



# **King Edward's School**

## **Behaviour and Discipline Policy**

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| <b>Committee</b>            | Independent Schools' Governing Body |
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| <b>Version</b>              | 2.0                                 |

## **1 Policy aims**

### **1.1 The aims of this policy are:**

- 1.1.1 to enable the Chief Master to carry out her responsibilities of maintaining order and good discipline in the School;<sup>1</sup>
- 1.1.2 to promote good behaviour and development of good character;
- 1.1.3 to establish, promote and maintain high standards of conduct, character and behaviour consistent with the School's values, expectations and ethos;
- 1.1.4 to ensure, so far as possible, that every pupil in this School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community;
- 1.1.5 to authorise the School Rules and any procedures necessary for implementing them.

## **2 School rules**

### **2.1 The School rules shall be set by the Chief Master. The School rules are necessary:**

- 2.1.1 for the health, safety and well-being of everyone at the School;
- 2.1.2 for the reputation of the school community as a whole;
- 2.1.3 for the protection of school property and the wider environment.

### **2.2 The School Rules apply to all age groups and at all times when the pupil is:**

- at school, representing the School, or wearing school uniform
- travelling to and from school
- associated with the School at any time.

### **2.3 Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended, when necessary, to support the needs of the school community. These behavioural expectations will be explicitly taught in Form Time, and reinforced at assemblies, in communications to parents, and throughout the school year. The School's expectations are not limited to compliance with individual rules. Pupils are expected to act in a manner consistent with the School's values, standards, expectations and ethos at all times.**

### **2.4 This policy should be used with the following policies, as necessary: Safeguarding and Child Protection Policy and Procedures, Anti-bullying policy, Exclusion, Removal and Review policy and the School Rules and Regulations.**

## **3 Scope**

### **3.1 The School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away**

1 The School has regard to the Department for Education's current guidance on behaviour in schools, searching, screening and confiscation, suspensions and permanent exclusions, reasonable force and restrictive interventions, and Keeping Children Safe in Education.

from school premises and outside the jurisdiction of the School, for example outside of school hours and during the holidays, or in regulating the conduct of pupils online.

- 3.2 This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School Community or a member of the public, or brings the School into disrepute.

#### **4 Rewarding good behaviour**

- 4.1 The School understands that rewards are more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1. Positive conduct, effort, contribution and improvement may be recognised through the School's rewards systems, including merits, credits, commendations or other appropriate forms of acknowledgement.
- 4.2 The School recognises that where challenging behaviour is related to a pupil's special educational needs or disability, adaptive practice and reasonable adjustments may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

#### **5 Breaches of school discipline**

- 5.1 The Chief Master may prescribe and authorise the use of sanctions and other interventions in order to promote positive behaviour and to ensure that pupils meet the School's standards, expectations and School Rules. Examples, though not exhaustive, of sanctions used at the School are set out in Appendix 1. The School may use positive and corrective behaviour points, including merits, credits, demerits or equivalent recording categories, to recognise positive conduct, record behaviour incidents of note and help staff identify emerging patterns. These records are used internally to support proportionate pastoral, academic and disciplinary responses and may inform communication with pupils and parents where appropriate.

##### **5.2 Serious breaches of discipline**

- 5.2.1 For serious breaches of discipline, the pupil may be asked to leave the School permanently or be temporarily excluded. Incidents or patterns of behaviour that constitute serious breaches of discipline are at the discretion of the Chief Master.
- 5.2.2 **Permanent Exclusion:** means the Permanent Exclusion of a pupil from the School following serious misconduct, formally recorded.
- 5.2.3 **Removal:** means that a pupil has been required to leave, but without the formal recorded status of a Permanent Exclusion.
- 5.2.4 **Temporary Exclusion:** means the Exclusion of a pupil from the School following serious misconduct for a fixed time.
- 5.2.5 **Internal Exclusion:** means a disciplinary sanction whereby a pupil is excluded from attending their normal lessons, breaktimes, co-curricular activities or other aspects of school life for a specified period, whilst

remaining in School under supervised conditions.

5.2.6 The Chief Master is required to act in accordance with her duties to safeguard the school community, with clear rationale.

