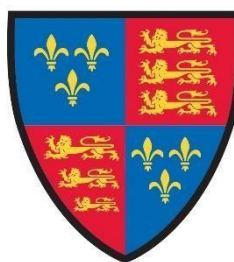




**THE SCHOOLS OF  
KING EDWARD VI  
IN BIRMINGHAM**



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

*In pursuit of educational excellence for all*

## **CAMP HILL SCHOOL FOR BOYS**

### **Relational Behaviour Policy**

<b>Committee</b>	Pastoral and Curriculum Liaison
<b>Policy Type</b>	School Policy
<b>Policy Owner</b>	Deputy Head (Pastoral)
<b>Statutory</b>	Yes
<b>Publish Online</b>	Yes
<b>Last Review Date</b>	March 2026
<b>Review Cycle</b>	Annually
<b>Next Review Date</b>	March 2027
<b>Expiry Date</b>	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<b>Version</b>	3

## Introduction

The Governing Body believes that, in order to enable effective teaching and learning to take place for the benefit of each and every pupil, good behaviour in all aspects of school life is necessary. Whilst acknowledging its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs, it seeks to create an inclusive and caring learning environment by:

- Promoting good behaviour and discipline
- Ensuring equality and fairness of treatment for all
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment or discrimination
- Working closely and developing positive relationships with parents and carers to assist in a common approach to student behaviour
- Giving clarity of expectation to staff and students

## Aims

- Support effective teaching and learning
- Foster mutual respect and prepare students for the adult world
- Create consistency of expectations and consequences
- Challenge poor behaviour in an appropriate manner

## Roles and Responsibilities

**Behaviour is everyone's responsibility. The responsibility of the behaviour within the school relies on the collective work of all stakeholders.**

**The Governing Body** will establish, in consultation with the Head Teacher, staff and parents, a policy for the promotion of good behaviour and keep it under review. Governors will support the school in maintaining high standards of behaviour of students and staff.

**The Head Teacher and the Senior Leadership Team** will be responsible for the implementation and day-to-day management of the policy.

**Staff** will be responsible for ensuring that the policy is followed, and consistently and fairly applied. They also have responsibility, with the support of the Head Teacher, for creating an appropriate learning environment through the promotion of positive behaviour and the consistent application of the agreed policy. They are also expected to try to develop positive relationships with students and parents.

**Parents and carers** will be expected, encouraged and supported to take responsibility for the behaviour of their children, both inside and outside school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of behaviour.

**Pupils** are expected to take responsibility for their own behaviour and to abide by the terms and spirit of school policy. They should also familiarise themselves with the school rules and the 'Expectations of A Camp Hill Student' which can be found on the school's website and below.

## **Expectations of a Camp Hill Student**

### **Be Ready**

- **Always do and be your best**

*You can do this by:*

- Arriving in school and attending lessons on time every day
- Bringing the correct books and equipment to every lesson
- Wearing the correct uniform all day every day
- Meeting deadlines and completing work on time and to the best of your ability

### **Be Respectful**

- **Show respect, not just to other students and staff, but to yourself**

*You can do this by:*

- Speaking to others in a calm, kind and thoughtful manner
- Being silent when others are speaking
- Following instructions from staff and prefects without delay
- Listening carefully to others, making contributions that are sensible, well thought out and appropriate

### **Be Responsible**

- **Take ownership for your actions, and take pride in your achievements**

*You can do this by:*

- Having the courage to own up to your mistakes (in behaviour and in learning)
- Accepting praise for a job well done
- Taking good care of property and surroundings (yours, others', school's)
- **But most of all, by acting in ways that keep yourself and others safe (in school, out of school, online)**

## **Behaviour Strategies and the Teaching of Good Behaviour**

It is understood by all staff in school that all behaviour is communication and, therefore, all incidents of behaviour that is concerning begins with a conversation with the individual or group of students. Behaviour is everyone's responsibility as stated above.

We aim to promote mutual respect and tolerance as norms so that regulation can be kept to a minimum. We aim to run a system in which the encouragement of achievement and the prevention of problems feature more prominently than the application of sanctions.

