CLAREMONT
FAN COURT SCHOOL

POLICY AND PROCEDURE:

BEHAVIOUR, REWARDS AND SANCTIONS (Senior School)

1. INTRODUCTION

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of **friendship** that is held dear at Claremont. The head of school at Claremont believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The head of school seeks to create a caring and learning environment in the school.

Claremont recognises that good behaviour happens within a context, and in particular looks for reasons why there might be a pattern of poor behaviour relating to one or more pupils.

Whilst we accept that as children, our pupils will make mistakes, the premise behind this policy and our behaviour management procedures is that we all learn from our mistakes and once sanctions are served, we move forward positively together.

1.1 Expectations with regard to pupils

Pupils will be expected to:

- Conduct themselves around the site in a safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Report any incidents of disruption, bullying or any form of harassment
- Be an active bystander where possible
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules.

1.2 Expectations with regard to staff

Staff will be expected to:

- Arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs

- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom
- Actively encourage pupils to fulfil their potential
- Uphold and model the professional teaching standards and expectations of this policy at all times.

It is essential that all staff accept their responsibility for the maintenance of good order and discipline both in their lessons and in and around the school. Pupils will inevitably interpret non-intervention by a member of staff as tacit approval of the misdemeanour, and it is therefore very important that a member of staff should challenge inappropriate behaviour whenever they see it.

1.3 Expectations with regard to parents/guardians

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work
- Avoid discussing matters relating to pupils on social media platforms, or similar.

The head decides the standard of behaviour expected of pupils at Claremont. They also determine the school rules and any disciplinary penalties for breaking the rules. The head and deputies are responsible for the implementation and day-to-day management of this policy and procedure.

The head and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this school.

The standard of behaviour expected of all pupils is included in the school's admissions contract which parents sign following their child's admission to this school.

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. REWARDS AND PRIZES

A school ethos of encouragement is central to the promotion of good behaviour. It is important that achievement and good behaviour are recognised and rewarded. All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour. Excellence is recognised most commonly with positive verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

Other forms of reward may include:

- Written comments on pupils' work
- Teacher's rewards
- House points
- Commendations
- Acknowledgements by senior staff
- Informing parents of a pupil's excellence by individual letter or postcard
- Achievements published on the school website or newsletter
- Awarding of colours
- Promotion of pupils to positions of responsibility
- Academic and achievement prizes.

2.1 Aims

To establish an atmosphere of learning and a culture of achievement.

To acknowledge and reward effort, progress and success.

To recognise and reinforce positive behaviour such as:

- Good work
- Improvement and effort
- Good behaviour
- Thoughtfulness and kindness
- Displaying behaviour in support of the character quality.

Rewards

Type of award	Awarded by	Awarded how	Recorded	What for	Method of comms
Departmental merit (stamps/stickers)	Any teaching staff	Verbally and physically	In exercise books or prep books	Good work and/or contributions	Given in person
Departmental postcards	Any teaching staff	Physical cards	Centralised spreadsheet	Particularly impressive piece/s work, going beyond expectations, wider contribution to department	Physical post
House points (academic)	Any teaching staff	Verbally and online	SIMS	Academic endeavour irrespective of outcome and/or exceptional achievement	Parent portal (Firefly) and pupil portal (SharePoint)
House points (co-curricular)	Any teaching staff	Verbally and online	SIMS	Involvement in house events, house charity, assemblies, out of the classroom activities etc.	Parent portal (Firefly) and pupil portal (SharePoint)
Head of house commendations	HOH and tutors	Assemblies (house and/or whole school)	Centralised spreadsheet	Particularly impressive academic performance, attitude and/or involvement in departmental or house matters	Whole school assembly
End of term academic enrichment awards	HODs and TICs + deputy head academic	Assemblies	Centralised spreadsheet	Olympiads, LAMDA, ABRSM etc.	Whole school assembly
School colours	SMT committee	Whole school assembly	By member of SMT	Sustained and/or significant involvement in an aspect/s of school life	Email home
Prizegiving	SMT committee/HOD and TIC's/HOH and SF team	Prizegiving event at the start of each academic year	Centralised spreadsheet, shared with staff	Various achievements and endeavour, particularly in academic	Prizegiving in person event
Head's Awards	Head	Private ceremony in Mansion once a term	Head/PA	Outstanding contribution and/or achievement, often sustained and beyond what would normally be expected	In person event

Additional rewards

- Claremont cake (weekly)
- Other school prizes (various, and to include academic, pastoral and co-curricular life)
- Sports awards event
- Status of captains/vice captains of school, senior prefects and prefects
- Status of captain/vice captains of house, peer mentors/leaders

N.B. The above are examples, and Claremont reserves the right to use and impose different rewards and sanctions if needed and/or use different types of sanction for 'offences committed' depending on context and mitigating factors.