5.2.7 See the **Exclusion, Removal and Review Policy**

5.3 The School seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the School to support the School Rules (available on the School website). Parents will be contacted to discuss any disciplinary matter which may result in Temporary Exclusion, or where Removal or Permanent Exclusion is being considered. Parents will also be notified of any significant disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

5.4 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where exclusion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil's capacity to present their position will also be considered.

## **6 Malicious allegations against staff**

6.1 Where a pupil makes an accusation against a member of staff and there is reasonable evidence that the accusation has been deliberately invented or malicious, the Chief Master will consider whether to take disciplinary action in accordance with this policy.

6.2 Where a parent has made a deliberately invented or malicious allegation, the Chief Master will consider whether to require that parent to remove their child or children from the school on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for trust and confidence.

6.3 In accordance with *Keeping Children Safe in Education (September 2026)* the School will consider a malicious allegation to be one where there is evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

## **7 Child on Child abuse**

7.1 King Edward's School treats all allegations of potential abuse, bullying or harassment, including online, with due seriousness and care. Concerns of such a nature should never be passed off or downplayed as 'normal' or 'acceptable'.

7.2 Child-on-child abuse, including bullying, harassment, harmful sexual behaviour, sexual harassment, violence, online abuse, prejudicial behaviour and abuse involving image-sharing or AI-generated content, will be treated as a safeguarding concern where appropriate and managed in line with the Safeguarding and Child Protection Policy. Disciplinary action may also follow.

7.3 See the **Safeguarding and Child Protection Policy** and **Anti-bullying Policy** for further information

## **8 Restrictive interventions and reasonable force**

8.1 The School seeks to minimise the need for restrictive interventions through clear

expectations, early support, reasonable adjustments, de-escalation and proportionate behaviour management. Restrictive interventions, including reasonable force, restraint or seclusion, will only be used where lawful, necessary and proportionate, and never as a form of punishment.

- 8.2 Any significant use of force, restraint or seclusion will be recorded and reviewed in accordance with DfE guidance. Parents will be informed where required, and the School will consider whether further pastoral, safeguarding, SEND or risk-management action is needed. Any such intervention will be handled with regard to the pupil's dignity, welfare and individual needs.

- 8.3 Corporal punishment is not used at the School and force is never used as a form of punishment.

## 9 **Searching pupils**

- 9.1 **Informed consent:** The School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in his possession, they can instruct the pupil to turn out his pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

- 9.2 **Searches without consent:** In relation to prohibited items, the Chief Master and staff, authorised by the Chief Master, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 3 for the School's policy on searching and confiscation. Such action will be taken in accordance with the DfE guidance [Searching, Screening and Confiscation in Schools](#).

## 10 **Records**

- 10.1 The School records significant behaviour incidents, sanctions and relevant positive conduct using its pastoral and behaviour systems. Records are monitored to identify patterns, repeated concerns, improvements over time and any need for further support or escalation.

## 11 **Review**

- 11.1 A pupil or his parents may request a review of the Chief Master's decision to Permanently Exclude or Remove of a pupil from the School. The form of application for a review and the review procedures is detailed in the **Exclusion, Removal and Review policy**.

There will be no right to a review of other sanctions, but a pupil who feels aggrieved may discuss the matter with the Assistant Head Pastoral or the Senior Deputy Head Pastoral for clarificatory purposes.

## **Appendix 1      Rewards and Sanctions**

**The School aims to support effective teaching and learning by providing an environment in which positive behaviour is encouraged and supported through:**

- The recognition and reward of achievement in all aspects of school life
- The application of a fair and consistent system of sanctions which addresses the needs of the individual pupil (including those with special educational needs or a disability), as well as those of the school community as a whole.

### **Rewards**

In a school of high aspiration and high achievement, it is important that pupils are recognised and rewarded for what they do, not least because praise is a powerful motivating factor. It is equally important that such recognition should reflect the great breadth of activity and achievement in the School and that it should not be reserved for the very best in each area of school life: pupils need to be praised not only for absolute excellence, but for progress and for outstanding achievement in relation to their own attainment level.