The following principles have a key role to play in the prevention of disciplinary problems. Members of staff are encouraged and will be supported in their application of such principles.

- Well planned lessons that challenge pupils
- Setting and maintaining high expectations for work
- Clearly articulated social values, school ethos and behaviour requirements
- A clear communication of school rules
- Restorative conversations with students when they do not meet behavioural expectations
- Activities that boost self-esteem, self-confidence and self-discipline
- Strong and supportive relationships with parents
- An efficient and well informed pastoral system that responds quickly to the concerns of pupils, parents and staff
- Activities that promote a sense of pride in the school
- Respectful relationships between staff and pupils
- Guidance for pupils in setting well-informed career goals

As well as being implicit in all aspects of school life, the more explicit ‘teaching’ of good behaviour will also be conducted as part of a well-planned PSHE curriculum. Pupils in years 7-11 will have the opportunity to learn about and discuss behaviour; including, but not limited to, such matters as bullying, drugs, mobile phone policy, cyber-bullying, school rules and school values.

## **Rewards and Sanctions**

We have long accepted that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly and positive behaviour will be reinforced.

Recognition of positive achievement:

- House or Achievement Points awarded, leading to a reward for those with the highest, and contributing to the House Championship
- The award of School Colours for achievement in sport, music, drama and chess
- Recognition for individual or team achievements at House Meetings
- The announcement of individual or team successes in School Assemblies: this will include the award of cups, trophies and prizes as appropriate
- The award of certificates for achievement, e.g. in Music grading examinations or in the Mathematics Challenge by the Head Teacher in School Assemblies
- The award of certificates at Presentation Evenings
- The award of prizes at Prize Giving

Encouragement to behave well and act as positive role models to each other and to the wider community:

- In sports and games, where they learn to accept victory and defeat with sportsmanship and good grace
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing support to others in the community e.g. subject mentors, charity work, school council, sixth form enrichment opportunities, sports leaders
- In seeking to become Heads of House or School Prefects or Senior Prefects within the school: successful candidates will be expected to set high standards of behaviour for others to follow

Teachers play a key part in fostering good standards of behaviour:

- Encouraging the development of good relationships between adults and pupils at the school
- Having high expectations of pupils in their behaviour and achievement in lessons
- Regular reminders of the expectations of being Ready, Respectful and Responsible
- Providing consistent classroom management of the pupils in lesson times
- Modelling good behaviour in their own conduct and manner towards the pupils wherever they may come into contact with them
- Asserting good values of conduct on the sports field
- Discussing issues with tutees during one-to-one and form sessions; praising pupils through frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded

## **Sanctions**

The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. Sanctions clarify the boundaries of acceptable behaviour to the pupil and the school community.

Disciplinary penalties have three main purposes, namely to:

1. Impress on the pupil that what they have done is unacceptable
2. Deter the pupil from repeating that behaviour
3. Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

***See Appendices 1 and 2 for guidance to staff on the application of sanctions.***

**Low-level sanctions:** Members of staff have at their disposal a series of low-level sanctions. ***See Appendix 3 for an outline of low-level sanctions.***

**Confiscation of property:** Confiscation of a pupil's property is a legitimate part of any Behaviour Policy: this is enshrined in the Education and Inspection Act, 2006. It is a reasonable and proportionate way in which to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

Confiscation might be followed by retention and disposal of property, if appropriate. We recognise that, while confiscation of a mobile phone or similar device is legitimate, searching through a phone or accessing text messages without the pupil's permission should only be conducted according to the legal rights and responsibilities of a teacher in these circumstances. In short searching the contents of a mobile phone is best done with the knowledge and consent of a pupil. At KECHB, it will be conducted by the Head teacher or by someone appointed by the Head teacher who is deemed to have appropriate levels of training and experience. Where consent for a search is not forthcoming, the aforementioned individuals may continue with a search providing that the conditions laid out by law are met; essentially, the safeguarding of the child or others is the guiding principle. In some circumstances, it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyber-bullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction and can seek support from senior colleagues.

We will keep records of confiscated items and the grounds for the action.

We will also store safely confiscated items, especially those of monetary or emotional value, until they can be returned. If similar items have been confiscated from several pupils – such as mobile phones or personal music players for example – we will take steps to ensure that we are clear which item belongs to which pupil.

