

Sands School



Behaviour Policy

Relevant Guidance

Independent Schools Standards
DfE Guidance: Behaviour in Schools
DfE Guidance: Preventing and tackling
bullying
Equality Act 2010

Responsible person(s)

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Links

Child-on-Child Abuse Policy
Curriculum Policy
Online Safety Policy
Parent Handbook
RSE Policy and Curriculum
Safeguarding and Child Protection Policy
School Rules
Try-Out Week Guide

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1. Summary

Who is this policy for?

- This policy gives staff guidance on how to manage behaviour issues
- It is also useful for students and parents to understand what is expected of them and what they can expect from the school

What is it about?

- How Sands approaches behaviour
- How we decide what behaviour is acceptable
- The process we follow when students cross the boundaries that we have set
- What students can do if they are affected by someone else's behaviour

What are the key points I need to know?

Community accountability

Sands approach to behaviour is very different to that of most schools. Rather than the rules being set by a leadership team, we make decisions about behaviour together in a democratic meeting, where everyone's voice is given space and taken seriously.

All students have a right to learn in a safe, calm and supportive environment. To ensure that Sands is a happy place to be where everyone can learn and thrive, we set boundaries on what is acceptable behaviour, or school rules, that we expect everyone to stay within. Any form of bullying, harassment or violence is not acceptable and will be taken seriously.

School Council

When someone strays outside the boundaries we have set, it is often dealt with informally by just talking to them. If it continues to be an issue staff or students can bring the problem to the student-led school council. The school council looks into issues and tries to find a solution that everyone is happy with. Mostly that will look like mediation, sometimes it will be agreed that someone does something to make up for a problem they caused, such as by doing some extra cleaning or fixing something they broke.

Complex issues

Sometimes we find we can no longer meet a student's needs – either because we can't guarantee to keep them or others safe in the school, or their needs are outside the scope of what the school can support. In these cases, a panel of staff will consider all aspects of the issue before deciding if it is better to end the student's enrolment at Sands. When this happens we do everything we can to support the student with their transition.

2. Introduction

Sands School aims to create a healthy school community which values positive relationships, care and respect for each other and the community. In order that students can learn and thrive it is important they have a calm, safe and supportive school environment. We aim to create an environment which supports our students to:

- make good choices about how to behave in all different circumstances,
- set and hold their personal boundaries,
- respect the boundaries of others and,
- have the skills and agency to respond appropriately when faced with challenging behaviour and conflict.

This document sets out our approach to agreeing behaviour expectations and boundaries within the school, and the process for responding when student's behaviour crosses those boundaries, causes disruption to learning or creates a conflict. It should be used by staff and students as a guide to aid them in upholding the school's values and processes. It also provides parents with a clear understanding of the school's behaviour expectations and processes and what to do if they have a concern.

In line with the school's democratic ethos, our behaviour policy uses community accountability to both set behaviour expectations and to respond when student's behaviour falls outside of those expectations. This egalitarian, peer-led approach inspired by restorative justice seeks to transform student's behaviour through a deeper understanding of the impact of their behaviour rather than to simply deter poor behaviour through fear of sanctions.

This policy is written with reference to the DfE guidance: [Behaviour in Schools, Preventing and tackling bullying](#) and [The Independent Schools Standards](#). We are committed to equality and anti-discrimination, and this policy was written giving particular consideration to the [Equality Act 2010](#). This policy should be read in conjunction with our [Safeguarding and Child Protection Policy](#).

This policy was significantly re-written in 2025 following a review of the school's existing policies by a working group comprised of staff, current and past students. The wider student, staff and parent bodies were consulted during the course of the review. The resulting policy is the product of a learning journey of the whole school and a commitment to creating fair and respectful community. The policy was approved by the board of governors in November 2025 and will be reviewed annually and updated when required.

In this policy where the term 'parent' is used it should be read as inclusive of carers or any other person with parental responsibility.

3. Roles and Responsibilities

Governors

The Board of Governors are responsible for ensuring that the school has a Behaviour Policy in place, that it is reviewed annually and updated where appropriate. The Governors receive an annual report from the school on the effective implementation of the Behaviour Policy. Governors may also be called upon to sit on a panel hearing for an appeal under our Complaints Policy, where the school has ended a student's enrolment.

Headteacher

The Headteacher is responsible for setting and implementing the school's behaviour policy. This includes developing and promoting a school culture which values mutual respect and care, and a calm, safe environment whilst ensuring that community accountability for poor behaviour is effectively, fairly and consistently implemented. The headteacher fulfils this responsibility through guidance and leadership using the schools' democratic processes, supporting the school to make and enact sound decisions about behaviour. The headteacher is also responsible for giving final approval for ending a student's enrolment under the process detailed in this policy.

Staff

All staff have a responsibility to model good behaviour, to uphold the school's values and boundaries at all times and to follow the Staff Behaviour Policy and Code of Conduct. Staff also have a duty of care towards students and must always act to protect student safety and well-being.

When staff become aware of a behaviour issue, they may address the issue informally first. If the issue continues, they should refer it to the school council for resolution. Staff may also be called upon by students to advise or assist in resolving an issue. Teaching staff are responsible for managing behaviour within their own classroom.

Staff should be aware of the innate power differential between themselves and students in the school. This difference in power exists not just within the school but within society between children and adults and is further increased when the adult takes on a role of responsibility and trust. An imbalance of power can have a negative impact on mental health, relationships and create the conditions for poor behaviour where the powerless party feels the need to push against those that have power over them. The democracy at Sands seeks to address this by giving every member of the school equal value and an equal voice. Whilst staff will still hold greater responsibility, and their views may carry greater weight due to their age and experience, they should at every opportunity be mindful of the power imbalance and seek to empower the voice of the student and resolve issues through consensus rather than imposing a solution.

Tutors

Tutors support and advocate for students to raise and resolve issues when they are impacted by others behaviour and to navigate the resolution process when their behaviour creates a problem for the school or others.

Safeguarding team

The Safeguarding Team manage behaviour issues where these issues also fall under the remit of Safeguarding and Child Protection. In some cases, the School Council may continue to resolve an issue even if it crosses into safeguarding but under the careful guidance of the Safeguarding Team.

Students

Students are made aware of the school's rules before enrolling at Sands and are expected to live within the boundaries set by those rules whilst they are a student at the school. If students feel the boundaries need adjusting, they may bring a proposal to the School Meeting.

Council members

Students may be elected to the School Council who work on behalf of the school to resolve behaviour issues and conflicts where they arise.

Parents

The school will make parents aware of the school's Behaviour Policy when enrolling their child and will ensure the policy is accessible to parents via the school's website and reception. Parents will be made aware of the school's rules when enrolling their child and should support and encourage their child to live within the rules set by the school during their time at Sands.

Parents need to be aware that the school's approach to managing behavioural issues of community accountability means that students are involved in the resolution of each other's issues. This means that other students may be privy to information about another student's behaviour. If parents have a concern about how the school is handling a behaviour issue they should raise it with their child's tutor.