Display for rewarding achievement

In all areas of the school, excellence is recognised in classroom displays. All work on display will be mounted and indicate the name of the pupil. These displays must be constantly updated to encourage pride and anticipation.

Responsibility positions

Prefects and school captaincy team

The senior school captaincy team comprises two school captains and a number of senior prefects. These roles are supported by a team of appointed prefects.

In the summer term members of the lower sixth are invited to apply for prefect and senior captaincy positions. A short list of potential candidates is presented to staff and the current senior captaincy team to comment on. Sixth form tutors will make recommendations directly to the head of sixth form.

Following an interview with the head of sixth form and the head/deputy head of senior school, a short list is compiled, and the chosen candidates will have a second interview with the head of senior school. Prefects, senior prefects and the new head boy and girl will be announced to the school at an assembly.

Prefect committee

The committee and sixth form tutors meet regularly to discuss matters of concern and interest to the sixth form and to co-ordinate a variety of social functions, from school discos to carol singing and charity events, as well as the running of the sixth form centre.

Sixth form students

All sixth form students are expected to perform duties during the school day. They therefore are able to develop their management skills and their relationships with younger pupils.

House captains and deputy house captains

House captains are selected from the pupil body by the heads of house each year with house reps from the younger years.

Mentors

Members of Year 11 are invited to apply to be mentors to Year 7 pupils. This is a prestigious position and greatly sought after.

School Council

Pupils have the opportunity to represent their peers on the school council which is chaired by the school captains.

3. SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the class teacher, head of house or head of school and in most cases parental involvement is essential.

3.1 Mentoring schemes

A pupil who is not achieving their potential or is perceived to be struggling with some aspect of school life may be assigned a mentor. This mentor may be an older pupil or a member of staff who will support and encourage them.

3.2 Placement on the IN (individual needs) register

Pupils on the register are monitored by the head of individual needs and appropriate interventions are put in place.

3.3 Report card

In the senior school a pupil may be placed on report for a temporary period to help them to focus on specific targets relating to academic work, organisation, effort or behaviour. The pupil will receive immediate feedback from their class teacher at the end of each lesson. The report card is monitored by the tutor, head of year (sixth form), head of house (years 7-11) and parents.

3.4 School counsellors

The school employs a team of school counsellors via a third-party provider. A pupil may be referred to the counsellor by a member of staff or pupils can self-refer using the counsellor's school email address. The school counsellor provides a confidential counselling service and under some circumstances parents may not necessarily be consulted prior to, or following, a pupil accessing this service (see the school's website for more information).

3.5 Teacher in charge of mindfulness

The school has a qualified mindfulness practitioner. Pupils may be referred for individual or group sessions to learn strategies to help deal with emotional or behavioural issues.

3.6 External agencies

The school works positively with external agencies (e.g. children's services, CAMHS, CBT therapists, etc.) to ensure that the needs of all pupils are met.

4. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The senior school keeps a central record of major disciplinary action on CPOMS.

It is the responsibility of subject teachers to deal with minor incidents which occur during the school day. A verbal warning is often sufficient. A range of sanctions are available to teaching staff in the event of unacceptable or inappropriate behaviour from pupils. These sanctions also apply to off-site school events, such as sports matches and educational visits, and when pupils are making their way to and from school.

Unacceptable behaviour includes, but is not restricted to, lesson disruption, bad language, rowdiness, dropping litter, eating food away from designated areas, graffiti, damage to school property, improper use of school resources, bringing into school offensive or inappropriate material, rudeness, theft, sexual violence and sexual harassment (including online) and unsafe behaviour.

