



Behaviour and Discipline Policy

Leighton Park School

September 2026

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1 Aims

- 1.1 This is the behaviour and discipline policy of Leighton Park School (**School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 To create a calm, safe and supportive environment free from disruption in which students can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.2 to create, promote and maintain high standards of behaviour amongst students;
 - 1.2.3 to actively promote and safeguard the welfare of students at the School and to protect all who come into contact with the School from harm;
 - 1.2.4 to ensure, so far as possible, that every student 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;
 - 1.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.2.6 to encourage students to accept responsibility for their behaviour;
 - 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.2.9 to set out the sanctions available to the School in the event of student misbehaviour;
 - 1.2.10 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.3 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 students underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 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, students, 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.
- 2.2 This policy (together with the School rules and the School policies on behaviour and discipline) applies to all students at the School and at all times when a student 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; or
 - 2.2.6 not at School but communicating with other members of the School community via social media.
- 2.3 This policy shall also apply to students at all times, and to students of any age, including those over the age of 18/ adult students 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 *National minimum standards for boarding schools* (Department for Education (DfE), September 2022);
 - 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 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.8 Data (Use and Access) Act 2025;
 - 3.1.9 Human Rights Act 1998; and
 - 3.1.10 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 IT Acceptable Use Policy for Students;
 - 3.3.2 Anti-Bullying Policy;
 - 3.3.3 Policy on smoking, alcohol and the misuse of drugs and substances;
 - 3.3.4 Online Safety Policy;
 - 3.3.5 Safeguarding and Child Protection Policy and procedures;
 - 3.3.6 Risk assessment policy for student welfare;
 - 3.3.7 Policy on special educational needs and learning difficulties;
 - 3.3.8 Accessibility Plan;
 - 3.3.9 Permanent exclusion and removal: review procedure;
 - 3.3.10 Staff code of conduct;
 - 3.3.11 School rules; and
 - 3.3.12 Relationships education and / or relationships and sex education policy.
- 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 Bursar 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 **Head** may include the Deputy Heads.
- 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.
- 5.1.5 References to a **Review** are to the review by a panel of the Head's decision in accordance with the permanent exclusion and removal: review procedure.
- 5.1.6 References to **restrictive intervention** mean to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students 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 student 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 student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student's crutches would both be considered forms of restraint.
- 5.1.10 References to student(s) mean all students on roll, including those over the age of 18 and those considered as adult students.

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 of 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 students, 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 students 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 students behaviour; and
- 6.3.6 encourage engagement with experts e.g. education 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 students and establish clear boundaries of acceptable student 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 students can see examples of good habits and confident to ask for help when needed;
- 6.4.3 challenge students 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 students; 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 conducts.

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

Task	Allocated to	When / frequency of review
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Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least termly
Reviewing induction and ongoing training for staff	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least termly
Seeking input from interested groups (such as students, staff, Parents) to consider improvements to the School's processes under the policy	Head	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 Students are educated about good behaviour through the operation of the School's curriculum, PSHE, relationships education / relationships and sex education programme(s) and the School's pastoral support systems. Students are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching students 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 students. 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 student's disability, use of positive discipline and reward methods may enable the School to manage the student'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 student 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 this policy.
- 7.5.2 The first priority will be to ensure the safety of students 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 students in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.

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 students 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 student 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 students' 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 Head.
- 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 expulsion 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 as prohibited by the School policy on smoking, alcohol and the misuse of drugs and substances (this applies to ALL students irrespective of their age, even though these may be legally permissible);

- 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 is 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), irrespective of whether this is produced and shared in or out of School;
 - 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies 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);
 - 9.2.14 possession and/ or use/ misuse of a smartphone by a member of Year 7 to 11 who does not have an exemption during school hours, including after lessons; and
 - 9.2.15 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/ Suspension:** a student may be sent or released home for a limited period as a disciplinary sanction and will thereafter return to

School. Alternatively, the school may internally suspend a student, where they are in school but not in normal circulation (this would usually involve remedial work to help the child understand and learn from their behaviour)

9.3.2 **Suspension:** a student may be sent or released home for a limited period pending the outcome of an investigation or a Governors' Review.

