



Behaviour Policy

Section 1: Introduction

1. Aims

HBS aims to provide each student with the opportunity to fulfil their own potential, develop curiosity, independence and a love of learning, and to celebrate their interests and achievements. We believe that a respectful, safe and happy School community is essential for effective teaching and learning, the ability of each student to enjoy and achieve, and the development of strong relationships throughout the School. We encourage high standards of self-discipline in a caring and supportive environment of courtesy, good manners, mutual respect and trust, where students feel secure and valued. Our expectation is that every student takes responsibility for their own behaviour and shows respect for themselves, others and the environment.

The aim of this policy is to promote good behaviour and to provide a safe environment for all students and staff, in which learning can take place and students can flourish and reach their full potential. It also sets out the School's expectations for students, sets out the School's ethos regarding student behaviour and is part of the School's aim to teach students how to show mutual respect to others and how to become kind, caring and responsible individuals, both at school and beyond.

2. Legislation, Guidance and Policies

This policy complies with [Behaviour in Schools](#) (DofE statutory guidance February 2024), [The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (statutory guidance July 2026), [Keeping Children Safe in Education](#) (statutory guidance September 2025) and is also based on other legislation and guidance, including the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice and [Mental Health and Behaviour in Schools Guidance](#) (November 2018).

It should be read in conjunction with the School's policies for Suspension and Exclusion, Safeguarding, Anti-bullying, Online Safety, ICT Acceptable Use (which is an appendix to Online Safety), Home School Agreement, Special Educational Needs & Disabilities, Positive Mental Health and other relevant policies, all of which are available on the School website. It should also be read in conjunction with other relevant Department for Education (DfE) guidance such as "[Searching Screening & Confiscation](#)" (July 2022) and [Mobile Phones in Schools](#) (June 2026) and NPCC Guidance "[When to call the police, guidance for schools and colleges](#)".

Section 2: Behaviour Principles

3. Behaviour Principles

It is the role of the Governing Board to review and approve a set of behaviour principles annually.

These principles are set out below and, together with the School values of **authenticity, endeavour, connection, curiosity and kindness**, comprise underlying principles upon which this Policy is based.

- **Positive Environment:** The School aims to promote a supportive and inclusive school community that enables effective teaching and learning and the development of strong relationships. Behaviour which disrupts the positive working environment in School falls short of the high standards expected from students.
- **Self-Discipline and Respect:** High standards of self-discipline, courtesy and trust are expected. Every student must take responsibility for their own behaviour and show respect for themselves and others. Every member of the school community has a right to feel safe, respected and valued.
- **Celebration and Support:** Individual interests and achievements are celebrated to strengthen personal development and build confidence. The School's aim is to promote positive behaviour, keeping the use of sanctions to a minimum.
- **Care for the Environment:** Students must respect the rights and property of others. The School buildings, grounds and equipment must be treated with care.
- **Reputation:** Behaviour that brings the School into disrepute - whether in person or online - will not be tolerated.
- **Attitude to Learning:** To contribute to the positive working environment and avoid disrupting the learning of others, students must be punctual to school and lessons and arrive equipped with all necessary books and materials. They are expected to complete all work to the best of their ability and meet deadlines for the benefit of both themselves and staff.
- **Unacceptable Behaviour:** Bullying, harassment, child-on-child abuse (including sexual violence/harassment), abusive language and intolerance of cultural, religious, social or any other difference are completely unacceptable and will not be tolerated in the School community.

Section 3: Code of Conduct for Students

4. Student Code of Conduct

There are relatively few specific School rules for students as most are encompassed in the behaviour principles above and the Code of Conduct below, to which all students are expected to adhere.

General Behaviour

- Everyone must be treated with courtesy, respect, kindness and good manners.
- Bullying, harassment and child-on-child abuse (which includes sexual violence and harassment), are completely unacceptable. Abusive language, racism or intolerance towards protected characteristics or cultural, religious, social or any other difference, or other such forms of unpleasantness will not be tolerated. This includes conduct in person, whether in School or off-site, in writing and any online communication, whether public or private. Any instance of unacceptable behaviour of this kind must be reported immediately to a member of staff. Also see the School's Anti-Bullying Policy.
- Everyone has a right to feel supported, safe and respected in School.
- Health and Safety must be a top priority at all times, with care taken of self and others.
- Behaviour which disrupts the positive working environment in School falls short of the high standards expected from students.