If parents have concerns about their child's behaviour or the impact of others behaviour on their child, they should contact their child's tutor in the first instance to discuss these concerns. Parents may also contact the school's secretary, by emailing enquiry@sands-school.co.uk who can direct their concern to the right member of staff. The most effective way to tackle behaviour issues is for the school and parents to work collaboratively to resolve the issue.

4. Creating a Positive Culture

The School Meeting's approach to behaviour has evolved over the lifespan of the school but the core principles have remained unchanged since the school's founding in 1987. As a democratic school community agreement and community accountability are the key principles by which the school is managed. In using an approach of community accountability, our aim is to encourage collective responsibility, uncover the wider issues surrounding harmful behaviour, and support young people to work through their emotional responses, and understand how to set their own, and respect others', boundaries.

Setting Behaviour Expectations

As a school we have tried where possible not to make unnecessary school rules. Instead, we promote good behaviour by asking that everyone uses their common sense and behave in the best possible way they can in each circumstance. Experience has taught us that rules in general limit the ability to think through nuance and decide what's right, they can also have the unintended consequence of encouraging unwanted behaviour by providing something to push against.

It is, however, necessary to have some boundaries to guide everyone's behaviour to ensure a safe learning environment. Behaviour expectations are discussed and agreed by democracy in the School Meeting and are written in the [School Rules, see appendix A](#).

Students may bring proposals to introduce new rules or change old ones at any time, thus the school rules are a living document changing over time with the needs and views of the community. Being a part of the decision to set boundaries is also the ideal starting place for living within them. Imposing new rules is not to be taken lightly. It can be tempting when there is a problem in the school to impose a rule as a means to solving it, but we often find that once the issue has been thoroughly discussed there is no need for the rule anymore. Likewise, rules which have served their purpose become redundant and should be removed so as to keep the list as short as possible and to allow the next generation to think through problems anew.

Regardless of this evolution, the School Rules always include key points about safety and the core principles that underpin our approach:

Wanting to be at Sands

This is the first and most important principle of Sands. Students who have chosen to be at the school will be motivated to use the school well and to look after the school and the community. Wanting to be at Sands does not mean being happy with every aspect of life at Sands all of the time but generally students should: participate in the running of the school, uphold and respect the decisions of the School Meeting and School Council, engage with

their lessons and learning, respect and value other people, their belongings and School premises.

Freedom and rights

Students have an enormous amount of freedom at Sands to pursue learning in the way that suits them best and to decide how to use their time at the school. However, everyone has a right to live and learn at the school in a safe, calm and supportive environment. Each person's freedom therefore ends when it begins to interfere with the rights of others. Where this line is drawn is not always obvious and students are encouraged to negotiate with each other to find ways to allow for both to be respected.

Positive Relationships

Our democratic ethos goes beyond a mechanism for making decisions, it sets the tone for relationships in the school. We strive to foster a culture of openness, where students know they will be listened to and taken seriously. Students know we will work with them to tackle problems in a non-judgemental collaborative way. This allows us to address issues before they grow into much bigger problems.

Staff are conscious of the imbalance of power inherent in their relationship with students and work hard to redress the balance by listening to students and working with them to find solutions rather than imposing their views upon them. See: [roles and responsibilities](#).

Education

Our Personal Social Health Education (PSHE) programme known at Sands as General Studies, is taught across all the year groups in weekly timetabled lessons and tutorials. General Studies supports student's personal, social and emotional development addressing topics such as how to handle difficult emotions, what healthy relationships look and feel like and how to make the right decision in morally complex situations. Lessons are taught through open and frank discussion, giving young people an opportunity to share and work through their own experiences.

Our values of openness, consent, equality, freedom and rights permeate all aspects of the school. All lessons support student's development both in how they are taught and by bringing these and other PSHE topics into the curriculum. Through their time at Sands, students develop their self-identity, their self-confidence and agency, learn to self-regulate and make good decisions about what they need and to have empathy and consideration for others.

Staff Training and Support

New staff are given this policy as part of their Induction into the school, all policies can be found thereafter on the school's website, OneDrive and in Reception for reference. Each aspect of the school's ethos and processes are carefully explained to new staff during their first weeks. Policies are revised annually and updates are discussed at the staff training days in advance of new terms. Members of staff have a mentor who supports them in their role and provides guidance on the school's ethos and processes.

New Students

This policy is provided to parents along with the School Rules before their child arrives for their Try-Out Week at Sands. They are encouraged to read the rules with their child in order to understand what is expected of them as a student at Sands. During the Try-Out Week and throughout their time at the school students have a personal tutor who supports them. Tutors explain how the School Council works to new students, along with introducing them to other aspects of Sands life. If students are having problems regulating their own behaviour or have a problem with someone else's behaviour their tutor will support and guide them through the school's resolution process.

5. Handling Behaviour Issues

What is a conflict?

A conflict occurs when:

- a student breaches the boundaries set by the School Meeting
- behaviour disrupts others learning or life at school
- there is a personal conflict or clash of needs between students
- one or more students are harassing/bullying other students

A conflict therefore can be between students or between the student and the school.

Breaching the boundaries set by the School Meeting, may not have caused any direct harm to anyone or the school, but it creates a fracture in the contract between the student and the school. In order to give students the freedom to make decisions about how to use the school, students are trusted to stay within the safe limits set by the School Meeting. When students act outside of these boundaries that trust is broken. Trust must then be rebuilt for the student to continue to have freedom safely.

Conflicts are not always intentional. Sometimes conflicts occur when one person oversteps the personal boundaries of another or where their strategies to manage their own needs clashes with other's needs; for example, one person's need to move versus another person's need for quiet and calm. Conflicts also sometimes arise out of misunderstandings which can then escalate. It is therefore important not to pre-judge or assume a student is intentionally causing an issue. It is also important that all conflicts are addressed, regardless of whether there was intent or fault. Students should not be expected to absorb others behaviour regardless of the underlying cause.

Routes for Resolution

Conflicts are often unintended and arise out of a student's struggle to manage their emotional regulation, understanding of a boundary or to recognise the needs of others. The right approach to resolve a conflict will therefore depend on the circumstances.

- **Group discussion** – Disruption within class or a conflict of needs in a group, can be effectively addressed by discussion with the group and finding an agreement of how to move forwards.
- **Tutor support** – Personal conflicts or issues affecting students, can be effectively addressed by the students themselves with support and guidance from tutors.
- **School Meeting** – Where boundaries are being breached by one or more students, a discussion about the boundary and why it is in place can be effective in raising awareness and changing behaviours.
- **School Council** – Where it has not been possible to address conflicts another way, or the conflict has had a big impact on students or the school it should be brought to the School Council by students or staff.

Case against rewards and punishments

We aim to develop within our students the skills, understanding and autonomous motivation to learn and be their best selves. Developing compassion, personal responsibility and a strong moral compass takes time, experience and support. Rewards and punishments both seek to influence behaviour because of external factors and while their purpose is well intended, they have the unintended outcome of harming the child's autonomous motivation.

Students are all seen and celebrated for who they are and we encourage students to be proud of themselves and their achievements without the use of external rewards such as certificates or points.

