

BEHAVIOUR POLICY

Aims

- To promote good behaviour, self-discipline and respect so that the school is a place where effective teaching and learning can take place and all members of the school community can benefit from all the opportunities offered at the school and can feel safe and appreciated.
- To ensure that students understand and embrace the principles that underpin the [Equality Act 2010](#)
- To encourage the personal and moral development of students in line with the school ethos and mission statement and the code of conduct written and agreed by the school community (through School Council)
- To prevent bullying (see also Anti-Bullying policy)
- To ensure that students complete assigned work.
- To provide an outline of the rewards for appropriate behaviour and actions and sanctions for inappropriate behaviour.
- To set out the systems that support students in adopting appropriate behaviour.

Scope of this policy

The Behaviour policy applies in school, on school related or school organised activities, school buses, and anywhere that a student can be identified as belonging to the school and at any time where a student could pose a danger to members of the school community, have repercussions for the orderly running of the school or adversely affect the reputation of the school. Child on child abuse comes under the scope of this policy and the Anti-Bullying policy.

All staff in the school whether teaching or support/administrative staff have a responsibility to require students to uphold the behaviour expected of them. This responsibility also extends to any volunteer or person who the Head has temporarily put in charge of students. They have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.¹ Underpinning the School's Behaviour policy is the requirement that all members of the school must obey the laws of the land. Failure to do so may endanger a student's place at the school. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and/or disability (SEND)

This policy follows advice given in [Behaviour in Schools: Advice for headteachers and school staff \(2024\)](#), [Searching, screening and confiscation \(2022\)](#), [The Equality Act and Schools \(2014\)](#), [Use of reasonable force in schools \(2013\)](#) and [Mental health and behaviour in schools \(2018\)](#).

Other relevant policies: anti-bullying policy, equal opportunities policy, safeguarding-online safety, safeguarding-child protection, drug and substance misuse policy for students, exclusion policy, pastoral care policy.

Other relevant documents: Section handbooks, student planners, any temporary procedures introduced in light of prevailing circumstances e.g. pandemic, emergency school closure.

Key expectations of Behaviour

Students are expected to:

- be kind and respectful to all members of the school community

¹ Section 90 and 91 of the Education and Inspections Act 2006)

- be helpful and responsible
- act in a safe manner and promote safety
- respect difference
- be punctual to lessons and bring all necessary equipment
- put their best effort into their learning, handing work in on time
- not interfere with others' learning
- wear uniform or apply the dress code correctly
- treat their own and others' property with respect
- treat the school site/facilities with respect
- adhere to all of the relevant policies and protocols e.g. anti-bullying policy, acceptable IT use policy, drugs and substance abuse policy.

Bullying

All forms of bullying as defined in the School's Anti-Bullying policy are unacceptable and will be dealt with as set out in the Anti-Bullying policy. Violence towards other members of the school community, staff and students, is not tolerated.

Key principles in managing behaviour

We seek to recognise and praise good behaviour. Where behaviour needs addressing, staff are encouraged to listen and support a student in understanding the implications of their behaviour in order to create lasting positive change. We aim to treat students as individuals and take into account individual needs without compromising the welfare of other members of the school community. School systems include rewards for good behaviour and a range of sanctions for poor behaviour. Where sanctions are awarded, the reason for them is explained to the student.

Staff are expected to act at all times in accordance with the staff code of conduct, this includes:

- recognising and rewarding positive behaviour
- setting clear expectations of behaviour in their classrooms and around school.
- expecting high standards of behaviour from students and where students fall short, acting to address issues.
- being consistent and fair, using the policy for guidance and consulting as needed.
- working with students, other colleagues and parents as needed to support the students to behave to the standards expected.

Management of behaviour systems

All staff must read the school behaviour policy as part of their induction and this is discussed with them by the Pastoral Deputy Head when inducting new staff. Teaching staff are responsible for managing behaviour both within their classroom and around the school and during all activities covered by the scope of this policy.

In addition to managing behaviour, staff are expected to bring any repeated or significant poor behaviour to the attention of the relevant Head of Department and/or Head of Section, as appropriate. This will include making a record of the behaviour and any actions taken on CPOMs. Heads of Department have oversight of behaviour in their curriculum area and work closely with Heads of Section (and Deputy Heads of Section/ Head of Y9) to determine whether a student needs subject specific or wider support and action. Heads of Section liaise directly with the Pastoral Deputy Head. Where a serious incident has occurred, the Pastoral Deputy Head will inform the Head that it has taken place. In these cases, an investigation may be necessary before action is taken. Working with other relevant staff, the Pastoral Deputy Head will draw together information to present to the Head for her decision on a course of action, including considering awarding a serious sanction.

