

**King Edward VI High School for Girls
Behaviour Policy
(including Rewards and Sanctions)**

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King Edward VI High School for Girls BEHAVIOUR AND DISCIPLINE POLICY

1. INTRODUCTION

1.1 This policy is made available on the School website and a paper copy is available from the School office upon request. This policy has been written in compliance with:

- ['Behaviour and Discipline in Schools' \(January 2016\)](#) DfE non-statutory advice
- ["Use of Reasonable Force", DfE July 2013](#)
- ['Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE February 2014](#)

1.2 This policy applies to the behaviour of pupils inside and outside the classroom, as well as outside the School if it affects the welfare of a member or members of the School or brings the School into disrepute, including whilst travelling to and from school, wearing the School uniform or being in any way identifiable as a pupil of the School. It also applies to any written or electronic communication concerning the School.

2. POLICY AIMS

2.1 The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. We recognise that the emotional well-being of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. Good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The School develops qualities of team-work and leadership through our extensive programme of extra-curricular activities.

2.2 KEHS is an inclusive community, welcoming pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and we aim to develop the whole person so that she is equipped to take her place in the modern world. The School promotes and rewards good behaviour. If standards fall short of that expected, structures are in place to deal with this. All staff should confront inappropriate behaviour in a fair and consistent manner, in line with the procedures set out in this policy.

2.3 The School's staff will never threaten or use any form of corporal punishment when setting out sanctions for poor behaviour amongst pupils; verbal abuse is equally unacceptable.

3. CREATING A CONSTRUCTIVE LEARNING ENVIRONMENT

3.1 The School's community of Governors, staff, parents and pupils adheres to the following principles in creating a constructive learning environment.

The School sees education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The highest values and standards of behaviour are expected from pupils both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. These principles are outlined in the document *Our Expectations of Students at KEHS* which is printed in the pupil planners and termly calendars.

3.2 Teaching and Learning: The School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. The School celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way. Teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, the School expects every pupil to cooperate and to work hard.

3.3 Bullying: Everyone in the School community has the right to feel secure and to be treated with respect, particularly the vulnerable. Bullying, including cyber-bullying, will not be tolerated. The School's Anti-Bullying Policy and Pupils' Acceptable Use of ICT Policy place additional responsibilities on pupils, staff, and parents and should be viewed as extensions to this policy. These policies are available on the School's website and in hard copy from the School office on request.

3.4 Safeguarding: The School will consider whether a pupil's poor behaviour raises concerns that they might be suffering or likely to suffer from significant harm, or might have unmet educational or other needs. Support from multiple agencies may be required in accordance with the procedures set out in the School's Safeguarding Policy.

3.5 Equality: The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, a Looked After Child or is a carer. The School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for managing behaviour of pupils with special educational needs/disabilities. (See the Equal Opportunities Policy).

3.6 Attendance: We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. We expect pupils to behave in a manner that reflects the best interests of the whole community. Parents are required to telephone the School before 08.35 on each morning of unexplained pupil absence. The School will contact parents if we have not heard from them to make sure that their child is safe. Priority for contacting parents is given to the youngest and most vulnerable members of our School community.

It is the School's policy not to allow holiday to be taken during term except in exceptional circumstances. Requests for students to be excused from school for any reason other than illness or for medical appointments should be made via letter or email to the Vice Principal (Pastoral), Mrs Varma (nvarma@kehsmail.co.uk), as far in advance as possible. For full details, refer to the School's Attendance Policy.

3.7 Involvement of Parents and Carers: Parents and carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy when they sign the School's Terms and Conditions. They agree to support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework/ private study.

In the event of any behaviour issue, the School will generally contact parents if a pattern begins to emerge or in the case of more serious misconduct, and will liaise closely with parents and, if relevant, other external support agencies.

KEHS is always happy to consider suggestions from parents and hopes that they find the School responsive and open-minded. We hope that parents and/or pupils will not feel the need to complain about the operation of this Policy, and that any difficulty can be sensitively and efficiently handled

before it reaches that stage. However, the School's Complaints Procedure is on the School's website and paper copies are available from the School office on request.