- The School environment, its equipment, furniture, resources and grounds must be treated with respect and kept tidy with no litter; chewing gum is not allowed in School. Any damage, including graffiti, must be reported to a member of staff. The rights of others and their property must also be respected.
- Behaviour which brings the School into disrepute, including online behaviour, will not be tolerated. This includes behaviour in School, on School day and residential trips and in any situation where a student is representing the School eg on the journey to and from School, within the locality of the School, or anywhere where it is obvious that the student attends the School (eg the student is in School uniform).
- There is a separate Educational Visits Code of Conduct for students who are taking part in day and residential school trips. This is agreed by parents and students on joining the School and circulated again before every residential school trip.

Appearance and Attitude to Learning

- Uniform is a visible part of the School's identity in Years 7 – 11. It should always be clean and neat. See the School's Uniform Policy for full details.
- Natural colours only are acceptable for hair, with no extreme hairstyles, in Years 7-11.
- The Sixth Form must dress appropriately for the School environment (and see the dress code in the Year 12 Induction Booklet which sets this out).
- All students must aim for 100% attendance. Missing school is detrimental to educational attainment and personal development.
- Punctuality at the start of the school day and to lessons is important – late arrival is discourteous and disrupts lessons, form-time and other activities. Students are expected to bring all the books and equipment that they need to school each day.
- Deadlines must be met for the good of both students and staff; students are expected to complete all work to the best of their ability.

Personal Possessions

- Under no circumstances may the following be brought to School or taken on School trips:
 - material related to smoking, including cigarettes, e-cigarettes, vaping equipment, matches or lighters, or fireworks
 - illegal drugs
 - pornographic images
 - any weapon, including any type of blade or knife
 - alcohol
 - stolen items
 - any article that a member of staff reasonably suspects has been, or is likely to be used, either (i) to commit an offence or (ii) to cause personal injury to, or damage to property of any person (including the student).
- The School may conduct a search of students or their possessions for such prohibited items. (See further information below regarding the circumstances in which a search of students or their possessions can be conducted.)
- Students should not bring valuables into School. All property should be named and any valuables should be locked in a locker. Musical instruments should be left either in the music store room or locked in the student's locker. In the event of suspected theft, a member of staff must be informed immediately.

Mobile Phones and other Electronic Devices

- Mobile phones must be kept switched off and out of sight (eg in their school bags or lockers) for the entirety of the school day, from when students enter the School building to when they leave. Reference here to mobile phones includes other smart technology with similar functionality to mobile phones (eg smartwatches).
- The exception to this is the Sixth Form who are permitted to use mobile phones in the 'loft' only.
- There may be other individual exceptions to this where access to a mobile phone by a student is permitted as part of the School's duty to make reasonable adjustments (eg to meet medical or SEN needs).
- Students in breach of this rule can expect the mobile phone to be confiscated and taken to Reception for collection at the end of the School day.
- Students will also be required to adhere to any restrictions on the use of mobile phones on school day or residential trips as are established by the relevant trip leader.
- All students must ensure that files stored on their phones or other electronic devices do not contain violent, degrading or pornographic images. The transmission of some information is a criminal offence. Students who are found to be in breach of this rule can expect to have their device confiscated; it will be returned to their parents or passed to relevant external agencies.
- The Head, the Senior Team and any other member of staff authorised to do so by the Head (as set out below), can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:
 - poses a risk to staff or students, and/or
 - is identified in the school rules as a banned item for which a search can be carried out, and/or
 - is evidence in relation to an offence.

This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

- Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so. When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:
 - cause harm, and/or
 - undermine the safe environment of the school or disrupt teaching, and/or
 - commit an offence.
- If inappropriate material is found on the device, it is up to the authorised staff member in conjunction with the DSL and/or the Head to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.
- When deciding whether there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material, and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:
 - they reasonably suspect that its continued existence is likely to cause harm to any person, and/or
 - the student and/or the parent/carers refuses to delete the material themselves.