SYSTEMS TO PROMOTE GOOD BEHAVIOUR

Expectations of behaviour are explained in the students' planners. A copy of this is available for parents in the parent portal. School Council writes the student code of conduct that summarises the key expectations of students in their behaviour. School Council also writes the classroom rules that sets out how students should behave in their classroom and form room. Form Tutors should ensure that students read this information, including new students joining during the academic year.

1. Rewards (further detail can be found in the extended version of the behaviour policy on the staff sharepoint)

In addition to personal praise the school has the following mechanisms for rewarding good behaviour:

- House Points, awarded for positive behaviour in a wide range of contexts
- Departmental praise: awarded by subjects for helpful behaviour, progress, effort or achievement e.g. a postcard sent home
- Junior Department-star of the week, Y9 form member of the term-kindness, Sections award 'good egg' (voted by peers),
- Excellence book: read out in assembly by the Head and then signed in her office
- Commendations: (Middle School and Sixth Form) meeting with the Head and a letter sent home.
- School colours: school and extra-curricular.
- There are some prizes at Prize Giving that reward positive behaviour and contribution to school life.

Behaviour is a consideration when positions of responsibility are being awarded. In addition, achievements both within and beyond the school are recognised weekly in assembly.

2. Sanctions (further detail can be found in the extended version of the behaviour policy on the staff intranet)

Where behaviour is of concern a teacher should assess the level of concern. In most cases they should address it within their classroom, and it may or may not be reportable. If the behaviour in a lesson is more significant or repetitive they should report it verbally to their Head of Department and then inform the students' Form Tutor and Head of Section of the nature of concern and the action taken. This should be done through CPOMS. Reporting in itself is not a sanction and this should never be used as a threat.

Most misbehaviour will be explored through a detailed conversation with a student. Thereafter the following actions and sanctions may be deployed, as appropriate.

- restorative justice e.g. letters of apology, personal apologies
- 'making good' e.g. clearing up after themselves, restoring natural hair colour, removing nail varnish
- confiscation
- withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (Sixth Form)
- going 'On Report', targeted to address the specific behaviour issue
- behaviour contract
- detention (in accordance with level of seriousness of offence)
- withdrawal from a lesson to a place of supervision
- formal letter on student file

exclusion (temporary fixed term internal or external, permanent) or required removal (See Exclusion policy)

Students attending residential trips sign an additional code of conduct that they have to abide by which has further sanctions e.g. being sent home at parents' expense, parents required to collect student at their expense.

The school has a Serious sanctions book, kept in the Head' office which records the sanctions imposed for serious misbehaviour.

Where a student has engaged in a malicious accusation against a member of staff the school will treat this as serious misbehaviour and sanction accordingly (see also the Exclusions policy). The procedure for disciplinary action against students who are found to have made malicious accusations against school staff is contained in the Safeguarding Policy (Child Protection).

Searching, screening and confiscation and banned items (further detail in the Searching, screening and confiscation protocol). The Head and/or staff authorised by her have the right to search students or their possessions, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Students in years 5-11 hand in their phones every morning (see Appendix 7). Students in these year groups will have their phone confiscated if they are found to have them during the day. Students who contravene the uniform code will have items e.g. jewellery confiscated.

Reasonable force and restraint²

All members of school staff have a legal power to use reasonable force. Reasonable force could be used to prevent a student from hurting themselves or others, from damaging property, or from causing disorder. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

In the unlikely circumstances of reasonable force or restraint having being used, the member of staff should immediately inform the Head and record the event. The School would then contact the parents of the student concerned. See Appendix 6

The School rejects the use of corporal punishment and under no circumstances will any form of corporal punishment be used.

3. Effective communication

Staff can report concerns through CPOMS. Regular meetings both in departments and pastoral section meetings ensure that students are discussed, good practice is shared and common clear expectations set.

4. Effective pastoral support

Students who are struggling have a range of people to talk to-this is outlined in their planners and explained in assemblies and form time. The structure of the school into sections supports this. (see pastoral care policy)

5. Use of student voice

All students have the opportunity to contribute to the Code of Conduct (Appendix 1) and the rules for the classroom through School Council.