At Camp Hill, only a teacher may seize, retain and dispose of property. Except in exceptional circumstances where any suitably trained member of staff, where Health and Safety dictates, may do so.

***See Appendix 5 for guidance on confiscation.***

***See Appendix 6 for guidance on the right to search a pupil.***

***See Appendix 7 for guidance on restrictive intervention.***

**Detention:** This is a sanction available to all members of the teaching staff. Its use may be within or outside of school hours. Afterschool detentions will normally be held on a Thursday for one hour. ***See Appendices 2, 3 and 4 for guidance on detentions.***

**Suspension and Exclusion:** Exclusion is the most serious punishment which the School can dispense. Please see the **Suspension and Permanent Exclusion Policy** for further details

**Differentiation of sanctions for SEN pupils:** The School has a statutory obligation to ensure that pupils with additional needs, neurodiversity, or disabilities are not placed at a substantial disadvantage in comparison with other pupils (a duty to make 'reasonable adjustments'). This would include making reasonable adjustments to the statement of principles, school-behaviour policy and disciplinary practices.

However, a behaviour policy must be consistently applied if it is to be regarded as fair; it is important that all pupils understand that poor behaviour, particularly where others are placed at risk, will always incur a sanction. An overview of this will be maintained by the Deputy Head (Pastoral) and individual cases may need to be considered on their own merits. The context, feelings, and personal circumstances which led to the event, as well as a consideration of pupil welfare will guide the decision making process. Consideration will be given to putting in place appropriate support systems for the future. For behaviour that does not carry a risk to others, the school may well decide to modify a sanction in the light of the pupil's personal circumstances. Sparingly used, such adaptations can be explained to other pupils and fully accepted by them as appropriate and fair.

## **Classroom Management**

A range of strategies exists to ensure effective classroom management which is consistent with the aims outlined in this policy. Individual class teachers are encouraged, within the framework of their department and the principles outlined in this policy, to develop a style of classroom management which they find effective.

*Guidance on dealing with such matters and how sanctions may be escalated if necessary can be found in Appendix 2 (Maintaining Positive Behaviour in School).*

## **Pupils' Conduct Outside the School Gates**

The Education and Inspections Act (2006) sets out the power of teachers to discipline pupils for misbehaving outside of the school premises to such an extent that is reasonable. The school would deem the following circumstances as those in which the school would consider disciplining a pupil:

- Misbehaviour when the pupil is:
  - Taking part in any school-organised or school related activity
  - Travelling to or from school
  - Wearing school uniform
  - In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the above conditions apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

## **Staff Support**

The school is committed to providing behaviour management and classroom management training on a regular basis as part of its programme of continuous professional development.

Oversight of this policy and the practice of behaviour management in school is maintained by the Deputy Head (Pastoral). Advice and guidance on all matters regarding behaviour can be sought directly from the Deputy Head, Senior Head of Year i/c of Behaviour, and other members of the Senior Leadership Team. For more day-to-day concerns, Pastoral Leaders (Heads of Year) and Heads of Departments should be approached.

Allegations of abuse against staff must be taken seriously, and will be dealt with according to the procedures outlined in the school's safeguarding policy. The school has a duty of care towards its employees and commits to providing appropriate pastoral care to any member of staff who is subject to a formal allegation. A pupil who is found to have made a false or malicious accusation against a member of staff will be subject to disciplinary action.

## **Pupil Support Systems**

As well as enacting the disciplinary structure outlined in this policy, the role of the Pastoral Support team in school is to promote pupil wellbeing. In line with the aims of this policy it may be necessary to offer additional support to some pupils in the aftermath of a behaviour incident; this may be the perpetrator or the victim.

