

Behaviour Policy

This policy applies to the whole school (including the Early Years Foundation Stage) and is published to parents, pupils, staff and volunteers.

Bradford Grammar School

March 2026

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This is the Behaviour Policy of Bradford Grammar School (the School)

1 Aims

- 1.1 The aims of this policy are as follows:
- 1.1.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.1.2 to create, promote and maintain high standards of behaviour amongst pupils;
 - 1.1.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - 1.1.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.1.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.1.6 to encourage pupils to accept responsibility for their behaviour;
 - 1.1.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.1.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.1.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - 1.1.10 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.2 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpin and are at the heart of all decisions, systems, processes and policies.
- 1.3 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the Whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy (together with the School rules and guidelines, the Pupil Code of Conduct for Senior School pupils, Mobile and Smart Device Guidance and the Whole School Behaviour Policy) applies to all pupils at the School and at all times when a pupil is:
- 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips; or
 - 2.2.5 associated with the School at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:

- 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
- 2.3.2 have repercussions for the orderly running of the School; or
- 2.3.3 bring the School into disrepute.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
 - 3.1.3 EYFS *statutory framework for group and school-based providers* (DfE, September 2025);
 - 3.1.4 Education and Skills Act 2008;
 - 3.1.5 Education and Inspections Act 2006;
 - 3.1.6 Children Act 1989;
 - 3.1.7 Childcare Act 2006;
 - 3.1.8 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.9 Data (Use and Access) Act 2025;
 - 3.1.10 Human Rights Act 1998; and
 - 3.1.11 Equality Act 2010.
- 3.2 Equality Act 2010. This policy has regard to the following guidance and advice:
 - 3.2.1 Keeping children safe in education (DfE, September 2025) (**KCSIE**);
 - 3.2.2 Working together to safeguard children 2023 (DfE, updated in February 2024);
 - 3.2.3 Information sharing advice for safeguarding practitioners (DfE, May 2024);
 - 3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
 - 3.2.5 Restrictive interventions, including use of reasonable force, in schools (DfE, December 2025, in force from 1 April 2026);
 - 3.2.6 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from 1 September 2022);
 - 3.2.7 Mobile phones in schools: guidance (DfE, January 2026);
 - 3.2.8 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
 - 3.2.9 Mental health and behaviour in schools (DfE, November 2018);
 - 3.2.10 Creating a school behaviour culture: audit and action planning tools (DfE, April 2024);

- 3.2.11 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);
- 3.2.12 Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019;
- 3.2.13 Guidance for appropriate adults (Home Office, April 2003); and
- 3.2.14 Relationships education, Relationships and Sex education and Health education (DfE, September 2021).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1 ICT Acceptable Use agreements for Junior School and Senior School;
- 3.3.2 Anti-Bullying Policy;
- 3.3.3 Mobile and Smart Device Guidance;
- 3.3.4 Online Safety Policy;
- 3.3.5 Safeguarding and Child Protection Policy and Procedures;
- 3.3.6 Risk Assessment Policy;
- 3.3.7 Special Educational Needs and Learning Difficulties Policy;
- 3.3.8 Disability, Equality and Accessibility Policy;
- 3.3.9 Parental Complaints Policy and Procedures;
- 3.3.10 Staff Code of Conduct;
- 3.3.11 School Rules; and
- 3.3.12 RSHE Guidance for Junior and Senior School.

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School reception during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to the Board of Governors.
 - 5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
 - 5.1.3 References to the **Headmaster** may include deputies.

- 5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the parents, or any person with parental responsibility, shall be deemed by the School to be received from both parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the Parent Contract.
- 5.1.5 References to a **Review** are to the review by a panel of the School's decision in accordance with the Parental Complaints Policy and Procedures.
- 5.1.6 References to **restrictive intervention** mean to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- 5.1.7 References to **reasonable force** mean physical restrictive interventions. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- 5.1.8 References to **seclusion** mean a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- 5.1.9 References to **restraint** mean a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 In discharging its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
 - 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
 - 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
 - 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the School;
 - 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;
 - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour; and

6.3.6 encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the Whole School approach to mental health and wellbeing.

6.4 School staff will:

6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

6.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and are confident to ask for help when needed;

6.4.3 challenge pupils to meet the School expectations and maintain boundaries of acceptable conduct;

6.4.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils; and

6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the School rules and expectations in addition to those set out in the Staff Code of Conduct.

6.5 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Senior School) & Deputy Head (Junior School)	As required, and at least annually
Reviewing induction and ongoing training for staff	Deputy Head (Senior School) & Deputy Head (Junior School)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Senior School) & Deputy Head (Junior School)	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Deputy Head (Senior School) & Deputy Head (Junior School)	As required, and at least annually
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and review of patterns and trends relating to disciplinary measures taken	Proprietor	Annually

7 Promoting high standards of behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, assemblies, PSHE in the Junior School or Personal Development (PD) in the Senior School, relationships education / relationships and sex education programme(s) and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the School rules, good habits and routines).
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 7.5 Responding to unacceptable behaviour
 - 7.5.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's Behaviour Policy.
 - 7.5.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
 - 7.5.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
 - 7.5.4 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
 - 7.5.5 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour.

8 Minor breaches of discipline

- 8.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).
- 8.2 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions

applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

- 9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Headmaster in respect of Senior School pupils and the Headmaster of the Junior School in respect of Junior School pupils.
- 9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in permanent exclusion or a requirement to leave the School include but are not limited to:
- 9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
 - 9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
 - 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - 9.2.5 initiation / hazing type violence and rituals (which may include but are not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
 - 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
 - 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);
 - 9.2.9 behaviour in contravention of the School's policies on the ICT Acceptable Use Agreement or Online Safety;
 - 9.2.10 supply or possession of pornography;
 - 9.2.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
 - 9.2.13 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes); and

9.2.14 other misconduct specifically provided for in the School's Parent Contract and School Rules.