Further details are provided in the Online Safety Policy on the School's website and in Appendix A below.

Online behaviour, messaging, posting and all digital communication

- Students must adhere to this Code of Conduct online as well as in person or written communication.
- Students must not communicate online in a way that causes distress or upset to any member of the School community (students, staff, parents, alumnae or anyone connected to the school).
- Students must not communicate online in any way that will bring a member of the School community (past, present or future) into disrepute or that will bring the School itself into disrepute. This includes sending messages, posting photographs, videos or memes to an individual or a private group or on any kind of public platform.
- Students should not take or circulate photos or videos taken in the School buildings or on the School's premises which are identifiable as part of the School without the express consent of a member of staff.
- Bullying, cyberbullying, harassment, child-on-child abuse (which includes sexual violence and harassment), abusive language, intolerance of cultural, religious, social or any other difference, any form of racism, or other such forms of unpleasantness online are completely unacceptable and will not be tolerated. Further guidance can be found in the Online Safety Policy (which includes the ICT Acceptable Usage Policy to which all Students sign on joining the School) and other guidance such as the School guidance on email etiquette etc.

Section 4: Rewards and Sanctions

5. Recognition and Rewards

The School considers that the recognition and celebration of individual students' interests and achievements is key to sustaining a happy and confident School community. It is the School's aim to encourage and recognise all students who contribute to, and enhance, the experience of others.

Students' contributions and achievements will be celebrated and rewarded in many ways, including the following:

- praise from teachers, tutors etc
- celebration in assemblies, bulletins, website news, internal screens and noticeboards and Head's newsletter
- end of year assemblies including praise, prizes and/or certificates for achievement, leadership, embodiment of School Values etc
- Jack Petchey awards and certificates.

6. Infringements and Sanctions

The School believes that positive behaviour, and care for the welfare and learning of others, is key to sustaining a safe, happy and confident School community. The School's aim is to promote positive behaviour and effectively manage any behaviour that impacts negatively on the learning, welfare or happiness of themselves or others. It is the School's policy to keep the use of sanctions to a minimum.

Although it is not considered desirable or practicable to create a definitive set of procedures to be followed in the event of every infringement of this Policy, the following is a guide to the way in which infringements will be dealt with by the School, for the benefit of students and staff. It is not intended to be an exhaustive summary.

(a) Infringements related to Attitude to Learning (in particular behaviour in the form or classroom)

Where an infringement of this Policy relates to an attitude to learning and, in particular, behaviour within the classroom, it will most likely be dealt with by the relevant subject teacher. Examples of such behaviour include:

- lateness to lessons
- failure to bring required equipment
- failure to complete homework to the required standard or at all
- plagiarism or other forms of cheating
- disruption to the working environment
- use of mobile phone in a lesson.

Where behaviours such as the above take place within a form period, it is expected that the form tutor will address them. Form tutors are also best placed to deal with breaches of the uniform policy.

For most infringements, a short conversation, request, reprimand or warning will be sufficient. For more significant or repeated infringements, it may be necessary to take further action, for example one or more of the following:

- confiscating an item
- a conversation with the student outside the classroom
- requiring a student to complete work in a break or lunchtime
- awarding no marks for a piece of work or assessment
- notifying a parent

Teachers will log certain behaviour incidents on SIMS (or, where appropriate, otherwise notify the Head of Year/Key Stage) so that a record is kept and patterns of behaviour can be identified both for purposes of escalation to the Subject Leader and/or intervention by a member of the Pastoral Team.

Where such behaviour is not swiftly resolved, is habitual or is more serious, this is likely to be escalated for management to the relevant Subject Leader. Where appropriate it may be dealt with (in addition or instead) by other members of staff (eg the Head of Year/Key Stage, Deputy Head or Head).

(b) Other Infringements (in particular, inappropriate behaviour outside the classroom)

Other types of infringements of this Policy (in particular, inappropriate behaviour outside the classroom) are more likely to be dealt with as set out below.

