

Behaviour Policy

Policy Owner(s)	Deputy Head (Pastoral)
Approved by	Safeguarding Governors
Publication Date	August 2023
Next Review	August 2024
ISSRs 2014	Part 3 Paragraph 9(a) Part 6 Paragraph 32(3)(d)

Table of Contents

1. Aims and objectives	4
2. Highgate School Pledge	5
3. Roles and Responsibilities	6
4. The scope of the Behaviour Policy with regard to sanctions	8
4.1. Measures taken to Prevent Bullying	9
4.2. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND).....	9
5. The promotion, measurement and reward of good behaviour	10
5.1. Senior School	10
5.2. Junior School.....	11
5.3. Pre-Preparatory School	11
6. School Rules	12
6.1. Senior School	12
6.2. Junior School.....	12
6.3. Pre-Preparatory School	12
7. Behaviour Management and Sanctions	13
7.1. Senior School	13
7.2. Junior School.....	16
7.3. Pre-Preparatory School	18
8. Temporary and Permanent Exclusions.....	19
8.1. Context	19
8.2. Behaviour and Conduct:	19
8.3. Work and academic progress	19
8.4. Temporary Exclusion	21
8.5. Permanent Exclusion.....	22
9. Complaints Procedure and Appeals	23
10. Monitoring and review	23
11. Remote Learning	24
9. Behaviour Policy Appendices	25
Appendix 1 – Investigation Procedure and Pastoral Care	26

Appendix 2: Guidance to staff on Police Contact and Involvement	29
Appendix 3: Guidance on confiscation of pupils' belongings	33
Appendix 4: Pupil searches.....	35
Appendix 5: Restraint of pupils and the use of force.....	38
Appendix 6: Senior School Rules	41
Appendix 7: Senior School Behaviour Management and Sanctions	46
10. Table of Substantive Changes.....	48

1. Aims and objectives

‘The foundation of every school must be excellent behaviour... Innovative teaching and learning cannot be built on inconsistent behaviour practice.’ (Paul Dix, 2017)

"Visible consistency with visible kindness allows exceptional behaviour to flourish" (Paul Dix, 2017)

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.” DfE Behaviour in Schools Guidance (2022)

This policy sets out the School’s aim to provide a calm, safe and supportive community in which all pupils, irrespective of their sex, gender identity, race, ethnicity, religion or belief, sexual orientation or (dis)ability, can learn free from disruption, where every member of the School feels valued and respected, and all pupils are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour and to prevent all forms of bullying among pupils.

The Behaviour Policy takes account of the DfE Guidance, ‘Behaviour in Schools’ (September 2022) and also acknowledges the School’s legal duties under the [Equality Act 2010](#) and in respect of pupils with Special Education Needs and Disabilities (SEND). The policy should be read in conjunction with the [Safeguarding and Child Protection Policy](#), [the School’s Anti-Bullying Policy](#), [Remote Learning Policies](#), [IT Acceptable Use Policy](#), [Equality, Diversity and Inclusion \(Pupils\) Policy](#), [Pupil Wellbeing Policy](#), [Substance Abuse Education and Management Policy](#), and [Learning Support Policy](#).

The objectives of this policy are to promote good behaviour, self-discipline and respect and to show the place of the School’s rewards and sanctions by:

- ensuring that all members of the School community – pupils, staff, parents¹, and Governors – understand their role in contributing to the creation of a stimulating, caring and secure environment where all pupils are encouraged to realise their potential in all areas of school activity;
- making clear the standards of behaviour and commitment to our community that the School expects from pupils;
- encouraging pupils to adopt positive attitudes and values such as consideration, honesty and respect for others;
- setting out the means by which the School will praise and reward pupils when they reach these standards and thereby help them grow into responsible members of the School community; and

¹ All references to ‘parents’ in this policy includes parents/carers/guardians.

- giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement, supported to engage in restorative actions, and issued with proportionate school sanctions as appropriate.

2. Highgate School Pledge

Our School Pledge is designed to promote safety, fulfilment and achievement among the Highgate School community. It applies to pupils and staff alike, and it is expected that it will also be supported by our pupils' parents.

As members of the Highgate School community, we pledge to:

- Support the shared endeavour of building a respectful, safe, inclusive and happy school community where every individual feels they belong, bullying and abuse are not tolerated, and all children and young people are supported in their academic and personal journey
 - Actively support and contribute to the achievement of the School's Aims and Ethos, to be a:
 - Place of Learning and Scholarship
 - Reflective Community
 - Exemplar for the Healthy Life
- Build collaborative, positive relationships across the entire community, achieving shared trust and understanding through open, respectful and clear communication
- Engage positively with the Highgate community through active participation, kindness, and/or volunteering, helping to build a culture of giving back as well as benefitting from the school community
- Understand and promote the School's role as an educational charity, and avoid any behaviour that could undermine the charitable work of the school
- Support our work on environmental sustainability and, where possible, walk, cycle or scooter to/from school, or use public transport (or the school bus service), and avoid being dropped off directly outside school
- Support the aim of creating a classroom environment which enables all pupils to learn, and contribute with enthusiasm and to the best of one's ability to all aspects of school life
- Engage with and respect the School Rules and School Policies, in particular those related to behaviour such as Anti-Bullying and Substances (vaping, smoking, alcohol and drugs)
- Uphold and support the good reputation of the School and refrain from behaving in a way that brings the School into disrepute, including when outside School
- React constructively to sanctions when given and engage positively with restorative or reflective exercises

- Demonstrate self-control and courtesy when moving around the school site, and treat the School buildings, School property and all personal property with respect
- Wear the correct uniform or adhere to the relevant dress code at all times during the School's teaching day
- Take responsibility for our own actions and behaviour

3. Roles and Responsibilities

Our whole school approach to behaviour management requires the support and engagement of all members of the School community. Therefore, each member has a specific role to play in order to maintain high standards.

The Head and Deputy Heads will:

- Establish a culture that promotes excellent behaviour through the development of a whole-school approach to positive behaviour;
- Lead on the overall development, review and implementation of the School's Behaviour Policy and practice;
- Ensure that the importance of behaviour management is given a high profile within the School community and that all staff understand the behavioural expectations and the importance of maintaining them;
- Liaise with the board of governors and parents to promote positive behaviour amongst pupils;
- Ensure behaviour management is embedded in staff induction and training programmes;
- Decide on sanctions for pupils who are in serious breach of the school rules (see Appendix 6) or Highgate School Pledge; and
- Record, monitor and evaluate rewards and sanctions regularly, and adapt policies and procedures to meet the needs of the School community.

Governors will:

- Be aware of the School's Behaviour Policy and provide support to the Head and Deputy Head Pastoral in the development of the School's behaviour management strategy;
- Ensure that there are policies and procedures in place to support positive behaviour and that these are reviewed regularly; and
- Review records of serious sanctions and contribute to changes to the Behaviour Policy in response to developing patterns or trends.

Pastoral Leaders have additional responsibility for promoting and rewarding good behaviour as well as supporting pupils in their section of the School whose behaviour falls below the expectations set out in the Highgate School Pledge or breaches school rules (see [Appendix 6](#)). This means that they will:

- Recognise and reward positive behaviour through sending postcards home, delivering assembly messages, and having conversations with individual pupils;
- Lead restorative conversations and actions for the pupil(s) involved in behaviour that fails to meet expectations;
- Meet with pupils who have been issued sanctions by other staff members and discuss reflective work undertaken;
- Liaise with parents about sanctions as appropriate;
- Support pupils with reintegration following a period of suspension (temporary exclusion); and
- Support pupils with SEND or other additional needs to ensure that they are enabled to meet the School's behaviour expectations or that adaptations to expectations are made to support their needs.

All School staff must take responsibility for supporting the School's Behaviour Policy and promoting positive behaviour amongst pupils in all school settings. They will:

- Establish clear positive behaviour guidelines in their own classrooms;
- Model positive behaviour that is kind, respectful and orderly;
- Communicate the Behaviour Policy to pupils, especially those they have pastoral responsibility for (e.g. as a form tutor);
- Challenge pupils whose behaviour fails to meet the expectations established in the Highgate School Pledge or undermines the school rules or values;
- Have restorative conversations where appropriate;
- Issue sanctions as appropriate, and liaise with relevant pastoral staff regarding contact with parents; and
- Engage with induction training, Inset, and additional CPD sessions on behaviour management.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should:

- Be aware of the School behaviour standards, expectations, pastoral support, and consequence processes;
- Know that they have a duty to follow the School Behaviour Policy and uphold the school rules, and should contribute to creating a respectful and kind school culture;
- Be asked about their experience of behaviour and provide feedback on the School's behaviour culture; and
- Be supported to achieve the behaviour standards, including an induction process that familiarises them with the School behaviour culture.

Parents play a crucial role in helping schools develop and maintain good behaviour. To support the School, parents should:

- Get to know the School's Behaviour Policy and, where possible, take part in the life of the School and its culture;

- Reinforce the policy at home as appropriate;
- Raise any concerns about behaviour directly with the School while continuing to work in partnership with them;
- Support sanctions and restorative actions issued by the School;
- Engage with pastoral information events that help parents to promote positive behaviour at home; and
- Work with the School to support their child in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

4. The scope of the Behaviour Policy with regard to sanctions

Most of the actions and expectations outlined in this policy relate to behaviour at school, both in and outside the classroom, when travelling to and from school, when engaged in a school activity (be that at school or elsewhere or online), when wearing school uniform or in some other way is identifiable as a member of the School community. In some circumstances, however, pupils' actions outside school may be relevant within the terms of this Behaviour Policy, whether or not the conditions outlined above apply. This may include any act by a pupil which could have repercussions for the orderly running of the School, threatens (or could potentially threaten) the wellbeing of any member of the School community or a member of the public, or conduct which is damaging or potentially damaging to the good reputation of the School. Any such misbehaviour may require a response from the School.

Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Deputy Head (Pastoral) may conduct an inquiry into an event or alleged event arising outside of school. The Deputy Head (Pastoral) will exercise their discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. The School reserves the right to impose sanctions as described in section 7 of this policy upon the conclusion of any inquiry into an event occurring out of school.

Where pupils' actions arising out of school are the subject of a Police investigation, wherever possible the School will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. The School will endeavour to set and mark work, and provide such separate teaching as can reasonably be arranged in the circumstances.

In accordance with the School's Anti-bullying Policy, online actions (e.g. insensitive internet postings, malicious e-mails or texts) will be viewed as actions with the "potential to threaten wellbeing".

Similarly, in accordance with the School's [Safeguarding and Child Protection Policy](#), child-on-child abuse, in and out of school, will be viewed as actions with the "potential to threaten wellbeing".

4.1. Measures taken to Prevent Bullying

Details of the School's measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying are included in the [Anti-Bullying Policy](#).

They are based around the importance of preventing bullying by creating an orderly climate of respect within an inclusive community environment and by drawing having and implementing an effective anti-bullying strategy. This includes aspects of school life such as:

- Rewards, sanctions and positive behaviour management
- Pastoral care system
- Effective supervision in and out of class
- Online safety and monitoring

They also build on the careful recording and monitoring of bullying, including enough detail to identify patterns and challenge bullying- particularly where it includes aspects of prejudice and discrimination or involves cyber-bullying.

4.2. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The School's whole-school approach has been designed to meet the needs of all pupils in the School, including pupils with SEND, so that everyone can feel they belong in the School community and high expectations are maintained for all pupils. A positive behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

This policy takes account of the School's legal responsibility under the [Equality Act 2010](#) to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices; as well as those under the [Children and Families Act 2014](#), which states that relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.

As part of meeting any of these duties, the School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

In a circumstance where a pupil with SEND behaves in a way which undermines the School's rules (see Appendix 6) or Highgate School Pledge, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the School will refer to the [Equalities Act and DfE guidance on behaviour](#) in schools. It will be considered whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. The School will also consider whether any

reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It will also be important for the School, alongside parents, to seek to try and understand the underlying causes of behaviour and agree whether additional support is needed.

5. The promotion, measurement and reward of good behaviour

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, and courtesy.

All members of staff are encouraged to acknowledge, and show they value, good behaviour by pupils. Standards of good behaviour are set out in the Highgate School Pledge and are regularly reinforced to staff in briefings by the Head or the Principals of the Junior School and Pre-Preparatory School.

Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on submitted work and during interaction with pupils while engaged in duties outside of lessons. Each school adopts a formal structure of rewards that provides a clear framework for recognising and rewarding good behaviour by pupils.

5.1. Senior School

In the Senior School, the expectations of pupil conduct and the ethos and values espoused by the School are explicitly and implicitly reinforced in all lessons, weekly assemblies for year groups and houses, regular periods with Heads of House and Tutors, weekly religious assemblies and the PSHEE programme. In addition, there are also regular themed weeks and events throughout the year (such as Anti-Bullying Week, Charity Week).

Pupils are encouraged to engage in activities which will promote good behaviour by joining, or contributing to, the appropriate School Councils or Pupil Action Committees. Sixth Form pupils can also lead by example by applying to become Prefects and/or by volunteering to become a mentor within their house. Training is provided for those pupils who are appointed Prefects.

In the Senior School, a framework for the formal recognition and reward of good behaviour is published in the arrangements diary for each term, setting out the expectations for the award of Alphas (academic effort and achievement), Mallinson Points (extra-curricular involvement and community contribution) and Head's Commendations (based on staff recommendations following the compilation of grades and reports). The Heads of Lower School, Middle School and Sixth Form also regularly recognise and reward pupil achievements and progress in their assemblies. In addition, School Colours are awarded for particularly notable achievements and excellence in sport, music, drama, charitable activities and other areas of school life.

Academic effort and achievement are marked by prize-giving ceremonies, to which parents are invited, in Summer term (Y7 – 10) and Michaelmas term (Y11 – 13).

Behaviour trends among pupils are closely monitored by the Heads of Lower School, Middle School and Sixth Form and also by Heads of Houses (Y9 – 13) and the School's pastoral systems are responsive and flexible in dealing with issues that affect both individuals and larger groups of pupils. This may include speaking to parents, adapting assemblies for pupils or communicating via the School's weekly email, Parent Portal or website as appropriate.

5.2. Junior School

In the Junior School pupils are praised and rewarded for good behaviour in a variety of ways. When giving rewards, staff are asked to give clear reasons why, so that pupils understand specifically what they are receiving recognition for:

- House Points are awarded for good learning; this includes presentation of work in class or for homework, contributions during class discussions and other academic achievements. House Points are recorded in Personal Planners and contribute towards the Inter-House system.
- Values Points are awarded when pupils demonstrate application of the ten-character skills. Values Points are awarded as a singular value and teachers should acknowledge which character skill has been demonstrated and how. The purpose of this is to encourage pupils to reflect on their personal development and understand how they are demonstrating the skill. Values Points are recorded in Personal Planners and contribute to the Inter-House system,

CREDs represent our core values – Curiosity, Respect, Empathy and Determination, CREDs are awarded for outstanding effort, outstanding progress or outstanding achievement in pupils' academic, social and emotional learning. Pupils are given CRED cards which note their achievement and are then given a CRED stamp in their Personal Planners by the Principal. Pupils will also receive a CRED token the colour of their house to put in their house tube. When the tokens reach certain points, whole house rewards are given. All House Points, Values Points and CREDs contribute to the School's Inter-House competition to help pupils develop a collective sense of achievement and contribution to their community.

5.3. Pre-Preparatory School

In the Pre-Preparatory School pupils are praised for good behaviour in a variety of ways:

- Pupils are invited to share their achievements in our Friday Proud Assemblies.
- Teachers congratulate and praise pupils verbally, and in writing in their workbooks.
- Teachers may send pupils to show their work to the Principal, teachers in other classes, or they may contact their parents.
- Pupils' work may be put on display.
- Pupils are encouraged to self-assess their work and their behaviour to develop intrinsic motivation.
- Pupils may be mentioned either for effort, progress, good work or behaviour, or to acknowledge acts of kindness in school.

6. School Rules

6.1. Senior School

Senior School rules are published in the school calendar which is issued to pupils, and staff on a termly basis, and can be found in Appendix 6. They are also available on the Parent Portal.

The Senior School rules are issued to, and discussed with, all pupils new to the School as part of the induction programme and each September. All Senior School pupils will be reminded of the school rules as part of the Senior School PSHEE and Tutorial programme. The School's Highgate School Pledge and specific aspects of the Rules will also form the basis of regular presentations by senior staff in the weekly assembly programme.

The Senior School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils. Guidance and support for staff in these areas are covered in the induction programme, weekly briefings/INSET sessions, feedback on lesson observations, departmental meetings and external INSET courses (where appropriate).

The Deputy Head (Pastoral), in conjunction with other senior pastoral staff, reviews the Senior School's rules regularly.

6.2. Junior School

For the Junior School pupils. The Highgate School Pledge is encapsulated in three main rules, on display in every classroom, which is discussed by Form Tutors with their classes at the start of each academic year. The rules are:

- To demonstrate respect for oneself and others
- To understand, reflect and learn from actions and experiences
- To embrace successes, failures and challenges and own it

These rules are reinforced through PSHEE lessons, Circle time sessions, Assemblies and behavioural target setting.

The Junior School also promotes the development of the ten Character Skills: Curiosity; Respect, Empathy; Determination; Resilience and Effort; Independence; Cooperation; Organisation and Focus and Good Judgement. These skills are taught through the Curriculum, PSHEE lessons, Assemblies, Form Time and Circle Time sessions. A Weekly Values Certificate is given to one child in each year group for exemplary acts that embody these qualities.

6.3. Pre-Preparatory School

The Pre-Preparatory School has three core values:

- Explore our learning
- Explore our world
- Explore who we are

Each year, classes will formulate their own class charters, based around three core rules: be kind, be respectful, listen to others. These charters will be put on display in classrooms and discussed regularly with the pupils. These values are also reinforced through PSHEE and assemblies.

7. Behaviour Management and Sanctions

7.1. Senior School

The Senior School operates a behaviour management model based on restorative principles; we believe that pupils can learn from their mistakes and change their behaviours if supported to do so through reflective conversations and restorative actions.

At the School, the behaviour management and sanctions system is designed around several key principles. Firstly, the system seeks to provide just treatment, based on clearly outlined and equally enforced consequences for misbehaviour. Secondly, sets of rules are designed to create a social contract, which facilitate the collective and individual safety and happiness of the entire School community (just as laws do in wider society). Thirdly, the system is designed to enforce the values that we as a School community hold.

These in particular are:

- To demonstrate kindness, honesty, and courtesy.
- To embrace differences in people and include others.
- To respect all people and treat them equally.
- To make people feel safe.
- To commit to this being a learning community.

Restorative Conversations

As a first step in addressing an initial instance of behaviour which undermines school rules or values, staff are encouraged to use a restorative conversation.

A restorative conversation is a one-to-one conversation designed to encourage a young person to reflect on behaviour which has caused harm to themselves or another person and explore how they might repair this harm and avoid the same behaviour in future.

Questions to consider:

- What happened?
- What were you thinking at the time? What have you thought since?
- How did this make people feel?
- Who has been affected and how?

- What should we do to put things right?