9.3 Sanctions for serious breaches of discipline include:

9.3.1 **Temporary exclusion:** a pupil may be sent or released home for a limited period as a disciplinary sanction.

9.3.2 **Removal:** the parents may be required to remove a pupil from the School if, after consultation with one or more of the parents and if appropriate the pupil, the Headmaster is of the opinion that:

- (a) the pupil has committed a breach or breaches of school rules or discipline for which removal is the appropriate sanction; or
- (b) by reason of the pupil's conduct or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
- (c) one or more of the parents have treated the School or members of its staff or any member of the School community unreasonably.

In these circumstances and at the sole discretion of the Headmaster the parents may be permitted to withdraw the pupil as an alternative to removal being required.

9.3.3 **Permanent Exclusion:** a pupil may be permanently excluded from the School for a serious breach or serious breaches of discipline as defined in 9.2, suspected, criminal offences and for the avoidance of doubt, for persistent lower level breaches.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 3.

9.5 Complainants will be taken seriously, and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

9.6 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 4.

9.7 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:

9.7.1 the factual findings made;

9.7.2 whether or not they constitute serious misconduct; and

9.7.3 the sanctions under consideration.

9.8 Sanctions imposed will be fair and proportionate to the breach.

9.9 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the parents if necessary, and to make appropriate findings. The School reserves the right to report

these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.

10 Intervention, support and reintegration

- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of temporary and permanent exclusion. The School uses CPOMS to record poor behaviour which helps to ensure the relevant middle and senior leaders are aware of pupils whose behaviour is a cause for concern.
- 10.2 The range of intervention strategies that the School may put in place include as appropriate but are not limited to:
 - 10.2.1 frequent and open engagement with parents;
 - 10.2.2 pastoral check-ins and, where relevant, adapted pupil timetables;
 - 10.2.3 providing effort logs or report cards;
 - 10.2.4 providing mentoring and coaching;
 - 10.2.5 short-term behaviour report cards or report forms for Junior School pupils or longer term behaviour support plans for Senior School pupils; and
 - 10.2.6 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 10.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's wellbeing and/or mental health and/or SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
- 10.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained and/or experienced designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom or temporary exclusion.

11 The role of parents

- 11.1 The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the School conventions and rules and this policy.
- 11.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.
- 11.3 All parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.
- 11.4 Parents will be informed of each significant use of force and each seclusion or restraint incident involving their child in line with Appendix 5.
- 11.5 Parents will be notified of disciplinary sanctions:

11.5.1 imposed for significant or persistent minor breaches of discipline.

11.5.2 imposed for serious breaches of discipline and any rights of review; and

11.5.3 as required and / or within School reports, for Senior School.

11.6 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

12 The role of pupils

12.1 Every pupil will be made aware of the School behaviour standards, expectations, pastoral support and the School's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the School behaviour policy and uphold the School rules and should contribute to the School culture.

12.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the School's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the School behaviour culture.

13 Additional needs

13.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to a pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

13.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

13.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

13.1.3 whether in the light of conclusions reached in respect of 13.1.1 and 13.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

(a) ensuring that education, benefits, facilities and services are targeted at those who most need them;

(b) the fair exercise of powers;

(c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's Safeguarding and Child Protection Policy and Procedures);

(d) maintaining academic and behaviour standards; and

(e) ensuring the well-being and dignity of pupils.

13.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Headmaster or SENCO in respect of Senior School pupils and the Assistant SENCO or Deputy Head of the Junior School in respect of Junior School pupils and further action in accordance with the School's policy on special educational needs and learning difficulties will be considered.

14 Safeguarding and child-on-child abuse

- 14.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 14.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 - 14.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 14.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 14.1.4 causing somebody to engage in sexual activity without consent;
 - 14.1.5 upskirting and / or attempts to commit upskirting;
 - 14.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (including digitally manipulated or AI-generated images and or videos. This is also known as sexting or youth produced sexual imagery; and
 - 14.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 14.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. If behaviour matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the Designated Safeguarding Lead (DSL) or a deputy (DDSL) should take a leading role in decision making and the procedures in the Safeguarding and Child Protection Policy and Procedures will take priority.

15 Malicious allegations

- 15.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headmaster or the Headmaster of the Junior School

will also consider whether to take disciplinary action against the pupil in accordance with this policy.

- 15.2 Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 15.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

16 Use of restrictive interventions, including the use of reasonable force

- 16.1 Corporal punishment is not used at the School and the use of force and other restrictive interventions, including seclusion and restraint must never be used as a form of punishment.
- 16.2 Any use of force by staff must be reasonable, proportionate and lawful. Restrictive interventions will be used as set out in Appendix 5. More detailed guidance about restrictive interventions is provided to staff in the Staff Code of Conduct.

17 Searching pupils

- 17.1 School staff may search a pupil or their possessions for any item if the pupil agrees. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 17.2 If a pupil refuses to co-operate with a search the Headmaster or the Headmaster of the Junior School, and staff authorised by the relevant Headmaster, may use reasonable force to search a pupil's or pupils' possessions, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited item" in their possession. See Appendix 6 for the School's policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

18 Staff training

- 18.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
 - 18.1.1 how staff can support pupils in meeting high standards of behaviour;
 - 18.1.2 effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation and how to judge when it is appropriate to use restrictive interventions, including understanding how to assess whether their response is reasonable under pressure;
 - 18.1.3 how staff can ensure that this policy and sanctions are applied in a way that is consistent, fair, proportionate and predictable; and
 - 18.1.4 where applicable to reflect the need of particular pupils.
- 18.2 The level and frequency of training depends on the role of the individual member of staff.
- 18.3 The School maintains written records of all staff training.