3.8 Involvement of Pupils: Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging their constructive suggestions: this occurs during form time; Personal Decision Making (*PDM*) lessons; meetings with the Principal and the School Councils.

3.9 Managing Pupils' Transition: At times of transition for pupils, particularly when joining the School in Year 7, embarking upon GCSE studies and moving into the Sixth Form, the pastoral teams work hard to ensure the transition is as smooth as possible and there is continuity of support for individuals. Changes that accompany these transition points, for example in the curriculum and in expectations of academic work, are discussed with pupils in lessons, assemblies and form times, and with parents at information evenings or via letters. We always make it clear that we are here to support our pupils at all times.

3.10 Support Systems: The School has many support systems in place to meet the needs of all pupils. These include:

- **Communications to Form Tutors:** Teachers let Form Tutors know if one of their tutees has failed to meet expectations or is giving some other cause for concern, e.g. low mood, problems with homework or attitude to work. This ensures that the Form Tutor is aware of any concerns and can act quickly if a pattern begins to build up. For example, the Form Tutor can help a pupil to contact the School's counsellors or may identify organisational issues which result in a referral to the Learning Mentor. The Form Tutor will talk to the pupil about their behaviour if a pattern is beginning to emerge and, if necessary, may meet with the pupil on a regular basis to discuss their progress. A failure to meet expectations may also lead to a sanction as set out in the procedures below.
- **Heads of Year, Matron, Head of Lower School, Director of Sixth Form, Vice Principal (Pastoral):** Support is always available from these members of staff alongside any sanctions which may be appropriate when poor behaviour occurs.
- **School based counsellors:** specialist support is available from the school based counsellors to help deal with emotional and/or relationship difficulties which may lead to disruptive behaviour.
- **Learning Mentor and Vice Principal (Assessment):** these colleagues offer a valuable source of support where behavioural issues arise because of learning difficulties, for example, mentoring sessions may be arranged for a particular subject.

4. OUR EXPECTATIONS OF STUDENTS

4.1 The School expects pupils to treat staff and each other with consideration and good manners, and to respond positively to the opportunities and demands of school life. Pupils are required to follow *Our Expectations of Students at KEHS* which are designed to encourage positive behaviour and self-discipline. Pupils are also required to understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

4.2 Parents and carers agree, when signing the Terms and Conditions, that their child will comply with *Our Expectations of Students at KEHS*.

5. PROMOTING GOOD BEHAVIOUR

- 5.1 The School encourages pupils to take responsibility for their own behaviour and helps them recognise the consequences of inappropriate behaviour. The School understands that rewards can be more effective than punishment in motivating pupils and that students will learn and progress most effectively when they are in a secure, safe and happy environment.
- 5.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 5.3 How students behave affects their progress and that of those around them. Everyone has the right to learn without anyone else disrupting their education. Good behaviour is promoted through consistently high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- 5.4 Many opportunities are provided for positive involvement in the good behaviour of the school community – for example, all pupils are expected to be excellent role-models at Open Days.
- 5.5 All staff are responsible for ensuring that the expectation of good behaviour is consistently and fairly applied.

6. REWARDS

- 6.1 In a school of high aspiration and high achievement, it is important that girls are recognised and rewarded for what they do, not least because praise is probably the most powerful of motivating factors. It is equally important that such recognition should reflect the great breadth of activity and achievement here and that it should not just be reserved for the very best in each area of school life: girls need to be praised not only for absolute excellence but for effort, progress and for outstanding achievement in relation to their own ability. As far as possible, successes are celebrated not only at the two major public events - Speech Day and Awards Evening in November, but also in weekly assemblies, Lower School End of Year assemblies, and end of term assemblies. Successes can range from achieving a Duke of Edinburgh Award, gaining a Physics Olympiad certificate, passing a Music examination to winning a sports tournament, achieving highly in a Poetry or Economics competition or raising money for a charity. Prize Giving events and assemblies are also occasions when the best musicians have the chance to perform.
- 6.2 The school ensures that all the different kinds of success are celebrated as widely as possible, through news on the website, the weekly newsletter, through the termly news review and the annual Phoenix magazine, which are sent to all parents. Subject staff and Form Tutor reports also recognise and praise girls for their academic and non-academic efforts (through the online extra-curricular questionnaires which also record attendance at school events). The school reports always recognise *effort as well as achievement*. These reports are read by Heads of Year and members of the Leadership Team. Praise and positive feedback to individuals and to groups in private and/or in public, verbal and written is always encouraged. Many departments have individual methods such as stickers and postcards, for example, to recognise and reward girls. Success is also shared with the schools from which our pupils came, and with alumnae through the Old Edwardian website and publications.