Examples of such behaviour include:

- breach of the uniform policy
- mobile phone misuse
- disruptive behaviour
- disrespect to the School's property or environment (eg litter, graffiti)
- unkindness towards other students
- disrespect to a member of staff
- bullying (see also the School's Anti-Bullying Policy)
- any of the behaviours listed below as possible reasons for suspension or permanent exclusion.

As above, for many such infringements, a short conversation, request, reprimand or warning will be sufficient and this will most likely be dealt with by the relevant member of staff present to address it at the time.

For more serious or repeated infringements, further sanctions or interventions may be necessary in addition. In such cases, the behaviour should be escalated for management to the relevant form tutor, Head of Year/Key Stage or Deputy Head (i/c Behaviour) as appropriate.

Depending on the seriousness or repeat nature of the infringement, appropriate further action may include one or more of the following:

- item confiscated, retained or disposed of
- prohibition from certain places (eg IT room, form room over lunch period)
- detention during the school day or out of school hours (see below on 'Detentions')
- setting of School-based community service task
- setting of written tasks (eg a letter of apology)
- independent reflection (eg in a separate room, involving a written task and reflective discussion with a member of staff, typically for a half or full day)
- student put 'on report'
- damage put right and/or paid for
- privileges revoked (e.g. Sixth Form early afternoons)
- meeting with parents
- removal (this may only be used as a response to serious misbehaviour, to maintain the safety of students and to restore stability following an unreasonably high level of disruption)
- suspension (see further below and the School Suspension and Exclusion Policy)
- permanent exclusion (see further below and the School Suspension and Exclusion Policy)

Parents are likely to be informed of the infringement and consequences for anything other than minor offences. This is particularly the case where there are concerns for the student themselves or for others.

The personal circumstances of the student will be taken into account when choosing interventions and sanctions. Where appropriate, staff will liaise with the SENCO or Deputy Head (i/c Behaviour) to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7. Use of Detentions

As explained above, for more habitual or serious offences, it may be considered appropriate for a teacher to sanction a student by detaining them during the School day or out of School hours.

In such cases, the following principles apply:

- a detention may take place during break, lunchtime or after School during term time for a maximum of 30 minutes
- a detention may not be imposed where a student otherwise has permission to be absent or on non-teaching days (eg INSET days) and should not interfere with paid extra-curricular activities
- where a detention is imposed which requires the student to stay behind after the end of their School day, this must have been approved by the relevant Head of Year/Key Stage and the student and a parent/carer must be given at least 24 hours' notice
- a detention must not be given if to do so would:
 - compromise the student's safety
 - conflict with a medical appointment
 - prevent the student from getting home safely

- interrupt the student's caring responsibilities
- with lunchtime detentions, reasonable time must also be allowed for the student to eat, drink and use the toilet.

8. Suspension and Exclusions

The Head may exercise the right to exclude a student on disciplinary grounds; this includes a suspension (fixed-period exclusion) or permanent exclusion.

The following would be likely reasons for considering exclusion. This includes online behaviour and behaviour outside school; the list is not exhaustive:

- violence, assault or threatening behaviour on staff or other students
- possession of an offensive weapon
- verbal abuse
- racism or racist behaviour
- theft
- vandalism, damage or threat of damage to the fabric of the building or School property
- bullying or intimidation
- possession of alcohol, illegal or inappropriate drugs or other substances, cigarettes or any kind of vaping or smoking equipment or paraphernalia
- bringing the School or a member or members of the school community into disrepute
- child-on-child abuse
- sexual harassment or intimidation
- bringing pornography or other inappropriate materials onto the school site
- any other serious breach of the School's Behaviour Policy and Code of Conduct, including the Educational Visits Code of Conduct when taking part in day and residential School trips.

For major or repeated offences, the exclusion may be permanent.

Further details of the process are provided in the School's Suspension and Exclusion Policy, including the circumstances in which parents and School Governors will be informed. Where appropriate, other agencies, including the police, will be informed, and pastoral support provided.

9. Interventions

When required and appropriate, and whether or not in addition to the imposition of sanctions above, the School may adopt a range of intervention strategies to help students to manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

Examples of such interventions may include:

- open engagement with parents
- mentoring and coaching
- behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

10. Adapting Sanctions for Students with SEND

The School recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When infringements of this policy arise, they will be considered in relation to a student's SEND,

although the School recognises that not every incident of inappropriate behaviour will necessarily be connected to their SEND.