Sanctions

The system of sanctions in the Senior School is published in the school calendar on a termly basis and is included in Appendix The system is cumulative (to combat persistent poor conduct) and progressive (to escalate the severity of sanction based on the seriousness of the offence or if it is repeated) and gives each pupil a clear understanding of the consequences of any form of behaviour that contravenes the Highgate School Pledge or School Rules.

It is important that where a sanction is given, the staff member issuing it explains the sanction and what was wrong with the behaviour to the pupil(s) involved. This may be best done by linking the behaviour to our Highgate School Pledge and expectations stated earlier in the policy. The School Office records all Omegas and Detentions issued to pupils. In addition, the School also maintains a central record of more serious offences, such as bullying, and the disciplinary measures taken, such as a Saturday or Deputy Head’s Detention or a temporary or permanent exclusion.

The sanction record of pupils is reviewed each half-term by the Heads of Lower School, Middle School and Sixth Form and, in addition to any punitive sanction that may be applied, support mechanisms (such as report cards for homework, punctuality or conduct) will be discussed with the pupil and their parents.

The following tables demonstrate the progressive consequences approach for more serious behaviour incidents and the impact that age is likely to make on a decision:

Sexual Harassment or Violence

(Abbreviations: DHD – Deputy Head Detention, TE – Temporary Exclusion, PE – Permanent Exclusion)

Sexual Harassment and Image Based Sexual Harassment		
Y7/8	Y9/10	Y11-13
1 Day TE	2 Day TE	3 Day TE

Sexual Assault			Sexual Assault that leads to a conviction or charge or is repeated so others in the community are unlikely to feel safe		
Y7/8	Y9/10	Y11-13	Y7/8	Y9/10	Y11-13

2 Day TE	3 Day TE	5 Day TE	PE	PE	PE
----------	----------	----------	----	----	----

Discrimination (including racism, sexism, ableism, religious discrimination, homophobia and transphobia)

Not directed to a person or group of people to cause harm			Directed at a particular person or group, irrespective of intent		
Y7/8	Y9/10	Y11-13	Y7/8	Y9/10	Y11-13
DHD	1 Day TE	2 Day TE	1 Day TE	2 Day TE	3 Day TE

The starting point for sanctions is detailed above but the following other mitigating/exacerbating factors will be considered:

- Reporting person’s wishes;
- Age of both pupils;
- Pastoral vulnerabilities;
- Previous behaviour;
- Social GRACES dynamics between pupils;
- The extent to which the behaviour means others continue to feel unsafe;
- Impact of the behaviour or language, including on peers and year group dynamics;
- Intent of the reported pupil;
- Expected level of understanding of the reported pupil;
- Whether the reported pupil recognised the impact of their behaviour and appears genuinely remorseful;
- Whether the behaviour was targeted towards a specific individual/group.

For harmful sexual behaviours, we will also consider the nature of the behaviour and where it lies on the spectrum of harmful sexual behaviour relative to age/stage of development, including a focus on the following:

- Coercive, degrading, threatening, secretive, compulsive, exploitative or intrusive behaviour
- Differences in power/age/development to those involved and a lack of reciprocity
- Lack of consent

- Elements of victimisation
- Frequency and duration of behaviour

It is important to note that sanctions for individuals are one part of the approach promoting positive behaviour at Highgate and sit alongside:

- Educating students
- Restorative justice practices
- Counselling and wellbeing support
- Parent/carer involvement
- Ongoing evaluation and review

7.2. Junior School

The Junior School considers that the best behaviour management is positive and pre-emptive, coming from the systems and approaches that teachers use both to engage and motivate pupils, and to assert positive expectations of behaviour, in classrooms and around the School. Nevertheless, there will, of course, be times when sanctions are necessary.

The School's system of sanctions is based on the principles that:

- They should be proportionate to the offence committed;
- They should be applied consistently, on an escalating scale that allows for further sanctions if needed;
- That communication between pupil, school and home ensures all parties are aware of what measures have been taken, and why; and
- That sanctions are recorded in a timely manner to ensure early identification of concerns thus, hopefully, preventing issues further down the line.

Depending on the nature of the misdemeanour, the range of daily sanctions that the School would expect to see used by staff would include:

- verbal warning
- loss of privileges
- writing a letter of apology
- acts of community service, e.g. litter picking, tidying the classroom
- a note in the Personal Planner via the Class Teacher
- a 'Reflective Consequence' (see below)
- sending the pupil to the Deputy Principal Pastoral or a member of the SLT

If the behaviour of the pupil is significantly disrupting the learning of other pupils in the class, then staff are permitted to:

- send the pupil, with their work, to sit in another class for a short period of time
- send the pupil to the Deputy Principal Pastoral or a member of the SLT

Sanctions the School would *not* expect to see used include:

- whole-class punishments, or punishments which disadvantage pupils not involved
- deliberately unproductive activities, e.g. writing out lines
- punishments which disallow pupils access to learning, e.g. sending them to stand outside a classroom, with no work to occupy them
- any punishment which humiliates or mocks a pupil

Tiers of sanctions

Level One

Low - levels of misconduct can and should be tackled by the member of staff as a part of daily school routines and interventions, accompanied by a quiet word to the Class Teacher, if appropriate. These level one sanctions will typically be for instances where pupils have fallen short – e.g. through carelessness, inconsistency, forgetfulness, lack of organisation or lack of manners – and will be used as admonishments and reminders to keep pupils on track.

Level Two

Where the misdemeanour is more severe, or where there is a repeated pattern of poor behaviour, a ‘Reflective Consequence’ can be given. This next level of sanctions will typically be used where there is discernible intent to flout rules and expectations – e.g. through unkindness, cheekiness, rudeness, deliberate uniform infringements, recklessness in the playground – or where earlier interventions have proven unsuccessful.

‘Reflective Consequences’ are logged on CPOMS and Class Teachers are able to see these when monitoring pupils’ rewards and sanctions. The number of Reflective Consequences awarded will be monitored by Heads of Year, Heads of House and the Deputy Principals. This monitoring system does not negate, however, the member of staff’s responsibility to discuss the sanction/s given with the relevant pastoral managers, following the principle of passing up the concern. As a result of these discussions, other strategies may be put in place to help and support the pupil in getting on track, as appropriate. If the awarding of a Reflective Consequence proves contentious with a parent, then the Senior Leadership Team will support the member of staff and deal with the concerns of the parent.

Level Three

After three Reflective Consequences within one half-term or, where a repeated pattern of behaviour is identified over time (i.e. repeated unkindness), a pupil receives a Reflection Time. Should a pupil receive a second Reflection Time in one half-term, parents are to be informed, and they will have a Principal’s detention. If the School sanction system reaches this level of intervention, it is to be expected that there will already be a record of communication between home and school, with all relevant pastoral managers involved.

There will, of course, be occasions where the offence is so severe – for example, theft, bullying, dangerous behaviour or continually disrupting the learning of others – that it is inappropriate to begin at a lower level of sanction. Incidents where

pupils have shown unkindness to someone based on a protected characteristic, will be dealt with at this level. Here, the Principal and Deputy Principals will take responsibility for managing the situation, following the relevant policies – e.g. Anti-Bullying Policy – as appropriate.

Reflection Time is usually sat at 3.45pm – 4.30pm on Friday afternoons and supervised by the Deputy Principal or another member of SLT.

7.3. Pre-Preparatory School

The Pre-Preparatory School employs a restorative justice approach to sanctions. If a pupil's behaviour is unacceptable the following action is taken:

- **First Reminder:** The adult (teacher, EYP or TA) will tell the pupil their behaviour is unacceptable; they will ask them to stop behaving in this way and will remind them of what they expect from the pupil.
- **Second Reminder:** If the behaviour continues, the steps described above are repeated.
- **Restore:** If the behaviour continues the pupil must work through the four restorative questions, identifying what they need to do to make it right. This is also recorded on CPOMS.

The four restorative questions are:

- What happened? What was I thinking/am I now thinking?
- Who has been affected?
- What needs to happen to put this right? Restorative Act
- What will I do differently next time? If this happens again, what do I think should happen?

If a pupil's behaviour is causing concern and they have received a number of 'Restores', the Principal should be informed, and the matter should also be discussed with the pupil's parents.

If at any point in the above process a pupil's behaviour causes significant concern (for example; deliberately hurting another pupil or deliberately vandalising property) they should receive an immediate 'Restore' and may be sent to the Principal to discuss the matter. If necessary, the pupil's parents should be called into school at the earliest possible opportunity to discuss the issue and strategies to support the pupil in class.

The above procedure can be adapted for pupils who are experiencing on-going difficulties with behaviour, either as a result of a special educational need or other factors at home or at school.

All reported serious incidents of misbehaviour are recorded on CPOMS.

8. Temporary and Permanent Exclusions

8.1. Context

Exclusion from School, in accordance with the School's Terms and Conditions, can be a temporary withdrawal for a fixed term or a permanent exclusion. The School's procedures for dealing with temporary and permanent exclusions are mindful of the guidance "[Behaviour in Schools](#)" (DfE, September 2022)." The Head may, at their discretion, require parents to remove or suspend a pupil from the School, if they consider that the pupil's attendance, academic commitment (see paragraph 8.3.1) or behaviour (including behaviour outside school) falls below the standard which could reasonably be expected of them and in the reasonable opinion of the Head removal is in the School's best interests or those of the pupil or of other pupils.

Only the Head and the Senior Deputy Heads have the authority, after proper consideration, to exclude from School any pupil for a single serious incident or a repeated failure to observe the School's Highgate School Pledge or the School's Rules, whose attendance or work or academic progress is unsatisfactory and to judge on the acceptability of variations not covered. The Principal of Junior School and the Principal of the Pre-Preparatory School may also make recommendations to the Head about any pupil for whom exclusion may be appropriate.

