BEHAVIOUR AND DISCIPLINE POLICY

Policy Details

Document owner	Deputy Head (Pastoral)
Approving body	Academic Development Committee
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Review Arrangements

This policy is reviewed every two years unless there are changes to legislation, statutory guidance, inspection recommendations, or significant operational changes. Interim amendments should be recorded in the amendment history and approved in accordance with the school's governance procedures. The next scheduled review date remains unchanged unless a full review is required.

Amendment History

Amended by	Deputy Head (Pastoral)
Approving Body	Governor Academic Committee
Amendment	September 2026

BEHAVIOUR AND DISCIPLINE POLICY

This policy has been updated in line with the recommendations of the Steer Report published in April 2009, the Delivering the Behaviour Challenge document of September 2009, and the DfE documents, *Restrictive interventions, including use of reasonable force, in schools (April 2026), Behaviour in schools (2022), Searching, Screening and Confiscation (July 2022), Behaviour in Schools: Advice for headteachers and school staff*

(2024), and Keeping Children Safe in Education 2026. The policy complies with ISI Regulatory Requirements, Section 3 to provide a written policy which promotes good behaviour and sets out sanctions adopted in the event of student misbehaviour.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)

This policy is available on the School's website.

INTRODUCTION

The School seeks to create a positive, welcoming, and supportive atmosphere in which students and staff treat each other politely, thoughtfully and with respect and where the learning environment is conducive to fulfilling the high expectations of the School, its students and their parents. This whole school approach which encompasses culture, ethos, and values, ensures that the high standard of behaviour and expectations of the School creates a supportive, safe environment, for the whole community.

Poor behaviour can have a negative impact on student and staff wellbeing and therefore upholding the school's Behaviour Policy and responding to misbehaviour consistently is vital for students and staff to flourish.

(i) The School will ensure that **effective teaching and learning** take place in curricular and extra-curricular activities in order to sustain students' concentration, motivation and application and thus reduce the likelihood of inappropriate behaviour.

(ii) The School will **promote good behaviour** among students through encouraging an intrinsic love of learning and pride in achievement, as well as offering extrinsic rewards to acknowledge and reinforce positive conduct. This includes behaviour online.

(iii) In the event of inappropriate student behaviour, the School will apply **sanctions** in a firm, fair and consistent way.

(iv) All procedures of the behaviour policy therefore reflect the School's legal duties under the Equality Act 2010, and take into consideration the importance of safeguarding children and the requirements of those with special educational needs and disabilities.

(v) The decision to sanction a student will be made by a paid member of school staff or a member of staff, authorised by the Head Mistress

(vi) The decision to sanction the student and the sanction itself will be made on the school premises or while the student is under the charge of the member of staff

(vii) In all circumstances sanctions will be proportionate and in line with the outcomes of other similar circumstances. In this way, account will be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

(viii) Students will be routinely inducted and reminded of behaviour expectations. The Student Planner and Parent Handbook will be used as a reference for the Code of Conduct which outlines

the whole school approach to behaviour management, including all types of bullying and cyberbullying.

(ix) All staff will contribute to a proactive approach in which positive behaviour is illustrated and taught explicitly. Students who need additional support to reach the expected standard of behaviour will be identified quickly and support put in place.

Descriptor of outstanding behaviour

The School will aim to achieve the standards of behaviour and behaviour management described below. (Adapted from *Delivering the Behaviour Challenge, DCSF September 2009* and from OFSTED behaviour descriptors).

- Staff use their **teaching skills** to ensure that students are actively engaged and motivated to learn and achieve their potential. They interact well with students and, as a result, students feel valued and respected.
- Students' consistently thoughtful and considerate behaviour is an outstanding factor in their **successful learning**. They are very supportive of each other. Listening skills are well-developed. Students pay attention to what others say and are not disrespectful of others' ideas or views. They demonstrate excellent concentration and are rarely off-task, even in extended periods without direction from an adult.
- Students are encouraged to participate in **additional activities** at lunchtime and after school which reinforce opportunities to take leadership roles, work in teams to a common end and value the contributions others make, solve problems and organise activities. Students' keenness and commitment to succeed in all aspects of school life and their ability to grasp opportunities to extend and improve their learning are exceptional. They are very proud of their school community and contribute to a programme of continual improvement.
- Students' **behaviour around school** is exemplary. They show an awareness of each others' needs
- at break times and between lessons and on the journey to and from school. They encourage others to conduct themselves well. As a result, disruptive behaviour (child on child abuse, including bullying) are unusual occurrences. Where bullying does occur, it is addressed quickly and effectively by staff. (See Anti-Bullying Policy)
- Overall **attendance** is high and this applies to all groups of students. **Punctuality** is exemplary.