19 Risk assessment

- 19.1 Where a concern about a pupil's welfare is identified, including where there is an increased likelihood in the need to use reasonable force and / or other restrictive interventions, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 19.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education Health and Care plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 19.3 The Headmaster has overall responsibility for ensuring that matters which affect Senior School pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 19.4 The Headmaster of the Junior School has overall responsibility for ensuring that matters which affect Junior School pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 19.5 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL or DDSL who have been properly trained in, and tasked with, carrying out the particular assessment.

20 Record keeping

- 20.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 20.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.
- 20.3 The School will keep a separate record for:
 - 20.3.1 allegations and concerns reported in respect of:
 - (a) sexual harassment or sexual violence
 - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents
 - (c) temporary and permanent exclusions, pupils who have left the School, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour.
 - 20.3.2 The record will include:
 - (a) the name and year group of the pupil concerned;
 - (b) the nature and date of the offence; and
 - (c) the sanction imposed and reason for it.
- 20.4 The School will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system (CPOMS)

- 20.5 This record is reviewed regularly and at least termly by the DSL in conjunction with other staff so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the School.
- 20.6 The School will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.
- 20.7 The School will keep a record of each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint. Details of the School's recording and reporting duties in relation to restrictive interventions are set out in Appendix 5.
- 20.8 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

21 Version control

Date of adoption of this policy	March 2026
Date of last review of this policy	January 2026
Date for next review of this policy	January 2027
Policy owner (SLT)	Jed Boardman (Senior School Deputy Head) Felicity Hughes (Junior School Deputy Head)
Policy owner (Proprietor)	Board of Governors

Appendix 1 School rules

Junior School Rules

- **Be Ready** – We are ready to learn and to make the most of the opportunities that our school offers. We have a good attitude to our learning and try our best. We ensure we have the correct equipment and kit in School and complete our homework on time. We arrive in school and to lessons on time.
- **Be Respectful** – We respect all members of our community, including other children and staff. We treat one another with compassion and think about the feelings of others. We are also respectful of our school and the things in it; we look after them and treat them with care.
- **Be Safe** – we make sure that we are safe including when we're on the playground and when we are using computers.

Senior School Code of Conduct

- Have respect for all members of staff, other pupils and visitors to the School.
- Maintain a smart appearance at all times.
- Be punctual at all times.
- Always try to do your best in all that you do at school.
- Remember that you are an ambassador for your School wherever you are.
- Help other members of the School whenever possible.
- Do your part to keep the School clean and tidy and report situations where improvements could be made.
- Represent the School if selected or asked to do so.
- Look after your belongings at all times.
- Make sure that your parents are fully informed of school events.

Senior School Rules

Out of Bounds

- Pupils arriving in school before 8.25am must go to the Dining Room (access to classrooms is only allowed after the 8.25am buzzer).
- The Dining Room is out of bounds during lesson times. (The water machines may only be used before and after school, at break times and at lunch times). Cups of water must be consumed in the Dining Room and not carried around School.
- Pupils may not use the Price Hall piano or organ without permission from a member of the Music Department.
- Pupils in Years 7-11 must not leave the school campus during the school day, unless they have an authorised absence.
- Pupils in Years 12 and 13 may leave the school campus at lunchtime and Year 13 may go home after their last lesson. Pupils in Year 12 and 13 are required to sign in and out using the InVentry system.

Break Times

- Food and drink purchased at break time in the Dining Room must be consumed there and not in corridors or classrooms. (Packed lunches should be eaten outside, in the Dining Room or in the Learning Link). A member of staff may give permission for packed lunches to be eaten in a classroom whilst attending a lunchtime club.
- Pupils involved in a lunchtime activity which prevents them getting lunch must order a packed lunch before morning registration. There are no early lunch passes.
- Pupils who have forgotten their ID card may only join the lunch queue after 1.15pm.
- The Astroturf pitch and tennis courts may only be used with the permission of the Games Department.
- The Upper Quad is a quiet area, which must not be used for noisy games or climbing on the walls.
- Ball games are not allowed in areas around parked cars, by the containers beside the squash courts, in the Upper Quad or the area around the veranda.
- Ball games are allowed on the playground area outside the Junior and Senior gyms at break and lunchtime only and must always be kept away from the tuck shop queue

Visits to the School Nurse

- Pupils who are unwell must not leave school without the permission of the School Nurse, a Head of Year or a member of the SLT.
- Pupils must ask the member of staff's permission to leave a lesson if they need to visit the Nurse. They should avoid trying to see the Nurse between lessons.
- If the Nurse is not available, a pupil should not wait longer than 5 minutes outside the medical room but should return to class or go to the Heads of Year's Office or to Reception so that a first aider can be called.

Bags and Lockers

- The School strongly recommends that pupils do not bring valuable items or large sums of money into school.
- Wallets, phones and wearable technology and other valuable items should never be left unattended and instead should be stored in a padlocked locker.
- Bags and other property belonging to pupils should only be left in form rooms by special arrangement with the Form Tutor; bags should otherwise be stored in lockers and must not be left in changing rooms, around lockers or in corridors.
- Large sports bags should be stored in the bag storage facility which is located at the far end of the sports hall.