8.2. Behaviour and Conduct:

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a temporary or permanent exclusion from School:

- physical assault against pupils or adults
- verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults
- child-on-child abuse, including, bullying, including cyber-bullying
- involvement in nudes or semi-nudes (also referred to as 'Sexting') discrimination, harassment or victimisation online or in person (e.g. racism, homophobia, sexism)
- sexual misconduct
- drug and alcohol misuse
- damage to property
- theft
- any conduct that facilitates, encourages or makes possible, any of the offences listed above
- persistent disruptive behaviour
- persistent lack of punctuality
- serious breach of Online Safety Policy
- and any conduct that harms the reputation of the School

8.3. Work and academic progress

8.3.1. Senior School

A pupil may encounter difficulties with their academic work either through an unsatisfactory and unscholarly attitude, evinced by a lack of effort and an unwillingness to engage with their studies; or by a lack of academic ability.

- a) Difficulties caused by an unsatisfactory and unscholarly attitude.

The School will contact parents if a pupil causes concern with regard to their attitude towards academic work. The following list is not exhaustive or exclusive but provides an indication of the sort of unsatisfactory approach to schoolwork and lessons which will be considered serious enough to trigger a review of a pupil's suitability to progress to the next year or the School's willingness to permit the pupil to continue in the School. The list relates to a pupil's attitude towards schoolwork and learning and assumes a pupil can do better. In such circumstances, pupils and parents will receive notice of what a pupil must do to improve; and indication of the timeframe during which improvement must happen, and the guidance which will be offered to the pupil. In such cases it is likely that issues will relate to a number of examples in the list below and that the pupil will not have responded satisfactorily or at all to the guidance and encouragement provided:

- a persistent pattern (i.e. over two or more terms) of learning reviews or reports that highlight unsatisfactory academic attitude: i.e. reviews which show 5 or more 'I' grades (requires improvement; particularly in focus, participation and organisation) for failing to participate positively in lessons)
 - at learning review and reporting points, receiving very unsatisfactory assessments in one or more subjects (Sixth Form) or in a third or more of subjects (Lower and Middle Schools)
 - either a persistent pattern of low-level disruptive behaviour in lessons or single instances of very disruptive behaviour in lessons, reflected in the learning reviews and grades above or in Departmental and School sanctions
 - a persistent pattern of receiving sanctions for unsatisfactory classwork (insufficient quality or length; not revising or preparing for routine tests; repeatedly handing homework in late or not handing in at all) or for not preparing for lessons or bringing equipment to lessons
 - very unsatisfactory performance in end-of-year examinations or in public examinations (performance relative to a pupil's ability as gauged by national base-line scores and other evidence)
 - a persistent lack of interest in, or commitment to, schoolwork; in particular not responding to academic monitoring and support, not working independently or not working in a way that goes beyond the needs of public examinations
 - a serious instance of plagiarism or a record of passing off, or seeking to pass off, others' work as one's own
 - a pupil absenting themselves from lessons without good cause
- b) Difficulties arising from a lack of ability to do well and to benefit from the method of teaching at the School: i.e. that they struggle with the nature of the work or with the pitch and pace of lessons.

Parents and pupils will be informed of the problem and given clear guidance as to what needs to be done to ensure that the pupil is in reasonable control of the content and methodology of their subjects. Such a pupil will be given reasonable extra support. Indications of persistent concern, when such reasonable support has not led to improvement, are:

- being awarded grade RI (Requires improvement) or below in more than half of their subjects over two or more terms

- very unsatisfactory performance in end-of-year examinations or in public examinations (performance relative to a pupil's ability as gauged by national base-line scores and other evidence)

Pupils move automatically into the School's Sixth Form provided they meet the grade threshold. For the current Year 11 cohort, this is six grade 7s in their GCSE (or IGCSE) examinations. Pupils in Year 10 and 11 will be closely supported to reach their academic potential and in selecting the programme of Sixth Form study that best suits their strengths and future aspirations. The School will be proactive in speaking to parents and pupils if their teachers think they are not on course to meet the grade threshold.

8.3.2. Junior School

It is assumed that pupils in this age range will usually wish to complete work to the best of their ability: sanctions for late or incomplete or scruffy work may be applied for persistent offences, but only after discussion with parents. Parents are expected to support their children's learning in a number of ways and to check that their children complete homework on time.

8.3.3. Pre-Preparatory School

Unsatisfactory work is only very rarely a result of a younger pupil's unwillingness to complete it and sanctions are rarely applied in this context. Parents will need to support their children's learning (e.g. in listening to their children read, or supervising homework, or helping children to choose and prepare 'show and tell' presentations or to learn songs or lines for a play) and will be asked to cooperate with the School in this and other ways.

8.4. Temporary Exclusion

In the event of temporary exclusion of a pupil being deemed appropriate, the parents of the excluded pupil can expect the following:

Communication with the Principal of the Junior School, Pre-Preparatory or the Deputy Head (Pastoral) or another senior member of staff, as appropriate, providing details of the breach of the school rules (or the particular incident) and the basis for the decision to consider excluding temporarily.

In most instances, it will be appropriate to hold a meeting with the pupil and parents concerned so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil and their parents to comment on the report and the evidence relating to it.

Depending on the nature of the offence reported, it may be necessary to suspend a pupil temporarily from school while the investigation is being carried out. It may also be necessary for the School to contact the Police or Social Services.

A formal letter to confirm the temporary exclusion will follow within two school working days of the meeting and the subsequent decision to exclude, clearly stating: the reasons for the temporary exclusion; the length of the exclusion; the date on which the excluded pupil is permitted to return to school.

Depending on the circumstances and seriousness of the situation, the School will decide if temporary exclusions will be served in school or at home. Temporary exclusions usually range from one to five days' duration but the School reserves the right to temporarily exclude for a longer duration if they feel it is appropriate to do so.

Work will be provided for the duration of any temporary exclusion. This work will be marked and returned as appropriate.

Any pupil who has been temporarily excluded will be required to attend a re-entry interview with a senior member of staff on their return to school. Parents are welcome to attend this meeting where strategies for returning to normal school life, expectations for conduct and potential consequences of further breaches will be established and the pupil will be supported with their academic and pastoral reintegration into school.

In the Senior School, pupils placed in three Saturday or Deputy Head's Detentions in a period of twelve months or less will have their conduct reviewed and the School may consider further sanctions such as temporary exclusion from school.

8.5. Permanent Exclusion

Permanent exclusion from school is regarded as a last resort and will usually be considered in response to a history of persistent disruptive behaviour, persistent unkindness, of unsatisfactory academic progress or work or of poor attendance where other strategies and sanctions to modify the conduct, progress or work or attendance of the pupil have proved to be ineffective or in response to an extremely serious breach of the school rules.

The same process for Temporary Exclusion outlined above will apply, with the addition of the additional stage of a formal hearing with the Head or a Senior Deputy Head.

The Hearing will take place after the investigation has been completed; pupil and parents) have had an opportunity to meet with senior pastoral staff, including those who conducted the investigation, to hear details of the report/offence and the pertinent evidence and there has been an adequate opportunity for pupil and parents to provide any further evidence or submissions that may have a bearing on the final decision. Ideally, such documentation should be in place five working days before the date of the hearing, but this may be reduced depending on the nature of the reported offence and with the mutual consent of both parties.

The Hearing will be chaired by a Senior Deputy Head or Head and will be attended by the pupil, parents, a note-taker and any other person required (usually the Deputy Head (Pastoral) with knowledge of the pupil and the relevant incident, or, when academic commitment and progress is involved, the Deputy Head (Academic)). The School will present its case and pupils and parents will then have the opportunity to ask questions (directed to the Chair) and present their case. The Chair's objective is to establish all the relevant facts to allow them to reach a fair decision. At the adjournment of the Hearing the Chair will indicate when they expect to be able to consider all the evidence and reach a decision. When made, the decision will be confirmed in writing.

In reaching the decision to permanently exclude, the Chair will review the evidence available, including mitigating and aggravating factors relating to any incident, age of the pupil, medical or SEND considerations, the academic, extra-curricular

and disciplinary record of the pupil concerned to establish if the behaviour might be the result of unmet educational or other needs. Representations from senior pastoral staff and a meeting with the pupil and their parents will also be taken into account.

Parents should refer to the School's Terms and Conditions for details of the financial implications of a permanent exclusion.

9. Complaints Procedure and Appeals

This information should be read in conjunction with the School's Complaints Policy.

When a decision is taken to temporarily exclude a pupil from school, parents and pupils may contact the Head if they have concerns about the process the School has followed or the fairness of the conclusion reached.

A formal appeal to Governors is not part of the temporary exclusions procedure, but parents may enact the complaints procedure if they have any concerns about the decision or the process by which it was reached.

Should permanent exclusion occur, the School has laid down procedures which include a mechanism for a review of the process and the School's decision by an appeal panel involving members of the Governing body and a person independent to the School. Details of this process are available on request from the Head's PA.

10. Monitoring and review

The School rules and the system for sanctions and rewards are, as a minimum, reviewed on an annual basis by the Deputy Head (Pastoral), the Principals of the Junior and Pre-Preparatory Schools and other senior members of pastoral staff, to monitor their effectiveness in promoting the School's Highgate School Pledge and to ensure fairness and equitability for pupils on the basis of their age group, sex and gender identity, race/ethnicity, religion or belief, and sexual orientation. Parents will be reminded of the policy at least once per academic year, and it will be made available electronically on the Parent Portal or by hard copy, upon request to the School Office.

In the Senior School pupils may contribute to regular reviews by representations to the regular meetings of the School Council for Y7&8, Y9-11 or Y12&13 or by speaking to the Head of Lower School, Middle School, Sixth Form or Head of House at any time.