#### **In the classroom**

Teachers are encouraged to offer praise and encouragement, whether verbally, during or at the end of a lesson, or as part of written feedback. Teachers are also encouraged to use the Credit system and the Golden Book, to share examples of excellent work or homework with Heads of Department, and to pass on examples of outstanding and sustained effort or improvement to Form Tutors and Heads of Year.

#### **In the Form Room**

Form Tutors are encouraged to promote progress and to reward those who make a contribution by showing an interest in and promoting the involvement of pupils in the co- curriculum; creating a warm and appreciative environment in their Form Rooms; noting and praising the effort of pupils both verbally and in HTAs/End of Term reports; and ensuring that contributions to the wider life of the School are duly recognised.

### **Scholarships**

Each year, 5 Foundation Scholarships are awarded to the pupils who are the top performers in the entrance examination. These scholarships are formally awarded at Founder's Day in October. In addition, a number of pupils – between 15 and 20 each year - are awarded academic or music scholarships, normally at 11+ but also at 16+ and, very occasionally, at 13+.

In addition, King Edward's Scholarships may be awarded each year to two pupils in the Divisions. These are awarded to those who have had exceptional academic careers, but are not holders of a Foundation Scholarship. These scholarships are awarded at Founder's Day.

### **Credits**

The core element of reward for academic success is the Credits system, which operates in the Shells, Removes, and Upper Middles. Credits are awarded by subject teachers on a regular basis for excellent work: a teacher will tend to award two or three credits for each piece of

work set. A subject teacher will often give a credit to a pupil for a piece of work which shows significant improvement. The subject teacher writes 'Credit' at the end of the pupil's work, makes a note of the award in his or her mark book and signs the relevant page of the pupil's planner.

When a pupil has achieved ten Credits, his Form Tutor signs his planner and then the pupil takes it to his Head of Year who will award him a certificate or similar. This achievement will often be acknowledged with a communication home.

### **The Golden Book**

When a pupil reaches 25 Credits, his Form Tutor signs once more and then he goes to the Chief Master who will enter his name in the Golden Book and present him with an award.

A subject teacher can also send a pupil to the Chief Master to be entered in the Golden Book for a single piece of outstanding work.

### **Distinctions**

Distinctions are awarded to pupils as a result of their performances in the Summer Examinations (Fourths and below). Distinctions will normally be awarded to the top three pupils in a departmental order of merit, together with the pupil placed top in the order of merit in each form, group or set if he has not already been awarded a Distinction as one of the top three in rank order. The exact number of Distinctions awarded each year is decided between the Deputy Head Academic and the relevant Heads of Faculty/Department.

For his first three Distinctions a pupil will be awarded a Distinction Prize at Founder's Day. Thereafter, a pupil will need an increasing number of Distinctions to win a Distinction prize, as determined by the Deputy Head Academic. Pupils are also awarded a Distinction Prize at Founder's Day if they, not having been awarded a prize via the normal Distinction's route, attain 10 grades 8 or 9 in their GCSE examinations.

### **Chief Master's Progress Prizes**

It is important that the prizes should not just go to those with the highest outcomes in any given examination series and the Chief Master's Progress Prizes are awarded to pupils who have made significant progress in an academic year and shown an exemplary approach to their work. There are five Progress Prizes awarded each year to the five year groups from Shells to Fifths at Founder's Day. The pupils are chosen by the Chief Master, the Deputy Head Academic and the Heads of Year on the basis of performance and effort both in the end-of- year exams and during the year.

### **Other prizes**

A very large number of prizes are awarded at Founder's Day, which is predominantly for pupils in the Lower and Middle School, and at Speech Day, which is for pupils in the Upper School. On both of these occasions, there are prizes for outstanding academic achievement, for individual subjects and for making a contribution to the school community. For example, in the Shells and Removes there are Buttle Prizes, awarded to the pupil in each form who has contributed most in human terms to the form.

At Speech Day there are very many subject prizes, but also for individual essays written as part of the Extended Project Qualification. There are also prizes for many other activities, such as service to the community, the CCF, music, drama and sport.