Other

- During the school day mobile and smart devices may only be used as detailed in the Mobile and Smart Device Guidance document.
- Pupils are not allowed on site before 7.30am; those arriving in school before 8.25am must go to the Dining Room (access to classrooms is only allowed after the 8.25am buzzer).
- Pupils in Years 7-11 staying in school at the end of the school day must go to the Library until 5.00pm) and then they must go to Room 17a and can wait there until 6.00pm for their transport home. Sixth Formers are expected to be in the Sixth Form Centre if they need to stay in school after 4pm but must leave to travel home no later than 6pm.
- Once a pupil has arrived on the school campus at the start of the school day they must remain on site and are not allowed to go to the shops on Keighley Road before morning registration.
- Similarly, pupils staying on for an evening activity at School should remain in the supervised areas designated for the event and must not leave the site without permission from the member of staff responsible for them.
- Pupils must remember that the School expects the highest of standards of behaviour when they are unsupervised, particularly when they are in their school uniform and travelling to and from school.
- Chewing gum, laser pens, nicotine pouches and caffeine pouches are not allowed anywhere on the school site. If it is believed that a pupil is in possession of either of these items, the School reserves the right to search for them but without force.

Appendix 2 Rewards and sanctions

Junior School Rewards

Members of staff reward pupils in a variety of ways including:

- positive reinforcement through comments/conversation;
- awarding individual house points;
- public recognition and celebration (via whole school assemblies and school publications) of achievements gained both in and out of school;
- Headmaster of the Junior School awards for good work, behaviour, conduct or contribution to school life.
- members of staff comments in planners or emails to parents;
- annual prize giving/speech day; and
- trophies for sporting and musical achievement, e.g. House Trophy

It is also acknowledged that individual members of staff have developed their own bespoke reward systems to support positive behaviour.

The House Reward System

In order to further promote good behaviour and enhance the pupils' spiritual, moral, social and cultural development, the school employs a house system. Members of staff award house points in recognition of good behaviour, effort and attitudes as well as for academic reasons.

The House Trophy is presented termly to the house with most house points

Head of the Junior School Awards

Each week, staff may nominate pupils that have demonstrated positive behaviours and attitudes or have achieved successful outcomes in their learning. Pupils receive a certificate in the Celebration Assembly

Junior School Sanctions

In addition to the particular sanctions set out in this Appendix 2 the Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.

Sanctions may include one, or a combination, of the following:

- verbal reprimand;
- restorative work; removal of play or lunch time (time out);
- completing extra, or alternative work;
- confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology;
- written apologies;
- removal of privileges such as attending a club or fixture;
- written reflection of the misbehaviour.

As a rare sanction and last resort, temporary or permanent exclusion may also be used.

Senior School

Senior School Rewards

Commendations

Staff are encouraged to promote and reward good behaviour and effort both inside and outside the classroom. This may be done by verbal or written praise, by the reward systems of individual members of staff or departments (e.g., by using stamps, stars, stickers and postcards home) and through the School's formal commendation system.

Commendation System: Staff may award a commendation to a pupil for outstanding academic work or a noteworthy contribution to wider School life and are encouraged to make full use of the Commendation System, given that this recognition of pupil achievement will motivate pupils to do their best and participate more fully in wider School life.

Commendations are awarded for a wide variety of reasons, including:

- improved academic performance;
- a high level of commitment to studies (especially when the pupil finds the work difficult);
- impressive effort to deal with an academic weakness;
- impressively high levels of academic achievement;
- a special contribution to a co-curricular activity or event;
- volunteering to help the School in a significant way; and
- overcoming particular personal problems and still achieving well at School.

(N.B. The Commendation System should be used to recognise and reward the achievement of individual pupils, rather than to reward groups of pupils collectively.)

When a member of staff awards a commendation, they should inform the pupil concerned and log the award on SIMS. A brief explanation of how it was earned can be included but this is optional; SIMS automatically records the name of the awarding member of staff, the date of the award and the subject for which the award was made. Form tutors may keep a record of how many commendations have been awarded to each pupil in their form group; this can also be viewed in the Pastoral Reporting database which is available to Heads of Year. A statement of the commendations awarded during the course of the academic year will be added to a pupil's reports (both interim and full).

The accumulation of commendations is recognised by a system of certificates (Bronze Award for 5 commendations, Silver Award for 15 commendations, Gold Award for 30 commendations and Platinum Award for 60 commendations). Bronze and Silver certificates are awarded in year group assemblies and are accompanied by awards of sweet treats and/or stationery items. Gold and Platinum certificates are awarded by the Headmaster and are accompanied by the award of a gift token, the value of which can be donated to charity if the pupil prefers. The award of a certificate to a pupil is also marked by a letter home from the Head of Year.

School Colours

The award of School Colours at the School is a prestigious honour. It recognises outstanding individual achievement and contribution to a School co-curricular activity. The School Colours System is designed to reward any pupil who has performed at the highest level in a co-curricular activity and has made a positive contribution to the activity and the School by their exemplary behaviour, reliability, effort and enthusiasm over a significant period of time.

Club Colours are awarded as recognition of a pupil's sustained commitment and overall contribution to a co-curricular club or society.

School Colours are not awarded as a reward for long-standing commitment alone, nor are they awarded to pupils for excellence in graded music examinations or academic competitions, such as 'Challenges' or 'Olympiads' (the award of grades and/or relevant academic prizes recognise and reward this type of achievement).

School Colours are awarded for exceptional achievement and contribution to four areas of School life: sport, drama, music and debating. The awards within each of these categories are sub-divided into Junior Colours, Junior Club Colours, Senior Colours and Senior Club Colours. A pupil may be awarded School Colours in more than one area.