When dealing with infringements from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about applying sanctions in accordance to this Policy and whether any reasonable adjustments need to be made to the sanction. The legal duties include: taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the School's policies or practices (Equality Act 2010) and using its best endeavours to meet the needs of students with SEND (Children and Families Act 2014).

11. Off-Site Behaviour

Sanctions may be applied where a student has infringed this Policy through their behaviour off-site when representing the School. This means behaviour when the student is:

- taking part in any School-organised or School-related activity (e.g. School trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a student of the School.

Sanctions may also be applied where a student's off-site behaviour has infringed this Policy, at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the School
- poses a threat to another student
- could adversely affect the reputation of the School.

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a School-organised trip).

12. Online Behaviour

The school can issue behaviour sanctions to students for online behaviour which infringes this Policy when:

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the School
- it adversely affects the reputation of the School and/or
- the student is identifiable as a member of the School.

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of a staff member.

13. Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Designated Safeguarding Lead (DSL) (or, in their absence, one of the Deputy DSLs) will make the report.

The School will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

14. Supporting Students following a Sanction

Following a sanction, and where appropriate, the School will consider strategies (such as reintegration meetings, regular contact with a staff members, behaviour report card) to help the student to understand how to improve their behaviour and meet the expectations of the school.

Section 5: Safeguarding

15. Safeguarding

The School recognises that:

- changes in behaviour may be an indicator that a student is in need of help or protection
- specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

The School will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, procedures set out the School's Safeguarding Policy will be followed, and consideration will be given as to whether pastoral support, an early help intervention or a referral to children's social care would be appropriate.

16. Child-on-Child Abuse

The School recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. All child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under this Policy. Where allegations raise safeguarding concerns, this will be managed under the School's Safeguarding Policy which contains further information on how we prevent and manage incidents of child-on-child abuse.

17. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the police

Reference should be made to the School's Safeguarding Policy for more information.

Section 6: Restrictive interventions, Seclusion and Search

18. Restrictive Interventions

The following paragraphs set out our approach to restrictive interventions, including use of reasonable force and follows the [DfE's latest guidance on restrictive interventions](#). Please see the School's separate Use of Restrictive Interventions Policy for further information. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways. School staff understand that any form of force

or restraint carries a risk of physical and psychological harm and always avoid using these measures where possible.

19. Reasonable Force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances. All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- hurting themselves or others
- committing a criminal offence
- damaging property
- causing disorder among students, in or out of lessons

Reasonable force must:

- always be used as a last resort
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- never involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- never be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

20. Seclusion

Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

The School staff will only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- the student will be secluded in a safe place that does not feel threatening or intimidating to them (eg the Health and Well-Being Hub)
- the student will be supervised at all times, by at least one member of staff

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

21. Recording and Reporting Requirements

Staff have a legal duty to record and report all:

- significant incidents involving force (that is, any incident where the use of force goes beyond appropriate physical contact between a member of staff and a student)
- seclusion incidents
- restraint incidents

Reference should be made to the Use of Restrictive Intervention Policy for more information on this legal duty.

22. Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The procedures that will be followed if a student or their possessions need to be searched or screened and/or possessions confiscated are set out in Appendix A to this Policy.

Section 7: Malicious Allegations

23. Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this Policy and in line with guidance in the Dignity at Work Policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this Policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and students accused of misconduct.

Reference should be made to the School's Safeguarding Policy and Allegations of Abuse Against Staff Policy for further information on responding to allegations of abuse against staff or other students.