9.3.3 **Removal:** the Parents may be required to remove a student from the School or from boarding, if, after consultation with one or more of the Parents and if appropriate the student, the Head is of the opinion that:

- (a) the student has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
- (b) by reason of the student's conduct or behaviour, the student 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 or in a way which could bring the School into disrepute.

In these circumstances and at the sole discretion of the Head, the Parents may be permitted to withdraw the student as an alternative to removal being required.

9.3.4 **Permanent Exclusion:** a student may be permanently excluded from the School for a very grave breach 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 student(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 student's place at the School is at risk, the Parents and the student 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 student 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 student 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 student.

10 Intervention, support and reintegration

- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of students 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 providing mentoring and coaching;
 - 10.2.3 short-term behaviour report cards or longer term behaviour plans; and
 - 10.2.4 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 student's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a student's SEND is appropriate; where a student 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 student(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 designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a student, for example, following removal from the classroom or suspension.

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 minor breaches of discipline (i.e. gating or more serious sanctions or persistent minor breaches such as detentions); and those
 - 11.5.2 imposed for serious breaches of discipline and any rights of review;
- as required and / or within School reports.
- 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 student welfare.

12 The role of students

- 12.1 Every student will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards, as expressed in the [Gold Book](#). Students 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 Students should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every student 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 student 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 student. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:
- 13.2 Staff should seek advice from the Deputy Head if they are unsure about how to manage a student's behaviour where this is related to a disability.
- 13.2.1 whether reasonable steps have been taken to understand and address the student's educational and or other needs or vulnerabilities;
 - 13.2.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
 - 13.2.3 whether in the light of conclusions reached in respect of [13.2.1](#) and [13.2.2](#), 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 students 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 students.

13.3 If there is a concern that a student's behaviour is as a result of unmet educational or other needs, advice should be sought from the SENDCo 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 student towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse¹ in order to prevent harm to students. 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 students, and a contextualised approach for more vulnerable students, victims of abuse and students 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 students. In worst case

¹ This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.

scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and students 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. Students 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 and discipline 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 students and / or staff, the DSL (or a deputy) 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 student makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the student 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 Head will also consider whether to take disciplinary action against the student in accordance with this policy.
- 15.2 Where a Parent has made a deliberately invented or malicious allegation, the Head 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 will 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 students

- 17.1 School staff may search a student or their possessions and boarding accommodation for any item if the student agrees. If a member of staff suspects that a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.

- 17.2 If a student refuses to co-operate with a search the Head, and staff authorised by the Head, may use reasonable force to search a student or a students' possessions, where they have reasonable grounds for suspecting that a student has a certain type of "prohibited item" in their possession. Please 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 students 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 is applied in a way that is consistent, fair, proportionate and predictable way; and
 - 18.1.4 where applicable to reflect the need of particular students.
- 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 student'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 student'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 student welfare plans (including Education Health and care plans, as appropriate). Regardless of the form used, the School's approach to promoting student welfare will be systematic and student focused.
- 19.3 The Senior Assistant Head Community and Wellness has overall responsibility for ensuring that matters which affect student welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Senior Assistant Head Community and Wellness who has been properly trained in, and tasked with, carrying out the particular assessment, often in liaison with the DSL and/ or a DDSL.

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 appropriate skilled staff.
- 20.3 All rewards and sanctions issued by a classroom teacher should be entered into the Rewards and Conduct Manager in iSAMS, the School's Management Information System. The Deputy Head and the Deputy Head, Academic will, through the Heads of Section, monitor entries to ensure consistency across academic departments. Data collected from here will help form future approaches to rewards and sanctions.
- 20.4 Rewards and sanctions issued by the Boarding House teams are entered into REACH.
- 20.5 The School will keep a separate record for:
- 20.5.1 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) exclusions and suspensions, students taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour.
- 20.5.2 The record will include:
- (a) the name and year group of the student concerned;
 - (b) the nature and date of the offence;
 - (c) the MyConcern number where appropriate;
 - (d) whether the student has EAL and/or SEN, has a sibling at the School or is the son / daughter of a member of staff;
 - (e) the sanction imposed and reason for it;
 - (f) the name of the person imposing the sanction; and
 - (g) identifying whether these are relating to boarding.
- 20.6 This record is reviewed regularly by the Senior Deputy Head 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.
- 20.7 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.