Conflicts are primarily resolved by bringing about understanding, putting support in place or by finding an agreement about how to move forwards. Sometimes, an action will be agreed

to repair the trust or harm caused by a behaviour, this action is therefore restorative rather than punitive. As a last resort, where students' actions create a safety risk for the school or a serious breach in the freedom/trust contract students [may be asked to stay home from school temporarily \(Fixed-Term Exclusion\)](#). This allows emotions to settle and the issue to be addressed calmly on their return. It also serves to reinforce the importance of the boundary or the school to [assess whether it is safe for their enrolment to continue](#).

School Council

What is School Council?

The School Council is an elected student-led body who, with support and guidance from staff, are responsible for investigating and resolving conflicts in the school community.

Addressing issues in this way through community accountability has proven highly effective at helping students understand the impact of their actions on others and the school and supporting them to change their behaviour. Peer-based conflict resolution reinforces the equality and democracy of the school and avoids behaviour issues being conflated with power dynamics between students and staff.

It is not the role of School Council to resolve issues with staff behaviour or conduct. Any issues involving staff must be reported to the Headteacher for management under the school's Staff Disciplinary Policy.

What powers do School Council have?

School Council have no decision-making powers of their own, they cannot impose an outcome for a conflict on students unless the School Meeting has specifically instructed them to do so. Outcomes requiring action by students can, however, be agreed in School Council if all those involved agree to the resolution.

How are members of Council elected?

The School Council is comprised of six student members. At the start of each term (Autumn, Spring and Summer) the new Council is selected. For the purposes of continuity and experience, the council selects two of their previous members to stay on for the next council. The remaining four seats are elected by closed ballot from the list of nominations. Each member of the School Meeting may submit one ballot, placing up to four votes for their chosen Council members.

The previous Council members continue in post until the new Council is selected.

A member of Council can resign from their duties at any time with that person being replaced by the reserve list.

Role of staff in Council

Tutors. Tutors are called with their tutees to provide emotional support and ensure their views and needs are expressed. Where a student has been reported to council their tutor must be informed first so that they can support the student. The tutor must also make a record of the issue on CPOMS. This record should be updated to include the outcome once reached.

Safeguarding. Members of the Safeguarding Team are called to advise where issues cross into potential safeguarding concerns. The Safeguarding Team are also mindful of the impact of handling an issue on the Council themselves. [See also Safeguarding for more detail.](#)

Oversight

The Safeguarding team also provide oversight to the School Council by debriefing each meeting, reviewing the meeting notes and ensuring proper process has been followed. The Safeguarding team update tutors on meetings where they were not present and inform the rest of the staff team where appropriate depending on the issue.

Great care must be taken to ensure consistency, fairness and safety in process whilst trusting the council to work through the issues, too much intervention from staff undermines the value of the peer justice.

School Council process

1. How issues are brought to Council

Any member of staff or student may bring an issue to School Council for resolution by finding a member of council and requesting a meeting.

A poster in the main Hallway/Reception identifies the current School Council.

Where students bring issues to members of staff that would be best solved by Council, the member of staff will support the student to bring it to Council.

2. Handling an issue

- a. Find out what happened. Talk first to the person who reported the problem and then to everyone else involved, one at a time, to get a full picture of the event.
- b. Reflect back. Having gathered all the perspectives, reflect back what the Council has understood to have happened, so that everyone understands how the other parties feel/have been impacted.
- c. Reiterate boundaries. Explain school boundaries, why they exist and are important.
- d. Identify and agree an outcome or make a proposal to the School Meeting.

3. Council outcomes

Often once all parties have been listened to and have understood each other's perspectives this is often enough to resolve the conflict.

In some cases, in particular personal conflicts between students, an agreement on how to move forwards will help. Such as how to share a school resource or how to respect each other's personal boundaries.

For some cases, in particular where school boundaries have been breached, it is helpful for an outcome to include an action that will help to restore the trust between the student and the school. These actions are most effective when proposed by the student themselves. The School Council may make suggestions for appropriate actions, but the student must freely agree. Examples of such outcomes could be:

- Making a contribution to the community through additional useful work
- Temporary removal of privileges such as going down town or use of a particular space outside of lessons
- Working together with the maintenance staff to repair damage to property

4. Further action

Where an appropriate outcome cannot be agreed in School Council, Council can bring a proposal for action to the School Meeting.

5. What students can do if they are unhappy with the process

If a student is unhappy with how an issue has been handled by the School Council, they can take the following actions to request that it is reconsidered:

- a) Speak to their Tutor, and ask that they bring it back to School Council for reconsideration
- b) Bring the issue to School Meeting to request the policy or process be reconsidered
- c) Raise a complaint with the school, see [Complaints Policy](#) for process

School Council records

A record of all School Council meetings is made by the council members during the meeting, this is then passed to the Safeguarding team to be stored securely on the school's Data Drive. This record provides a reference to ensure all cases are handled consistently, fairly and effectively, it also serves to act as a behaviour record for students. Each record should include the following:

- Date of the meeting
- People present
- Issue being handled
- Summary of information gathered
- Outcome / next steps

Confidentiality and conflicts of interest

Issues discussed in School Council are confidential and private matters. Members must not discuss any issues outside of their meetings, other than with the Safeguarding Team or Tutors.

There may, of course, be conflicts of interest between elected members of Council and individuals involved in an incident. In this case, anyone can ask for a member of Council to be recused at any time. Additionally, any member of Council may recuse themselves from handling an incident if they feel they might hold an inherent bias for or against any individual involved in a reported incident.

Safeguarding

It is not the responsibility of the School Council to investigate or handle issues which constitute or form part of a safeguarding concern; that is the responsibility of the Safeguarding Team.

To ensure this happens, the Tutor of any student involved in an incident **must** be informed **before** any other action. The Tutor will then refer the case to the Safeguarding Team if necessary. If the Tutor is unsure of the right course of action, they should seek advice from the DSL or Deputies.

If during the investigation information arises which raises safeguarding concerns, both the Tutor and/or Council can refer the matter to the Safeguarding Team.

A safeguarding concern may be raised because the staff know more information about the needs of a student, a mental health concern, or because of an obvious serious issue. It is important that only safeguarding concerns are referred in this way; staff should resist the temptation to refer a case just because they feel they would be better positioned to deal with a low-level incident. In the case where the Tutor feels it better dealt with outside of Council, they can ask Council to pass it over but **cannot** demand it.

Note it is quite possible that the Safeguarding Team return an incident to Council to handle. As part of the Council induction students receive training from the Safeguarding Team to understand what constitutes a safeguarding concern.

Suspensions from School (Fixed-Term Exclusions)

Being a student at Sands is a great privilege. Where student's actions breach serious safety boundaries that the School Meeting has set or pose a danger to themselves or others the School Meeting may ask the student to stay home from school for a limited period of time, also known as a Fixed-Term Exclusion. Students may only be suspended from school for a maximum of five school days.