² Section 93, Education and Inspections Act 2006, [Use of reasonable force and other restrictive interventions guidance](#) 2026

6. Partnership with parents and outside agencies

The school sees a close working relationship with parents as being key. This is particularly important if a student is struggling to behave in an acceptable manner. Phone calls, emails and meetings with parents form a key part of the support network for a student who has misbehaved.

Where appropriate the school either engages in support or responds to outside agencies e.g. CAMHS, LCSS or individual medical support/therapy.

7. Transition

The school seeks to ensure that they have clear information from feeder schools so that they can support a student as they make the transition to St Helen's. For most students there are either induction or intake sessions where the behaviour requirements are part of the induction process.

8. Induction of staff

This policy is given to staff joining the school and referred to during the induction training.

Dissemination

A copy of this policy is available on the main school website; students, parents, staff and governors are made aware of this. It is also available in extended version on the staff area of the intranet.

Governor scrutiny of implementation

This takes place through Governor visits to school, including lesson visits and events, and the annual review of this policy. The Safeguarding Governor regularly checks the serious sanctions file.

Policy last reviewed.....Trinity 2026
Next review date.....Trinity 2027
Person responsible for review.....Pastoral Deputy Head
Audience.....Governors/staff/parents/students

Appendix 1: Code of Conduct

Student code of conduct:

- Be kind to everyone and yourself
- Treat everyone with equal respect and respect difference
- Be honest with yourself and others
- Take responsibility for yourself, own your mistakes and learn from them
- If you make a commitment to something, stick to it
- Be courageous in your learning; persevere and challenge yourself
- Never give up on yourself, others, or the school
- Be open to change and be open-minded
- Look after your possessions, respect other people's possessions and the school environment
- Take responsibility for your own environmental impact-don't waste resources
- If you are worried about something or someone, do not feel you have to carry this on your own, tell an adult
- Remember that everyone will judge the School by your behaviour inside and outside school - do all of us proud.

Reviewed by School Council Trinity2026

More detailed guidance for students on how the school operates is available in their planners. A copy of this guidance is in the staff handbook.

Appendix 2: Rewards

Praise

We recognise achievements in effort and progress, focusing praise on the process rather than the end product.

Individual discussions between subject teachers and students and positive comments in marking and feedback are aimed at highlighting strengths as well as areas for improvement. Reports and grade sheets are used by tutors to provide another means of giving students positive feedback. Students are encouraged to attend Parents' Meetings (except in the Junior Department) and can hear positive comments made about their work and progress.

Departments have different means by which they recognise students' effort and achievement e.g. Sports personality of the month; geography 'Star of the week' award, MFL star of the month, excellent work sent to Head of Department for individual praise, postcards sent home to parents or students to congratulate a student on exceptional or consistently excellent achievement, attitude to work, effort and progress. Heads of Section and Form Tutors send home congratulatory postcards for positive behaviour and achievements. The Head writes to many students involved in a variety of activities throughout the school.

House Points

House Points provide the opportunity for all students to achieve recognition for their effort and achievement. They are a way of rewarding growth mindset, the business of being a good learner and the processes of learning across all year groups. House Points are also awarded for kindness, positive behaviour and school service.

Each term, the students in each year who have been awarded the most House Points will be praised in House meetings.

Over the course of the year, House Points will contribute to the total for the House Cup.

Formal/Public Recognition

Excellence Book: Nominations for the Excellence Book are made for excellent work, initiative, creativity, effort and/or contribution to school, such as acts of kindness. Students' names and achievements are announced in whole School assembly weekly, a letter sent home to parents and the book signed in Head's office.

Certificate presentation in assembly and special ceremonies:

Students who have achieved success in academic studies and external competitions have their certificates and trophies presented in school assembly. There is a certificate presentation ceremony for A level for students and parents after they have left.

Prize Giving and Celebration Assemblies:

The School Prize Giving and Section Celebration Assemblies give an opportunity to recognise students' achievement, attitude to work, effort and progress. Subject prizes are awarded to U6 in all subjects at Prize Giving in July.

Colours:

Colours are awarded for outstanding contribution, exceptional performance and commitment to the school, in academic work (Y9-L6), and in drama, music and sport.

Commendations (Middle School/ Sixth Form):

Two students per tutor group commended by their tutor each term for particular achievements associated with extracurricular activities in or out of school. A letter is sent home to parents and a certificate outlining the reason presented by the Head.

Appendix 3: Awarding Colours

Extracurricular and School Colours

Extracurricular and School colours are awarded using the following criteria. As a guideline they should be awarded for exceptional performance and commitment.