School rules and the systems for sanctions and rewards are subject to amendment by the Senior Deputy Heads or Head at any time if necessary and the basis for, and nature of, such amendments will be notified to pupils, parents, staff and Governors.

In Senior School, we also use Student Voice heat mapping and anonymous reporting software that allows pupils to highlight any areas of concern in school. This will be regularly monitored and action taken to tackle areas of concern.

Behaviour will also regularly be included as a focus in our annual safeguarding audit.

Every half-term there is a behaviour/sanctions review undertaken and discussed between the Deputy Head (Pastoral) and each Head of Section to identify any concerns and, in advance of this, data is analysed by the Director of Inclusion and the

Director of Learning Support to ensure that pupils with protected characteristics, including those with SEND, are not being disproportionately impacted by the School's sanctions system.

All recent cases of serious behaviour (that lead to a temporary or permanent exclusion) will be reviewed (anonymised) with the Safeguarding Governor and one other member of the Safeguarding Governors' Committee after each term. These reviews will consider:

- potential patterns of concern. Where a pattern is identified, the School will decide on a course of action. Where appropriate, chronologies will be used to contextualise incidents that have occurred, and peer-group mapping exercises will be used to support prevention.
- whether there are wider cultural issues within the School that enabled the inappropriate behaviour to occur and, where appropriate, extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.
- the extent to which incidents recorded correlate with those identified by pupils in our heat map/survey to allow us to monitor our success at encouraging reporting and plan action to support reporting where it isn't happening.

The results (key patterns and actions taken) will be shared with the wider pastoral team termly and with the whole School community annually.

The School will review the Behaviour Policy, at least annually and with any updates in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are, or may be, exposed to. On an annual basis we will update parents on any changes. Reviews will also include engagement with pupils, parents and staff.

11. Remote Learning

If the School decides that a pupil or group of pupils should have access to remote learning, pupils will be expected to adhere to the Remote Learning Code of Conduct.

Pastoral Support

Pupils' behaviour will be closely monitored by the pastoral team and misbehaviour followed up. Support will be given and the wider wellbeing of the pupil, including their mental health considered. Behaviour and attendance concerns will be reviewed and discussed by the Heads of Section and the Deputy Head (Pastoral) in Senior School (and relevant pastoral staff in Junior School and Pre-Preparatory) weekly.

Remote Learning

Pupils and parents have received copies of our Remote Learning Codes of Conduct. These were in place throughout the lockdown due to Covid-19 but would also apply to any pupils who have to isolate and learn remotely in other circumstances.

9. Behaviour Policy Appendices

Appendix 1 – Good practice guidance to staff on carrying out investigations into incident complaints and allegations; including pastoral care for pupils

Appendix 2 – Good practice guidance to staff on Police contact and involvement

Appendix 3 – Statutory guidance to staff on confiscation of pupil belongings

Appendix 4 – Statutory guidance to staff on pupil searches

Appendix 5 – Statutory guidance to staff on restraint of pupils and the use of force

Appendix 6 – Senior School Rules

Appendix 7 – Senior School Behaviour Management and Sanctions

Appendix 1 – Investigation Procedure and Pastoral Care

Incidents, complaints and allegations:

Investigation of an incident/complaint/report or rumour about serious pupil misconduct will normally be coordinated by the Deputy Head (Pastoral) in the Senior School or the Principals of the Junior and Pre-Preparatory Schools. Other senior colleagues (provided they are independent of the report) may be nominated by the Deputy Head (Pastoral) or the Principals to carry out the investigation. The outcome of the investigation will be reported to the Head who will, in the most serious cases, decide on next steps in accordance with the Behaviour Policy.

The Head and parents will be informed as soon as reasonably practicable if an incident, complaint or report under investigation is of a nature that could result in a major sanction, such as a temporary exclusion or permanent exclusion from school. Unless the circumstances of the matter or the investigation suggest it would be inappropriate to do so, this will usually be as soon as possible and certainly on the same working day.

For other types of pupil misconduct, the investigation will be led by the Head of Section with the support of Heads of House/Year in Senior School, or relevant pastoral staff lead in the Junior and Pre-Preparatory Schools.

Pupil Interviews:

If it is clear that the reported pupil misconduct is of a serious nature, investigating members of staff will ask another member of staff to be present. Ideally, the nominated member of staff will have an established pastoral or teaching relationship with the pupil(s) concerned but this may not always be possible. Pupils should be interviewed, or wait to be interviewed, in a suitable and discreet location. As with academic lessons, pupils should not use their mobile phones unless they have permission from staff and there is good reason for doing so. A pupil may be asked, if it is deemed proportionate to do so, to show their mobile phone to a member of staff to look at identifiable material which may be relevant to the investigation in hand. Alternatively, the phone may be stored (without being viewed by School staff) to avoid compromising further investigation in the event that it is necessary to view it at a later stage.

The nominated member of staff will act as a support for the pupil during the investigation process and will be responsible for ensuring that pupils are made as comfortable as possible; they may need to be accompanied throughout, located in areas where staff are present or visited regularly by a member of staff (particular consideration needs to be given to these requirements if the pupil(s) is segregated from other pupils). They will be given access to a toilet (accompanied if necessary) and, depending on the circumstances and timing of the incident, the provision of food and drink should be considered. If the investigation takes place over an extended period of time during the school day, then the pupils should be provided with appropriate space and materials to carry on with appropriate academic work.

Notes may be taken during investigation meetings, and it is good practice for staff conducting interviews to regularly recap and summarise in order to ensure as much clarity as possible in the information recorded. Any questioning should be fair, open-minded and sensitively conducted. It is important to establish facts, where they can be established, in a non-leading

manner and to keep an open mind. During an initial investigation it is not a requirement that notes should be signed by those present.

Ethos:

An investigation is an information gathering exercise and will be conducted fairly and with an open mind. Interview questions should be open and not attempt to influence or lead pupils. Staff interviewing and supervising pupils should be mindful of maintaining an approach that, while formal, prioritises the well-being of the pupil and is not overly legalistic in tone. If the nature of the school day, the timing of the incident or other unforeseen circumstances means that appropriate staff are not available to conduct the interviews or provide suitable pastoral and welfare support for the pupils then the process should be paused or postponed until such time as adequate staffing is in place. Where appropriate, investigations may include reviewing CCTV footage if available, or visiting the location of the incident to establish what occurred.

Safeguarding and Welfare:

If the incident, complaint or allegation involves safeguarding, child protection issues or the Prevent duty then the procedures in the School's [Safeguarding and Child Protection Policy](#) should be followed. A Designated Safeguarding Lead will record the matter and refer it without investigation to Children's Social Care or the Local Authority Designated Officer (LADO), in accordance with the School's [Safeguarding and Child Protection Policy](#).

Temporary Exclusion:

A pupil may be suspended from the School and required to stay at home while an incident, complaint or report is being investigated by the School or other agencies, such as the Police. Alternatively, they may be placed under a segregated regime at school. This is noted in the Behaviour Policy, Section 8.4.

Staff training:

All staff appointed to a senior pastoral responsibility will receive training on conducting investigations during their induction programme with the Deputy Head (Pastoral), the Principals or other designated senior staff with appropriate experience. The training will be refreshed regularly with scenario training at termly pastoral team meetings, including lessons learned from recent incidents, and ongoing specific training focused on achieving best evidence.

Key priorities for staff conducting investigations into serious disciplinary incidents:

- Investigate without undue delay.
- Ensure that an adequate number of appropriate staff are available to support the investigation process.
- A member of staff should be given specific responsibility for the pastoral care and welfare of the pupils involved in the investigation.
- The Head and parent(s) of the pupils involved should be informed as soon as is practicable when the details of the alleged incident are established.

- Ensure that notes are taken and stored safely for reference.

Investigating incidents outside of normal term time:

Incidents that occur or are reported in the school holidays will typically be dealt with as soon as possible on return to school. If feasible, depending on availability of staff and resources, an investigation could be carried out during the holidays if failing to do so could result in harm to a pupil. Pastoral staff will always provide alternative sources of support during the holidays, via an out-of-office email response. If incidents occur or are reported during study leave, when pupils may not be immediately available on-site, it is acceptable for a delay in an investigation to take place, particularly if the investigation itself could be judged to have an impact on exams being taken. It could be reasonable to delay an investigation until after the last exam a pupil takes, but not longer. Any decision to delay an investigation should be weighed against any possible harm that might result as a consequence of not investigating earlier. When interviews take place during the exam season, they should ideally be arranged on a day when a pupil does not have an exam, or immediately following an exam (if it were preferable for the pupil not to be forewarned of the interview); making such arrangements may inevitably delay the outcome of an investigation.

Appendix 2: Guidance to staff on Police Contact and Involvement

In general, the School will seek to investigate most incidents and reports involving pupils as internal matters before considering contacting the Police though this may not be possible with more serious reports, such as abuse of substances, sexual offences and serious violence (particularly incidents involving offensive weapons), or if an incident takes place that a member of staff judges an immediate emergency response is required.

Emergency situations may include:

- An unidentified person or intruder on the school site;
- Report of a mugging, assault or other street crime that may cause harm to a member of the School community;
- Unidentified persons approaching, photographing or filming pupils during the School day, or on the journey to and from School;
- Serious disturbances on, or threats to, the school site; and/or
- Any other incident or event where, in the professional opinion of a member of staff, a Police presence would reduce the risk of additional harm to pupils, staff, property or the fabric of the School. This principle also applies to off-site educational visits and sports fixtures.

In cases that are less time sensitive, the School will investigate a report as thoroughly as possible (in accordance with the guidance in Appendix 1) to establish the facts of the situation. The information gathered by investigating staff will be critically evaluated by the Deputy Head (Pastoral) or the Principals of the Junior School and the Pre-Preparatory School, in consultation with other senior staff, before making a recommendation to the Head to proceed as an internal matter or, due to the seriousness of the allegation, to involve the Police. The Bursar may also be consulted. The final decision to contact the Police will rest with the Head. In the absence of the Head or if the Head cannot be contacted, the decision will be made by one of the Senior Deputy Heads.