Support is available in school from:

- Pastoral staff; from Form Tutors through to Heads of Year, Senior Heads of Year, and the Deputy Head (Pastoral)
- Learning Support Coordinator
- School Counsellor
- School Nurse

## **Links with other policies**

The behaviour policy should be read in conjunction with:

- School Rules
- Safeguarding Policy
- Anti-Bullying Policy
- Mobile Phone Policy
- Parent charter

## **Appendix 1: Guidelines on the application of sanctions**

- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding). If at all possible, avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, we should use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate, use sanctions to put right harm caused
- Never issue a sanction that is humiliating or degrading
- Corporal punishment is illegal in all circumstances
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- Link the concept of sanctions to the concept of choice through a restorative conversation, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- Consideration should be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the safeguarding policy
- Above all, apply sanctions that are proportionate and fair
- Record all sanctions issued on the school's management information system so that Heads of Department and Pastoral teams can discern any emerging patterns, and then put in appropriate support
- Inform parents so that they can also support better student choices in the future

## **Appendix 2a - Maintaining positive behaviour**

<b>Level</b>	<b>Responsibility</b>	<b>Support or sanctions available</b>	<b>Documents/communication</b>
Low level lesson disruption ( <b>see Appendix 2c, Stage 1</b> )	Relevant member of staff/class teacher	Low-level sanctions such as Verbal warning Low Level Escalation for lesson behaviour ( <b>see Appendix 2c, Stage 1</b> ) Restorative conversation	Recorded on Management Information System (MIS)
Continued Low level lesson disruption or failing to attend previous detentions ( <b>see Appendix 2c, Stage 2</b> )	Relevant member of staff/class teacher with support from HOD	Low Level Escalation for lesson behaviour ( <b>see Appendix 2c, Stage 2</b> ) Restorative conversation	Recorded on MIS Email/phone call to parents
Low level poor behaviour around school	Relevant member of staff with support from Form Tutor and HOY	HOD or afterschool detention once discussed with HOY Restorative conversation	Recorded on MIS Email/phone call to parents
No improvement in Low level lesson disruption (including across multiple subjects) or behaviour around school	Form Tutor, HOY and Senior HOY	Low Level Escalation for lesson behaviour ( <b>see Appendix 2c, Stage 3+</b> ) including HOY/HT detentions Student Behaviour report Meeting with parents (could be via phone call) Restorative conversation	Recorded on MIS Phone call to parents Email with formal letter attached Copies of letters kept on file Relevant information given to teachers and Form tutors
A serious offence that warrants immediate attention of HOY (e.g. bullying, vandalism, prejudice language)	HOY and/or Senior HOY	HOY/HT detention Meeting with parents Restorative conversation	Recorded on MIS Phone call to parents Email with formal letter attached Copies of letters kept on file
A serious offence that warrants the immediate attention of the Deputy Head (Pastoral) or Senior HOY (e.g. theft, prejudice incident, smoking/vaping)	Senior HOY and Deputy Head (Pastoral)	HT detention/fixed term suspension Meeting with parents (preferably in person) Reintegration meeting on return from fixed term suspension Referral to School Counsellor	Phone call to parents Formal letter, kept on file Notes from reintegration meeting, kept on file Relevant information given to teachers and Form tutors
A serious offence that warrants the immediate involvement of the Head Teacher (e.g. violence/assault, theft, drugs)	Deputy Head Pastoral and Head Teacher	Fixed term suspension Permanent exclusion Meeting with parents Reintegration meeting on return from fixed term suspension Involvement of police Referral to School Counsellor	Notes from initial meeting with parents, kept on file Formal letter, kept on file Notes from reintegration meeting, kept on file Report for Governors Relevant information given to teachers and Form tutors

**Appendix 2b - Maintaining a Positive Attitude to Work/Homework**

<b>Level</b>	<b>Responsibility</b>	<b>Interventions or support available</b>	<b>Documents/communication</b>
Work issue of a routine nature	Relevant class teacher	Low-level interventions such as Break or Lunch detention/intervention	Recorded on MIS
Continued issues with work	Relevant class teacher with support of HOD Form tutor and HOY made aware	Low-level interventions such as Break or Lunch detention/intervention Contact with parents via email	Recorded on MIS Email to parents with HOD and Form tutor copied in
No improvement in work over a prolonged period	Relevant class teacher, HOD  Assistant Head i/c Teaching and Learning AHTL (Homework club)  HOY review of other subjects and work report (work report could be managed by Form tutor)	Further detentions/interventions Further contact with parents Departmental Support sessions/ Homework club Subject specific mentoring from an older student offered  Review of work in other subjects by HOY Student Work report	Recorded on MIS Email or Phone call to parents with HOD and Form tutor copied in  Email/Phone call from HOY after review across other subjects or issuing a Student Work report
Worrying and/or deteriorating work situation across multiple subjects	HOY, AHTL, relevant teachers/HODs	Meeting with parents Support offered (Homework club and/or general mentoring from an older student) Further interventions depending on outcomes of meeting	Phone call to Parents to arrange meeting Notes of meeting Relevant teachers and form tutors notified of outcomes of meeting