Staff in this School will work to create a calm and safe environment which is indicative of the standards summarised above. They will uphold the whole school behavior curriculum by:

- Setting high personal standards in line with the Staff Code of Conduct and thus promoting amongst students a proper regard for authority.
- Planning lessons carefully, taking into account the aptitudes, learning needs and prior attainment of the students; using effective teaching methods and providing stimulating, varied learning activities appropriate for the age and ability range.
- Monitoring the impact of learning difficulties and disabilities on behaviour and alerting the Learning Support Co-ordinator to ensure early intervention and support.
- Maintaining the ethos of encouragement and recognition of achievement and progress, both informally
- and applying the School's assessment policy and reward systems to students' work and behavior.
- Establishing high expectations of good order, discipline and responsible behaviour in classrooms and all other areas of the school and applying sanctions if students fail to comply with the Student Code of Conduct.
- Ensuring equality of opportunity and fairness of treatment for all by applying consistency in response to both negative and positive behaviour and ensuring compliance with the systems of rewards and sanctions outlined in this policy.
- Providing a safe environment for staff and students, free from disruption, bullying and any form of child-on-child harassment and aggression.

- Establishing positive teacher-student relationships based on mutual respect and building constructive relationships with parents and guardians.
- Ensuring that the definition of, and expectations for, outstanding behaviour are clearly expressed to girls who are new to the School (particularly in Year 7) and to those who have been involved in episodes of poor behaviour.
- Ensuring they can anticipate likely triggers of misbehaviour in students with additional needs and intervene accordingly.

BEHAVIOUR MANAGEMENT SYSTEMS AND STRATEGIES

1) EXPECTATIONS OF BEHAVIOUR

Acceptable behaviour is defined as behaviour which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, with teachers and other school staff and with visitors or other persons and which also shows a respect for buildings and property. The aim is to ensure that all students can enjoy and achieve. Acceptable behaviour is required and expected both within and outside of the school premises.

Unacceptable behaviour towards fellow students is defined in the Anti-Bullying Policy and includes name-calling, verbal abuse, threatening language or behaviour, spreading of rumours, intimidation, exclusion, physical abuse, bullying and harassment (including racist, religious, sexist, sexual and homophobic abuse) and other forms of child-on-child abuse. This may involve face-to-face incidents or the use of technology to abuse others online. Unacceptable behaviour online includes harmful messages, posting content that causes harm and includes the use of AI to generate deepfake images and/or the distribution of such images.

Unacceptable behaviour includes failure by the student to adhere to the School's Code of Conduct and classroom expectations, by failing to work towards achieving her potential and/or by disrupting the learning of other students. It also includes a failure to follow school protocol and rules regarding school uniform/dress code for Sixth Form. Unacceptable behaviour towards a member of staff includes impersonating a member of staff on-line, making malicious accusations against a member of staff, possessing images of a member of staff on any device.

Expectations are made clear in the Student Code of Conduct and Classroom Expectations

(i) **Staff** are provided with these documents in the Staff Handbook.
(ii) **Students** receive instruction on the Code of Conduct from their parents before they begin Year 7 and by the Year 7 Form Tutor in Well Being lessons. Classroom Expectations are displayed in each teaching room and form room. Expectations are reinforced in the Head Mistress's assemblies and Head of Year
(iii) / Head of Section assemblies, including behaviour on-line. Students are reminded of key expectations through 'Back to Basics, which are shared via Form Tutors and displayed on screens around school.
(iv) **Parents** receive a Parent Handbook each July for the following year. This contains the Code of Conduct and parents are asked to read through this with their daughter. The Head Mistress's newsletters reinforce specific aspects of this code from time to time.

School will provide appropriate training for staff with regards to the behaviour of students with additional needs.

2) PROMOTION OF GOOD BEHAVIOUR

Staff promote good behaviour through a positive school ethos of encouragement and praise, both in the classroom and around the school. This aspect of the behaviour curriculum may be formal or informal and to individuals or to whole classes and year groups.