1. Encouraging others and leading by example.
2. Showing initiative and focus in rehearsals/practices and responding eagerly to direction.
3. Demonstrating that progress has been made.
4. Being reliable in timing and attendance.
5. Attending every rehearsal/practice possible, giving apologies for being unable to attend or having to leave early.
6. Demonstrating willingness and initiative to support the smooth running of the activity (e.g. being proactive in setting up and clearing away)
7. Meeting commitments in school in addition to those for extracurricular activities.

Extracurricular colours are awarded for:

- Drama (Lent and Trinity terms) max 50 for the year
- Sport (Lent and Trinity terms) max 100 for the year
- Music (Trinity term) max 50 for the year

School colours are awarded in Lent and Trinity terms for contributions such as:

- Oracy and rhetoric - debating and public speaking
- Lower School Y7 speak out, Y8 Going Beyond
- Assistance with clubs and activities that is not an allocated school service role
- Charity fundraising and/or co-ordination
- service to the school that is not part of school service in the L6
- Partnership work
- School Council

Highly commended postcards are sent home by Drama, Sport, Music and the School for students who have made considerable contributions but haven't quite attained a colour.

Appendix 4: Consequences/ Sanctions and Actions taken by Staff

Below are generic examples of behaviours and the consequences applied/actions taken. Any teacher unsure of how to respond to unacceptable behaviour should talk to their Head of Department or Head of Section. Individual circumstance may affect the action taken and each case will be treated individually. Teachers will always try to understand the reasons behind behaviour and support the student in managing more appropriate behaviour. Flexibility and understanding of the individual, including any special educational needs, is key, as is communication between subject and pastoral staff. It is expected that all staff concerned about any misbehaviour should record it using CPOMS in addition to other communication or actions taken; CPOMS is a communication tool for informing the Form Tutor and Head of Section - it is not in itself a sanction and must not be used as such.

Examples of sanctions/actions.

- Restorative action: letters of apology, meetings to facilitate personal apologies
- 'Making good': clearing up, restoring natural hair colour, removing nail varnish. Form Tutors and HoS have wipes, HoS have standard letters to address uniform issues
- Confiscation: jewellery should go in a named/dated envelope to HoS for return at end of half term. Jewellery and non-uniform items not collected by the end of the school year will be disposed of. More than three instances of confiscated property may result in an after-school detention by HoS.
- Email/contact home to ensure all parties are working together to support the student in changing behaviour.
- Withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (sixth form)
- 'Going on report': targeted report cards to address the specific behaviour issue
- Behaviour contracts: failure to comply with a contract will count as a serious misbehaviour and may lead to exclusion.
- Breaktime or lunchtime detention: may be given by subject teachers, form tutor, HoDs, HoS or Pastoral Deputy Head. Other members of non-teaching staff should consult HoS before awarding a breaktime detention.
- After school detention-this may be awarded by a Head of Department, Head of Section or the Pastoral Deputy Head
- Withdrawal from a lesson to a place of supervision and formal letter on student file
- Head's detention (after school or on a Saturday, at the Head's discretion) and a formal letter on student file
- Exclusion – fixed term or permanent (See Exclusions policy)

Appendix 5 Searching, screening and confiscation-protocol

A search of a student's locker, bag or clothing is rare at St Helen's, however it is possible, and this protocol is written with this in mind and includes procedures for situations that have not as yet occurred at this school but are referenced in [Searching, Screening and Confiscation \(July 2022\)](#) which is the information source for the protocol.

The Head and staff authorised by her have statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items includes: • knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student), • tobacco, cigarette papers and vapes; • fireworks; and • pornographic images.

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

Staff conducting a search should consider the age and needs of the students, including SEND needs.

The school makes a distinction between searching lockers and searching bags and the individual. Students are informed in the planners that their lockers may be opened by staff, and they use them on this basis.

In all cases the following actions apply;

1. The Head should be aware of the need for a search and the staff undertaking it.
2. More than one member of staff should be present.
3. The search should be recorded and whether anything was found.

