun and may be removed from it for unacceptable behaviour in relation to the Golden Rules.
- 9.9 Thinking time is an instant system used in KS1. Star breathing and classroom emotion displays may be used as appropriate in the EYFS to support the development of self-regulation skills.
- 9.10 A pupil's unacceptable behaviour is handled in a way that is appropriate for their age and stage of development. For example, if unacceptable behaviour persists after being given a verbal warning, staff will use strategies of distraction, discussion, or withdrawal of the child from the situation. This may include a pupil having their play area restricted. Pupils are encouraged by staff to think about how their behaviour might improve or become more positive.
- 9.11 A record is kept when a child is removed from the sun and parents are informed using their planner. These overviews are then reviewed by the EYFS Lead, Head of Pre-prep or Pastoral Leads to track recurring behaviours.

## **10 Use of Reasonable Force**

- 10.1 DCSF recognises that there are circumstances in which it may be necessary for staff or volunteers to use reasonable force to control or restrain a pupil. Such action may be required in order to:
- prevent a child from harming him/herself or others;
  - prevent a child from committing a criminal offence;
  - defend oneself from attack;
  - prevent a child from leaving a supervised environment, thus putting their safety at risk.

Reasonable force should only be used as a last resort, and staff should use the minimum force required to achieve the desired result.

Physical interventions that would be deemed 'reasonable force' in such circumstances include:

- pushing, pulling or taking the arm of a child to move him/her away;
- blocking a child's way;
- standing between two children to separate them.

Physical interventions which would be deemed inappropriate include:

- holding or pulling a child by the head, hair or neck;
- twisting limbs;
- kicking, hitting or slapping.

10.2 If reasonable force is used, the member of staff should remain calm throughout and explain clearly to the pupil what is happening and why. Any incident requiring a member of staff or volunteer to use reasonable force to restrain a child should be reported to the Deputy Head Pastoral at Durham School or the Deputy Head at Chorister School as soon as is reasonably practicable.

## **11 Serious Discipline Offences**

11.1 The most serious of offences may result in suspension, requiring the pupil to be temporarily removed from their School or routine School activities, or permanent exclusion. These are the sanctions that will be recorded as serious disciplinary sanctions for the purposes of ISI returns.

Such offences include the following, although this list is not exhaustive:

- Assault and/or intimidation;
- Vandalism and/or computer hacking;
- Theft;
- Verbal abuse or threatening behaviour towards staff or other pupils, including online or through social media, and including blackmail;
- Persistent disruptive behaviour in class;
- Persistent unacceptable behaviour around School;
- Sexual misconduct or inappropriate sexual behaviour;
- Substance abuse [see Section 12] to include the supply/possession/use of certain drugs and solvents or their paraphernalia, or substances intended to resemble them;
- Possession of an offensive weapon;
- Any illegal act;
- Arson;
- Bullying (including cyber-bullying) deemed to be sufficiently persistent and/or severe;

- Threats, harassment or behaviour that violates another child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. This may include the supply or possession of pornography;
- Indecency;
- Other inappropriate behaviour online or through social media;
- Breaking of bounds rules;
- Breakdown of the working relationship between a pupil and their peers or a pupil and staff;
- Malicious allegations against staff.

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to withdraw their child or children from DCSF's School(s) on the basis that they have treated DCSF or a member of DCSF staff unreasonably.

In accordance with the DfE's guidance *Keeping Children Safe in Education*, September 2023, DCSF will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## **12 Drugs and Alcohol**

12.1 DCSF is committed to keeping all its pupils healthy and happy. We recognise that within every school community there may be misuse of alcohol and exposure to illegal drugs. We take a proactive approach to substance abuse and believe that our pupils must be taught about the risks so they can make informed choices. Our approach, therefore, is pastoral as well as punitive depending on the age, circumstances and awareness of the child. We have a duty to prepare our pupils for the fact that they may be offered illegal drugs at some time in their lives and our drugs awareness programme aims to teach self-awareness and assertiveness in resisting temptation and peer pressure.