Recognition and reward will also include systems and procedures such as:

- Positive assessment / feedback on strengths and good progress in curricular and extra-curricular activities – verbal and written into exercise books
- A statement of strengths at the beginning of all full report comments to parents
- Head Mistress's commendation certificates
- Award of house points, including related certificates of different levels
- Praise postcards – for example for outstanding homework, excellent marks, improvement in effort
- Values badges awarded to students who demonstrate one of the School Values of Compassion, Individuality, Innovation, Learning and Wellbeing.
- Celebration assemblies and evening events celebrating talents such as music, dance and drama
- Focus Theme weeks in which girls are encouraged to demonstrate leadership skills and celebrate their own achievements and those of their peers
- A celebration board in the main Reception area on which the achievements of girls – in academic and extra-curricular contexts – are celebrated
- Extension of school privileges.

The formal Rewards Framework plays a motivational role in showing students that the School values positive attitudes, a high level of effort, rapid progress and contributions to the school community in equal measure to high standards of academic attainment. It recognises that, in a school with a national reputation such as Manchester High School for Girls, some students may feel discouraged that they are not in the highest-achieving group. It aims to reward those students.

This framework consists of:

- **Head Mistress's Commendation** (Years 7 to Sixth Form)
  Certificate awarded by the Head Mistress in her office for a single excellent piece of work or work over a period of time that shows consistently high levels of effort or attainment or excellent contributions to the community. Parents/guardians are informed by letter, a copy of which is stored in the student's individual record. Records are maintained by the Assistant to the Pastoral Team.

- **House point System** (Years 7 to Sixth Form)
  House points are awarded to students for good effort, attainment and contributions to the school community.

Certificates are awarded at increasing levels of achievement.

25 House Points	Bronze Certificate
50 House Points	Silver Certificate
75 House Points	Gold Certificate
100 House Points	Platinum Certificate

125 House Points	Diamond Certificate
150 House Points	Pankhurst Certificate

Parents/guardians are informed by personalised letter, a copy of which is stored in the student's individual file.

The amount of house points awarded is also recorded on formal reports sent home to parents.

- **Praise Postcards** (Years 7 to Sixth Form**)**
  Girls in Years 10-11 can be awarded a departmental / pastoral praise postcard for excellent work or for their contributions to the school community. These are recorded on all forms of academic reports.

3) BEHAVIOUR MANAGEMENT AS A PREVENTATIVE STRATEGY

The following procedure will be followed for Years 7 to 9 classes.

- Before a lesson begins, students will line up outside the classroom door (unless this constitutes a safety risk near stairs and narrow corridors).
- Staff will meet the class at the door and bring them into the classroom quietly.
- Students will be allocated a seat according to a seating plan devised by the teacher, to be changed on a regular basis. Staff change seating plans for groups in Years 7 – 9 on a half-termly basis. However, seating plans can be changed sooner if behaviour problems arise.
- Students will stand behind their chairs and wait to be formally welcomed by the teacher, who will then ask them to sit down.
- The teacher will explain the purpose of the lesson and tasks to be completed.
- A formal, register will be input on the School's information management system, SIMS during the first five minutes. Staff will record presence, absence and late arrival and will follow up on any suspicious absences by checking the attendance list and or alerting the attendance officer and pastoral team.
- The teacher will plan varied learning activities that give opportunities for individual, pair, small group and whole class work. For pair work and group work, the groupings will be decided by the teacher and will be varied at regular intervals.
- Homework will be set early enough in the lesson to assist those students with learning difficulties, and the homework will displayed in written form as well as explained verbally.
- Work set by absent staff will be appropriate and challenging.
- The class will be dismissed punctually to eliminate late arrival at the following lesson. It is acceptable to allow less formal procedures as the students progress to Key Stage 4 and 5, providing that high expectations of behaviour, good manners and commitment to learning are upheld.
- The teacher will ensure that they support students with additional needs by putting interventions in place to ensure that they are able to meet the School's behaviour expectations.
- The monitoring and testing of a robust filtering and monitoring system (see ICT and E-Safety policy)
- A curriculum which reflects the school's aims and ethos, encourages respect for other people and actively promotes Fundamental British Values
- A curriculum which reflects effective E-safety and on-line conduct, including AI (see AI Policy)

4) SANCTIONS TO DEAL WITH INAPPROPRIATE BEHAVIOUR

Sanctions are used to respond to inappropriate behaviour. Staff will make clear to a student why the anction is being applied and what changes in behaviour are required to avoid future, more stringent sanctions.