For bags and clothing, in addition to the above:

1. The student should be involved in the process and the reasons explained and the student given the chance to ask questions and agree to co-operate. In some cases, it is clearly unacceptable for the student to turn their own bag out e.g. where a weapon or drugs are involved. However, it might be appropriate to ask the student to produce the item from their own bag or pockets e.g. a vape. If a student refuses to co-operate they should be kept away from other students and directly supervised whilst there is further consultation with the Head and/or Pastoral Deputy Head. Failure to co-operate may inform future sanctions.
2. A search of the individual is defined as a search of outer clothing and pockets. Students may be asked to remove outer clothing e.g. a jumper, coat scarf, hats, gloves, shoes. They must not be asked to remove items worn immediately over underwear e.g. skirt or shirt. Consideration should be given to where the search takes place to maintain the privacy of the student. Staff engaging in this process should be female (unless very exceptional circumstances apply and these should be documented once advice has been taken from a member of SLT)
3. Staff do not have the right to conduct a strip search. In the case of Police requesting that they strip search a student the School will follow the guidance in Searching, Screening and Confiscation July 2022 which includes the need to ensure that due care is given to safeguarding the student's welfare before during and after the search. The School recognises that in this situation they would have to follow Police advice, but, where possible, the School would want to keep Parents informed.
4. If a student's bag or clothing has been searched parents should be informed.
5. Details of the incident should be entered onto CPOMs including the reasons for the search as well as the outcome.

If the student refuses to co-operate with the members of staff present and the staff consider that the search will prevent the student harming themselves or others, damaging property or from causing disorder the staff have the right to use reasonable force. Clearly, this would be an exceptional circumstance. Staff should also have due regard for their own safety.

Items found and confiscated

Infringement of school rules

The School's general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty. This power may be used to confiscate jewellery which would then be returned to the student at the end of that term.

More serious concerns

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting: • poses a risk to staff or students; • is prohibited or • is evidence in relation to an offence.

Items such as alcohol, tobacco and vapes will be confiscated and destroyed. If an item has been stolen the circumstances will be evaluated and the item either returned to the rightful owner, or if felt warranted, to the Police.

Items found on electronic devices such as nude or semi-nude imagery, pornography, abusive messages or videos should be considered not only in the context of safeguarding but also any offence committed. Any incident of this nature should be reported to the Pastoral Deputy Head (DSL). Imagery may be deleted by the School or the Police if it is a Police matter. Staff should avoid looking at any imagery.

If controlled drugs, weapons, any items used in an offence or items designed to cause damage or injury are found, the Police will be informed and they will be given to the Police.

Appendix 6 Protocol for Heads of Department or members of SMT awarding an after-school detention

Awarding a detention after school should reflect the seriousness of the offence, not the convenience of the staff supervising it. This means that the member of staff would have reasons to explain why the sanction required justifies more than just a lunchtime detention. The Behaviour policy should be consulted, and the level of offence should be 'moderate'.

The length appropriate should also be considered. In most cases, it might be decided that ending the detention at 17:05 is most appropriate, thereby inconveniencing the student rather than their parents.

1. The student needs to be informed that they have been given an afterschool detention, the reasons for it and when that should be. The date of the detention should be no sooner than 48 hours from being awarded and no later than early the following week e.g. Tuesday.
2. You should have phoned a parent to explain the sanction before the student arrives home on the day it is awarded. This is so that parents understand and are fully on board with the reasons behind the action you are taking. If the parent is not available you should leave a voicemail to alert them and explain in an email.
3. The phonecall should then be followed by an email that gives the reasons for the detention, the time and the date.

e.g. Thank you for our conversation about XXXX in YYYY subject. As we have discussed, we feel that XXXX has made a misjudgement by (brief description of offence) and therefore has been given a detention at ZZZ time on DDDD date.

I will be encouraging XXXX to learn from this experience and look forward to supporting her in moving forward. Thank you for your support in this matter.

4. Actions should be logged in CPOMs and the category low/moderate sanction should be ticked, alongside other relevant categories.
5. Consideration should be given to the tasks assigned during the detention.

6. At the end of the detention the expectation should be made clear that the matter has now ended and staff look forward to supporting them in moving forward.

Appendix 6 – restrictive interventions including the use of reasonable force.

Source of guidance: [Use of reasonable force and other restrictive interventions guidance](#) 2026

The aim of this appendix is to ensure that in the very unlikely circumstances of a student needing to be restrained, reasonable force used, or seclusion used, there are clear guidelines to follow.

Whilst this might apply to any student, it should be noted that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In the first instance staff will always seek to use de-escalation strategies such as:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the student to express their emotions before getting overwhelmed
- engaging the student in an activity which can help them manage their feelings of anxiety
- distracting the student in something that interests them or by introducing familiar objects and activities to redirect their attention.