Unacceptable behaviour should always be tackled at source whenever possible, either through a reprimand, a correction of the action or a short and immediate punishment. Examples could include direct instruction to rectify the misdemeanour, a requirement to remain behind for five minutes or a small practical task to be completed. Non-verbal and verbal reprimands are the most successful and efficient means of dealing with most examples of misbehaviour.

Sanctions should be used fairly, consistently and proportionately, taking into account the personal circumstances of the individual involved. When a sanction is issued for a serious misdemeanour, consideration will be given to any support required for that pupil which might come from pastoral staff, school counsellor or other outside agencies. All sanctions at detention level or above (and any communications with parents related to the sanction) will be recorded on CPOMS by the staff member imposing the sanction and the relevant head of house will be alerted.

Parents will be informed at each stage of the disciplinary process. A record of the pupil's misdemeanour will be kept on file. Should the pupil be involved in further misdemeanours, their previous record may be taken into consideration when sanctions are imposed and decisions are taken as to their future. Pupils will jeopardise their scholarships, positions of responsibility and involvement in school activities, such as trips, if they are sanctioned multiple times or for a serious misdemeanour.

All discipline cases are considered with great care on an individual basis using principled compassion for the child and for the school and school community. All at this school benefit from good behaviour and right actions which contribute to a collective well-being.

Heads of house monitor pupils' behaviour across the curriculum and will become involved if a pupil's behaviour is causing concern in a number of subject areas. They log all incidents and take appropriate action, such as placing a pupil on report for a fixed period.

Suspension of privileges

Participation in trips (day and residential) is a privilege and the school reserves the right to bar or remove pupils from trips as a result of poor behaviour or the infringement of school rules. The decision to remove a pupil from a forthcoming school trip will be made jointly by the trip leader, assistant head co-curricular and the senior deputy head (pastoral). Parents of pupils prevented from participating in trips for disciplinary reasons may forfeit any financial contributions already made to the school for the trip.

The use of the school coach and minibus services is also a privilege which can be temporarily or permanently suspended as a result of poor behaviour (see below).

Community service

A pupil may be required to perform a community service as part of the sanction for a breach of school rules. The community service will be administered by a head of department (HoD), faculty (HoF) or house (HoH). It is likely the sanction will be a community based task, e.g. cleaning classrooms or parts of the school site, maintaining wall displays, filing teaching resources, etc.

Sanctions

Name of sanction	When	Where	How long	Examples	Activity	Staffing	Method of comms
Immediate impact	As needed at 1.15pm	Butlers	30mins	Major disruption of a lesson, failure to follow staff instructions	Silent reflection and conversation	SMT	Email home
Supervision	Tuesday and Thursday lunchtime 1.15pm	Matrons	45mins	Persistent or significant 'one off' breach of uniform and/or appearance expectations, negative impact on teaching and learning, lack of homework and/or proper equipment despite warnings, chewing gum	School work, catch up if needed	DHOH	Spreadsheet + email home
Community service	Flexible	Mansion reception	30mins	Low level damage to property, lack of respect shown to the school buildings, grounds and/or staff	Site service	HOMS / E&F team	Email home and in person
Detention	Tuesday 4.15pm	Drawing Room	45mins	Breaches of fundamental school rules e.g. unkindness and rudeness, foul/inappropriate language but not targeted at an individual, poor punctuality and/or attendance, misuse of mobile phone/s	Reflection tasks or academic study (if appropriate)	HODs and TICs	Email home
Senior pastoral staff detention	Wednesday 4.15pm	Drawing Room	1hr	Significant breach of school rules e.g. sustained and/or significant unkindness, failure to follow staff instructions/defiance, damage to property/vandalism	Reflection and/or extension tasks	HOH, HOY12/13 and HOSF	Email home
Saturday detention	Specific dates 9am-12	Various	3hrs	Sustained or extreme breach of school rules e.g. serious inappropriate conduct (physical or verbal), truancy (or) an accumulation of 4hrs+ of sanctions	School work and wider reading	SDH	Email home
Suspension	As required	DHP office or off site	1-3 days	Consuming and/or carrying alcohol, tobacco or vaping on site, sustained poor conduct and/or dangerous behaviour, theft, inappropriate language against protected characteristics, sustained and targeted bullying	Reflection task and/or discussion	SDH	Email home

SMT=Senior Management Team; DHOH=Deputy Head of House; HOMS=Head of Middle School, E&F= Estates and Facilities; HODs and TICs= Heads of Department and Teachers in Charge; HOH/Y=Heads of House/Year; HOSF=Head of Sixth Form; SDH=Senior Deputy Head

N.B. The above are examples, and Claremont Fan Court School will use and impose different rewards and sanctions if needed and/or use different types of sanction for 'offences committed' depending on context (such as pupil age and SEN profile) and mitigating factors (such as domestic circumstances).