Removal of access to the school is used to underline the importance of the boundary that was breached, and that breaching the boundary poses a threat to the safety of students and the school community. It is not possible for the school to continue to grant students the level of freedom we would like where they cross these boundaries, a suspension also therefore sends a clear message that continued actions may result in the school eventually [seeking to end the student's enrolment](#).

Behaviours that may result in the use of a suspension include:

- Physical violence
- Persistent harassment or bullying
- Breaching the no smoking/vaping rule
- Carrying harmful substances or substance misuse
- Carrying banned items

Following an instance of physical violence students will usually be asked to stay home or suspended for one school day before seeking to resolve the issue through school council. This is to allow for a cooling off period for all concerned and so that students may come to the resolution process in a balanced state of mind.

The decision to suspend a student may be taken by a member of the Safeguarding Team for safety reasons or School Council where an automatic consequence is in place for the boundary breached. Any other proposal to issue a suspension must be taken to the School Meeting.

Parents are always involved in the process at the point where a proposal of a suspension is being put forward, unless there is reason to believe that would be detrimental to the wellbeing of the student. Parents will always be informed immediately following the decision to issue a suspension. It is very common for parents to be included as early as possible in the process in order to create a support team around the student, the students' views and wishes will always be central to the decision of when to involve parents.

Upon returning to school following a suspension, students may be asked to undertake further restorative action to demonstrate a commitment to staying within the school meeting's boundaries and to rebuild trust.

Parent Involvement

Where a student is having trouble regulating their behaviour or staff are concerned about an ongoing pattern of behaviour or a serious incident has occurred parents will be informed about the situation by their child's Tutor. In such cases, parents would be invited into school for a meeting to discuss the issue, what the school is doing to support the student and manage the behaviour and how the school and parents can work together on the issue.

The school will always ask student's permission before informing parents of an issue, or where it is deemed essential to inform parents the school will let the student know about the decision and seek to involve them in the discussion.

It is not the school's policy to inform parents of every low-level issue or conflict that occurs in school. Such a level of detailed reporting would undermine trust in the student and the student's trust in the school and the student's independence and autonomy. Openness between the student, school and parents is very important. Students that have open, supportive and non-judgemental relationships with their parents will often learn to manage behaviour problems quickly and effectively. Tutors will therefore encourage students to be open with their parents and seek their support.

Supporting All Affected Students

Supporting students with SEND needs

Where students who have been identified as having SEND needs are experiencing issues managing their behaviour, or where students without previously identified SEND needs are exhibiting a new pattern of challenging behaviour their Tutor should discuss the behaviour with the SEND Team.

The SEND Team should consider whether the behaviour issues relate to any SEND needs, and if so, put in place a graduated response to support them. Support measures might include:

- Check-in meetings with a designated member of staff
- Providing clear, consistent advice to the teaching team on support measures/adaptions in class
- Mental health support
- A reduced/adapted timetable to reduce stress, overwhelm or anxiety

The SEND Team must follow the process detailed in the [Provision for Special Educational Needs and Disabilities Policy](#) for implementing a graduated response.

Supporting all students impacted

Behaviour issues will often have had an impact on other students, either because of direct bullying/harassment or because of disruption to learning. For example, an incident where a student is found to have breached safety boundaries may have an indirect impact on others by triggering them to feel unsafe in school.

The student who exhibited the problematic behaviour will also be affected. They may harbour feelings of guilt or shame around their actions, be worried about making the same mistake again or have an underlying issue which caused the behaviour.

Tutors should be sensitive to their tutees needs following a behaviour problem and provide support to those that need it. This might include talking through the event to bring clarity and closure, reassurance, emotional support or they may need signposting for further support such as counselling. Tutors should be sensitive to changes in student's behaviour or mood that may indicate more support is needed.

6. Use of Restrictive Interventions, Including Reasonable Force

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the students, staff members and parents involved. However, there are circumstances when to the use of restrictive interventions will be lawful and necessary for example to keep individuals and wider school community safe.

Terminology

- **Restrictive intervention** means to prevent, restrict, or subdue a movement of the body, or part of the body, of a student. Restrictive intervention is used within this policy and associated guidance as an umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.
- **Reasonable force** covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as separating students that are fighting.
- **Reasonable** means using no more force than is necessary for the least amount of time needed.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between staff and students.
- **Seclusion** is a non-disciplinary intervention involving keeping a student confined to a place away from others and preventing them from leaving.
- **Restraint** refers to a non-disciplinary intervention which immobilises a student or limits their movement.

Use of restrictive interventions that may be used

What kind of interventions may be used at Sands?

Sands staff are authorised to use reasonable force or seclusion where necessary to protect a student's safety or the safety of others.

Who may use restrictive interventions?

All members of the school staff have a legal power to use restrictive interventions when needed.

Under what circumstances might restrictive interventions be necessary?

It is extremely rare that circumstances arise which may call for the use of force or seclusion. Staff may use reasonable force to stop prevent or stop a student:

- causing injury to themselves or others
- committing a criminal offence
- damaging property

Unacceptance uses of force

- Sands staff must **never use restrictive interventions to manage student's behaviour** where students are being disruptive in class or otherwise and there is no risk to anyone's safety.
- Sands staff must **never use force to search a student for a banned item**. See below for policy on [searching and confiscation](#).
- Students should never be restrained in a way which affects their airway, breathing or circulation.
- Students should never be held on the ground, where such situation arises staff must release the student immediately.

Staff guidance when using restrictive interventions

Staff should always use the minimum intervention necessary and employ de-escalation strategies first.

When implementing the use of reasonable force staff must keep in mind the school's ethos of equality and treat students with the same degree of respect they would apply to anyone else.

Consider:

- Is it necessary?
 - Are there more effective ways to manage the situation?
 - Will the use of force escalate or de-escalate the situation? If it will escalate the situation find another solution.
 - Can anyone else support you?
- Is it proportionate?
 - Use the least restrictive intervention necessary for the shortest possible time. For example consider standing between students rather than holding them back.
- Consider the student's welfare

- Consider student's SEND needs, medical needs or other vulnerabilities.
- Consider the impact of using a restrictive intervention on the student and their relationship with school staff.
- Ensure actions are respectful. Where possible avoid others from viewing the situation.
- Ensure the student understands what is happening and why, and what you need them to do next.
- Check-in with them to see how they feel about the situation.

Recording and Reporting

Where a restrictive intervention has been used a record of the incident must be made on CPOMS immediately. The Safeguarding Team will then ask the member of staff involved to complete a 'Use of Restrictive Intervention' form to ensure a complete record of the event is made.

Parents will be notified as soon as possible and always within the same day that a restrictive intervention has been used on their child.

Following an incident where a restrictive intervention was deemed necessary parents will be invited to a meeting to discuss what happened and make a plan for future support.

Inappropriate use of force

Where a member of staff is alleged to have used excessive force the incident will be investigated thoroughly and speedily under the [Safeguarding Concerns or Allegations Made About Staff policy, contained within the Safeguarding and Child Protection Policy](#).

Further information can be found in the government guidance on [Restrictive interventions, including use of reasonable force, in schools](#).