School will consider whether a student with additional needs understood their behaviour and whether it is therefore appropriate to impose a sanction.

Schools have legal powers to:

- discipline students for breaking rules, failing to follow instructions or other unacceptable behaviour –
- using a range of sanctions
- discipline students for misbehaviour outside the school gate, including journeys to and from school (see below)
- impose a detention, without parental consent, including in the evening if the school wishes (ensuring that parents are informed 24 hours in advance of any detention outside of school time)
- confiscate inappropriately used items such as mobile telephones
- search students for weapons (see below)
- exclude a student for a fixed period or permanently (only by the Head Mistress). See the Expulsion, Removal and Review policy. A summary of this policy is sent to parents via the Parent Handbook although a copy of the policy can be requested
- use restrictive interventions to control or restrain students under specific circumstances (see below).

Students' conduct outside of school

Teachers have the power to discipline students for misbehaving outside of school premises to such an extent as is reasonable, when the student 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 student at the school

or for misbehaviour at any time that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school
- is illegal

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member. Sanctions administered will be proportionate to the incident reported.

The School will also discipline students for online misbehaviour (e.g. posting on social media applications or any form of messaging platform) as this can be harmful to other students or members of the public. In addition to sanctions (see below), there will also be education on appropriate use of technology.

See Anti-Bullying Policy for further information on incidents of bullying which take place outside of school, including online.

Hierarchy of sanctions

A hierarchy of sanctions allows minor sanctions for minor, single offences and major sanctions for major offences or repeated infringements. Parents will be informed by letter, or by telephone with a written record being made immediately afterwards, unless the misbehaviour is minor.

Corporal punishment is illegal and will not be used in this School.

Responsibility of the subject teacher and Head of Department

All staff will set a positive example through their own interactions with staff and students. It is important that routine discipline problems are dealt with by the teacher, even if the matter has also been referred to a Head of Year. One or more of the following sanctions may be applied:

- Verbal reprimand and discussion with the individual on why the behaviour is unacceptable
- Removal of the student to a more isolated seat or a seat directly in front of the teacher for close supervision
- Subject detention at break (maximum 10 minutes) or lunchtime (maximum 30 minutes)
- Extra work or repeating unsatisfactory work until it meets the required standard
- Time out, standing outside the classroom, if the behaviour is disrupting the lesson (maximum 5 minutes)
- Referral to the Head of Department

The subject teacher must inform the Head of Department, Form Tutor and Head of Year via SIMS if a sanction has been applied(with the exception of verbal reprimand for a minor incident) This ensures that the student's individual record file contains evidence of the misbehaviour and the level of sanction applied. This is important to ensure that Heads of Year can identify patterns of repeated misbehaviour. The Head of Department will offer advice on teaching strategies to reduce the likelihood of future misbehaviour and may also impose departmental sanctions from the list above in support of her/his colleague.

Responsibility of the Form Tutor

The Form Tutor is responsible for behaviour management in registration and tutorial time, in assembly, at formal school events like Founders' Day and during Well Being lessons. The Form Tutor is also expected to take action if there has been reported misbehaviour during circulation between lessons, at breaks and at lunchtimes. Sanctions available include:

- Verbal reprimand and discussion with the individual on why the behaviour is unacceptable
- Form Tutor detention at break (maximum 10 minutes) or lunchtime (maximum 30 minutes)
- A task to help the school community such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes.

The Form Tutor must inform the Head of Year, via SIMS, if a sanction has been applied.