Supplementary notes

1. Supervisions and detentions can be issued by any member of staff, including support staff. Ad hoc sanctions such as being prevented from accessing tuck and/or using the triangle can be used by the pastoral team at their discretion, usually in consultation with the head of middle school and/or deputy head (pastoral).
2. Teaching staff should operate their own 'strike'/warning system in class. Pupils should be given a clear verbal warning that they have been given a 'strike'/warning. A first time late/no homework offence should not automatically lead to a supervision. Instead, staff can record this in their mark books for comments at parents' evening and/or in academic reports. A second occasion when a strike/warning is appropriate can lead to an escalation and a supervision should be issued. Pupils are expected to attend the next available supervision but with a minimum of 24hrs notice (in recognition that for pupils and families who use the school bus service, this could be particularly inconvenient).
3. All incidents at detention level and above are to be recorded on CPOMS. Supervisions and community service will be recorded on a central spreadsheet administered by senior school support staff and monitored by heads of house/year/head of sixth form and the deputy head (pastoral). Parents are advised of all sanctions by either the school office or teaching staff.
4. Number and type of sanction as well as the reasons for, are closely monitored by heads of house/year/head of sixth form and the deputy head (pastoral). Pupils should normally expect to be told about a sanction either before or at the same time as their parents.
5. Types of suspension (internal pending investigation, external pending investigation, external). Suspensions pending investigation are non-judgemental and are used to allow the school sufficient time to establish facts and come to an accurate and fair conclusion.
6. When students are deemed to be in a period of sustained academic underperformance, tutors and heads of house/year can issue a report card. Typically, pupils will not be taken off report until a full week is completed, and the outcomes are satisfactory to the school in terms of effort and progress made.
7. Supervisions, community service and detentions should normally take precedence over all other school activities.

5. BEHAVIOUR ON SCHOOL BUSES

Pupils of Claremont who travel to or from school by bus (coach or minibus) agree to abide by the school bus code of conduct. Pupils who are passengers on the buses commit to:

1. Acting responsibly at all times
2. Responding promptly and positively to the driver's instructions at all times
3. Wearing a seat belt at all times
4. Being respectful to the driver at all times
5. Being caring to fellow passengers at all times
6. Any online activity must not cause distress to others, as set out in the technology usage policy and procedure for pupils and parents
7. Taking care of placing bags so as not to impede others or impeding entry and exit
8. Following the rules of the school and the behaviour policy
9. Only sitting in the seat or part of the vehicle allocated to them.

Failure of a pupil to abide by this code will result in sanctions being imposed in line with this behaviour policy. The sanction used will reflect the seriousness and/or frequency of the reported misdemeanour and may include:

1. A verbal warning and/or a referral
2. A detention and a written warning
3. Temporary suspension of the privilege of using school transport
4. Permanent loss of privilege of using school transport.

Further details of the school bus code of conduct can be found on the school website or in the senior school or junior school parent information booklet.

6. PRACTICAL SCHOOL RULES FOR PUPILS

Mobile phones and social media

All mobile phones and smart watches/glasses MUST be turned off when pupils enter the main school site, including before and after school. For practical reasons, school site refers to the area beyond the black estate fencing that borders the top car park, and all areas beyond the entrance from Claremont Drive. Sixth form students may use their phone in the sixth form centre or just outside that building. Pupils in Y7-11 must store their mobile phone in a Yondr pouch at the start of the school day (this is overseen by tutors). Any pupil in Y7-11 who is observed using their phone around the school site during the school day can expect to have it confiscated and a sanction issued (most likely, a detention). The phone will then be delivered to the appropriate head of house/sixth form office for collection at a later time/date. This rule is to ensure the safety and privacy of all pupils and staff on site and to address the well-known concerns around phone use. It is also now an expectation of the UK government and written in statutory guidance found here. It is also expected that if pupils and/or parents urgently need to contact each other, they either use school email or call/phone from/to senior school reception. The only exception to this is when pupils are on site for games/prep club and are contacting parents about pick up. Finally, Claremont pupils up to and including those in Y7, are not allowed to use social media platforms for 'Claremont chats' or group messaging.