## **School Colours and other awards**

### **School Colours**

School Colours may be awarded for a variety of activities which include sport, drama, music, debating and Schools Challenge. The decision is made by the member of staff responsible for the activity, or in consultation with the Deputy Head (Co-Curriculum) or the Second Master. A pupil who has full or half colours is entitled to wear the relevant tie and is awarded a certificate in recognition of his achievement.

Full colours and half colours are decided by the member of staff responsible for the activity concerned. They are usually announced and awarded at Final Assembly in each of the three terms.

Full colours will normally only be awarded to pupils in the Divisions and above; half colours will normally only be awarded to pupils in the Fifth Forms and above. Full colours will normally only be awarded to pupils who already have half colours.

Half colours and full colours can be re-awarded to the same pupil in succeeding years. Junior colours are awarded to pupils in the Upper Middles according to the same principles.

Performances for full colours must be for the School senior team. However, it is right that half colours should be awarded to pupils who have made major contributions in 2<sup>nd</sup> and 3<sup>rd</sup> teams.

The member of staff in charge will take into account not only the individual's performance, but his commitment and wider contribution.

### **The Tie**

The Tie, which is different from a colours' tie, is awarded by the member of staff responsible for pupils who have made a contribution that lies beyond full colours through long-term or outstanding performances. In rugby, hockey and cricket, the Tie is awarded to pupils who play a fixed number of matches, but, in exceptional circumstances, it can also be awarded to outstanding pupils who have not reached that number.

### **The Bache Memorial Cup and the Harold Davies Games Prize**

The Bache Memorial, created in honour of Harold Bache, a footballer for West Bromwich Albion and cricketer for Warwickshire CCC who died in the First World War, is awarded to the outstanding contribution to sport in the school each year. The selection is made on the basis of the votes of all the pupils in the Upper School and the name of the winner is recorded on the Honours Boards by the Gild Hall. In addition, there are two Harold Davies Games Prizes for those who are runners-up in that vote. All of these prizes are awarded at Speech Day.

### **Honorary Colours**

Honorary Colours are awarded to pupils who have performed at national level in their respective activity, for example, by being selected for a national squad or by playing with the National Youth Orchestra. Honorary Colours are awarded by the member of staff responsible for the activity in consultation with the Chief Master. The names of pupils who have won Honorary Colours are recorded on the Honours Boards by the Gild Hall.



## **House Colours**

Each House runs a colours' system to encourage participation in events. House colours should only be awarded to pupils in the Fourth Year or above and are denoted by the wearing of a House tie.

## **Prefects**

Pupils who make a major contribution to school life and who could be seen as role models to others are selected as prefects by vote of their peers and of the teaching staff. There are also wellbeing prefects who are appointed through application and interview.

## **Promoting and celebrating success**

As far as possible, successes are celebrated not only at the two major public events, Speech Day in July and Founder's Day in October, but also in Junior and Senior assemblies, particularly in the end of term assemblies. All of these events are also occasions when elite musicians perform.

The school ensures that all of the different kinds of success are celebrated as widely as possible, through news on the website, as well as through the termly Spokesman newsletter and the annual Chronicle, which are sent to all parents. Major successes are also shared with the schools from which our pupils came and with alumni through their website and publications.

## Sanctions

See also **School Rules and Regulations** and **Exclusion, Removal and Review Policy**.

Sanctions may be used either in relation to academic work and performance or in relation to behaviour, discipline and breaches of the school rules and regulations.

Sanctions and supportive interventions may be informed by recorded behaviour incidents, including accumulated patterns over time. The School retains discretion to respond more quickly where conduct is serious, harmful, repeated or inconsistent with the School's ethos.

In the case of persistent **academic** concerns, pertaining to behavioural expectations, a subject teacher will inform a pupil's Form Tutor of any concerns he or she has. They will also seek support from their Head of Department and potentially escalate to the Head of Faculty. The Head of Department will consult the appropriate Head of Year / Section if he or she is uncertain of what action should be taken or if the matter is serious. In cases where there is evidence of academic concerns across subject areas the pastoral leaders will liaise with academic leadership to address concerns in a coherent approach. This may result in the pupil being interviewed, possibly with parents present, by the relevant staff. In the most serious cases, the Deputy Head Academic will be involved and the Chief Master will be informed of serious breaches of discipline.