## Appendix 2c - Escalation for Low Level Behaviour in Lessons

Stage 1a 1 <sup>st</sup> teacher detention	<p><b>When:</b> Break time or Lunch time, any day</p> <p><b>How long:</b> 15-20 minutes</p>	<p><b>Escalates to Stage 1b:</b> expectations not met again for that teacher, or student fails to turn up</p> <p><b>Parental contact:</b> not essential</p>
Stage 1b 2nd teacher detention	<p><b>When:</b> Break time or Lunch time, any day</p> <p><b>How long:</b> 15-20 minutes</p>	<p><b>Escalates to Stage 2:</b> expectations not met again for that teacher, or student fails to turn up</p> <p><b>Parental contact:</b> potential email to parents from teacher to say they will serve a HOD detention</p>
Stage 2 HOD detention	<p><b>When:</b> Lunch time, any day</p> <p><b>How long:</b> 30 minutes</p>	<p><b>Escalates to Stage 3:</b> expectations not met again for that teacher, or student fails to turn up</p> <p><b>Parental contact:</b> Email sent by SHOY/HOY, to say that student will now serve an after school detention</p>
Stage 3 After school detention	<p><b>When:</b> Thursday 3.35 4.35</p> <p><b>How long:</b> 60 minutes</p>	<p><b>Escalates to Stage 4:</b> expectations not met again for that teacher, or student fails to turn up</p> <p><b>Parental contact:</b> Phone call by SHOY/HOY with follow up Email, to say that student will now serve a HOY detention</p>
Stage 4 HOY detention	<p><b>When:</b> To be arranged</p> <p><b>How long:</b> 90 minutes</p>	<p><b>Escalates to Stage 5:</b> expectations not met again for that teacher</p> <p><b>Parental contact:</b> Phone call by SHOY/HOY with follow up letter, to say that student will now serve a Head teacher's</p>
Stage 5 Head Teacher's detention	<p><b>When:</b> To be arranged</p> <p><b>How long:</b> 120 minutes</p>	<p><b>Escalates to Stage 6:</b> expectations not met again for that teacher</p> <p><b>Parental contact:</b> Meeting with SHOY/HM with follow up letter, to say that student will now serve a Fixed term</p>
Stage 6+ Fixed term suspensions	<p><b>When:</b> To be arranged</p> <p><b>How long:</b> initially one day</p>	<p><b>Escalates to Stage 6+:</b> expectations not met again for that teacher</p> <p><b>Parental contact:</b> Meeting with SHOY/HM with follow up letter, to make decision on next step</p>

**It is important that a restorative conversation during each detention happens based around the expectations**

### **Appendix 3: Other Low Level Sanctions**

- A verbal reprimand
- Repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance, not being allowed to participate in a non-uniform day
- Moving the pupil in class
- Asking the pupil to stand outside the classroom for a short period of time, in order to facilitate a private restorative conversation
- Short detention at break or lunchtime, which would then escalate if repeated (see Appendix 2).
  - With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
  - For detentions due to behaviour in a lesson, a restorative conversation should be had between the student and teacher, to help develop a positive relationship
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed ‘on report’ for behaviour monitoring
- Phoning home
- Emailing home

### **Appendix 4: Afterschool Detentions (including HOY or Headteacher Detention)**

Matters for consideration when imposing detentions:

- Parental consent is not required for any detention. However, in practice we would aim to give a minimum of 24 hours verbal (phone call) or written (email) notice to be given to parents before an afterschool detention.
- A detention should not be issued where doing so would compromise a child’s safety. School will take careful account of the circumstances of the detention known to them, for example care duties or other commitments of the family. However, a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.
- The times outside normal school hours when detention without parental consent may be set are on certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach pupils, sometimes referred to as ‘training days’ or ‘INSET days’)