Uniform

All pupils should start each school day at 8.25am in smart/formal uniform unless it is their games afternoon that day. In these cases, pupils must wear official school sports kit including tracksuit in cold conditions. Pupils who have a reason to change into sports kit after 8.50am (due to a sports training session or PE lesson), may remain in that uniform for the rest of the day. For years 7-11, when wearing smart/formal uniform, blazers should be worn, shirts and blouses must be tucked in, shoes should be polishable black leather and socks ankle height. Trainers are not acceptable and shoes should be smart and clean. Sixth formers are required to wear a 'business style' dress (suit or jacket/trousers/skirts) with shirt and tie or a blouse (see details in specific sixth form dress code). For those wearing skirts, they should not be significantly above the knee (a hand width above the knee is acceptable, but no more). For pupils wearing skorts or shorts, these should normally be worn with a base layer or tracksuit trousers, unless the summer uniform policy has been enacted. For all year groups, a coat is not an acceptable alternative to a blazer or jacket.

Appearance

Hair should be neat, clean, natural in colour and not obscure the face. Facial hair is not accepted. In certain instances, such as PE, science and DT hair may need to be tied up for safety reasons and staff will decide on this. Hair should not be extreme and/or unnatural, and judgement on this is at the discretion of the deputy head, pastoral. For those with pierced ears, one or at most two studs in each ear is acceptable. Small hoops can be worn in the sixth form. No other jewellery should be worn, and no other body piercings should be visible. Makeup, nail extensions, nail varnish and false eyelashes are not permitted for pupils in years 7-11. For all pupils, tattoos must not be visible when wearing school uniform or sports kit and chewing gum is not permitted on site. Exceptions to all these rules for religious or other personal reasons, should be discussed with heads of house/year and agreed with them and the deputy head (pastoral) in advance of any change.

Punctuality

It is expected that all Claremont pupils have a minimum attendance record of 95%. When a pupil is late to a lesson, this will be recorded on the school register. Persistent lateness to morning registration will automatically lead to a sanction (2 in a week or 5 in a half term will automatically lead to a supervision, which will be issued by the tutor). Further failures to attend formal parts of the school day on time, will likely lead to higher levels of sanction.

Language

All pupils should treat their peers and staff with dignity and respect. This includes using appropriate and inoffensive language at all times and recognising that words can be harmful to others if used carelessly and without thought. Being reasonable, courteous and polite is a basic but essential expectation and pupils should also expect staff to treat them in the same way. Claremont is an inclusive community that has a 'zero tolerance' approach to language which is offensive and unacceptable.

8. OTHER RELEVANT POLICIES/DOCUMENTS

- Safeguarding policy
- Anti-bullying policy and procedure
- Drug and substance education and misuse policy
- Technology usage policy and procedure for pupils and parents
- Exclusions and required removal policy
- Parent information guide.

APPENDIX 1

Searching and confiscation of banned items policy

Introduction

This policy relates to the power of authorised staff to search pupils and the retention and disposal of items that have been confiscated in accordance with the school's behaviour policy, the school's drug and substance education and misuse policy and the anti-bullying policy. This policy applies whenever pupils are in the care of the school, including on school trips.

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 student's property as a disciplinary penalty where it is reasonable to do so. This policy also has regard to guidance published by the Department for Education (DfE), Searching, screening and confiscation (January 2018).

Aims

The central aim of this policy is to enable the school to carry out its duties to safeguard and promote the welfare of children by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully.

This policy also aims to ensure that pupils and parents understand the circumstances in which searches will take place, what will happen to items confiscated by staff and to discourage pupils from bringing such items into school or on school trips.