- 20.8 The School will keep a record of each significant incident in which a member of staff uses force on a student, and each incident of seclusion or restraint. Details of the Schools recording and reporting duties in relation to restrictive interventions are set out in [Appendix 5](#).
- 20.9 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	September 2026
Date of last review of this policy	June 2026
Date for next review of this policy	September 2027
Policy owner (SMT)	Eddie Falshaw, Senior Deputy Head
Policy owner (Proprietor)	Eme Dean-Lewis – Chair of Governors

Appendix 1 School rules

[Drafting note: as the updated Behaviour in schools: advice for headteachers and school staff guidance states that behaviour policies should set out the schools systems and social norms (including rules, parental code of conduct, routines and consequence systems(with examples)) schools should consider including this as an appendix to the behaviour policy, ensuring the wording is consistent with the content in the parental contract.]

The School Rules can contain the 'behaviour curriculum' which will define the expected behaviours in school, rather than only a list of prohibited behaviour. This will be centred on what successful behaviour looks like and define it clearly for all parties e.g. lining up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive but represent the key habits and routines required in school.

The School Rules should also contain the list of items which are banned by the school and for which a search can be made e.g. mobile phones and other smart technology with similar functionality to mobile phones.]

LINK TO GOLD BOOK TO GO HERE

Appendix 2 Rewards and sanctions²

1 Rewards

- 1.1 Methods of rewarding students' progress will range from praise through to awards or prizes.
- 1.2 Rewards specific to the academic side of school life will include: classroom praise from staff; academic merits; termly effort and achievement grades; merit certificates; Deputy Head merits; letters home to parents from the Deputy Head; Head merits; commendation prizes; scholarships for academic achievement; and Sir David Lean Scholarships.
- 1.3 Rewards on the co-curricular and community side include: team photographs or dinners; sports cups and other trophies; letters home to parents; Head's commendation; awards including the Paul Dowdell Art Award, the Mary Triddon Music Award and the Jorge Hortal Award; and scholarships (sport, art, music, drama).
- 1.4 Other means of rewarding students include: mention in house meetings and year group collects; mention in whole school collect; mention in 'the Park' magazine; letters or telephone calls home to parents from tutors or HMs; and appointment as house reps or prefects.
- 1.5 Merits awarded are tallied at the end of each term and the house with the most merits, academic, co-curricular and community, is awarded the Merit Cup. The house with the most co-curricular merits is awarded the Sissons Cup. The house with the most community merits is awarded the Dunston Award. The house with the most academic merits is awarded the Castle Trophy.

2 Sanctions

- 2.1 In addition to the particular sanctions set out in this [Appendix 2](#) the Head 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.
- 2.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.
- 2.3 Examples of sanctions may include:
 - 2.3.1 a verbal reprimand and reminder of the expectations of behaviour;
 - 2.3.2 a sincere apology made from student to student;
 - 2.3.3 missing a normal morning break;
 - 2.3.4 new deadline negotiations for incomplete work;
 - 2.3.5 repeating unsatisfactory work at lunchtime or before / after eating lunch;

² Schools should ensure that the terminology used in this section is consistent with the parental contract.

- 2.3.6 the setting of written tasks such as an account of their behaviour;
- 2.3.7 loss of privileges e.g. the loss of prized responsibility;
- 2.3.8 detention (lunchtime, after school, Friday evening or Saturday morning);
- 2.3.9 confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology;
- 2.3.10 House Gatings (Boarding);
- 2.3.11 Gating cards/ report cards (including voluntary report cards);
- 2.3.12 letter of apology;
- 2.3.13 removal from the classroom followed by a further consequence;
- 2.3.14 school and / or community-based community service, such as tidying a classroom, chipping gum or litter picking;
- 2.3.15 regular reporting including early morning reporting; scheduled Collect Dress checks; or being placed 'on report' for behaviour monitoring;
- 2.3.16 suspension; and
- 2.3.17 in the most serious of circumstances, permanent exclusion.
- 2.4 Alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances.
- 2.5 The school will have regards to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 2.6 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 2.7 It will also consider any special circumstances relevant to its imposition including;
 - 2.7.1 the student's age;
 - 2.7.2 any special educational needs or disability they may have; and
 - 2.7.3 any religious requirements affecting them.