The School will avoid any circumstances where it could be considered that any information was inappropriately withheld from Police. However, it is acknowledged that members of staff are not trained in investigating criminal matters that might result in prosecution: as such, ordinarily, once the decision has been made to call the Police, members of staff will cease to investigate the report unless and until the Police ask for assistance.

The procedure to follow after the Police have been contacted:

Pupils as victims or witnesses of criminal activity

- The Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies should be informed as soon as is practicable that contact has been made with the Police and the circumstances for doing so.

- If the Police decide to visit the school site, the Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies should meet with them, along with any other staff or pupils who may be involved.
- If pupils are required to assist Police with their enquiries (as witnesses) then this should be considered by the Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies and parents should be immediately informed as to the circumstances. Parental agreement for a pupil to assist Police should be sought if it is appropriate in dealing with an emergency situation. Alternatively, parents will be encouraged to attend School as soon as possible to provide support for their child.
- The School will designate a member of staff with specific pastoral responsibility for supporting a pupil while helping the Police with their enquiries. Duty of care for the pupil will usually pass to the parents if and when they arrive at school but a designated member of staff will remain available to support pupils and parents during the process.

Pupils subject to allegations of criminal activity

If pupils are required to assist Police with their enquiries (as being potentially responsible for an illegal action) then this should be considered by the Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies. The School will, as far as possible, seek to assist the authorities in their enquiries, while being mindful of our pastoral responsibilities to each pupil.

Parents will be immediately informed when it appears that their child is, or may be, subject to a Police investigation. If the pupil or pupils are suspects in any alleged offence, parents should be present if pupils are to be interviewed by the Police. Police officers in attendance should be made aware that the School's policy is that parents should be present in such circumstances. If parents are not able to come to school, are not contactable and/or the attending officers wish to proceed without undue delay, then alternative approaches should be considered (see final bullet point below).

If, in the reasonable view of the Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies, the proposed actions of the Police are disproportionate or may have a detrimental impact on the welfare of the pupil (for example, interviewing as suspects without parents being present, arrest and/or removal from the school site to a Police Station) then reasonable welfare considerations or alternative courses of action should be discussed with the attending officers. For example:

- The possibility of using officers with appropriate training and experience in dealing with pupils from a particular demographic or of particular criminal allegations;
- Encouraging attending officers to be mindful of the age, emotional maturity and any other relevant welfare issues, including needs in relation to their religion or beliefs, disability or SEN status, and medical information if known, related to the pupil(s);

- Using knowledge of pupil’s character to encourage proceeding in proportion to the cooperative response of the pupil, the seriousness of the allegation and the level of perceived risk posed by the pupil;
- Advocating discretion in meeting with pupils and parents and being mindful of transportation arrangements, avoiding certain times and certain locations, to minimise potentially negative reputational impact on the individuals involved;
- Offering school support in making appropriate arrangements (e.g. time away from lessons) to make pupils available for any follow-up enquiries; and
- Reminding the arresting officer of alternative Police powers to immediate arrest on school premises, such as (1) voluntary attendance at a Police station to be interviewed, either immediately or by arrangement at a future date and time (s29 of the Police and Criminal Evidence Act (PACE) 1984) or (2) granting bail after arrest (‘street bail’) to attend a Police Station at an agreed time (s30 and s30A PACE 1984).

If the Head, the Principal of the Junior School, the Principal of the Pre-Preparatory School or their Deputies has any doubt in their dealings with the Police that the correct course of action is not being followed then they should make this clear to the attending officers and, if possible and practicable, seek a reasonable pause in the process so that senior colleagues can be consulted and, if necessary, legal advice can be obtained from the School’s lawyers.

Relevant Police powers:

S24 PACE 1984 confers on a constable a statutory power of Police arrest, and detail can be found [here](#).

All engagement between staff and attending Police officers should be done in a constructive and professional fashion in the best welfare interests of the pupils so that it cannot be considered that the School is seeking to unduly delay or obstruct the Police from carrying out their duties. Its purpose is, where necessary, to help staff reassure themselves that the Police have appropriately considered reasonable cause for arrest and that they are exercising their discretion as to whether arrest is necessary having considered all relevant facts and/or appropriate alternatives.

School Policies and the Police Involvement:

There are four School policies that refer to the potential for the Police involvement:

- [Substance Abuse Education and Management Policy](#);
- [Behaviour Policy](#);
- [Anti-Bullying Policy](#); and
- [Safeguarding and Child Protection Policy](#).

According to the circumstances of any given incident, the Head or his delegated representative, in consultation with senior colleagues, will decide on the course of action required in accordance with the relevant policy guidance and, if necessary, will seek to work with Police, parents and pupils in determining the most appropriate way forward.

Appendix 3: Guidance on confiscation of pupils' belongings

The Guidance for Schools on [“Screening, Searching and Confiscation” \(DfE, July 2022\)](#), provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. This is to ensure the School maintains the safeguarding and promotes the wellbeing of staff and pupils. Any member of School staff may confiscate, retain or dispose of a pupil’s property in order to enforce the School’s Highgate School Pledge, school rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff;
- an item that poses a threat to good order for learning: for example, a pupil uses a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, a pupil refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom;
- an item that poses a health or safety threat: for example, a pupil wearing large ornate rings in SpEx may present a safety threat to other pupils;
- an item which is counter to the ethos of the School: for example, material which might cause tension between one community and another or is illegal for a child to have: for example, racist or pornographic material, alcohol, illegal substances; and/or
- any other prohibited or dangerous items as detailed by the School’s rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscations of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed (in accordance with Appendix 2) and it may be passed to them.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should present such items to the School Office in an envelope with the details of the pupil and agreed arrangements for return so that the item can be deposited in the School’s safe. In addition, a brief explanation of the confiscation should be sent to an appropriate senior member of staff.

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious or cultural significance to the pupil. When confiscating items, staff should avoid physical contact or interference with pupils’ clothing of a kind that might give rise to safeguarding allegations. In order to minimise such risks in these circumstances, staff should seek to ensure that another staff member (preferably of the same

gender as the pupil) is present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

Appendix 4: Pupil searches

Guidance issued by the [DfE \(July 2022\)](#) makes it lawful for the Head (or staff authorised by the Head) to search pupils for any item banned under the school rules, with their consent. Any staff who have been authorised to carry out searches on pupils will be appropriately trained in how to lawfully and safely search a pupil. It is good practice to ensure it is explained to a pupil why the search is taking place, how it will be done and where so that their agreement is informed. This will also allow the pupil to ask any questions that may help their understanding of the search.

There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. The School may also consider using CCTV footage to decide whether to conduct a search for a particular item.

Any search conducted by staff must take place on school grounds or, in the case of a pupil being on a residential educational visit, in a suitable location at the trip site. All staff members completing searches must be the same sex as the pupil and have another member of staff (of either sex) present. The only exception to this is if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The School, when exercising its search powers will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required should a pupil have a disability.

School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to school discipline. Designated Safeguarding Leads should be informed of all searches conducted, particularly those that raise a safeguarding risk. If an item from the prohibited or banned items list is found during a search; a referral may be made to Children's Social Care. The Designated Safeguarding lead will also review any safeguarding risk to others including pupils and staff. The law also allows the School to require pupils to undergo electronic screening, though the School currently has no plans to introduce this facility.

Prohibited or banned items could include:

- Knives and weapons;
- Alcohol;
- Illegal drugs (or other substances that could be abused (see Substance Abuse Education and Management Policy for definition));
- Stolen items;

- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence; or
 - to cause personal injury to, or damage to the property of any person including the pupil;
- Tobacco and cigarette papers;
- Vapes;
- Fireworks and/or smoke bombs;
- Pornographic images;
- Inflammatory material of a discriminatory nature e.g. sexist, racist, homophobic;
- Face masks, headwear or clothing that prevents an individual's identity being readily established;
- Any electronic equipment that could be used to breach the School's IT Acceptable Use Policy; and
- Any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the School or environs or to commit an offence, cause personal injury or damage to property.

The power to search pupils with consent allows a member of staff to ask a pupil to turn out their pockets, bag or locker. If a pupil refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the appropriate Principal, Deputy Head (Pastoral) or Head of Section in the Senior School can take place.

The power to search pupils without consent, with the authorisation of the Head, should be carried out by a staff member who is the same sex as the pupil. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer clothing and searching of pockets, bags and lockers. When conducting a search staff must only search a pupil's outer clothing, pockets, possessions, desk or lockers. They must not ask a pupil to remove anything other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

The School takes seriously the safeguarding of all pupils and staff, and as such would only contact the Police in exceptional circumstances such as that which places the life of an individual or others at risk and when less invasive approaches have been exhausted. Unless there is an immediate risk of harm to the pupil and where reasonably possible, senior pastoral staff will inform a parent of the pupil that the Police have been called, even if that parent is not acting as the appropriate adult (definition below) in the search. The School is not required by law to do this, however, the School will seek to inform parents of any serious disciplinary incident that may involve a search of their child as soon as is practicable.

If for any reason the Police are present, they can request a strip search under the Police and Criminal Evidence Act 1984 (PACE) code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. However, staff must retain a duty

of care to the pupil which includes advocating for their safety and wellbeing at all times. Strip searches that expose intimate body parts must only be requested in cases of urgency. In these cases, there must be at least two people present one of whom must be an appropriate adult. If the pupil's parent would like to be the appropriate adult, the School will facilitate this where possible. The Police officers carrying out the search must be the same sex as the pupil, and the appropriate adult must be of the same sex as the pupil, unless the pupil has requested specifically someone who is not (e.g. female pupil requests their Father as the appropriate adult). A pupil can request for an appropriate adult not to be present. In these cases a record of the pupil's decision that is signed should be noted. Additionally, the School will keep a record of strip searches that have been conducted on school premises and monitor for any trends that emerge.