Responsibility of the Head of Year

The Head of Year takes action if the sanctions applied by the Subject Teacher, Head of Department or Form Tutor have failed to produce improvement. Sanctions will be preceded by a discussion with the student, during the student's free time, on why the behaviour is unacceptable and future consequences if the behaviour is repeated. The Head of Year keeps records of sanctions applied at this formal stage for the purpose of recording on reports and for ISI inspections. The Head of Year also contacts parents at this stage. Sanctions used will include:

- Formal detention at lunchtime (25 minutes)
- Formal detention after school, increasing in length if repeated (30; 45; 60 minutes)
- Interview with parent and student, followed by lesson behaviour report card, checked at registration time by the Form Tutor and weekly by the Head of Year
- Sixth form: withdrawal of privileges / free lessons and supervision by Head of Year
- Consider if a referral to the SENCo would be appropriate for the student

Responsibility of the Head of Section

The Head of Section takes action if the sanctions applied by the Head of Year have failed to produce improvement. Sanctions will be preceded by a discussion with the student, during the student's free time, on why the behaviour is unacceptable and future consequences if the behaviour is repeated. The Head of Section keeps records of sanctions applied at this formal stage for the purpose of recording on reports. The Head of Section also contacts parents at this stage. Sanctions used will include:

- Interview with parent and student, followed by weekly monitoring by the Head of Section
- Referral to the Deputy Head (Pastoral)

Responsibility of the Deputy Head (Pastoral)

- Interview with parent and student to warn of future consequences and agree a code of behaviour
- Internal or external suspension (with the agreement of the Head Mistress)
- Placing on a behaviour contract, which will state the behaviour expected and a warning that the student's place in the school is in jeopardy if this is breached
- Referral to the Head Mistress re longer fixed-term suspension or expulsion. A suspended student will not be allowed to attend lessons and will lose free-time privileges. **Internal suspension** will require a student to attend school, but to work away from other girls, usually under the supervision of a senior member of staff. **External suspension** will require a student to remain at home, under the supervision of a parent, and complete work set by the School. Following suspension, a student may be placed on a Behaviour Contract. Failure to comply with the terms of this contract is likely to lead to expulsion. (See separate Expulsion, Removal and Review policy).

EARLY INTERVENTION

The School will provide support to individual, disaffected students, including:

- Review of teaching strategies used by teachers of the student
- Subject Clinics to provide advice on complex topics and skills
- General advice on how to improve self-discipline
- Peer mentoring, usually by Sixth Form students
- Teacher mentoring
- Referral to the Special Educational Needs Co-ordinator and the construction of an individual student plan (One Page Profile), with regular reviews recorded within the student's file. The School will involve external agencies where this involves no cost to the school, and will encourage parents to seek specialist external assistance in identifying specific learning difficulties and disabilities. The School maintains appropriate records of internal and external referrals, and ensures that relevant staff are informed of the outcome of a referral.

INVESTIGATING INCIDENTS

Incidents will normally be investigated by the Form Tutor, Head of Year or Head of Section dependent on

the severity of the incident. All statements should be dated and preferably completed on the Student Statement sheet designed for this purpose. The student alleged to have misbehaved will be asked to write down her version of events. The teacher will be asked to write down her/his version of events. If appropriate, witnesses will be asked to write down their versions of events.

- Heads of Year/Section will conduct preliminary investigations within a reasonable timescale, not normally exceeding five school days, and will inform the Deputy Head (Pastoral) and relevant colleagues by means of an e-mailed interview sheet of the incident, the action taken and future follow-up planned. Parents will be contacted promptly, normally by the Head of Section – for serious incidents usually on the day of occurrence and for minor incidents normally within five working days – to inform them of any misbehaviour in which their daughter has been involved.

- The Deputy will provide advice to the Head of Section to ensure consistency across year groups and will forward the interview sheet to the Head Mistress, if required. The Deputy will notify the police and other relevant bodies if appropriate, in consultation with the Head Mistress.
- A copy of the results of all investigations undertaken will be held in the Individual student's record file until the student leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the Deputy Head (Pastoral) and will not be kept in the student's record / file.
- Any incident which results in suspension / expulsion will be recorded centrally by the Head Mistress, with a copy held by the Deputy Head (Pastoral) in the Serious Incident File.

TRAINING FOR STAFF

All staff will be made aware of the systems within School to manage bullying and be trained to link these protocols to safeguarding. The Head Mistress and Governors will ensure that appropriate advice on behaviour management is provided to support the implementation of the behaviour management policy. This training will include in-house induction for new staff and advice tailored to the individual member of staff. Training will include the modelling of expected behaviour management. Professional and personal support is also provided by the Head of Department, Head of Year, Head of Section, Deputy Heads and Head Mistress. Copies of the Behaviour Management Policy are available to all staff.