In the case of **disciplinary** concerns, a teacher will inform a pupil's Form Tutor, the Head of Year / Section and, if appropriate the Assistant Head Pastoral and Senior Deputy Head Pastoral and the Second Master. All teaching staff are expected to take responsibility for – and to maintain – good order and discipline both in their lessons and around the school.

Where behaviour concerns are repeated, persistent or serious, the School may use staged pastoral or disciplinary interventions. These may include discussion with the pupil, communication with parents, report cards, targeted support, action plans, senior pastoral review, detention, suspension or consideration of removal/permanent exclusion, depending on the circumstances.

## Late Homework

It is common practice for subject teachers to warn a pupil in the first five years after his first late piece of homework of the term, to give him some appropriate task after the second and put him in Midweek Detention after the third offence. His Form Tutor and Head of Year / School will then be aware of the pupil's problems and may decide to instigate suitable courses of action.

Pupils in the Divisions and Sixth Form who default on homework or have otherwise fallen behind with their work will be assigned an Upper School Extra Study.

## Daily Report and Homework Report

If a pupil has been causing problems or has been making no effort in lessons or in homework, the relevant Head of Year may provide a Daily Report or Homework Report on which a pupil must seek his teachers' assessments of his performance in each lesson or homework. Parents will be informed of this decision by the school.

**Upper School Extra Study:** pupils in the Divisions and Sixths may be required to attend supervised extra study.

**Midweek Detention** (for Shells to Fifths): take place after-school from 4.10pm until 4.50pm. Parents are informed of such a detention and they are required to sign a card to that effect.

**Late Detention** (all year groups): Pupils subject to three unauthorised lates or more in any given week

will be assigned a late detention. Parents will be informed of these detentions and they take place after school from 4.10pm until 4.50pm.

**Upper School Detention:** for lower-level misbehaviour or for academic misdemeanours, pupils in the Divisions and Sixths may be required to attend Upper School Detention.

**Master's Detention:** for serious offences (either behavioural or academic), a pupil may be issued with a Master's Detention. Master's Detentions are issued by the Senior Deputy Head Pastoral or the Second Master, and take place from 9.30am to 11.30am on a Saturday morning. Pupils must be prompt and wear full school uniform. Parents will be informed by letter of the detention.

**SLT Detention:** for breaches of behaviour, that result in senior staff involvement, a pupil may be required to attend a focused detention, after school with a member of leadership present, at the discretion of the Assistant Head Pastoral or the Senior Deputy Head Pastoral.

**Temporary exclusion, Removal or Permanent Exclusion:** see **Exclusion, Removal and Review Policy**. A pupil may also be temporarily excluded while a complaint or incident is investigated (see **Exclusion, Removal and Review Policy** for more detail).

**Other sanctions:** In addition, the Chief Master may prescribe and authorise the use of such other sanctions that tend to promote good behaviour and in compliance with the School Rules and Regulations.

## **Appendix 2      Restrictive interventions and reasonable force**

This appendix should be read alongside the Department for Education guidance on restrictive interventions, including the use of reasonable force in schools, effective from 1 April 2026.

This policy applies when a member of staff is on school premises or is otherwise lawfully in charge of a pupil, including on school visits, trips or other school activities.

King Edward's School seeks to minimise the need for restrictive interventions through clear expectations, positive relationships, early support, reasonable adjustments, de-escalation and proportionate behaviour management. Restrictive interventions will only be used where lawful, necessary and proportionate, and never as a form of punishment.

Restrictive interventions may include the use of reasonable force, restraint, seclusion or other actions which restrict a pupil's movement or liberty. Reasonable force means using no more force than is needed in the circumstances. It may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as guiding a pupil to safety or intervening to prevent violence, injury or serious disruption.

King Edward's School does not operate a 'no contact' policy. There may be circumstances in which physical contact is appropriate to educate, support, protect or safeguard a pupil, for example when demonstrating an exercise in sport, administering first aid, comforting a pupil in distress, guiding a pupil to safety, or preventing harm. Any physical contact should be appropriate to the circumstances and kept to the minimum necessary.