6.3.1 Scholarships

Each year a small number of Foundation Scholarships are awarded to the girls who are the top performers in the 11+ Admissions examinations. These scholarships are formally recognised at an afternoon tea event in the Principal's Study with parents and girls in October. In addition, several girls are awarded academic or music scholarships, normally at 11+ but also at 16+.

Further King Edward's Scholarships are awarded each year to two girls at the end of their L5 year and two girls at the end of their L6 year. These are awarded to those who have had exceptional academic careers, but are not holders of a Foundation Scholarship. These scholarships are awarded at Speech Day.

6.3.2 Girls recognising each other

At KEHS, we believe it is important for the girls also to have a voice and recognise and praise each other. Girls can do this by nominating their peers for responsibilities such as Form Leaders, Community Service Representatives, and members of the Sports Committee, Dance Committee and Community Service Committee. The school recognises girls with these responsibilities in meetings with the Principal and by presenting them with badges and scrolls.

6.3.3 The Creak Memorial Prize

Older girls also vote upon this highly prestigious prize, given in memory of Miss Creak, to nominate a girl who has *'by her character and general worth best served the school'*.

6.3.4 Awards Evening and Speech Day

Prizes are awarded at Speech Day and Awards Evening, predominantly for girls in the Senior School and Sixth Form. On both of these occasions, there are prizes for outstanding academic achievement for individual subjects and for making a contribution to the school community. There are also prizes for many other activities such as scholarships, service to the wider community, music, drama, sport and travel awards.

6.3.5 Lower School

It is important that girls feel their special efforts and contributions are recognised beyond examination success. One of the ways we achieve this is through our end of year celebration assemblies. These provide the opportunity for us to celebrate the achievements of the year groups as a whole (for example, reminiscing about charity events, recognising the character strengths of the year community and looking back at photographs of memorable trips). For the Thirds, there is also a celebratory 'Community Read Party'.

In addition to this, the Head of Lower School writes home to parents of girls who have achieved outstanding comments in their reports about their level of effort and engagement right across the curriculum.

6.3.6 School Colours

School Colours are awarded for a variety of activities which include Sport, Drama and Music. The recommendation for colours is made by the member of staff responsible for the activity, but they may do so in consultation with the Head of Department. Staff take into account not only the individual's performance but her commitment and wider contribution. Junior colours are awarded to girls in the Thirds, Lower Fourth and Upper Fourth. Intermediate colours are awarded to girls in the Lower Fifth and Upper Fifth and Senior colours to girls in the Sixth Form. They are usually announced and awarded at the Final Assembly at the end of term.

6.3.7 Commendation to the Principal

A subject teacher can also highlight a girl to the Principal for special recognition for one of the following:

- A single piece of outstanding work or contribution in class which goes significantly beyond what one may expect of the pupil
- Consistently excellent work over a period of time
- A single outstanding contribution to the wider life of the school including sport, music or drama
- Service as an outstanding ambassador for the school
- Help for another member of the school community or a member of the wider community
- Any other outstanding or generous act which a member of staff deems noteworthy

Girls who are highlighted will receive a letter from the Principal.

7. SANCTIONS

7.1 Sanctions help us to set boundaries and to manage challenging behaviour. When poor behaviour is identified, sanctions are implemented. All disciplinary situations are dealt with objectively, fairly and in a way which is appropriate to the pupil's personal circumstances.

7.2 In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing children with a disability or Looked After Children at a disadvantage compared to other children.

7.3 There is an escalating series of disciplinary procedures, depending on the severity of the behaviour, which the pupils may expect if they breach our expectations. Examples of sanctions from least to most severe include verbal reprimand, placing a student on report, detention (lunchtime or after school), internal exclusion, fixed-term exclusion, removal and permanent exclusion. See the *Exclusion, Removal and Review Policy* for more detail of the most severe sanctions.