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 2012):

a. Knives or weapons, alcohol, drugs and stolen items
b. Tobacco, e-cigarettes and cigarette papers, fireworks and pornographic images including both in digital and paper form
c. Any article that a member of staff reasonably suspects has been, or is likely to be used:
    i. to commit an offence or
    ii. to cause personal injury to, or damage to the property of, any person (including the student) and
d. Any other item which the school rules identify as an item for which a search may be made.

Searching with consent

1. A member of staff can search students with their consent for any item

2. Before any search is undertaken the student will usually be asked to consent. In seeking consent, the age and maturity of the student will be taken into account together with any special needs the student may have. Written consent will not usually be required

    2. If a member of staff suspects that a student has an item that is banned by the school, they can instruct the student to turn out his or her pockets or bag. If the student refuses, disciplinary

action may be taken in accordance with the school's behaviour policy (see also searching for prohibited items without consent).

Searching for prohibited items without consent

1. Where the head or an authorised member of staff have reasonable grounds to suspect that a student may have a prohibited item, consent is not required and the search will be carried out, using reasonable force where appropriate (see the school's use of force to control or restrain pupils policy – Appendix 2).

2. The head has authorised the following staff to carry out searches and retain or dispose of items in accordance with this policy:

    a. The head
    b. any senior teacher, e.g. heads of year or faculty or a member of the SMT
    c. any group leader on an educational visit while the visit is underway, in the absence of a member of the SMT.

3. Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a school visit or a trip either within the UK or abroad.

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

    a. outer clothing and / or
    b. school property (e.g. students' lockers) and / or
    c. personal property (e.g. bag or pencil case).

5. Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and a second member of staff. Where a student is searched, the searcher and second member of staff present will be, where possible, the same gender as the student.

6. Where it is reasonably believed that serious harm may be caused to a person if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a student of the opposite sex and / or in the absence of a witness.

7. Where the head, or staff authorised by the head, 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.

Confiscation

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

2. 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.

Searching confiscated electronic devices

An electronic device such as a mobile phone or tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been used to disrupt teaching, cause harm to others or contains inappropriate material then the member of staff should remove the phone from the student. They should not look at the phone but should ask, if possible, for the student to lock the phone. At the end of the lesson, session or as soon as is practicable, the device should be handed to the deputy head(s), senior deputy head or head who will decide on the next stage of action. At no stage should the member of staff look through the phone. If there is sufficient thought that the phone may contain prohibited images, then the school may decide to involve the police or other authorities. If it is felt the device does not contain such images the student should be interviewed about the device and its use, and a suitable sanction decided upon. The device can be returned to the student. Staff should not be deleting items from devices.

Disposal of confiscated items

1. Alcohol: alcohol which has been confiscated will be disposed of and not returned to the student.

2. Controlled drugs: These are defined as 'a drug in Schedule 1, 2, 3, 4 or 5 of the Misuse of Drugs Regulations 2001'. Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the head or authorised member of staff, the drugs may be disposed of 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 their professional judgement.

3. Other substances: substances which are not believed to be controlled drugs, but which are harmful or detrimental to good order and discipline (for example "legal highs") 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 though it is controlled.

4. Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the head 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. This is likely to apply to items of low value, such as pencil cases.

5. Tobacco: e-cigarettes or cigarette papers: tobacco or cigarette papers will be disposed of and not returned to the student.

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

7. Child sexual abuse images: child sexual abuse images or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police immediately. As possession of such images may indicate that the student has been abused, the school's designated safeguarding lead will also be notified and will decide whether to make a referral to the local Children's Service of the student's home local authority.

8. Other pornographic images will also be discussed with the school's Designated Safeguarding Lead. The images may then be passed to the local Children's Service of the student's home local authority 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.

9. Articles used, or which could be used, to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

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

11. An item banned under school rules: such items may, at the discretion of the head or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner. If a student persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.

12. 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 cyberbullying, 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 or carer and the student may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

Communication with parents

1. 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. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the school should dispose of certain items.

2. We will keep a record of searches carried out which can be inspected by the parents of the student(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of the disposal of items confiscated.

3. Complaints about searching or confiscation will be dealt with through the school's complaints procedure. A copy of the procedure is posted on the school website.

4. The school will take reasonable care of any items confiscated from students. 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.