Colours will usually be awarded at two points in the School Year. These will be at the end of the autumn and spring terms.

- Senior Colours and Senior Club Colours are normally awarded to pupils in years 12 and 13.
- Junior Colours and Junior Club Colours are normally awarded to pupils in years 10 and 11.
- Colours can be awarded earlier than the above norms in exceptional circumstances, with the agreement of the Assistant Head Development.
- Pupils can be awarded Junior or Senior Colours without having previously been awarded Club Colours.
- Pupils awarded Colours will receive their choice of Colours tie or badge.

Nomination and award of School Colours

The Headmaster awards all School Colours. Nominations are made by the Director of Sport, the Director of Music, the Head of Drama, the teacher in charge of Debating and the CCF Contingent Commander, and forwarded to the Assistant Head Development for consideration, usually in September and February. The Assistant Head Development, assisted by colleagues making nominations and the Heads of Year, checks that criteria for the awarding of colours have been applied correctly and consistently.

Criteria for awarding School Colours

Senior and Junior Club Colours are awarded to pupils who make a real commitment to Sport, Drama, Debating, Music or the CCF over a period of years. That means turning up to rehearsals and training sessions, regularly attending CCF parades in full uniform, working hard, being a positive influence in a team or ensemble, turning out on Saturday when selected and making the most of their talent.

"Over a period of years" means that Club Colours are not normally earned before Year 10 and the journey towards earning a tie or badge starts in Year 7. To earn School Colours at any level a pupil needs to display good conduct in all aspects of School life.

Senior and Junior Colours are awarded to pupils who fulfil all the requirements of Club Colours and perform at a level which puts them among the key members of a team or ensemble. The School tries to award Senior and Junior Colours consistently across Drama, Debating, Music, all Sport and the CCF and with this in mind, the following guidelines are followed when awarding Senior and Junior Colours:

- Drama – fulfils the criteria for Club Colours and plays a leading role in a School play. That will usually be acting but can also be backstage/technical.
- Music – fulfils the criteria for Club Colours and plays at a high level in more than one ensemble. Playing at a high-level means that whatever the ensemble is playing is well within their grasp.
- Sport – fulfils the criteria for Club Colours and is among the first names on the U16A or U18A team sheets, leading the team on and off the pitch week in week out. Might also be playing county standard.
- Debating, CCF – fulfils the criteria for Club Colours and enters the most prestigious competitions that the School is eligible for (with all the preparation that entails), giving a good account of themselves in those competitions.

Removal of School Colours

The Headmaster reserves the right to remove the award of School Colours from a pupil. This action may be taken if the pupil is found to have been involved in an act of serious misconduct. Similarly, this action may be taken if the pupil fails to maintain their expected level of commitment to the cocurricular activity programme.

Senior School Sanctions

All pupils have the right to work in an orderly, supportive and purposeful environment. Pupils should clearly understand the standards of work and behaviour expected of them at the School. These standards will be applied consistently over time and from pupil to pupil. Disciplinary procedures are needed when work is late, or behaviour is poor. A range of sanctions is available so that the response to any misbehaviour can be proportionate and appropriate.

The setting of lines is inappropriate as sanctions should involve activities of a constructive nature. Whole class detentions should be avoided. Members of staff should be sympathetic towards pupils who are upset, distressed or behaving out of character. In these cases, it will be advisable to speak to the Form Tutor or wider pastoral team including Head of Year, School Nurse, Learning Support or Assistant Head Pastoral before applying any disciplinary sanctions.

Corporal punishment is prohibited in all circumstances. Members of staff may only use physical intervention to avert immediate danger of personal injury to, or immediate danger to the property of, a person (including the pupil concerned). If the need arises for the use of physical intervention the member of staff concerned must log the details of the incident on Child Protection Online Monitoring System (CPOMS) and alert the Head of Year, Assistant Head Pastoral and Deputy Head as soon as is reasonably practicable.

Very occasionally a pupil may need to be removed from the classroom because of disruptive behaviour. Since a pupil should not be left unsupervised outside the classroom, it is appropriate to get another member of staff to take the pupil to the Heads of Year Office, or to any member of the Senior Leadership Team (SLT) if no Head of Year is available. Any member of staff wishing to alert the Form Tutor to a pupil's unsatisfactory behaviour can do so by awarding a formal warning, or Monday evening detention.

Formal warnings: Any member of staff wishing to draw attention to a pupil's unsatisfactory behaviour can do so by means of the orange formal warning slip, on which they should record the incident which has prompted the sanction. For all formal warnings relating to poor behaviour in lessons or unsatisfactory attitude to work, the formal warning slip should be passed to the Form Tutor by the member of staff awarding it. Upon receipt of the formal warning slip, the Form Tutor will interview the pupil and make it clear that further misbehaviour of a similar sort will be punished with a Monday evening detention. Form Tutors should then pass the formal warning slip onto the Head of Year who will log the formal warning.

Detentions: A Monday evening detention is given for more serious behavioural offences. This is held for one hour after School on a Monday at the end of the school day. Members of staff wishing to use this sanction with any pupil should complete the red detention slip and give it to the Form Tutor. A detention interview will then take place with the Head of Year and the School will contact the parents (giving at least 24 hours' notice of the detention). Monday evening detentions are given for offences such as being disrespectful to a member of staff, absence from lessons without permission, inappropriate behaviour in School or repeated homework offences. Where the detention is for poor work, the subject teacher should set the work that is to be done. Where the detention is for inappropriate behaviour the Head of Year should set an appropriate written task. Where no work is set, a pupil will be permitted to do their homework during the hour of detention.