### **Appendix 5: Guidance on confiscation**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. This may be considered in circumstances such as:

- Confiscating an item which is posing a threat to others: for example a laser pen being used to distract and possibly harm other pupils or staff
- Confiscating an item which is posing a threat to good order for learning: for example a pupil using a personal music player in class
- Confiscating an item of clothing that contravenes school uniform rules: for example a pupil refusing to take off, or repeatedly wearing a baseball cap on entering a classroom
- Confiscating items that poses a health or safety threat: for example a pupil wearing large ornate ring in PE may present a safety threat to other pupils
- Confiscating items which are counter to the ethos of the school: for example material which might cause tension between one community and another

- Confiscating drugs or drugs related items including new psychoactive substances, tobacco and smoking/vaping related items.

Confiscating items of clothing or jewellery – risks to bear in mind:

Particular care should be taken when deciding whether to confiscate items of clothing or jewellery. In particular, we should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations.

In order to minimise such risks, we should consider that if an item of clothing or jewellery is confiscated, this could be done by a senior member of staff, with another staff member present where appropriate. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

Confiscation of mobile phones and similar devices:

There is an existing school policy on mobile phones and smart technology: this includes a clear statement about confiscation. It takes account of relevant issues such as:

- The safety of pupils on the journey to and from school, and parental concerns over this issue
- Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- The inappropriate use by pupils of phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyber-bullying, using camera phones in the school context without the explicit approval of a member of staff, and recording and transmitting of images of abuse)
- Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of mobile phones

In considering the confiscation of an item from a pupil, if a teacher is in any doubt, or if a circumstance which is not covered by this policy occurs, then the advice of the Deputy Head (Pastoral) or Senior Head of Year i/c Behaviour should be sought. It is recommended that parents are consulted in all such cases.

## **Appendix 6: Guidance on the right to search a pupil**

It is lawful for school staff to search (including bags and lockers) without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers / vapes and vaping paraphernalia
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property; and
- Any item banned by the school rules

It is strongly recommended that the Deputy Head (Pastoral) or another appropriate senior member of staff is involved as soon as possible in any circumstances whereby the search of a pupil is required. Weapons and knives and drugs and extreme or child pornography must always be handed over to the police;

otherwise, it is for the teacher to decide if and when to return a confiscated item. In some circumstances, parents may be asked to collect the items.

It is also reasonable to endeavour to search for other items with the consent of a pupil. For example, a pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might consider a sanction if the pupil unreasonably refuses to cooperate.

## **Appendix 7: Restrictive Intervention**

We are guided in our restrictive interventions by the Government documentation: Restrictive interventions, including the use of reasonable force, in schools (April 2026) The power to use restrictive interventions can help to ensure pupil and school safety: failure to use this power might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

The following points should be considered:

- Reasonable force, including physical restrictive interventions means using no more force than is necessary for the least amount of time; the force used should be proportionate to the consequences it is intended to prevent
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Use of force as a punishment – it is always unlawful to use force as a punishment
- Staff authorised by the Head teacher may use such force as is reasonable to conduct a search for ‘prohibited items’ without the consent of the pupil
- Pupils must not be restrained in any way that impacts their airway, breathing, or circulation.

Some examples of situations where restrictive interventions might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit

Force is generally used for two different purposes – to control pupils and to restrain them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil’s path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

To restrain is to use force to physically prevent a pupil from continuing what they were doing after they have been told to stop.

Each significant incident, including seclusions or restraints, in which a member of staff uses force on a pupil must be recorded on the school’s Safeguarding database (MyConcerns) by the staff member involved and ideally no later than the same day. The incident must be reported to the pupil’s parents as soon as practicable after the incident ideally no later than the same day, unless this would be likely to result in significant harm to the pupil.

Post a significant intervention the following should happen:

- Follow up conversations with both staff and pupils to repair relationships and facilitate learning
- Monitoring of the wellbeing of staff, the pupil involved, and any peers who witnessed the incident