7.4 Each case will be looked at individually and staff will do all they can to help find a way forward with girls and to support them. The school will review its support where a girl is behaving inappropriately.

7.5 A member of the Leadership Team is always available should staff need support in a lesson. Staff send a Form Leader to Reception and the Receptionist alerts the available person.

7.6 The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support our expectations of students. Parents will be contacted to discuss any disciplinary matter which may result in suspension, or where Removal or Expulsion is being considered (see below). Parents will also be notified of any other serious disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

7.7 A girl or her parents may request a Review by the Governors of the Principal's decision to Expel or Remove a pupil from the School (see below). There will be no right to a review of other sanctions, but if a pupil or her parents feel aggrieved they may ask the Vice Principal (Pastoral), the Vice Principal (Assessment) or the Vice Principal (Curriculum) to review their concerns with the member of staff who imposed the sanction.

8. PROCEDURE FOR MISSED HOMEWORK DEADLINES – THIRDS TO UPPER FIFTH

- 8.1 Late homework is marked/graded in the same way as punctual work unless the teacher has already discussed answers with the class in which case the teacher will simply check that the work has been done. Teacher writes 'Late' on the work and in their own records. The student should write a note of apology, including the reason for no homework, to the teacher on the day it was due to be handed in, and try to see the teacher in person. Where there is communication of extenuating circumstances from a parent, Form Tutor (FT) or Head of Year (HoY), then the work does not count as late.
- 8.2 The teacher follows up on the first two missed deadlines (which may be for the same or for different pieces of work), by discussing the situation with the student and seeking positive solutions to the issue. The teacher informs the FT after the second missed deadline and checks for any extenuating circumstances. The FT speaks to the student and HoY to ascertain if there are any problems with which they may need support.
- 8.3 The teacher informs the Head of Department (HoD), FT and HoY of a third missed deadline. The HoD meets with the student, with or without the teacher. Where no extenuating circumstances have come to light, the HoD or teacher (by agreement) gives a lunch time detention slip to the student who must take it home and obtain a parent's signature. A lunchtime detention takes place from 1.20pm to 1.50pm in a classroom or in CR2 on a date chosen by the teacher. If the student has an essential lunchtime activity (such as music or drama lessons, rehearsals, team practices), the student must obtain a signed note from the relevant member of staff and pass this to the teacher issuing the detention as soon as possible (usually within 24 hours). The teacher will then reschedule the detention. The student hands the slip that has been signed by a parent to the teacher at the start of the detention. The teacher passes the slip to JW who will first enter the details to CPOMS, alerting the FT and HoY, and then file it in the central Detentions File.
- 8.4 The teacher advises the FT, HoY and HoD of a fourth missed deadline. Where there are no extenuating circumstances, the HoD informs the student that they will have an after-school detention on the next Friday (or on the final day of term if that is sooner), from 3.25pm to 4pm, in CR2, with a member of the Leadership Team. The HoD passes an after-school detention slip to the student who must take it home and obtain a parent's signature. The HoD informs JW by email or in writing of the student's name, date and time of the detention and the reason. JW sends a standard email to the parent with these details and asking them to read and sign the slip. JW also enters the information to CPOMS, alerting the FT and HoY. The HoD or teacher gives JW written details of an appropriate, constructive task to be done during the detention (not writing out lines); JW files the task beside the slip in the central file. The student hands the signed slip to the teacher at the start of the detention. The teacher passes the slip to JW who will file it in the central Detentions File. An after-school detention may not take place on the same day as the email to parents.
- 8.5 The tally of missed deadlines resets to zero at the beginning of each new term and once an after-school detention has been issued.
- 8.6 Where a FT receives notification from more than one teacher, the FT will discuss with the student promptly to ascertain if there are any organisational or other problems. The FT will then discuss with the HoY and will agree which one of them will phone parents. There should always be an emphasis on how the situation can be improved and whether there are any underlying difficulties which can be addressed by specific support. Examples of strategies which might be put in place are:

- the parent and FT will check and sign the student's planner every week to see if the student is recording details of homework tasks properly
- the student will attend support sessions for a subject
- the student will be assigned a sixth form mentor with whom they will meet regularly
- the student may be placed on 'Homework Report'
- the student may be referred to the Learning Mentor or Vice Principal (Assessment) for exploration of any learning needs

9. PROCEDURE FOR ACADEMIC ISSUES IN THE SIXTH FORM

9.1 If performance or effort in lessons or homework is unsatisfactory, then the teacher should discuss this with the student and agree on strategies for improvement. There should always be an emphasis on how the situation can be improved and whether there are any underlying difficulties which can be addressed with specific support.