APPENDIX 2

Use of force to control or restrain pupils

The school complies with all relevant legislation and statutory guidance relating to the use of reasonable force, including the **Education and Inspections Act 2006** and **DfE Guidance: Restrictive interventions, including the use of reasonable force** (April 2026).

The Education and Inspections Act 2006 clarified and restated the legal powers of teachers and other authorised members of staff to use reasonable force where necessary. These powers allow staff to intervene to prevent pupils from committing a criminal offence, causing injury or damage, or engaging in behaviour that seriously disrupts good order and discipline. Although similar powers existed previously under common law, they were often misunderstood; the 2006 Act provides clear statutory authority and safeguards around their use.

Nothing in this legislation authorises the use of corporal punishment, nor is it intended to encourage the use of inappropriate or excessive force. The school's approach prioritises **prevention, de-escalation and positive behaviour support**, with physical intervention used only when absolutely necessary. Staff should consider if it is proportionate, have they considered the child's welfare, and do they need to take into account any SEND. There must also be a period and process of evaluation and reflection after each incident.

1. Prohibition of corporal punishment

The illegality of corporal punishment applies to all maintained and independent schools under **Section 131 of the School Standards and Framework Act 1998**. Corporal punishment is prohibited in all circumstances, during any school activity and whether on or off the school premises. This prohibition applies to all members of staff, including volunteers and adults acting *in loco parentis*.

2. Physical contact with pupils

There is sometimes a misconception that any physical contact with a pupil is unlawful. This is not the case. Physical contact may be appropriate or necessary in a range of situations, including for care, guidance, comfort, or to maintain safety. Where necessary, **reasonable force** may lawfully be used to control or restrain pupils.

3. Circumstances in which reasonable force may be used

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

- Committing a criminal offence (or behaving in a way that would be an offence if the pupil were over the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in behaviour that seriously prejudices good order and discipline in the school or among its pupils.

4. Where the power applies

These powers apply when a teacher or other authorised person is on school premises, and also when that person has lawful control or charge of pupils outside the school grounds, for example during educational visits, including residentials, sporting fixtures, ~~or~~ other authorised activities.

5. Duty to act in emergencies and self-defence

All individuals have the right to defend themselves from an attack, provided they use no more force than is proportionate in the circumstances. In an emergency, where a pupil is at immediate risk of harm, any member of staff or adult may intervene to prevent injury. The legislation makes clear that teachers and other authorised staff are also entitled to intervene in less extreme situations where safety or order is at risk.

6. Meaning of "reasonable force"

There is no statutory definition of reasonable force. Whether force is reasonable will always depend on the specific circumstances. The use of any degree of force is unlawful if the situation does not warrant it. Physical intervention must **never** be used to respond to trivial misbehaviour or where risks can be managed through other means.

Any force used must be:

- Necessary
- Proportionate
- The minimum required
- Applied for the shortest possible time.

7. Approach to physical intervention

Before intervening physically, staff should, wherever practicable, instruct the pupil to stop and explain what will happen if they do not. Staff should continue to communicate with the pupil throughout the incident and make it clear that physical intervention will stop as soon as it is no longer necessary.

Staff must remain calm, measured and professional at all times and must not act out of anger, frustration or as a means of punishment.

Physical intervention may take several forms, including:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding for safety
- Guiding or leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand at the centre of the back
- In exceptional circumstances only, using more restrictive holds to prevent serious harm
- Staff should use the **least intrusive intervention** appropriate to the situation.

8. Recording and reporting

Any use of reasonable force must be **reported immediately to the head and the designated safeguarding lead (DSL)**. A written record of the incident must be completed as soon as possible, in line with the **Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025**.

Records will include:

- The date, time and location of the incident
- The names of those involved
- The reason force was used
- The type and duration of force used
- Any injuries or follow-up actions
- Parents/carers will be informed as soon as practicable, unless there is a safeguarding reason not to do so.

Important safeguarding principle

Staff must always avoid touching or holding a pupil in a way that could reasonably be considered inappropriate, indecent or unlawful.

Relevant legislation:

- Guidance for Schools - Restrictive interventions, including use of reasonable force (April 2026)
- The Education and Inspections Act 2006, sections 93 and 93A
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 The Health and Safety at Work etc. Act 1974 and associated regulations
- The Human Rights Act 1998
- The Equality Act 2010