An appropriate adult can be a member of School staff the pupil has an existing relationship with, such as a teacher or form tutor, or can be a family member. In these cases, the pupil should be given the option of choosing their trusted appropriate adult. Alternatively, there are volunteer organisations which can be requested if required where no suitable staff member or family member is available/the pupil would prefer a volunteer. According to the National Appropriate Adult Network (NAAN), the role of the appropriate adult is to act as an important safeguard, providing independent support to detainees who are aged under 17, or may be mentally disordered or mentally vulnerable. They are not simply an observer. Their role is to assist the child or young person to ensure that they understand what is happening at the Police station during the interview and investigative stages. In particular they should: support, advise and assist the child; ensure that the Police act fairly and respect the rights of the child; help communication between the child, the Police and others. They are not there to provide the detainee with legal advice. An advice document for appropriate adults is available from the School on request.

The School will always provide after care support to any pupil subjected to a search whether an item is found or not. If an item is found, this may be a Police matter, but will nevertheless be accompanied by a safeguarding process handled by the School which gives attention to the pupil's wellbeing and involves relevant staff, such as the DSL (or deputy). Safeguarding will be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. After any search all pupils will be made to feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. The School will give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

Items found as a result of a without consent search such as alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the Police in accordance with the School's Substance Abuse Education and Management Policy, the School will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner.

Appendix 5: Restraint of pupils and the use of force

The School does not use corporal punishment. Reasonable force will never be used as a punishment for a pupil – this is unlawful and unacceptable. The School also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for pupils with SEN and/or a disability and those with medical conditions.

DfE guidance, [“Use of reasonable force”, \(July 2013\)](#) enables school staff to use such force as is reasonable to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The DfE guidance offers the following list, which is not exhaustive, of occasions when reasonable force can be used:

- Removing pupils from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil from behaving in a way that disrupts a school event or a school trip or visit
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground or school environs
- Restraining a pupil at risk of harming themselves through physical outbursts

All members of staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on school activities.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the School on CPOMS and reported to senior pastoral staff, including the Designated Safeguarding Leads (DSLs). Parents will also be informed as soon as possible. All injuries will be recorded according to the School’s Health and Safety Policy.

The historical frequency and severity of such incidents at the School is low and the projected risk of such situations occurring in the future is correspondingly low. The provision of specific additional training for staff in the use of force or restraint is given if a specific risk assessment for a particular pupil requires it.

Nevertheless, the School seeks to minimise the circumstances whereby such intervention would be necessary by:

- Creating a disciplined and orderly atmosphere in school and providing pupils with a clear framework for good conduct;
- Providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation;
- Fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order;

- Appointing designated pastoral staff that pupils can approach in difficult circumstances and who can help resolve and de-fuse situations;
- Planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them; and/or
- Developing risk assessments and care plans for pupils with medical conditions that may require use of physical restraint.

All staff members are made aware of procedures to be followed in the event of an emergency and are advised to contact one of the DSLs or another senior member of staff who will be able to provide support. In circumstances where the member of staff believes that they may be at the risk of injury, staff should not intervene without additional support or should immediately telephone the emergency services.

All new staff will receive training as part of their Level 1 safeguarding induction on how to prevent the need for physical intervention, including how to de-escalate situations and awareness of positive handling techniques.

However, the appropriate and proportionate use of force or restraint may be necessary based on the age of the pupil, the specific circumstances and seriousness of the situation. Thus, the Junior School and the Pre-Preparatory School may issue additional protocols and guidance on the appropriate use of force based on the age and setting of their pupils.

Staff must decide upon their actions based upon the potential for injury, damage or serious disorder should they decide not to intervene, the chances of achieving the desired results by other means and the relative risks of physical intervention compared to other means. The use of force or restraint would be reasonable if it is clear that the behaviour, or the consequences of that behaviour, was sufficiently dangerous or disruptive and could not have been effectively dealt with by other means.

Before using force, staff should (wherever practicable and relevant) tell the pupil(s) to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary.

Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration or are sexual.

Circumstances that could justify intervention include:

- Immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object;
- A pupil attacking a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves and others;
- A pupil is committing, or is on the verge of committing, deliberate damage to property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials;

- A pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff /pupils or the good order and discipline of other classes;
- A pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event; and/or
- A pupil is suffering a medical episode that puts them at risk of harm or injury if physical restraint is not used.

Types of physical intervention that a member of staff could consider:

- Passive physical contact, e.g. standing between pupils and/or blocking a pupil's path; and/or
- Active physical contact, e.g. leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident, the DSL for the relevant school section should:

- Investigate thoroughly and make a record of the incident on CPOMS, in accordance with the requirements of the School's Health & Safety Policy and the [Safeguarding and Child Protection Policy](#);
- Ensure the physical well-being of pupils and staff involved as a priority, with appropriate medical care;
- Seek to provide emotional and psychological support to all concerned where necessary; and
- Apply appropriate sanctions where necessary, according to the School's Behaviour Policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the School's Complaints procedure.

Where a member of staff has acted within the law in using reasonable force, [DfE guidance \(July 2013\)](#) states that the onus is on the person making the complaint to prove that their allegations of excessive force are true – it is not for the member of staff to show that they have acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by the School. Careful consideration will be given by the Head and his senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action.

If a decision is made to suspend a member of staff, then the School will ensure that it fulfils its duty of care to that colleague and options for appropriate pastoral care will be offered, along with access to a named contact to provide support.

Appendix 6: Senior School Rules

The Highgate School Pledge sets out the general principles which pupils are expected to apply to the many situations they face daily at school and elsewhere. These specific rules that follow are designed to promote the safety, effective working and well-being of the whole School community. They apply to pupils whilst at school, on the way to and from school and at any time when a group or individual is representing the School.

ACADEMIC

Conduct: You must conduct yourself in every lesson in a way which enables you and all members of your class to work in a positive and unthreatening atmosphere in which every pupil can make good and sustained progress.

Commitment: In every lesson and in the completion of every homework, you are expected to show commitment to your academic work and progress, whether the work is specifically part of an examination syllabus or whether it is part of the academic enrichment and extension work of the class.

Involvement: You should strive to be involved in lessons and to participate as much as you are able in discussion.

Independence: Either when invited to do so or when the opportunity arises, you should aim to consolidate your work without being asked to (e.g. by reading over your notes or revising vocabulary); to read around the subject, taking advice from your teachers or the Librarian or your parents or the School's reading lists; visit exhibitions in museums or galleries and, for older pupils, attend public lectures; attend and contribute to academic societies.

Extension: There will often be opportunities when you can get ahead or go deeper into a topic. You should aim to do so from time to time in the Lower School, with your teachers' encouragement and knowledge. In the Middle School, you may start to do this more often; by the sixth form, this should have become part of your working routine.

Honesty: You must always acknowledge others' ideas or research and never present these as your own work. To do so is dishonest: this is called plagiarism, and is to deceive the reader and to steal from the author.

Preparation: In your homework time, you should regularly prepare for the next lesson, giving careful thought to the task which has been set, and considering, where appropriate, how you can offer and justify ideas of your own.

Initiative: You must take the initiative in seeking advice when you have not fully understood a topic in a lesson or in homework.

Organisation: You must strive to be organised, taking a pride in your work, presenting it carefully and filing materials logically. You must ensure that all appropriate textbooks, exercise books, writing implements and any other necessary resources or equipment are brought to each lesson.

Completion: You must complete homework according to the published timetable: pupils in Y7–11 are advised to carry out the homework on the stipulated evening. If you return from an official school activity after 20:00, you may be excused all or part of that evening's homework by your Tutor or Head of House; or (more usually) an extension may be requested by a note next day from your parent to the teacher. You must hand in completed homework in the lesson stipulated by the teacher (for Y7–11,

that is generally the next lesson after the homework is set; teachers will make deadlines clear to pupils in Y12 and 13). Work done in class and for homework must always be completed to the best of your ability and in accordance with the guidelines over its format and length given by the teacher. If you have worked for the full time on your homework but have been unable to complete it, you should bring a note for your teacher explaining this and signed by a parent or carer.

APPEARANCE

Highgate pupils are expected to take pride in their uniform and appearance: correct uniform (or clothes adhering to the dress code for Sixth Form) should be in place when you arrive at school and worn neatly throughout the school day; all articles must be clearly marked with your name and Form (Y7/8) or House (Y9-11); you must wear the uniform or games kit specified by the School; and your clothes should be clean, in good repair and worn properly. A full uniform policy (Y7-11) and dress code (Y12 and 13) can be found on Hero.

Y7 – 11 Uniform: Key Messages

Correct uniform should be in place when pupils arrive at school, and clothes should be clean, in good repair and worn properly.

Pupils must wear the uniform or games kit specified by the School. This includes the following:

- Either a blazer or a navy blue jumper must be worn when moving around the school site;
- Collared shirts should be worn with a tie and tucked in;
- Hoodies are not permitted.

All articles must be clearly marked with a pupil's name and Form (Y7/8) or House (Y9-11).

Fashion accessories, including jewellery, should be discreet and safe for a school setting;.

Pupils may be asked to adjust clothing or hair in order to ensure their own safety (e.g. tying hair up in a DT workshop; wearing a lab coat).

Sixth Form Dress Code: Key Messages

Highgate School expects its Sixth Formers to dress smartly: while there is no uniform (like in the lower years), we remain a Sixth Form with a dress code.