For more serious offences, such as defiance, being disrespectful to a member of staff, truancy, bullying or repeated misbehaviour, a Deputy Head's Detention may be awarded. This is held for two hours after school on a Friday night. A detention interview will take place with the Deputy Head and/or the Assistant Head (Pastoral) and the School will contact the parents (giving at least 24 hours' notice of the detention).

Homework offences: Subject teachers should record a homework offence on SIMS when a piece of homework is late, incomplete, copied or of an unacceptable standard. The subject teacher should require the pupil to complete the work in his/her own time, for an agreed new deadline (usually the following day). The Form Tutor should discuss the homework offence with the pupil, in order to avoid a repetition of the offence, and should bring a pupil with three successive homework offences to the attention of the Head of Year who can then award a Monday evening detention, if they feel this is appropriate.

Full details of the Homework Sanctions system can be found in the pupil digital planner.

Pupils in Years 7-11 whose work or behaviour persistently falls short of expected standards may be put on effort log for a period of up to one month. The Head of Year will meet the pupil to issue them with a weekly effort log on which subject teachers should make a note of work and behaviour at the end of every lesson. The Head of Year and the Form Tutor will work together to monitor the pupil's progress.

Sanctions for serious misbehaviour

Temporary exclusion and permanent exclusion are the School's forms of sanction appropriate for more serious disciplinary issues (for example, serious offences involving theft, the possession either in School or on the journey to and from School of knives or other weapons, alcohol, illegal drugs, stolen items, any article that may be used to commit an offence or to cause personal injury to, or damage to property of any person, tobacco and cigarette papers, e cigarettes or vapes, fireworks, racist or pornographic materials, a serious breach of the ICT Acceptable Use Agreement, physical assault or extreme verbal/emotional bullying, unacceptable conduct towards a member of staff, vandalism, persistent poor behaviour in contravention of School values and ethos, or for breaches of the School's guidance on drugs. Please note this is not an exhaustive list, it is merely a list of examples of the types of behaviour which may be sanctioned by a temporary or permanent exclusion). It should be noted that when a member of staff suspects that a pupil may be in possession of a prohibited item, the school's Searching and Confiscation of Prohibited Items Guidance should be followed.

Temporary exclusion (suspension): A temporary exclusion will be for a fixed period which may last up to a maximum of one week and this may include any time spent in School whilst temporarily excluded from lessons. If the pupil has been suspended pending an investigation, this period of time may be considered as part of the temporary exclusion period. The decision to exclude a pupil will be taken by a member of the SLT in conjunction with the Head of Year. It will only be taken after an appropriate investigation has been carried out, all the relevant evidence has been considered, and the pupil has had an opportunity to be heard. The pupil's parents will be contacted as soon as is practicable and asked to collect the pupil from School.

A letter will be sent home as soon as is practicable after the pupil has been collected inviting the pupil and their parent/s to a meeting with the Headmaster and another member of the SLT (or alternatively with the Deputy Head and another member of the SLT if the Headmaster is unavoidably absent). The letter will also make the details of the offence clear and inform parents that the pupil's place at the School may be in jeopardy.

In certain circumstances, it may be possible to arrange for a temporary exclusion (or part of an exclusion) to take place within School. The pupil will be given work to complete in supervised private study in the Heads of Year Office or in the office of a member of the SLT. Work will generally be set for a pupil to do at home during the period of temporary exclusion and consideration will be given to any relevant problems that the excluded pupil may have, and how the problems might be addressed in the interim, together with their reintegration post-exclusion.

The meeting between the pupil, their parent/s and the Headmaster is likely to result in the immediate readmission of a pupil to School or the permanent exclusion of the pupil from School. If the pupil is readmitted a second letter will be sent home making it clear that a second serious offence is likely to result in permanent exclusion from the School. If the pupil is permanently excluded, then a second letter will be sent home confirming this decision and providing details of the appeal process.

Permanent exclusion: In rare cases the misconduct of a pupil may be sufficiently serious that, after appropriate investigation, the Headmaster will decide that the only course of action is to ask a pupil to leave the School permanently, i.e., to expel a pupil from the School. Only the Headmaster (or in his absence the Acting Headmaster) can permanently exclude a pupil.

Initially, the same procedure as for a temporary exclusion will be followed. The decision to exclude a pupil will be taken by a member of the SLT in conjunction with the Head of Year. It will only be taken after an appropriate investigation has been carried out, all the relevant evidence has been considered, and the pupil has had an opportunity to be heard. The pupil's parents will be contacted as soon as is practicable and asked to collect the pupil from School.

A letter will be sent home as soon as is practicable after the pupil has been collected inviting the pupil and their parents to a meeting with the Headmaster and another member of the SLT. The letter will also make clear the details of the offence, and any relevant previous offences, and inform parents that the pupil's place at the School is in jeopardy.

The Headmaster expects that all pupils and their parents should clearly understand the potential consequences of permanent exclusion from the School. Some parents may prefer, after due consideration, to withdraw their child voluntarily rather than wait for the School to impose permanent exclusion. The Headmaster, however, reserves the right to insist on permanent exclusion as a sanction.

The Headmaster will consult the Chairman of the Board of Governors before taking the step to permanently exclude a pupil. In making decisions about exclusion the Headmaster will take into account the pupil's disciplinary record and any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, and any representations by the parents. Consideration will also be given to the pupil's continuity of education.

Parents will be informed of the decision to exclude a pupil permanently at the meeting with the Headmaster, and confirmation of the decision will be given in writing, including the reason for the exclusion. The pupil will be taken off the School roll after the meeting and the local authority will be informed (in this matter the School has regard for Children Missing Education, statutory guidance for local authorities, September 2016).