In deciding whether a restrictive intervention or reasonable force is required, staff should consider the risks presented, the seriousness and immediacy of the situation, the likely impact of action or inaction, and the needs of the pupil concerned. This includes consideration of pupils with special educational needs and/or disabilities, medical needs, known vulnerabilities, and the School's duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Where a significant use of force, restraint or seclusion occurs, the DSL and/or Senior Deputy Head Pastoral must be informed as soon as possible. The incident will be recorded and reviewed in writing, including the circumstances, rationale, action taken and any follow-up required. Parents will be informed where required and, in any case, where this is judged appropriate in the circumstances.

Following any significant restrictive intervention, the School will consider whether further pastoral, safeguarding, SEND, medical or risk-management action is required. This may include reviewing support arrangements, behaviour plans, risk assessments or reasonable adjustments. The School will handle any such incident with regard to the pupil's dignity, welfare and individual needs.

### **Appendix 3      Searching and confiscation**

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The School's policy on searching and confiscation has regard to the guidance 'Searching, screening and confiscation in schools'.

Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or in training settings.

When pupils travel outside England on a school trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England.

#### **Prohibited items**

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

- knives or weapons; alcohol; illegal drugs and stolen items
- tobacco and cigarette papers; vapes, e-cigarettes and/or vaping paraphernalia; fireworks and pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence or
  - to cause personal injury to, or damage to the property of, any person (including the pupil) and
- any item banned by the School rules that is identified as being items which may be searched for.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the school (for example on a school trip).

#### **Searching**

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same sex as the pupil.

Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff of the opposite sex may carry out a search of a pupil and / or in the absence of a witness.

### **Searching with consent**

School staff have the power to search a pupil for any item if the pupil agrees. Before undertaking such a search, the member of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their consent is informed. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs or disabilities the pupil may have. Written consent will not be required.

If a member of staff suspects that an electronic device may contain nude or semi-nude images, sexual images, image-based abuse, or AI-generated sexualised content involving pupils, the device should be retained securely and the DSL must be informed immediately.

### **Searching for prohibited items**

Where the Chief Master or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item (see above), consent is not required and the search will be carried out. If appropriate, a staff member may use reasonable force to carry out such a search (see DfE guidance on [Searching, Screening and Confiscation](#), paragraphs 22&3.)

If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing and / or
- a search of school property (e.g. pupils' lockers or desks) and / or
- a search of personal property (e.g. bag or pencil case).

Where the Chief Master, or staff authorised by the Chief Master, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

### **Searching electronic devices**

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy.

If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching, impede an investigation or break school rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner.

Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching, break school rules or bring

the School into disrepute. The School may retain copies of the data or files erased from electronic devices to be used as evidence in any disciplinary proceedings.

**If the member of staff suspects there may be an issue with youth produced sexual imagery, the device should be retained and the DSL must be informed immediately.**

If other inappropriate material is found on an electronic device, the member of staff should consult the DSL or a member of the SLT.

### **Confiscation**

Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is deemed reasonable to do so.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

Where the Chief Master, or staff authorised by the Chief Master, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

### **Disposal of confiscated items**

**Alcohol:** alcohol which has been confiscated will be destroyed.

**Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Chief Master or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

**Other substances:** substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

**Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Chief Master or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.

**Tobacco or smoking paraphernalia (including e-cigarettes and vapes):** tobacco or smoking paraphernalia will be destroyed.

**Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Chief Master or other authorised member of staff which may include donation to an appropriate charity.

**Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the DSL will also be notified and will decide whether to make a referral to children's social care.

Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased, after a note has been made for disciplinary purposes, confirming the nature of the material.

**Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Chief Master or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

**Weapons or items which are evidence of an offence:** such items, identified as weapons, will be passed to the police as soon as possible.

**An item banned under school rules:** such items may, at the discretion of the Chief Master or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of school rules, the phone will be kept safely until the end of the school day when it can be claimed by its owner. If a pupil persists in using a mobile phone in breach of school rules, the phone will be confiscated and must be collected by a parent.

**Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the police for investigation.

### **Communication with parents**

There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the School should dispose of certain items.

We will keep a record of searches carried out which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018. The record will include details of the disposal of items confiscated.

Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is posted on the School website and hard copies are available on request.

The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.