Formal dress code: all pupils must possess a conservatively coloured formal outfit: including jacket/blazer, skirt/trousers, shirt (with tie if preferred) or open-necked blouse. This may be worn each day but will be required for designated 'formal dress' days at school (e.g. half termly religious services, ceremony of remembrance, practice interview days etc.).

Daily dress code: as above or a more flexible combination of colour and style of smart clothes, appropriate for a formal work setting: a jacket, jumper/cardigan or blazer, skirt or trousers, sleeved collared shirt with or without tie, sleeved top, or open necked blouse, sleeved dress. Jewellery should be minimal and discreet.

Pupils may be asked to adjust clothing or hair in order to ensure their own safety (e.g. tying hair up in a DT workshop; wearing a lab coat).

What is not permitted:

- Denim, leather or lycra skirts and trousers
- Denim or leather jackets
- Sweatshirts, hooded tops, jogging bottoms (or similar style sportswear)
- Cargo pants
- Baseball caps
- Trainers (other than plain black without a logo)

SPEX KIT: Key Messages

Pupils in all years must only wear kit that is specified by the school. A full kit list can be found on Hero for pupils in Years 7 – 11, but basics include a Maroon and Navy Highgate top and either shorts, skirt or tracksuit bottoms.

In the Sixth Form, pupils are permitted to wear their own choice of navy tracksuit bottoms along with a maroon Highgate t-shirt.

Pupils in the Lower School may come to school in sports kit on the days that they have SpEx lessons in the morning and remain in SpEx kit if they wish for the remainder of the day.

Pupils in the Middle School may come to school in sports kit on the days that they have SpEx lessons in the morning; however, they must change back into full school uniform once the morning's SpEx lessons are complete. Pupils not adhering to these expectations will have this uniform privilege suspended.

Pupils in all years may come into school in SpEx kit for the whole day when they have SpEx in the afternoon.

ATTENDANCE (Information for parents)

For the safety and welfare of all pupils, parents are requested to ensure that their children do not arrive at Senior School prior to 07.45. If this timing is impractical on occasional days, then please contact your child's Head of House or Head of Year in order to discuss possible solutions on an individual basis. After 07.45 there are members of staff at school, who can be of assistance to pupils and notices are displayed in prominent locations detailing this provision.

Pupils are expected at School each day in time for morning registration at 08.30. Pupils arriving after this time, or who have missed registration for any reason, must report immediately and sign in at the Charter Building Front Desk if they are Lower School pupils (Years 7 and 8) or the School Office if they are Middle School (Years 9,10 and 11) and Sixth Form pupils (Years 12 and 13). For further information about the school day, please refer to the Attendance Policy.

EATING AND DRINKING

Eating and drinking are permitted in Dyne House Foyer, the Sixth Form Common Room, Tuck Shop areas and in the Dining Hall; in other parts of the school it is not acceptable.

You are expected to behave in a courteous, civilised and well-mannered way in the Dining Hall queue and when having your lunch. Food must be eaten in the Dining Hall and not taken out.

You must not bring chewing gum to school.

MOBILE PHONES

All pupils must follow the guidelines in the ICT Acceptable Use Policy.

Mobile phones are not permitted to be used by pupils in Years 7 – 11 during the school day without express permission of a member of staff.

For pupils in Year 12 and above, devices can be used for essential educational reasons in the transition period between lessons. Pupils should be mindful of safe and prompt movement between lessons and not pause to use phones on staircases or busy transit areas.

Mobile phones (and similar technology) must be switched off (or on silent) in working areas of the School and on other occasions when its use is inappropriate or would distract from the daily life of the School.

Taking photos or films during the school day is not permitted.

BEHAVIOUR

The possession at school of any of the following is forbidden: alcohol, tobacco, vapes/e-cigarettes, blades, any illegal drug, fireworks or any offensive weapon.

Betting, gambling and playing for money are forbidden, as is selling any items to other pupils in school.

Your behaviour must accord with the Highgate School Pledge; behaviour which harms others, disrupts teaching and learning, or damages the School's reputation or property is unacceptable.

All forms of bullying are unacceptable, including discrimination and prejudice-based bullying.

BOUNDS

During the school day pupils in Years 7–10 must remain in school. Year 11 may visit the shops in the village, only up to Tesco and exclusively on that side of Highgate Hill, between 13:45 and 14:10.

Waterlow Park and Pond Square are out of bounds to all pupils from 08:00 to 17.30.

The garage shop on North Road is out of bounds throughout the school day.

Sixth Formers are only allowed into the village at break or during lunch time.

Pupils travelling between the lower and upper sites, during the school day, must use the Charter Building entrance, and the designated route along North Road. Southwood Lane and Hampstead Lane are not on the designated route and should not be used.

PROPERTY AND SECURITY

All your property should be clearly marked with your name. Valuables should not be brought to school. Bags should have your name visible on the outside.

You may only borrow property with the owner's permission, and may only use school equipment, including musical instruments, with permission. Breakages or damage should be reported without delay. If you lose or deface a book, you will be charged for a replacement.

Tampering with, causing damage to or stealing other people's belongings or school property, including computer systems and library books, is a serious matter and will be treated as such.

The Head has the authority, after proper consideration at a hearing, to exclude from the School any pupil for a serious or repeated failure to observe these rules, or whose attendance or academic progress is unsatisfactory, and to judge on the acceptability of variations not covered.

September 2023

Appendix 7: Senior School Behaviour Management and Sanctions

Below is a table outlining restorative consequences and sanctions, and examples of types of behaviours that would incur each.

Type of Consequence	Level of misbehaviour that would incur this consequence	Examples of misbehaviour that would incur this consequence
10 minute call back	First instance of behaviour in or out of a lesson that undermines our school values	Lack of courtesy, honesty or kindness; failure to comply to behaviour expectations in the classroom or around school
Level 1: 30 minute Detention	Minor transgressions to school rules that cause inconvenience or annoyance	Misuse of phone; repeated low-level misbehaviour in lessons; homework failure (departmental omega) repeatedly forgetting equipment; missed meetings, incorrect uniform
Level 2: 1 hour Detention	Deliberate or repeated poor behaviour which causes offence or harm to others.	Rudeness to staff; deliberate defiance, including refusing to engage with academic support; offensive language; behaviour that makes others feel unsafe
Level 3: 2 hour Saturday Detention	More serious or persistent poor behaviour that undermines school rules.	Repeated behaviour as above; vaping; smoking; casual use of inappropriate language.
Level 4: 3 hour Deputy Head's Saturday Detention	Behaviour that undermines our school values and causes others to feel disrespected or unsafe	Offensive or discriminatory language or actions; severe unkindness, dishonesty
Temporary Exclusion (sometimes served internally)	Behaviour that undermines our school values in a serious way: bullying, theft, discrimination, violence.	Bullying; violence; abuse; repeated use of offensive use of language or behaviour that is homophobic, racist, sexist, etc.; behaviour that risks others' safety
Permanent Exclusion	Instances or patterns of behaviour where remaining within the community is unfeasible.	Repeated poor behaviour following a temporary exclusion, supplying illegal drugs, other criminal offences.

If you have questions on how sanctions operate at the School, please do ask. Your tutors and your HoH/HoY will be ready and willing to help.

If you wish to appeal a sanction, please let your tutor/HoH//HoY know.

Lower School Official Consequences and Sanctions – Guide

<u>Type of Sanction</u>	<u>Duration</u>	<u>Time</u>	<u>Who issues</u>
10 minute call back	10 minutes	1.50 – 2pm daily	Any member of staff
Phonemega (misuse of phone sanction)	15 minutes	Wednesday, 1.30pm	Any member of staff
Omega	30 minutes	Friday, 4.00pm	Any member of staff
Detention	One hour	Friday, 4.00pm	Any member of staff
Head of Lower School Detention	90 minutes	Friday, 4.00pm	Mrs Roberts
Saturday Detention	Two hours	Saturday 9.30am	Head of Section
Deputy Head's Detention	Three Hours	Saturday 9.00am	Deputy Head Pastoral

Middle School and Sixth Form Official Consequences and Sanctions – Guide

Type of Sanction	Duration	Time	Who issues
10 minute call back	10 minutes	4.05 – 4.15pm daily	Any member of staff
Omegas	35 minutes	Wednesday and Friday, 4.10pm	Any member of staff
Friday HoH Lates Detention	35 minutes	Friday before Registration, 7.45-8.20am	Head of House
Friday Detention	One hour (for Ys 9-11), One hour and 30 mins (for 6 th Form)	Friday 4.10pm	Any member of staff
Saturday Detention	Two hours	Saturday 9.30am	Head of Section
Deputy Head's Detention	Three Hours	Saturday 9.00am	Deputy Head Pastoral

10. Table of Substantive Changes

Paragraph	Detail of Change	Date	Owner
School Policies and Police Involvement	The reference to additional Policies and the description of the Police involvement added	May 2021	GJR
Junior School sections	Revised to reflect current practice	May 2021	SMJ/PS
All sections	Update from KCSIE and DfE Peer-on-Peer updates Sep 2021- all focused on peer-on-peer abuse.	September 2021	GJR
Various	Various changes to reflect feedback from Haringey Review	February 2022	GJR
All Sections	Updated further to DfE Behaviour in Schools, Suspensions and Exclusions, and Searching, Screening and Confiscating Guidance	September 2022	RJG
Appendix 1	Change made to reflect recommendation from a Level 3 complaint, and later a Level 1 complaint	November 2022 December 2022	RJG
All	Full review	August 2023	RJG/HJ/PS/ED

HIGHGATE

www.highgateschool.org.uk

A registered charity, no.312765



Highgate School

North Road, London N6 4AY

Telephone: 020 8340 1524

Email: office@highgateschool.org.uk