Parents have the right to appeal against the decision to the Board of Governors.

Appeals must be lodged in writing with The Clerk to the Governors no later than 5 School working days after the decision to exclude has been communicated verbally at the meeting. The grounds for appeal must be set out clearly. An appeal hearing will be convened at School no later than 20 School working days of receipt in writing of the parents' wish to proceed to an appeal. The decision of the appeals panel is final.

Appendix 3 Investigations into serious breaches of discipline

The Headmaster or the Headmaster of the Junior School will generally appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline, but if appropriate, the Headmaster or the Headmaster of the Junior School may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.

If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.

Arrangements may be made for a pupil to be taught outside of their normal cohort or may be temporarily excluded from the School as a neutral act pending the outcome of a disciplinary process. Should a temporary exclusion continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the temporary exclusion under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, and at the discretion of the Headmaster or the Headmaster of the Junior School, the pupil may be offered a segregated regime on School premises.

A pupil's space or, following appropriate risk assessment, belongings may be searched during the course of the investigation. See Appendix 6 of this policy for the School's policy on searching and confiscation.

It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.

If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.

Where the pupil is the subject of a police investigation the DSL will liaise with the Headmaster or the Headmaster of the Junior School to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of the Police and Criminal Evidence Act 1984 (PACE) code C and any other code of practice apply.

The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Headmaster or the Headmaster of the Junior School. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 4 of this policy.

Considerations when there is suspected criminal behaviour.

Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.

The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.

Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.

The School will follow its Safeguarding and Child Protection Policy and Procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

Appendix 4 Disciplinary meeting with the Headmaster or the Headmaster of the Junior School

Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Headmaster or the Headmaster of the Junior School will take place.

Attendance

The pupil and their parents (if available) will be invited to attend the disciplinary meeting with the Headmaster or the Headmaster of the Junior School. Where the complaint concerns the behaviour of the parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the parents only.

The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.

If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Headmaster or the Headmaster of the Junior School as soon as reasonably practicable so that appropriate arrangements can be made.

If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

Meeting

Documents available at the disciplinary meeting with the Headmaster may include:

- a statement setting out the allegations regarding the pupil or, where applicable, the parents;
- relevant documents including:
- the investigation report;
- the pupil's conduct record;
- the relevant School policies and procedures.

The Headmaster or the Headmaster of the Junior School will inform the pupil and their parents of the range of disciplinary sanctions which the Headmaster or the Headmaster of the Junior School considers are open to them.

The pupil and their parents will have an opportunity to make representations on:

- the investigator's findings;
- whether they constitute serious misconduct;
- the appropriate sanction to be imposed.

Unless the Headmaster or the Headmaster of the Junior School considers that further investigation is needed, he will close the meeting and verbally inform the pupil and the parents of his decision.

Decision

The Headmaster or the Headmaster of the Junior School will consider:

- whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;
- whether the findings constitute serious misconduct; and
- the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).

Only the Headmaster may permanently exclude or remove a pupil; alternatively, the Headmaster or the Headmaster of the Junior School may impose any other sanction they consider to be appropriate in accordance with this policy.

The Headmaster will notify the parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.

A decision to permanently exclude or remove a pupil shall take effect when the Headmaster's is communicated to the pupil and parents.

Review

The parents may request a Review of the Headmaster's decision to permanently or temporarily exclude or remove a pupil from the School by following the procedure outlined in the Parental Complaints Policy and Procedures.

Leaving status

If a pupil is permanently excluded or removed, their leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Headmaster and accepted by the Parents, withdrawn by parents.

Additional points of leaving status to be considered may include:

- the form of letter which will be written to the parents and the form of announcement in the School;
- the form of reference which will be supplied for the pupil;
- the entry which will be made on the School record and the pupil's status as a leaver;
- arrangements for transfer of any course and project work to the pupil, their parents or another school;
- whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- whether the pupil will be entitled to leavers' privileges;
- the conditions under which the pupil may re-enter School premises in the future; and
- **financial aspects;** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

Appendix 5 Use of restrictive interventions, including the use of reasonable force

There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint to safeguard pupils and others. All members of school staff have a legal power to use reasonable force in certain circumstances. Any use of restrictive interventions, including the use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, December 2025, in force from 1 April 2026).

Restrictive interventions are exceptional measures used only when other less restrictive strategies (such as de-escalation and behaviour support planning) have been ineffective or are inappropriate, and where it is necessary, proportionate and in the best interests of the pupil and / or others.

Lawful purposes for restrictive interventions

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- causing injuring themselves or others;
- causing damage to property;
- causing disorder among pupils at the School, whether during a teaching session or otherwise.

In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).

In all cases "reasonable" means using no more force than is necessary, for the least amount of time required to address the risk. Staff should ensure that any intervention preserves the dignity, safety and wellbeing of the pupil.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and / or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Seclusion

Seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving) should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment, and the pupil must be supervised at all times and allowed to leave as soon as the immediate risk has reduced.

Prevention and individual needs

The School is committed to minimising the use of restrictive interventions by focusing on proactive strategies, early intervention, and de-escalation. Staff are expected to use whole-school strategies and individualised approaches to minimise the need for restrictive interventions.

The School implements whole-school measures to support behaviour management, including creating a positive classroom environment, training staff in communication and de-escalation techniques, and fostering strong staff-pupil relationships.

Individual approaches include working closely with parents, developing behaviour support plans tailored to individual needs, and providing strategies to help pupils calm down before behaviour escalates. For pupils with SEND, these measures will reduce the occurrence of challenging behaviour and the need for restrictive interventions.