7. Searching, Screening and Confiscating

Sands School does not operate a search without consent policy. Where staff believe a student may be in possession of a [banned item](#) they should use other de-escalation tactics such as discussing the concern with the student in order to make the situation safe. Staff may deem it necessary to ask parents to collect a student where it cannot be ascertained if they are in possession of a banned item.

Screening is not used at Sands.

Banned items and items which pose a risk to students or others found in the possession of students will be confiscated and stored securely in the school's safe. Items will then be passed to police, destroyed, or returned to parents depending on the nature of the item.

8. Bullying

Bullying, especially if left unaddressed, can have a devastating effect in individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Sands School is committed to preventing and tackling bullying, including bullying which takes place online or outside of the school. This section of the policy, alongside the measures for handling behaviour issues within this policy, provide the school's anti-bullying policy.

What is Bullying?

There are many definitions of what bullying is, we have adopted the Anti-Bullying Alliance's definition of bullying as it is succinct and clearly describes how bullying is different to other unkind or hurtful behaviours.

***"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."*¹**

There are four key points within this definition:

- **Hurtful** – Bullying is behaviour which causes harm to others, whether that is physical harm or emotional harm or both.
- **Repetition** – Bullying is something which happens several times or more than once. A one-off act of unkind behaviour is therefore not bullying, but it could still be hurtful and should be addressed and learnt from.
- **Intentional** – Bullying is where one person knows that their behaviour will or may cause harm to another and is behaving that way on purpose. One student upsetting another through thoughtlessness or because of their own emotional dysregulation would therefore not be bullying, but again still may have caused harm and should be addressed.

¹ <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

- **Imbalance of Power** – An imbalance of power is created whenever one person or group feel they have more power in a given situation than another person or group. This could be cause of group size, one group larger than another, it could because of majority characteristics such as gender, race or faith, or because of specific needs or difficulties the other person group face, or if could be because of social status such as appearing to have more friends than the other person or group.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, baiting others to get an emotional response from them
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect – Can include the exploitation of individuals
- Social – Creating false friendships in order to bully them

Preventing Bullying

Sands School aims to prevent bullying from occurring through:

- awareness and education, both in General Studies lessons and throughout the school and through discussions at School Meeting and in Tutor groups, which address bullying and its causes including discrimination
- staff addressing any instances of behaviour or language which is discriminatory or which could lead to bullying if left unchecked
- reducing the power imbalance within the school both between staff and students and within the student body by fostering an atmosphere of equality and mutual respect, making decisions collaborative and intentionally elevating all voices and opinions on all matters

Bullying is usually a group activity and there are often many more people involved than simply a 'bully' and 'victim'. Addressing group dynamics where an imbalance of power is forming and individuals may be tempted to fall into roles such as ringleader, assistant or cheerleader early on are important in preventing the development of a situation where bullying may occur.

Bullying as a Safeguarding issue

As detailed in the school's Safeguarding and Child Protection Policy, staff should be aware that students who have or are perceived to have a protected characteristic as defined by the Equality Act 2010, may be more vulnerable to bullying than other pupils. Staff should be alert to any acts of discrimination, harassment or victimisation towards them and address the matter immediately.

Bullying is a form of child-on-child abuse. When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the staff member handling the case should discuss the matter with the Designated Safeguarding Lead (DSL) and report their concerns to the local authority children's social care and work with them to take appropriate action. See the school's [Safeguarding and Child Protection Policy](#) for details.

Bullying and the law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassment, threatening behaviour or communications could be a criminal offence, for example under the Protection from harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Handling cases of suspected bullying

As bullying is an issue that occurs in social groups, and which heavily relies on social status, the peer justice of the student-led School Council is usually the most effective method of handling the issue. However, as bullying is also by its very nature a safeguarding issue the School Council can only handle such an issue under the guidance and direction of the Safeguarding Team.

In handling an instance of suspected bullying, the School Council should follow their normal handling procedures to resolve the conflict, ensuring that any action taken or agreed outcome ensures the safety of the targeted student.

The Safeguarding Team should also consider a range of measures in response to the incident including:

- support for the targeted student, such as additional pastoral support or counselling

- additional education/awareness activities within the school to tackle the root causes of the behaviour
- alerting all staff to the incident so that any repeated instances are more likely to be picked up and addressed quickly
- discussing with group leads / tutors and the teaching team if there are any positive actions to be taken to support the group through any aftereffects of the incident and to put the behaviours behind them

The Safeguarding Team should also consider whether there are safeguarding concerns affecting the students who are exhibiting the bullying behaviour. Bullying can sometimes be repeating abuse which the student themselves has experienced, a symptom of a mental health issue or the result of an unmet need at school or elsewhere. It is therefore important to consider what support the student carrying out the bullying may need alongside any discipline measures as a result of their behaviour.

Where bullying behaviour persists after it has been dealt with under the normal school procedures, staff should consider if the school can continue to meet all students' needs alongside each other or whether to assess if it would be more appropriate to [end a student's enrolment at the school](#).

Recording and monitoring

The Safeguarding Team record all instances of reported bullying on CPOMS. Records of bullying are reviewed and analysed annually by the staff team, looking for patterns and areas for improvement. Their findings are reported to the Governors in their annual report on behaviour.

Support for staff who are bullied

The school takes cases of bullying that targets members of staff whether by students, other staff or parents seriously. Any concerns for staff members relating to bullying should be reported to the Headteacher immediately. Please see our Staff Bullying and Harassment Policy for details.

9. Safeguarding Concerns Including Child on Child Abuse

All young people have a right to learn in a safe environment where they can thrive and reach their full potential. Child-on-child abuse occurs when one or more children abuse or harass another child or group of children. It can occur in school, outside of school and online.

Child-on-child abuse is never acceptable. Staff should be aware that just because there are no reports of child-on-child abuse it does not mean it is not happening and staff should always keep an open mind and an attitude of 'it could happen here'. Sexually abusive language or behaviour is never acceptable and must not be normalised as just 'banter' or 'part of growing up'. Staff should model high standards of behaviour, manners, courtesy and dignified/respectful relationships.

All members of the community should always challenge inappropriate behaviour or language. Students should report any concerns to a trusted member of staff. Staff must report all concerns to the Safeguarding Team and seek advice from the DSL on the most appropriate course of action. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the safeguarding team should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy.

For further details of what constitutes child-on-child abuse and how to handle reports of abuse see the Child-on-Child Abuse Policy.

10. Ending an Enrolment (Exclusions Policy)

A Different Approach, A Different Impact

We are committed to creating a safe, supportive and caring environment for all our students. Our approach to behaviour is centred around supporting students emotional and social development, helping them to understand the impacts of their behaviour on others and the environment around them. Excluding a student from the school runs in direct opposition to this aim.

However, we recognise that there will be times when the school can no longer meet the needs of the student or keep the student and others in the community safe alongside each

other. In such cases, where the parents and student wish to remain in the school, the school will review the viability of the continued enrolment following a risk assessment approach. Where it is found that continuing the enrolment is no longer in the best interests of the child, the school or both the school will end the enrolment and where possible support the student to transition to a new setting.