9.2 The teacher should inform the HoD, FT and HoY as soon as a pattern emerges. Parents would usually be involved at this point. If there is insufficient improvement, then the HoD should inform the HoY, Director of Sixth Form Studies and Vice Principals (Assessment and Pastoral). Where the problems arise from a lack of effort and there are no known extenuating circumstances, examples of sanctions that may be employed include:

- Permission to leave school in the afternoon, after timetabled lessons are complete, is withdrawn and the student must work in the Library until the end of the school day.
- Permission to leave school during lunchtime is withdrawn.
- All free periods to be spent working in school.

10. PROCEDURE FOR MISBEHAVIOUR – THIRDS TO UPPER FIFTH

10.1 Where there is misbehaviour such as low-level disruption in lessons, lack of effort, lack of books/equipment, avoidable lateness and incorrect uniform, the teacher follows up on initial incidents by discussing the situation with the student and using strategies such as specific seating arrangements and verbal warnings. The teacher also informs the FT who speaks to the student and HoY to ascertain if there are any problems with which the student may need support. If the problems persist then the same procedures as in 8.3 and 8.4 above are applied i.e. the HoD should be involved and lunchtime followed by after-school detentions issued.

10.2 Where a FT is informed of misbehaviour by a specific pupil by more than one teacher, the FT or HoY will contact parents with an emphasis on finding appropriate supportive strategies such as:

- The student is placed on Behaviour Report for an agreed period
- The student is referred to the school based counsellor
- The student is excluded from extra-curricular activities for an agreed period
- The student is detained at lunchtime for each occurrence of misbehaviour
- The student may be referred to the Learning Mentor or Vice Principal (Assessment) for exploration of any learning needs

11. PROCEDURES RELEVANT TO ALL YEAR GROUPS

11.1 Where staff observe misbehaviour outside of lessons, they should verbally reprimand the student(s) involved and inform the FT and/or HoY as soon as possible.

Where the misbehaviour by a pupil, in or outside of a lesson, warrants an immediate detention or more serious sanction and intervention by a senior member of staff, the adult who observes the incident should inform the student that they are referring the matter to senior staff. The Head of Lower School and Vice Principal (Pastoral) should be kept informed of all such instances.

11.2 Examples of behaviours which would usually warrant an after-school detention are:

- a. Rudeness to a member of staff.
- b. Crossing over the road in front of school instead of at the pedestrian crossing.
- c. Failure by a Sixth Form student to sign in or out of school at the correct times.

11.3 Persistent Late Arrival to School

The FT should speak privately to any student who is late on three mornings or three afternoons within a short space of time to find out if there is a genuine explanation and keep the HoY informed.

The FT should refer cases of persistent lateness to the HoY who will discuss with the student and her parents. If the problem persists, then the HoY will refer to the Head of Lower School or Vice Principal (Pastoral) who may require the student to report to them at 8.30am every day for a fixed period (for a morning issue), or apply another sanction (for an afternoon issue). Each student's case will be considered individually.

11.4 Electronic Devices

11.4.1 Whilst in school or representing school, pupils may not use their mobile phones or other personal electronic devices to access material that they are not permitted to access using school equipment. See the *Pupils' Acceptable Use of ICT, Mobile Phones and Electronic Devices Policy* for further detail.

11.4.2 If a personal electronic device or mobile phone is seen being used outside of designated areas or times, staff should confiscate the device and hand it in to Matron (or to the Receptionist if Matron is unavailable) for safekeeping and collection by the student at 4pm (or 3.20pm on a Friday). For example, a device which is used in the corridor or locker room, or used without permission during a lesson should be confiscated. The only exception to this is that use of mobile phones by sixth form who are crossing the corridor from one common room to the other is permitted. It is the student's responsibility to collect their device promptly after the last lesson.