Appendix 3 Investigations into serious breaches of discipline

- 1 The Head 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 Head 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.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the student may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.
- 3 An investigation and any subsequent meetings / interviews will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 If a student is to be interviewed as part of the investigation, this will be done sensitively with any special needs or necessary adjustments taken into account. Where practicable, a second member of staff will be present to take notes. Otherwise, a minute of the interview will be recorded in writing by the interviewing member of staff. The student may be asked to confirm any statement made or minute taken to be true and accurate.
- 5 Arrangements may be made for a student to be taught outside of their normal cohort³ or may be suspended from the School as a neutral act pending the outcome of a disciplinary process. Should a suspension 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 student and will keep the terms of the suspension 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 Head, the student may be offered a segregated regime on School premises.
- 6 A student'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.
- 7 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.
- 8 If considered necessary, the School may make arrangements for legal representation for the student to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide

³ This course of action is applicable following allegations or reports of sexual violence / harm whilst matters are being investigated. The advice in Part 5 KCSIE guidance, safeguarding and child protection policy and risk assessment for student welfare will inform the correct approach to take when investigating allegations and reports of this nature.

appropriate pastoral and other support for all students (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.

- 9 Where the student is the subject of a police investigation the DSL will liaise with the Head 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 PACE code C and any other code of practice apply.
- 10 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Head. 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.
- 11 Considerations when there is suspected criminal behaviour
 - 11.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.
 - 11.2 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 students 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 student and others, as well as the risk of not making a report to the Police.
 - 11.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
 - 11.4 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.
 - 11.5 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 Head

- 1 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 Head will take place.
- 2 **Attendance**
 - 2.1 The student and their Parents (if available) will be invited to attend the disciplinary meeting with the Head. Where the complaint concerns the behaviour of the Parents, the student will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
 - 2.2 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. The tutor and / or Head of Section will usually be involved.
 - 2.3 If the Parents or the student 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 Head as soon as reasonably practicable so that appropriate arrangements can be made.
 - 2.4 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.
- 3 **Meeting**
 - 3.1 Documents⁴ available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the student or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) written statements and notes of the evidence supporting the allegations, and any relevant correspondence;
 - (c) the student's school file and (if separate) conduct record;
 - (d) the relevant School policies and procedures.
 - 3.2 The Head will inform the student and their Parents of the range of disciplinary sanctions which the Head considers are open to them.

⁴ Drafting note: we suggest all documents are included in order for all relevant evidence to be considered as part of the process. This is likely to minimise the risk of challenge that relevant matters were not taken into account e.g. mitigating factors / disability.

- 3.3 The student and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;
 - 3.3.3 the appropriate sanction to be imposed.
- 3.4 Unless the Head considers that further investigation is needed, they will close the meeting and inform the student and the Parents that they will be notified of their decision in writing or verbally inform them.

4 **Decision**

- 4.1 The Head will consider:
 - 4.1.1 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;
 - 4.1.2 whether the findings constitute serious misconduct; and
 - 4.1.3 the appropriate sanction to be imposed (and the student's disciplinary record will be taken into account where the complaint concerns the conduct of the student).
- 4.2 The Head may permanently exclude or remove a student or impose any other sanction they consider to be appropriate in accordance with this policy.
- 4.3 The Head will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to permanently exclude or remove a student shall take effect within five working days of the date of the Head's letter confirming their decision. Until then, the student may remain suspended and away from School premises.

5 **Review**

- 5.1 The Parents or the student may request a Review of the Head's decision:
 - 5.1.1 to permanently exclude or remove a student from the School; or
 - 5.1.2 where the student is suspended from the School for 11 working days or more; or
 - 5.1.3 where suspension would result in the student missing a public examination.
- 5.2 A request for a Review must be made in writing within three working days of the date of the Head's letter confirming their decision.
- 5.3 If such a request is made, the student shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

- 5.4 See the **Permanent exclusion and removal: review procedure** for further information about requesting a Review and the detail of the procedure.