The reasons why an enrolment may no longer be in the best interests of the child and the school are varied and will not always relate to the behaviour of the child. It may instead be based on the school's ability to meet the child's needs, such as special educational needs, or to keep the child safe, or may be due to behaviour by the parents or a breach of the parent's contract with the school.

In taking a risk assessment approach and then supporting the child to transition, rather than using exclusion as a form of punishment we aim to remove the stigma and minimise the impact that could otherwise come from an exclusion. Though we recognise that this impact can never be fully mitigated.

Fear of impact on the child should not prevent the school from taking steps to ensure the safety and wellbeing of the child and school community.

Ending an Enrolment Process

Initiating the process

The process to review whether an enrolment should be ended can be initiated by any member of staff, where the reason for initiating the process meets the criteria for a request. Where a student's experience at the school is being severely impacted by another student they should raise the concern with a trusted adult. Students may wish to remain anonymous as having raised the concern and that must be respected. However, it must also be explained to them that the panel may need details from them, which may reveal their identity to the panel in order to fairly review the issue.

The request should be brought to the Headteacher who will assess the request criteria and where the request meets the criteria inform parents and convene the panel review.

The student's parents must be informed as soon as the decision is taken that the request meets the criteria. The parents will be provided with this policy when informed of the panel review and offered a meeting to ask questions about the process and put forward any information for the panel to consider. Where the request involves a concern for the student's or other's safety the student will be suspended while awaiting the panel review. The panel review must be convened within five school days of the decision to consider ending the enrolment.

Criteria warranting a request to end an enrolment

A request for initiating a review to end a student's enrolment must meet one or more of the following criteria. Behaviour or an incident which meets the criteria should not automatically trigger a review, where an issue can be resolved without resorting to considering ending the enrolment that should be pursued in the first instance.

- **The school is no longer able to meet the needs of the student, be that educational, social, emotional or safeguarding.** This may be due to a previously undisclosed need or a new need that has arisen. In this instance, the school must have taken reasonable steps to put in place adaptations to meet the need as detailed in other school policies before resorting to seeking to end the enrolment.
- **Serious physical harm or threat of harm to others.** Where the student repeatedly engages in violent behaviour that causes harm or poses a threat of harm to others, despite intervention and support. Or where a student commits a single act which causes serious harm to another person or persons.
- **Persistent bullying, harassment, abuse or discrimination of others.** Continued severe bullying or harassment including online bullying which has resulted in significant emotional or psychological harm despite attempts to intervene and resolve the situation through the school's systems. Repeatedly acting in a way which discriminates against others protected characteristics, perceived characteristics or association with others with protected characteristics.
- **Substance misuse.** Ongoing involvement including using, carrying, selling/distributing or making arrangements to distribute illegal drugs or harmful substances at school or in way which poses a threat to the safety of other members of the school community, even if the actions themselves take place off the school site or outside of school hours.
- **Possessing dangerous items or weapons.** Possessing a weapon or other dangerous object or the use (or threatened use) of an object as a weapon or in a way which puts others in danger at school.
- **Engaging in criminal activity.** Engagement in criminal activities, regardless of whether at school or elsewhere, that places a risk to the safety of the school community.
- **Inappropriate or harmful sexual behaviour.** Sexual violence or harassment including online abuse which violates the safety and dignity of others and cannot be effectively resolved with the school's support.
- **Dangerous behaviour.** Repeated behaviour which places the students or others personal safety at risk, such as engaging in high-risk behaviour without permission, ignoring safety instructions, tampering with safety equipment or causing a safety risk such as by starting a fire, which cannot be safely managed by the school.
- **Behaviour which continually disrupts the learning environment for others.** Persistently acting in a way which disrupts the learning environment for other students despite repeated attempts of support to ensure safe access to learning for all students.

- **Severe lack of attendance or engagement/use of the school.** Where the student's attendance at school or engagement in school activities (be that classes or other activities) has diminished to such an extent that it is reasonable to assume the student no longer wants to be at the school, and that repeated attempts of support have been unsuccessful to re-engage the student.
- **Irredeemable breach of the terms and conditions of enrolment.** Where the actions of the parents breach the terms and conditions of the enrolment; such as through lack of payment of fees, inappropriate behaviour, failing to provide required information to the school or other breakdown in the relationship with the school, which despite extensive efforts has not been possible to resolve.

Panel membership

The panel responsible for deciding whether to end an enrolment will always include:

- The Headteacher
- A member of the Safeguarding Team
- The student's Tutor

Depending on the concerns that have triggered the review it may be appropriate to also include the following additional members of staff:

- The SEND Lead
- The Bursar
- The Health and Safety Coordinator
- The Attendance Lead

Details regarding the behaviour/incidents that lead to the process being initiated will be sought through an investigation and may include statements or interviews by other school bodies, staff or students. Care must be taken when gathering evidence not to disclose confidential details about the case or the process.

Decision making process

The panel reviews each concern in turn, where there are multiple concerns, in a risk assessment format, considering:

- Evidence relating to the concern and whether the concern is valid
- What support/interventions have already been put in place to resolve the issue
- The impact on the student
- The impact on the school community
- What further reasonable support, interventions, mitigations could be put in place to resolve the concern/reduce the impact of the issue to an acceptable level

Once all concerns have been considered the panel will reach one of the following outcomes:

1. **No substance – enrolment continues.** Having reviewed the evidence, the panel finds that there is not sufficient substance to the concern to warrant ending the

enrolment. The enrolment will continue. The school will investigate how the concern was escalated to this level.

2. **All the concerns can be adequately mitigated – enrolment continues – review date set.** A proposal for support will be put to the student and their parents to resolve the concern or mitigate impact from it. The student and parent must agree to the proposal for the enrolment to continue. A date will be set to review whether the mitigations have been successful in resolving the issue. This will typically be 6 weeks or a half term period.
3. **Some or all of the concerns cannot be mitigated – enrolment is ended.** It was not possible to find a solution which would be reasonable to undertake, and which would adequately resolve the issue/mitigate the impact from it. The enrolment is ended by the Headteacher.

Communication of decision

The school will communicate the panel's decision immediately once it has been made by letter/email, this will include:

- The decision of the panel
- Reasons for the decision
- Summary of the steps leading up to the decision including support provided up to this point
- Proposal of support where the school finds that the enrolment can be continued and the next review date
- Offer of a meeting to discuss the decision and plan support in continuing at the school or in the transition
- Information about how to make an appeal

Supporting the student through un-enrolment

The school will always seek to bring a student's enrolment to an end in a caring and supportive way. We will do everything we can to ensure the student understands that the school has everyone's best interests at heart and ending the enrolment is not a rejection of them but about meeting everyone's needs.

We will offer the following support to the student and their parents:

- **Assistance in transitioning to a new setting.** Where parents would like us to, we will advise on what support the school feels is needed in the student's new setting for them to be successful. We will contact the new setting to provide information on how best to support the student and to make the transition as seamless as possible.
- **Having a safe parting from the school community.** Where the student would like it, we will organise an opportunity for them to say goodbye to the teachers and their peers safely.