If a member of staff does not have time to confiscate a phone at the time that the offence is observed, they should inform the FT of the details on the same day and the FT should confiscate the phone the following morning until the end of the school day.

See the Pupils' Acceptable Use of ICT, Mobile Phones and Electronic Devices policy for full details of when and where pupils can be use mobile phones.

12. SERIOUS MISCONDUCT

Cases of very serious misconduct are likely to result in suspension and consideration under the School's Exclusion, Removal and Review Policy. Serious misconduct of this nature includes (but is not limited to):

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;

- theft, blackmail, physical violence, intimidation, racism or persistent bullying (including cyber-bullying);
- misconduct of a sexual nature;
- supply or possession of pornography;
- possession or use of unauthorised firearms or other weapons;
- vandalism or computer hacking;
- persistent attitudes or behaviour which are inconsistent with the School's ethos;
- other serious 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) on or off school premises; and
- unreasonable parental behaviour which affects or is likely to affect adversely the pupil's or other pupils' progress at the School, or the well-being of school staff, or bring the school into disrepute.

See the Exclusion, Removal and Review Policy for more detail.

13. MALICIOUS ALLEGATIONS AGAINST STAFF

13.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the sanctions set out above.

13.2 Where a parent has made a deliberately invented or malicious allegation, the Principal 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.

13.3 In accordance with Part 4 of the Department for Education guidance 'Keeping children safe in education' (September 2016), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

14. USE OF REASONABLE FORCE & SEARCHING FOR PROHIBITED ITEMS

14.1 Any use of force by a member of staff to control or restrain a pupil will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* (July 2013) and as set out in Appendix 1.

14.2 The procedure for an authorised member of staff searching a pupil and or their possessions for a prohibited item is set out in Appendix 2.

15. RECORDING AND MONITORING

15.1 Details of pupils' noteworthy achievements are recorded and celebrated as widely as possible, through news on the website, the weekly newsletter, through the termly news review and the annual Phoenix magazine, which are sent to all parents. The school reports always recognise effort as well as achievement. Many departments have individual methods such as stickers and postcards for example to recognise and reward girls. Success is also shared with the schools from which our pupils came and with alumnae through the Old Edwardian website and publications.

15.2 Sanctions, cases of use of reasonable force and searching, and details of any extended discussion with pupils and /or parents are recorded in the pupils' individual files and categorised as appropriate.

15.3 Major sanctions, that is internal and external exclusions and disciplinary meetings involving parents, are all recorded in the **Serious Sanctions Log** which is maintained and updated by the Vice Principal (Pastoral).

15.4 The **Potential Bullying Log** is maintained by the Vice Principal (Pastoral) in accordance with the School's Anti-Bullying Policy.

15.5 The Serious Sanctions and Potential Bullying Logs are reviewed regularly to enable the School to identify patterns of behaviour and to ensure the policies are amended and updated as appropriate.

APPENDIX 1

USE OF REASONABLE FORCE

1. Right to use reasonable force

The School reserves the right for authorised members of staff to use reasonable force to control or restrain a pupil in specific circumstances. Under the Education and Inspections Act 2006 the Principal authorises all 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 a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- injuring herself or others;
- causing damage to property, including their own; or
- behaving in a way that disrupts good order and discipline, be that in School or on a School trip or visit.

Reasonable force may be used, for example, to restrain a pupil at risk of harming herself or another individual or to prevent a pupil leaving a classroom where allowing her to do so would risk her safety or lead to behaviour that disrupts the behaviour of others.

In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Staff are advised always to use their voices and other strategies before using force. Where force is deemed necessary, staff are advised to use the minimum force necessary to restrain a child for the shortest possible length of time.

Reasonable force may be used to conduct a search without consent for a "prohibited item" as defined in Appendix 2.