12.2 For the purposes of this document, we define illegal substances to include the following, although this list is not exhaustive:

- Heroin;
- Cocaine;
- Crack;
- Ecstasy;
- LSD;
- Magic Mushrooms;
- Cannabis;
- Barbiturates;
- Amphetamines (except in the case when these are prescribed by a recognised member of the medical profession);

- Tranquillisers;
- Anabolic steroids;
- New psychoactive substances (NSPs);
- Nitrous Oxide (NOS);
- Poppers or solvents including glues and canisters.

12.3 All staff must be aware of the normal adolescent personality and avoid thinking of users in a stereotypical way. It is important to bear in mind that the changes outlined below could also be conversant with loss, bereavement or other trauma.

There may be a case for 'for cause' testing where we have reason to believe that a pupil might have taken illegal drugs. Signs of possible drug use include:

- Sudden change in behaviour, e.g., unusual mood or sleep patterns;
- Sudden decline in academic performance;
- Drunken effect;
- Heightened sense of sound and colour, and a calmness and sense of well-being towards others;
- Hallucinations or mixed-up sense of vision;
- Changes in physical appearance (dilated pupils or eyes seeming 'dead'; sudden loss of weight resulting in skeletal features and hollow eye sockets; nervous tics or fidgeting; unusually hungry);
- Reports from responsible members of the DCSF community;
- Items of paraphernalia found in their room or on their person;
- Unusually spotty back or increase in muscle bulk;
- Disclosure by the user themselves or request for help or testing;
- Absences for treatment;
- Disclosure by a parent, friend or other party.

#### 12.4 Drug Testing

DCSF reserves the right to test pupils for drug use at any time where there is reasonable suspicion that they are being or have been used by a pupil including during the holidays. Testing is a useful tool in the detection of drug abuse and 'for cause' testing is preferable to 'random testing'. Drug testing at DCSF is reserved for situations where there is suspicion of drug misuse or where drug abstinence is being monitored. Random testing is considered unethical and likely to offend the innocent.

If circumstances have arisen whereby DCSF in its discretion considers it necessary to carry out a drugs test on a pupil, staff will attempt to contact a parent or guardian to so advise. The parent will be invited to be present provided that the test can be effected the same day. If a parent or guardian cannot be present DCSF will ensure that there is a responsible adult present in addition to the appropriately qualified person taking the sample. If the parent objects to the test being carried out, that will be deemed a fundamental breach of contract and can result in the withdrawal of the pupil's place at their School. All drug testing will be administered by DCSF on DCSF premises without exception.

## 12.5 Sanctions

DCSF does not tolerate the use of illegal substances and the Senior School School Rules state that the use of illegal drugs both within and outside the school by a DCSF pupil of any age is strictly forbidden. Any pupil using or supplying drugs, on a DCSF site or elsewhere, will be subject to serious sanctions. All pupils are reminded that the law of the land applies to all drug use and DCSF takes seriously its responsibility to notify parents and the appropriate authorities if drug abuse is suspected or proven.

## 12.6 Alcohol

DCSF staff are encouraged to communicate the clear message to our pupils that alcohol is one of the main 'gateway' drugs and that a responsible attitude towards alcohol is essential for adult life. We maintain that the law of the land must be followed and no pupil is permitted to be in possession of or consume alcohol on the DCSF site unless it is at an organised and supervised school event. Alcohol may only be consumed at a school event by pupils in Year 11 and above and with the express consent of their parent/guardian. Alcohol is permitted at Sixth Form events when served with a meal and by staff. As we are a boarding school it is considered appropriate on rare occasions such as House Suppers and House Barbecues to permit pupils in Year 11 to consume one alcoholic drink; this may happen only with the express permission of the Senior Housemaster/mistress on each and every occasion, and all alcohol must be served by a member of staff. Any breach of the School Rules with regard to the consumption, possession or supply of alcohol will be treated very seriously and will result in a serious sanction.