- **Support processing the ending of their enrolment and the events leading up to it.**
The student's tutor, the safeguarding team and where appropriate our school counsellors will be available to talk to. We can also help connect the student / parents to new counsellors who can continue this support and/or make referrals for support from other agencies where this is appropriate.

Appealing a decision

The school will always take decisions to end an enrolment carefully and fairly considering the best interests of the child and the school. The school will ensure that parents understand the process and are kept informed at every step.

Where parents feel that our decision to end an enrolment is unfair they have a right to appeal the decision by requesting a Panel Hearing under Stage 3 of our Complaints Policy. A request for a panel hearing should be put in writing to the Chair of Governors at chairofgovernors@sands-school.co.uk.

The Chair of Governors will acknowledge the request for an Appeal Hearing within 5 school days of receipt. Appeals to decisions to end an enrolment will be heard and decided upon within 15 school days of the request.

The Appeal Hearing will review all documentation related to the decision including: decision making and reasoning for ending the enrolment, support strategies used prior to the decision, communication with the student and their family and any additional information submitted by the family. The Appeal Hearing will conduct further investigations if necessary in order to formulate a full picture. The Appeal Hearing will consider whether the decision was valid and in line with the school's policies, whether the school complied with its own policy and any relevant legal obligations including under the Equality Act 2010. The decision of the Appeal Hearing is final.

11. Suspected Criminal Behaviour

In cases when a member of staff suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented and the school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to the police the school will ensure that any further action by the school does not interfere with any police action. The school may, however, take further action as a result of the incident providing it does not conflict with police action.

In line with our Safeguarding and Child Protection Policy, it will likely also be appropriate for the Designated Safeguarding Lead to make a referral to children's social care alongside the report to the police.

12. Record Keeping

Council Meeting Records

A record of all School Council Meetings is made and stored securely on the School's Data Drive, accessible only to staff with the appropriate permissions. A log of council meetings showing the dates and students involved is kept alongside the individual records to enable easy cross reference when needed.

Council Meeting Records are kept for 6 years, when they are securely disposed of as per our Data Retention Schedule.

Individual Student Behaviour Records

A record of all behaviours brought to School Council or handled directly by staff including bullying incidents are recorded on CPOMS along with the outcome of any School Council Meetings.

CPOMS records are kept for 25 years, when they are securely disposed of as per our Data Retention Schedule.

13. Monitoring and Review

The Administrator provides an annual report to the Governors detailing the type and number of behaviour incidents, feedback from School Council about the effectiveness of handling issues and any plans for improvements.

The school provides regular opportunities for students to feedback to the school and the Governors on their experiences of the school's behaviour culture and processes. This will be through discussion sessions in School Meetings, Tutor meetings and through surveys.

14. Change Log

Version	Date	Summary of changes	Responsible person
2.2	June 2026	New mobile phone policy.	Kezia Cantwell-Wright
2.1	May 2026	Amendments to reasonable use of force following new guidance.	Kezia Cantwell-Wright
2.0	May 2025	New policy, combining previous policies into a single document. Improved detail on ethos and council process. New ending enrolment policy.	Kezia Cantwell-Wright
1.4	Feb 2024	Improved structure and clarity on sanctions	Nathan Gribble and Kezia Cantwell-Wright
1.3	Feb 2023		Nathan Gribble
1.2	Sept 2019		
1.1	2016		
1.0	2010		

APPENDIX A: School Rules

Caring for the school

Useful Work

At the end of each day everyone cleans and tidies an area of the school, the Useful Work Committee works out a list and ensures that everyone does it each day. This is not optional, students who are found to be not doing their useful work or doing it poorly should expect to be brought to the School Council.

Washing-up

All those who have school lunches wash-up once a week as per the rota. If you miss a day you will be on catch-up the next day. Failure to catch-up will result in losing your lunch the next week.

Tidy up

Tidy up after yourself during the day. Wash up cups and plates, leave the tea and toast area clean and ready for the next person.

Shoes

Shoes may not be worn upstairs in the main building. You may wear slippers if you wish.

Health and Safety

Alcohol and illegal drugs

These are not allowed in school ever.

1. Students may not attend having consumed them or consume them on the premises.
2. Students may not have them either on their person or on school premises.
3. Students may not be under the influence of them, e.g. hung-over.
4. Students may not go out of school, during school hours, to exchange, consume, buy or otherwise be involved in them.

The consequence for breaking these rules are:

1. Immediate suspension for one week.
2. Tutor will meet student and parents / carers to discuss the infringement.
3. The School Meeting will decide whether the Ending an Enrolment procedure will be initiated or whether community service will be given.
4. Subsequent offence is likely to result in the student's enrolment being ended.

No Smoking or Vaping

There is a strict no smoking or vaping policy. Students may not smoke or vape on school premises or during school hours, even if off site. Smoking or vaping equipment are banned from the school premises.

Violence

No one may cause physical harm to anyone else. Any violent behaviour will usually result in the student being sent home or at least separated from the rest of the school to calm down. The incident will be dealt with by the School Council on their return.

New activities

- Students must consult with staff if a new activity is proposed that is unsupervised or unusual.
- Any staff or students who see or become aware of an activity which they do not know has been risk assessed, or that they believe has changed since the initial assessment, must stop the activity and make a report to the Health and Safety Committee, who will carry out a risk assessment in conjunction with students and appropriately trained staff.

Skateboarding

- Always wear a helmet when skating, including downtown. The consequence for skating without a helmet is an immediate one-day exclusion.
- Skating is only permitted on the skate ramp, sports court (no tricks) or in the skate park in the Ashburton Rec.

Climbing wall

- A climbing instructor must always be present
- No food or drink
- Maximum of 10 climbers at a time
- Climbing takes precedent over other activity

Rope swing

- Maximum of 4 people on the platform at a time
- No doubles

Zip wire (if it's ever fixed)

- One person at a time

Kitchen

- No running
- Wash your hands before cooking
- Shoes must be worn in the kitchen

Garden

- No climbing or running on the walls

Music room

- Do not use the balcony

Science room

- No one is allowed into the chemical storage area without supervision from science staff.
- No eating or drinking in the science lab when a practical experiment is in progress.

Woodwork

- The woodwork room may only be used with supervision
- Return all tools after use.

Drama room

- Do not touch technical items, such as lighting equipment
- Remove shoes

Signing in and Out**Signing in**

Students should sign in when they arrive by collecting their tag from the office and hanging it on the tag board in the hallway before 9.45 when first lesson begins.

Afternoon session

Students must sign in again by hanging their tag before 2.15pm when the afternoon session starts.

Leaving for the day

Students should replace their tag in the year group boxes when they leave and let the office staff know they have gone for the day.

Going downtown

Students are allowed to go downtown to use the shops or park during free periods and breaks. Students may not go anywhere else without arranging it with their tutor.