Section 8: Roles and Review

24. Roles

The following table sets out the responsibility of each person/people in relation to this Policy:

Governors	• monitor the effective implementation of this policy • require that the Head and staff act fairly. No students may be permanently excluded from the School without prior consultation with the Chair of Governors.
Head	• reviews and approves this Policy • ensures that the school environment encourages positive behaviour and deals effectively with poor behaviour • ensures that it is known within the School and by parents • ensures that it is implemented consistently and fairly • ensures that training is provided to all staff on safeguarding and on the ethos of the school, including on expectations regarding student behaviour and the contents of this Policy Exclusion may be imposed only by the Head and only in accordance with Governors' policy.
Senior Team	• are authorised by the Head to conduct searches in accordance with the Appendix A below
Deputy Heads	• have delegated responsibilities in line with those of the Head, but not in respect of exclusion. • Deputy Head (i/c Behaviour) has overall day-to-day responsibility for behaviour in the School and reports directly to the Head. They monitor and evaluate behaviour within the school using a range of data, including behaviour incident data, attendance data, incidents of searching, screening and confiscation and anonymous surveys. • are authorised by the Head to conduct searches in accordance with the Appendix A below

The Pastoral Team: Heads of Year/Key Stage, Well-being and Safeguarding Officer	● support teachers and students in ensuring good behaviour ● liaise with the Deputy Head (i/c Behaviour), parents and any professionals involved in a student's care, providing support as required. ● keep the Head informed of any concerns ● are authorised by the Head to conduct searches in accordance with the Appendix A below
All Staff	● promote a positive ethos and good behaviour among students ● apply the Policy consistently and fairly ● assist in the communication to students of the behaviour expectations in the Policy ● model the high standards of behaviour expected from students, providing support and encouraging students to behave well. ● when acting in their capacity as a Trip Leader are authorised by the Head to conduct searches in accordance with Appendix A below, but should always seek the advice of a member of the Senior Team before conducting any search
Parents	● take responsibility for their child's behaviour both inside and outside School ● work in partnership with the School to maintain high standards of behaviour.
Students	● display and promote good behaviour in accordance with this Policy

25. Monitoring and Review

This Policy is available on the School website and thereby available to all, including staff, students and parents. It will be brought to the attention of staff, students and parents and monitored by the Governors, Head, Deputy Head (i/c Behaviour) and the Pastoral Team.

Appendix A to this policy contains procedures for searching, screening and confiscation.

This policy will be reviewed annually. Next review July 2027.

The policy was reviewed and updated by Governors in July 2026.

Appendix A: Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The procedures that will be followed if a student or their possessions need to be searched or screened and/or possessions confiscated are set out below.

Confiscation

Any prohibited items (listed in Section 3 above) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

The School will also confiscate any item that is harmful or detrimental to School discipline. These items will be returned to students after discussion with members of the Senior Team and parents/carers, if appropriate.

Searching a student

A search can be carried out by an authorised member of staff where they have 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.

Searches will only be carried out by a member of staff who has been authorised to do so by the Head, or by the Head themselves. Authorised members of staff comprise the Senior Team and members of the Pastoral Team (Heads of Year/Key Stage, the Well-being and Safeguarding Officer). A member of staff acting in the capacity of a Trip Leader will also be authorised to carry out a search in accordance with this policy, but they should always seek the advice of a member of the Senior Team before conducting any search.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex from the student can carry out a search and/or a search can be conducted without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head, DSL (or Senior Deputy DSL) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the School premises or where the member of staff has lawful control or charge of the student, for example on a School trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched

- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student is not willing to cooperate, the member of staff should consider why this is. In particular they should consider whether they are a student with SEND. Reasons for a student not to be willing to cooperate might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If the student continues to refuse to cooperate, the member of staff may sanction the student in line with the Behaviour Policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, the member of staff will contact the DSL (or Senior Deputy DSL) or pastoral member of staff who may have more information about the student to try to determine why the student is refusing to comply.

If the student still continues to refuse to comply, the authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in Section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 3) and items identified in the School rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in the School’s safeguarding system, CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in Section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the School has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the School will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the School's Safeguarding Policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing (defined above)) and strip searches on School premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the 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 absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on School premises, the decision on whether to conduct a strip search lies solely with them. The School will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into School to act as the student's appropriate adult. If the School can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The School will keep records of strip searches that have been conducted on School premises, and monitor them for any trends that emerge.

Who will be present

For any strip search, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the Head
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the School will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the School's Safeguarding Policy and speak to the DSL. The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.