6 **Leaving status**

- 6.1 If a student 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 Head and accepted by the Parents, withdrawn by parents.
- 6.2 Additional points of leaving status to be considered may include:
- 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
 - 6.2.2 the form of reference which will be supplied for the student;
 - 6.2.3 the entry which will be made on the School record and the student's status as a leaver;
 - 6.2.4 arrangements for transfer of any course and project work to the student, their Parents or another school;
 - 6.2.5 whether (if relevant) the student will be permitted to return to School premises to sit public examinations;
 - 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the student;
 - 6.2.7 whether the student will be entitled to leavers' privileges;
 - 6.2.8 the conditions under which the student may re-enter School premises in the future; and
 - 6.2.9 **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

- 1 There are circumstances when it is appropriate for staff to use restrictive interventions, including reasonable force, seclusion or restraint, to safeguard students 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).
- 2 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 student and / or others.
- 3 **Lawful purposes for restrictive interventions**
 - 3.1 Reasonable force may be used to prevent or stop a student from doing any of the following:
 - 3.1.1 committing a criminal offence;
 - 3.1.2 causing injury to themselves or others;
 - 3.1.3 causing damage to property;
 - 3.1.4 causing disorder among students at the school, whether during a teaching session or otherwise.
 - 3.2 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see [Appendix 6](#) below).
 - 3.3 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 student.
 - 3.4 Students 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 student 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 student should receive a medical assessment and treatment for any injuries as soon as possible. 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.
- 4 **Seclusion**
 - 4.1 Seclusion (a non-disciplinary intervention involving keeping a student 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 student is experiencing high levels of emotional or behavioural dysregulation. It must not be used as a punishment, and the student must be supervised at all times and allowed to leave as soon as the immediate risk has reduced.

5 Prevention and individual needs

- 5.1 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.
- 5.2 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-student relationships in line with Quaker values.
- 5.3 Individual approaches include working closely with parents, developing behaviour support plans tailored to individual needs, and providing strategies to help students calm down before behaviour escalates. For students with SEND, these measures will help reduce the occurrence of challenging behaviour and the need for restrictive interventions.

6 Recording

- 6.1 The School ensures that each significant incident in which a member of staff uses force on a student, 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 Deputy Head and the DSL and is recorded in the School's safeguarding reporting system (MyConcern).
- 6.2 Each record will include:
 - a) name(s) of student(s) and staff involved, and any witnesses
 - b) relevant needs or vulnerabilities of the student(s), including SEND status
 - c) time, date, location and approximate duration of the intervention
 - d) a brief account of the incident, the behaviours observed, identified or potential triggers, the risks identified, and any de-escalation strategies used
 - e) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
- 6.3 brief account of why the intervention was assessed as necessary in that instance
 - f) details of any injuries sustained, and post-incident support provided
- 6.4 A significant incident is any incident where the use of force goes beyond appropriate physical contact⁵.

⁵ Appropriate physical contact is outlined in the 'Other physical contact with students' section of the DfE's [Restrictive interventions, including use of reasonable force, in schools guidance](#).

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

7 Reporting

- 7.1 The School ensures that each significant incident in which a member of staff uses force on a student, and each incident of seclusion or restraint is reported to the parents of the student involved as soon as practicable after the incident. We endeavour to do this no later than the same day, except where:
- 7.1.1 the student is aged 20 or over; or
 - 7.1.2 it appears to the staff member that doing so would be likely to result in serious harm to the student.
- 7.2 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 student 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.
- 7.3 A report of the incident made to parents will include the following details:
- a) time, date, location and approximate duration of the intervention
 - b) brief account of why the intervention was assessed as necessary in that instance
 - c) details of the restrictive intervention used (type, degree of force, restraint or seclusion details)
 - d) details of any injuries sustained, and post-incident support provided
- 7.4 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:
- a) any behavioural triggers or warning signs of an impending incident
 - b) whether any agreed behaviour support plans were followed
 - c) what de-escalation strategies were used and how effective they were
 - d) what might be done differently in the future
- 7.5 The school may use this information to amend any existing behaviour support plans, as needed.