INTER-RELATIONSHIPS WITH OTHER POLICIES

The Behaviour Management Policy operates in conjunction with the following policies:

- Equal opportunities
- Special Educational Needs Policy and Procedures
- Anti-bullying
- Teaching and learning
- Expulsion, Removal and Review
- Staff Code of Conduct
- Assessment
- Child Protection & Safeguarding
- ICT and E-Safety Policy
- Smoking and Vaping Policy
- Mobile Phones and Personal Electronic Devices Policy

RESTRICTIVE INTERVENTIONS

The policy in this School is based on the guidance provided in the DfE document Restrictive interventions, including use of reasonable force, in schools (April 2026)

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

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

It is important to note that reasonable adjustments need to be made if a student is disabled or if she has a special educational need. For example, students may require a 'Time Out' or 'Movement' pass that allows students to have short and planned breaks to meet their needs. Furthermore, if such disruption takes place on the school site, the teacher should send for a member of the Senior Leadership Team. Such measures enable a School approach focused on prevention and de-escalation, which should minimise the need for restrictive interventions. School will work with pupils, parents and other professionals to develop such strategies, that are appropriate for the individual. If there is an identified risk of the need to use reasonable force or restrictive interventions, there will be an individual risk assessment in place.

Staff will not engage with unacceptable uses of force for punishment, such as restraint that affects the airway, breathing or circulation.

Government guidance is clear that schools should not have a 'no contact' policy as this can leave staff unable to intervene where reasonable to protect pupils. We cannot grant any requests by parents or staff not to use restrictive interventions, for the same reason.

Seclusion should only be used as a safety measure to protect pupils from harm when a pupil is experiencing high levels of dysregulation. In such circumstances the pupil should be safe and supervised and allowed to leave as soon as immediate risk of harm is reduced.

The School has a legal duty to record any incidents of reasonable force, seclusion and restraint. This record will be kept by the DSL. The School has a duty to report incidents in writing to parents. Details of what must be included in these are in the Child Protection and Safeguarding Policy.

THE USE OF FORCE WHEN SEARCHING WITHOUT CONSENT

The Head Mistress and members of staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Anything that can be smoked and includes, but is not limited to, cigarettes, electronic cigarettes, vape devices, pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit any offence, cause personal injury or damage to property

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

School is aware that being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour. This could include gang involvement, and in some cases may be involved in child criminal exploitation. As such a search may play a vital role in identifying students who may benefit from an early help assessment or a referral to children's social care services.

Searching, Screening and Confiscation

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed. A decision should be made in advance as to how urgent the need for a search is. Advice from the Head Mistress or DSL should be sought, and consideration given to the risk to other students and staff. Co-operation of the student should also be sought in advance.

All searching and screening should be carried out by two members of staff. One being a member of the Senior Leadership Team who should be the same sex as the student being searched/screened. The other to act as a witness, who, if possible should also be the same sex as the student being searched/screened. There are limited exceptions to this rule. A search can be carried out on a student of the opposite sex to the member of staff and without a witness, only if it is believed that there is risk that serious harm will be caused if the search is not conducted immediately and where it is not reasonable or practical to summon another member of staff. The Designated Safeguarding Lead (or Deputy) should be informed in advance of any searching incidents where a member of staff has reasonable grounds to suspect a student is in possession of a prohibited item as listed. If during the search, the Designated Safeguarding Lead (or Deputy) finds evidence that ANY child is at risk of harm, they should make a referral to Children's Services immediately.

The Head Mistress will ensure that enough staff are appropriately trained in how to lawfully and safely search a student who is not co-operating understand their rights and the rights of the student who is being searched. To this end staff will understand their rights and the rights of the student who is being searched.

A student can be searched for any item if the student agrees. Written consent is not needed. If a student does not co-operate or agree to be searched, or for their possessions to be searched, the staff member will assess whether it is appropriate to use reasonable force to conduct the search. Reasonable force can only be used to search for items prohibited by LAW (knives/weapons, alcohol, illegal drugs, stolen items, an item which is used to commit an offence or cause injury/damage to a property), not for items which are banned in line with school rules such as vapes/ electronic cigarettes). If a student continues to refuse to co-operate, the member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. Appropriate punishments may be applied. These punishments may include suspension or expulsion in certain situations.