Recording

The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is recorded in writing, by the staff member(s) involved as soon as practicable after the event, and no later than the same day. Each incident is reported to the DSL and is recorded in the School's safeguarding reporting system.

Each record will include:

- name(s) of pupil(s) and staff involved, and any witnesses
- relevant needs or vulnerabilities of the pupil(s), including SEND status
- time, date, location and approximate duration of the intervention
- a brief account of the incident, the behaviours observed, identified or potential triggers, the risks identified, and any de-escalation strategies used
- details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
- brief account of why the intervention was assessed as necessary in that instance
- details of any injuries sustained, and post-incident support provided

A significant incident is any incident where the use of force goes beyond appropriate physical contact.

In the EYFS setting, a record is kept of any occasion where physical intervention is used, and parents / carers are informed on the same day, or as soon as reasonably practicable after the incident.

The School uses the recorded data to monitor patterns and trends, support reflection and learning, and inform improvements in practice and behaviour support planning.

Reporting

The School ensures that each significant incident in which a member of staff uses force on a pupil, and each incident of seclusion or restraint is reported to the parents of the pupil involved as soon as practicable after the incident. We endeavour to do this no later than the same day, except where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil.

In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident. Decisions on serious harm and referral to the local authority will usually be made by the DSL and therefore staff should contact the DSL without delay in these circumstances.

A report of the incident made to parents will include the following details:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
- details of any injuries sustained, and post-incident support provided

Information is communicated to parents in writing, and the school will normally invite parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The school may use this information to amend any existing behaviour support plans, as needed.

Appendix 6 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

The School's guidance on searching and confiscation has regard to the DfE guidance *Searching, screening and confiscation: advice for schools* (DfE, July 2022, in force from September 2022).

Prohibited items

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- knives or weapons, alcohol, illegal drugs and stolen items;
- tobacco and cigarette papers, fireworks and pornographic images;
- 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); and any item banned by the School rules that are identified as being items which may be searched for. (Note that the School will never use force to search for these items).

The School has banned these items as they reasonably believe them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School.

Searching pupils

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

When exercising these powers, the School must consider the age and needs of pupils being searched or screened. This includes the individual needs to learning difficulties of pupils with Special Educational Needs and making reasonable adjustments that may be required where a pupil has a disability.

If a pupil refuses to co-operate with a search for a "prohibited item" as listed above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for non-prohibited items banned under the School rules.

The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.

If a pupil refuses to co-operate with a search for items that are non-prohibited items disciplinary action may be taken in accordance with the School's behaviour policy.

If a search is considered necessary, but not required urgently, the advice of the DSL and / or pastoral member staff should be sought. During this time the pupil should be supervised and kept away from other pupils.

Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of a pupil's locker); and / or
- a search of personal property (e.g. bag or pencil case).

Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Where the Headmaster, or staff authorised by the Headmaster, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the DSL or DDSL and the pupil will be sanctioned in line with the School's Behaviour Policy to ensure consistency of approach.

Strip searching

A strip search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under PACE Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).

While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.

In order to ensure pupil's wellbeing, the School may wish to involve an appropriate adult as a matter of course during all searches and conducted by police in school.

After a search

Whether or not any items have been found as a result of any search the School will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

Where appropriate school staff will follow the School's Child Protection Policy and procedures and speak to the DSL about possible pastoral support, early help intervention or a referral to children's social care.

Recording searches

Any search by a member of staff for a prohibited item listed in this appendix, items banned by the School Rules and all searches conducted by police officers will be recorded on CPOMS, including whether or not an item is found. This will allow the DSL or DDSL to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any were found; and
- what follow up action was taken as a consequence of the search.

The School will analyse any data gathered to consider whether searching falls disproportionately on any group or groups and whether any actions should be taken to prevent this.

Confiscation

Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

Electronic devices

The School has its own guidance on the use of Mobile and Smart Devices.

Mobile electronic devices may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

Any data or files will only be erased if there is good reason to suspect that the data or files have been or could be used to cause harm, to disrupt teaching or break School rules.

Subject to the provisions below and the requirements set out in KCSIE 2025, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

Staff should not view or forward illegal images of a child. When viewing an image is unavoidable, staff should follow the School's policy on sharing nudes and semi-nudes images or videos as set out in Appendix 1 of the Safeguarding and Child Protection and Procedures Policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

The School will comply with data protection law in relation to any search of any electronic device.

Disposal of confiscated items

Alcohol: alcohol which has been confiscated will be destroyed.

Controlled drugs: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headmaster or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

Other substances: substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.

Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmaster or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the School; whether retaining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

Tobacco or cigarette papers: tobacco or cigarette papers will be destroyed.

Fireworks: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headmaster or other authorised member of staff.

Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the DSL will also be notified and will decide whether to make a referral to children's social care.

Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

Article used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Headmaster or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider whether it is safe to dispose of the item; and whether and when it is safe to return the item.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

An item banned under School rules: such items may, at the discretion of the School or authorised member of staff, taking all the circumstances into account, be returned to their owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent, whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

Where staff confiscate a mobile electronic device that has been used in breach of School rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headmaster considers it necessary to retain the device for evidence in disciplinary proceedings. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.

Electronic devices: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyber-bullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

Communication with Parents

There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

Parents should always be informed of any search for a prohibited item that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the School has taken, including any sanction applied.

In some circumstances it might also be necessary to inform parents of a search for an item banned by the Schools policy.

The School will keep a record of all searches carried out as detailed above.

Complaints about searching or confiscation will be dealt with through the School's Parental Complaints Policy and Procedures.

The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.