## 13 Suspensions

13.1 Suspensions may be internal (served in School) or external (served outside of the School). A pupil who is externally suspended will not benefit from any aspect of the Foundation's educational, pastoral or co-curricular provision while they are suspended. A suspension will be formally recorded in any reference from the Foundation, unless the Principal should decide that the pupil's subsequent behaviour warranted the expunging of that information from a pupil's record.

13.2 Suspensions will, under normal circumstances, be for a limited period as it is important that the pupil's education is resumed without unreasonable delay. In a case which is likely to result in suspension, removal or exclusion the following protocol will apply:

- A thorough investigation will take place. This will be conducted by a senior member of staff, usually a Deputy Head;
- The pupil and their parents will be informed of the allegation and the evidence supporting it;
- The pupil will be given an opportunity to exonerate him/herself;
- The final hearing of the case will be conducted by the Headmistress for Chorister School pupils and the Principal for Durham School pupils (or by a nominated senior member of staff who has not been involved in the investigation).

13.3 The only exception to the above would be in the case of an external investigation by the Police or other similar agency. In the case of an allegation of serious criminal behaviour on the part of a pupil, DCSF will cooperate fully with any Police investigation. In other circumstances where the advice or involvement of an outside agency would be pertinent, DCSF will seek advice from appropriate agencies and professional bodies (including the Durham Safeguarding Children Partnership, HMC, and BSA). In such cases, it may be appropriate or necessary for a pupil to be removed from their School pending the outcome of the investigation.

## **14 Permanent Exclusions**

14.1 A pupil who is permanently excluded from their School ceases to be a member of the Foundation, is required to leave their School, is required not to return to their School and loses membership of the Old Dunelmian (OD) Society.

14.2 Possible behaviours or situations which may lead to permanent exclusion are mentioned in Section 11.1 above and as follows in DCSF's Terms and Conditions:

'if the child's attendance, progress or behaviour including behaviour outside school is seriously unsatisfactory and in the reasonable opinion of the Principal, the removal is in the Foundation's best interests and of those of the child or other children'; and

'if behaviour is, in the opinion of the Principal, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the wellbeing of Foundation staff or bring the Foundation into disrepute'.

14.3 As soon as it becomes evident that permanent exclusion is a probability rather than a possibility, the Chair of Governors (or his Deputy) will be informed of the investigation and the following protocol will apply:

### **14.4 Disciplinary Meeting with the Principal**

14.4.1 The pupil and their parents (if available) will be asked to attend the disciplinary meeting with the Principal at which the Deputy Head Pastoral will explain the circumstances of the complaint and her investigation. The pupil and their parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

14.4.2 The Principal will consider the allegation(s) and the evidence, including statements made by and/or on behalf of the pupil. Unless the Principal considers that further investigation is needed, he will decide whether the allegation has been sufficiently proved. The standard of proof shall normally be the civil standard, e.g., the balance of probabilities. The Principal may refer to the pupil's disciplinary record at this stage.

14.4.3 If the allegation has been proven, the Principal will outline the range of disciplinary sanctions which he considers are open to him. He will consider any further statement which the pupil

and/or others present on their behalf wish to make. The Principal will then reflect on the matter before communicating his decision, with reasons, to the parents.

- 14.5 A decision to permanently exclude a pupil shall take effect seven days after this decision was first communicated to a parent. Until then, the pupil shall remain externally suspended and away from Foundation premises. If within seven days the parents have made a written complaint, the pupil shall remain suspended until the complaints process has concluded.
- 14.6 A pupil's parents have the right to appeal against any decision to permanently exclude. The process for such an appeal may be found in the Complaints Policy (Parents).

## **15 Oversight**

This Policy is overseen by the Education Committee of the Governing Body and will be reviewed at least annually.

**Approval**

**Policy written and reviewed by:**

**Jennifer M Burns, Deputy Head [Pastoral]**

**November 2014**

**August 2015**

**October 2015**

**December 2016**

**August 2017**

**December 2017**

**December 2018**

**February 2020**

**Policy reviewed by:**

**Harriet Thompson, Pastoral Lead**

**January 2022**

**Harriet Thompson, Deputy Head Pastoral**

**22 June 2023**

**18 November 2023**