Members of the Senior Leadership Team have the statutory power to search students or their possessions, without consent, when they have reasonable grounds for suspecting that the student may have a prohibited item (see above). A search, if necessary, should take place on school premises or where a member of staff has lawful control or charge of the student; for example, on school trips. A condition of having a locker in school is that students must agree to being searched if required. If a student does not consent, a search can be made for any item listed in this document as prohibited items. A search, if necessary, should take place on school premises or where a member of staff has lawful control or charge of the student; for example, on school trips.

When exercising the statutory power to search students or their possessions, school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of a student with Special Educational Needs (SEN), and/or behavioral disabilities or who has experienced

adverse childhood experiences (ACE) and make reasonable adjustments that may be required where appropriate.

Members of the Senior Leadership Team can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Members of the Senior Leadership Team can seize any prohibited item found as a result of a search. They can also seize any item, however, found, which they consider harmful or detrimental to school discipline.

However, under article 8 of the European Convention on Human Rights, students have a right to respect for their private life and this increases with age. This needs to be taken into account and interference with private possessions must be justified and proportionate.

A student's property can be confiscated, retained or disposed of as a disciplinary penalty, where reasonable to do so. Weapons will be passed to the Police, alcohol will be disposed of and will not be returned to the student. Controlled drugs will be delivered to the Police or disposed of and other substances, if harmful or detrimental, can be confiscated. Stolen items will be returned to their owner or given to the Police. Cigarette papers, tobacco (or anything that is smoked) and fireworks will be retained or disposed of but not returned to the student.

If an article could be used to commit an offence or personal injury, this should be given the Police or returned, retained or disposed of as judged by the member of staff. Any items which are evidence of an offence must be passed to the Police.

Strip searching can be highly distressing for the student involved, as well as for staff and other students affected, especially if undertaken on school premises. School staff do not have the power to initiate a strip search. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and a police officer reasonably considers the student might have concealed such an item. Before calling police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is necessary and will always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved. Strip searches will not be routinely carried out if there is no reason to consider that such items are concealed.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the student suspected of concealing an item in advance of a search.

A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any process, whereby the police are involved in a strip search will comply with the Searching, Screening and Confiscation advice of the DfE.

Searching Mobile phones

Staff may examine any data or files on an electronic device they have confiscated, if there is good reason to do so. A good reason would be because the information on the device poses a risk to staff or students and/or is evidence in relation to an offence. This may include, but is not limited to, evidence related to cyberbullying, images of students in uniform, in School or travelling to/from School, and any image of members of staff. As with all prohibited items, staff will first consider the appropriate safeguarding response if they find images, data, or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Should a member of staff suspect, they may find an indecent image of a child (nude or semi-nude images), the member of staff will not intentionally view the image, or copy, print, share, store or save such an image. If this data constitutes an offence, it will be delivered to the police as soon as is reasonably practicable. It is not necessary to have parental consent to search through a student's mobile phone, if it has been seized in a lawful 'without consent' search because it is reasonably suspected of being used to commit an offence or cause personal injury or damage to property.

When an incident involves an indecent image of a child and/or video, the device should be confiscated and the incident referred to the Designated Safeguarding Lead (or Deputy). If staff suspect that the data or file on the device may constitute evidence that relates to a suspected offence, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

School will record in the serious incident file, where a search for prohibited items has taken place, either by school or the police. This is irrespective as to whether prohibited items were found or not.

REVIEW AND MONITORING

Regular lesson observations and drop-in visits will review behaviour management procedures in the classroom.

Heads of Year, Heads of Section and the Deputy Head (Pastoral) will conduct 'behaviour walks' in line with 'learning walks'.

Heads of Year will keep records of behavioural incidents and action taken and will alert the Section Head and Deputy Head (Pastoral) to any overall patterns in their year group. They may collect data from:

- CPOMS entries
- Attendance, exclusion and suspension data
- Anonymous surveys of staff, students, parents, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

Interview sheets and letters will be available in the student's individual record file.

The Deputy Head / Section Heads will scrutinise all interview forms relating to behaviour incidents.

The Head Mistress will keep a record of the most serious incidents which require internal exclusion from lessons, external suspension or expulsion and will report on these to Governors.

For all major policy reviews, there will be consultation with the Pastoral Team and Heads of Department (and through them with subject teachers) in advance of presentation of the policy to Governors.