St Helen's always seeks to work closely with parents to understand the challenges for a student. We will support them in managing their emotions and behaviour so that they can manage school life without reaching a need where any intervention as outlined below is needed.

Key terms

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This appendix uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. 'Reasonable' means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between students and staff as described in 'Other physical contact with students' within this appendix. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: 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.

Restraint: a term used in legislation referring to 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.

The use of reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. These are to prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence

3. damaging property

4. causing disorder among students at the school, whether during a teaching session or otherwise.

All teaching staff and those involved in direct 1:1 contact with students undertake online training on restraint.

The Head and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the appendix on Searching, Screening and Confiscation in school for further guidance.

Unacceptable use of force

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.

Other physical contact with students

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort students for example when helping a student to a space they have chosen to access to self-regulate
- to comfort a distressed student
- to congratulate or praise a student, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual student's age
- any other material factors, including but not limited to whether: the student has SEND or other vulnerabilities and any alternative strategies that do not include physical contact can be used.

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. In such circumstances, the student is not acting with intent. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour and should not be implemented by staff through threat of punishment. The place to which the student is confined should be safe and not feel threatening or

intimidating to the student. The student should be supervised at all times during the period of seclusion.

As soon as the immediate risk of harm has reduced, the student should be allowed to leave.

Reporting and recording

An incident involving the use of seclusion, restraint, or the use of force must be recorded by the Head of Section in CPOMs using the relevant label. The Head, Pastoral Deputy Head and Senior Nurse must be notified. Parents must be informed as soon as possible on the same day as the incident occurred; the only exception to this would be in a circumstance where doing so is considered to place the student at risk of serious harm.

Key elements of the report on CPOMs should be:

- names of student and staff directly involved
- any relevant needs or circumstances of the student, including whether the student involved has an identified special educational need or disability
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance, the reason for seclusion or restraint
- any post-incident support, such as details of any medical treatment for injuries or other adverse impact.

There should be a follow-up meeting with parents to discuss the incident, including triggers and how the student may need to be supported to de-escalate in future.

Governor Oversight

Any incidents of reasonable force, restraint or seclusion will be kept in a log and reported termly to the Governance Committee and the Safeguarding Governor.

Appendix 7 - Mobile phone usage

This appendix references the Government guidance January 2026

Mobile phones in schools - GOV.UK

The School prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. This means that students are not allowed to bring a smart watch to school that is an LTE smartwatch and has an e-SIM.

Parents are advised to consider carefully if a GPS/bluetooth smartwatch is appropriate for school. Students will be asked to remove their GPS/Bluetooth smartwatch for assessed tasks in lessons and place it on the desk in front of them face down. In line with JCQ regulations students are not allowed to wear any kind of smartwatch for school, mock or public examinations.

Students in Y5-6 will hand in their phones at 08:40 and receive them back at 16:10. If they are staying in the library for homework, they must then hand them in as they sign in and will have them returned as they leave the library to go home.

Students in Y7-11 will hand in their phones at 08:40 and receive them back at 16:10. If they are staying in the library after school, phones should only be used to track parental arrival. They are allowed to have them on the desk to communicate about pickup arrangements only. Students should not take phone calls in school time unless they are in reception where they can use the school phone to contact home if necessary.

Form Tutors in the years 5-11 will check the submission of phones against the information supplied by parents on the make and model of phone in use and act if there is a discrepancy.

Sixth Form students are only allowed to use their phones in their common room, study rooms and cafe. In all other locations they must store their phones in their bags. Having phones in pockets, on desks or carried around visibly is not allowed. Students must never have phones out in lessons, without the express permission and supervision of their teacher.

The Government guidance sets the clear expectation that students of any age can expect to receive a sanction if they contravene the rules for their age group. The School has the right to confiscate and to search bags, if deemed appropriate.

Where needed, individual reasonable adjustments may be made in line with the Equality Act 2010. Students with medical conditions e.g. diabetes may need to carry their phone and will be asked to use it solely to support their health needs.

Events, Trips and Visits

The Group Leader should have a clear justification for the need for students to have a mobile phone. The default position should be that they will be subject to the same rules as if they were at school. This means no phones between 08:40 and 16:10. There may be exceptions if there is remote supervision and phones are needed for safety reasons. Needing to take a photograph is not a justification - students should bring a separate camera. They should be advised of this in advance. Weekday fixtures will operate the same procedure as day trips. Students will retrieve their phones at the end of the school day.