2. Recording Use of Reasonable Force

Every member of staff will inform the Vice Principal (Pastoral) immediately after they have needed to use reasonable force to restrain a pupil physically and will provide a written report as soon as possible after the event. This will be recorded by the Vice Principal (Pastoral) on the pupil's individual file and the Serious Sanctions Log (see section 11 in the main body of this policy).

3. Informing parents

The School will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a regime for managing their child's behaviour.

APPENDIX 2

SCREENING, SEARCHING AND CONFISCATION

1. Prohibited items

The following are "prohibited items":

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

2. Members of staff who may search for prohibited items

The Principal authorises any member of the teaching staff on the Leadership Team (LT) to search for a prohibited item in the specific circumstances set out in this policy.

3. Searches - With Consent

Consent to search a pupil or a pupil's possessions for any prohibited item by a member of the LT will usually be sought from the pupil (provided the pupil is of sufficient maturity and understanding). Written consent will not usually be required.

4. Searches - Without Consent

A member of the LT may search a pupil or a pupil's possessions for prohibited items without consent where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession (in accordance with Part 2 of the Education Act 2011).

If the pupil refuses to give consent, they will be asked why they have refused and the School may draw inferences from this response and general demeanour, and this will be considered in any subsequent disciplinary procedure in accordance with this policy.

5. Conducting a search

If staff have reasonable grounds to believe that a pupil possesses or has stored a prohibited item, it may be necessary to carry out a search of outer clothing, school property (such as a locker and/or desk) and or personal property (such as bag or pencil case). No intimate search or physical compulsion of a pupil to remove clothing will be undertaken. Searches will be conducted in such a manner as to minimise embarrassment or distress. All reasonable care will be undertaken to protect the pupil's human rights and freedoms.

All searches of a pupil will be conducted by a member of the LT in the presence of another member of staff where both are the same gender as the pupil. However, a member of the LT can carry out a search of a pupil of the opposite sex and without a witness present **ONLY** where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

All searches of possessions will be carried out in the presence of the pupil and a second member of staff.

Searches without consent can only be carried out on the School site or, if elsewhere, where the member of staff has lawful control or charge of the pupil for example, on school trips in England or in training settings. The power only applies in England.

6. Confiscation

Where the member of the LT finds anything which they have reasonable grounds to believe is a prohibited item, they may seize, retain and dispose of that item where reasonable to do so as follows:

- Where they find **controlled drugs**, or suspect a substance may be controlled, these must be delivered to the police as soon as possible, but may be disposed of if they believe there is good reason to do so.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if this is not practicable) if they believe there is good reason to do so.
- Where they find **tobacco, cigarette papers or fireworks**, these may be retained or disposed of.
- Where they find a **pornographic image**, they may dispose of the image unless its possession constitutes a specific offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where they find **an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property**, it may be delivered to the police, retained or disposed of.
- **Any weapon or items which are evidence of an offence** must be passed to the police as soon as possible.

7. Searching electronic devices

If a member of staff has good reason to believe that a personal device has been used for sexting, they will refer the matter immediately to the DSL without confiscating or searching the device. The DSL will then follow the guidance published by the UK Council for Child Internet Safety.

If a member of staff has good reason to believe that an electronic device has been, or could be, used to cause harm, disrupt teaching or break school rules (not involving sexting), they will refer the matter immediately to the Head of Year; they may also first confiscate the device. The Head of Year will meet with the student to discuss the matter. If the Head of Year feels that the device needs to be searched, they will

refer the matter to the Vice Principal (Pastoral) or Head of Lower School who will follow the DfE guidance '[Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies](#)', DfE February 2014.

8. Police Involvement

The School may use its discretion to determine whether police involvement is appropriate.

If the School seizes a controlled drug, the drug may be destroyed if there is good reason to do so. Otherwise the School will deliver it to the police as soon as is reasonably practicable. In all other cases, the School may decide to request police involvement from the outset.

If the police suspect that a pupil possesses or has stored drugs, the police may elect to investigate using their own procedures.

Reviewed September 2017 (to be reviewed in July 2018)

The Vice Principal (Pastoral) is responsible for the monitoring and review of the Behaviour and Discipline Policy and reports to the Principal.

The implementation and review of the Behaviour and Discipline Policy and all curriculum issues are presented to the Education Committee of the ISGB.