Appendix 6 Searching and confiscation

- 1 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.
- 2 The School's policy 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).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items"
 - 3.1.1 under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - (a) knives or weapons, alcohol, illegal drugs and stolen items;
 - (b) tobacco and cigarette papers, fireworks and pornographic images;
 - (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
 - 3.1.2 any items 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: see [paragraph 4.3](#) below). These include:
 - (a) Vaping devices, snus and all the paraphernalia of vaping and smoking.
 - (b) Smartphones in Years 7 to 11, unless granted permission by the School.
 - 3.2 The School has banned these items as they reasonably believe them to be likely to cause harm or disruption. Students 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.
- 4 **Searching students**
 - 4.1 Under common law, school staff have the power to search for any item if a student agrees. The member of staff undertaking the search should ensure the student understands the reason for the search and how it will be conducted so their agreement is informed.

- 4.2 When exercising these powers, the school must consider the age and needs to students being searched or screened. This includes the individual needs to learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.
- 4.3 If a student refuses to co-operate with a search for a "prohibited item" as listed in section 3.1.1 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 other items banned under the School rules, as set out in section 3.1.2 above.
- 4.4 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 student harming themselves or others, damaging property or causing disorder.
- 4.5 Where a student 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.
- 4.6 If a student refuses to co-operate with a search for items that are not "prohibited items" as listed in section 3 above, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 4.7 If a search is considered necessary, but not required urgently, the advice of the head / DSL and /or pastoral member staff should be sought. During this time the student should be supervised and kept away from other students.
- 4.8 Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on an educational visit or in training settings⁶.
- 4.9 If it is believed that a student has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 4.9.1 a search of outer clothing; and / or
 - 4.9.2 a search of School property (e.g. students' lockers or desks, bed, studies or dormitories); and / or
 - 4.9.3 a search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the student being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the student being searched. As a limited exception to this rule, staff can carry out a search of a student 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.

⁶ The power to search a student on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

- 4.11 A student's possessions can only be searched in the presence of the student 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.
- 4.12 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. The staff member should also alert the designated safeguarding lead (**DSL**) or deputy and the student will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

5 **Strip searching**

- 5.1 A strip search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (**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).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.
- 5.3 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.
- 5.4 In order to ensure student'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.

6 **After a search**

- 6.1 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 student is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

7 **Recording searches**

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, items banned by the school rules, and all searches conducted by police officers will be recorded in the School's safeguarding reporting system (MyConcern), including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 7.2 Records of the search will include
 - 7.2.1 the date, time and location of the search;

- 7.2.2 which student was searched;
 - 7.2.3 who conducted the search and any other adults or students present;
 - 7.2.4 what was being searched for;
 - 7.2.5 the reason for searching;
 - 7.2.6 what items, if any were found; and
 - 7.2.7 what follow up action was taken as a consequence of the search.
- 7.3 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.

8 Confiscation

- 8.1 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.
- 8.2 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.

9 Electronic devices

- 9.1 The School maintains a mobile electronic device-free environment by default. For detailed information on the use of mobile electronic devices and smart technology, please refer to the School's IT Acceptable Use Policy for Students and the Mobile Phone Policy.
- 9.2 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.
- 9.3 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.
- 9.4 Subject to [9.6](#) 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.
- 9.5 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.

- 9.6 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 the Safeguarding and Child Protection Policy and 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*.
- 9.7 The school will comply with data protection law in relation to any search of any electronic device.⁷

10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **Controlled drugs:** 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 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 student.
- 10.3 **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.
- 10.4 **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. 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.
- 10.5 **Tobacco, vapes or cigarette papers:** tobacco, vapes or cigarette papers will be destroyed.
- 10.6 **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 which may include donation to an appropriate charity.
- 10.7 **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 student is at risk of harm, the

⁷ We recommend that the School carries out a Data Protection Impact Assessment in relation to searching electronic devices as this will comprehensively cover data protection compliance and the mitigation of privacy risks. Our data protection team would be pleased to advise further on the data protection points to consider. For example, how is your school transparent with students regarding any searches that may be carried out? The School could include wording in its Acceptable Use Policy for Students or the School Rules, in addition to the Student Privacy Notice. Also consider how the school will comply with data minimisation principle.

Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

- 10.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. 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.
- 10.9 **Article 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. 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.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **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 its 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 student or parent; whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 10.12 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 Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a student persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.
- 10.13 **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 student 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.

11 Communication with Parents

- 11.1 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.
- 11.2 Parents should always be informed of any search for a prohibited item listed in paragraph 3 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.

- 11.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 11.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above.
- 11.5 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.
- 11.6 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.