- Students must sign out in the office when they leave, stating the time and where they are going. They also must sign back in on their return.
- Students should not be gone for longer than necessary and no longer than an hour.
- Students may not go further than the following locations. The memorial to the east, The A38 to the south, the Rec and the town centre to the west.
- Try-Out students younger than Y1 age may not go downtown alone.
- Students may not have other students back to their houses during the school day.
- Students are expected to be respectful other people in town. This includes avoiding private spaces, not leaving litter and being polite. In particular, students may not hang out in the parking garage of the Golden Lion.
- Where students wish to spend a longer period of time out of school, such as at the Rec, they must be in a group of three and take a school walkie-talkie with them to maintain contact with staff.

Mobile phones

Students are **not permitted to use or carry mobile phones** or similar devices during the school day.

This includes time during, before and after lessons, breaktimes, lunchtimes and while downtown. It does not apply while students are travelling to and from school including on school buses.

Where students come into school carrying a mobile phone or similar device, they **must be switched off and stored securely upon arrival** at school and collected at the end of the day.

See [Mobile Phone Policy](#) for full details including definition of similar devices and exceptions.

APPENDIX B: Banned Items

The following items are banned from school premises by law. Any students suspected from carrying such items should expect to be challenged, have any found items removed or be sent home if it cannot be confirmed they are not in possession of the items.

- Knives and weapons
- Alcohol
- Illegal drugs or substances
- Stolen items
- Any article that the 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 property of;
 - any person (including the pupil).
- An article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

APPENDIX C: Mobile Phone Policy

At Sands School we recognise that mobile phones and the internet are a big part of young people's lives. There are many benefits from mobile phones and the internet such as being able to keep in contact with family and friends, use as an organisational tool, as an aid for learning and for entertainment. However, there are also serious risks presented by young people having a mobile phone or going online. We also see that some young people struggle to maintain a healthy life balance between time spent online and the other important aspects of their life and that, when present in school, mobile phones can be a distraction from learning.

We aim for Sands School to be a calm, safe and supportive learning environment. Creating a phone-free environment is the best way for the school to:

- reduce the risks posed to our students,
- significantly reduce students' exposure to unwanted content and harmful contact,
- support students to develop a healthy relationship with technology and,
- prevent phones from being a distraction from learning.

We recognise that a successful mobile phone policy must be embraced by the school community and form part of its culture. It is also important that the school's mobile phone policy is proportionate and that it does not demonise technology or hinder learning. To achieve this aim, this policy was developed over the course of the 2025-26 academic year by a committee comprised of staff and students, taking into consideration [government guidance on mobile phones in schools](#), findings from our research into Sands students' usage of mobile phones in and outside of school and parents' views.

The school's responsibility to safeguard students and support them to use technology safely doesn't end at the school gate. Many students will have access to such devices and the internet at home and it is vital that they understand the risks of using phones and going online. Education about online safety is a key component of our PSHE programme, delivered through General Studies lessons and throughout the school's curriculum. Parents are encouraged to ask staff about this where they have questions and to let us know about any specific concerns.

Restrictions

Students are **not permitted to use or carry mobile phones** or similar devices during the school day.

This includes time during, before and after lessons, breaktimes, lunchtimes and while downtime. It does not apply while students are travelling to and from school including on school buses.

Where students come into school carrying a mobile phone or similar device, they **must be switched off and stored securely upon arrival** at school and collected at the end of the day.

Phones and devices are stored at student's own risk.

Staff are not permitted to use mobile phones or similar devices during the school day, except for work purposes where no reasonable alternative exists. Mobile phones should be kept out of sight while at work. Personal calls/messages may be made in a room away from students during breaks. Staff must follow the Online Safety Policy, including Acceptable Usage, when online and using technology.

Visitors are permitted to carry mobile phones but are asked not to use them while in the presence of students. Visitors are not allowed to take photos or videos or use any kind of recording equipment, unless by explicit prior permission.

Restricted devices

The following devices included in this rule include all personal devices which can be used for sending or receiving calls, notifications and that can record audio and/or video, including:

- All mobile phones
- Laptops
- Tablets
- Portable music players, where they can be used to browse the web
- Cameras and video cameras
- Smart watches

School owned devices are not subject to the restrictions but must still be used in line with the school's Online Safety Policy and Acceptable Usage of Technology Policy.

Bring Your Own Device Policy

Students may request permission to bring the following personal devices under the school's Bring Your Own Device Policy.

- Laptops
- Tablets
- Cameras

Exceptions

In addition to the Bring Your Own Device Policy, there are some cases where exceptions may be made to allow a student to use a restricted device. Exceptions are made on a case-by-case basis and would likely be agreed for:

- Medical needs
- SEND needs
- Specific school uses

Students should speak to the SEND Lead or their Teacher if they need an exception.

Managing breaches of the policy

It is our aim that this policy is embraced as a positive agreement among the whole school community. Everyone has a responsibility to help maintain the policy whilst also maintaining a culture of openness and respect. Staff and students should not assume infringements are intentional; students should not feel judged or shamed if they are found with a restricted device.

When a restricted device is seen or heard, the student will be asked to turn it off and store it in line with this policy.

Anyone taking or using another's device intentionally should expect to be called to Council.

Use of a mobile phone or other device regardless of whether the device was permitted - which raises a safeguarding concern (such as online bullying, viewing or storing inappropriate content or images, sending others unwanted or inappropriate images or other activity which breaches the Acceptable Use of Technology Policy) will be handled by the Safeguarding Team. Where harm is caused to others as a result it is likely to also be brought to Council and will be treated as serious breach of school rules.

Contacting Parents

Where students need to contact their parents during the school day, they can do so using the school phone in Reception or the Admin Office. Portable handsets are available for students to make a call to their parents in privacy.

Parents are similarly asked, where they need to contact their children during the school day, to do so by contacting the school rather than calling or messaging their child directly. School staff will be happy to pass on a message.

We hope this will be positive for students and enable them to further develop their independence. Where parents or students have concerns about this increasing student's anxieties, they should speak with their tutor so that we can offer support.

Going Downtown

Where students are going downtown during the school day, they do not need to carry a mobile phone for safety: the shops in town are very close to the school and the risk to students' safety is very low.

Where students wish to spend a longer period of time out of school, such as at the Rec, they must be in a group of three and take a school walkie-talkie with them to maintain contact with staff.

Students must sign out and follow the downtown rules.

Events, Trips and Offsite Activities

Events

An exception to the usual school policy may be made for certain events, such as school concerts, where parents are permitted to take photos or make video recordings of performances.

Parents and students are reminded not to share photos and videos of other students or post them online, as they do not have consent to do so.

Trips

Students are permitted to carry and use their mobile phones on school trips, including on residential, in order to maintain contact with parents and update them about expected return times, take photos of the trip and make notes.

Use of phones must not breach the Acceptable Usage of Technology Policy or distract from the purpose of the trip.

Alternatives to Mobile Phones

It is regrettable that as a result of the introduction of this policy positive uses of mobile phones and similar devices will also be restricted. The school will, as far as possible, seek to minimise the impact and make alternative tools and materials available for these uses. Staff and students are encouraged to raise any examples and work together with the School Meeting to source alternatives.