

Behaviour Policy

This Policy applies to the whole school and is published to staff, pupils and parents

Author: Deputy Head (JA)

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Longridge Towers School is a 3 – 19 years school. Whilst understanding that in legal terms, in Scotland a young person is deemed an adult at 16 and in England an adult at 18, the following policy aides the School in the managing of appropriate behaviour and its duties in safeguarding all members of the School community. Therefore, for the purpose of clarity, the term pupil in this context encompasses those who are registered to attend classes regardless of age and legal status as an adult. We expect all pupils to abide by our school rules and policies, irrespective of their age.

Introduction

Longridge Towers School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral values and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We foster qualities of teamwork and leadership through our extensive co-curricular and enrichment programme, whilst encouraging positive attitude in self-management, collaboration and communication in all aspects of school life.

Longridge Towers School is an inclusive community. We welcome pupils from a wide variety of backgrounds and we treat everyone as an individual, aiming to develop the whole person equipped to take his/her place in the modern world.

Parents and Guardians who accept a place for their child at Longridge Towers School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They should support the school regarding matters such as attendance, punctuality, uniform/dress and appearance, standards of academic work, extra-curricular activities, homework/private study and behaviour. They agree, when signing the contract, that their child will comply with the School Rules and they undertake to support the authority of the Headmaster in enforcing them in a fair manner, that is designed to safeguard the welfare of the community as a whole.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Bullen.

School Values and Code of Conduct

The School's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct.

At Longridge we have high expectations of behaviour and are a polite and well-mannered school. We respect others and take their views seriously. We believe in work with endeavour and we allow others to learn. We come to school on time, dressed appropriately and with the necessary equipment, enthusiasm and completed tasks. We maintain a clean, safe and pleasant school environment. We work to the best of our ability and are proud of our achievements as well as those of others.

The School's ambitions are underpinned by certain values:

- Care – looking after ourselves, and others
- Achieve – attaining successful outcomes
- Respect – showing due regard for ourselves, for others and for our environment.
- Persevere – keeping going when challenged in school, or in life
- Excel - being the best we can be at all times

We use three approaches to learning that support pupils' academic growth and development: their focus on communication, collaboration and self-management.

Senior pupils who demonstrate a positive attitude and embrace the school values will see this recognised in their Attitude to Learning Grades, and via the recording of positive events (Merits) by teachers and Form Tutors. Pupils who display a consistently constructive approach can expect to be appropriately rewarded. For Senior pupils, all merits are recorded on the school management system (3SYS) and contribute towards House Points. There are also weekly nominations for pupil of the week.

Pupils in the Junior Department may receive House Points for demonstrating a positive attitude and embracing school values. They may also be recognised with rewards in our weekly celebration assembly and also via notes home to parents.

Longridge Towers School sees education as a partnership. Our staff team is committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as beyond the school and in any written or electronic communication concerning the school.

We expect pupils and staff to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Pupils should follow the School Rules and appreciate what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Pupils should understand what constitutes inconsiderate/ unacceptable behaviour and what the consequences are of such conduct.

Everyone has a right to feel secure and to be treated with respect at Longridge Towers School. Harassment and bullying will not be tolerated; the Anti-Bullying Policy is available on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, pregnancy and maternity, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

Longridge Towers School takes its duties under the Equality Act 2010 seriously, recognising the importance of protected characteristics, and makes reasonable adjustments for pupils with special educational needs/ disabilities.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and they should care for the buildings, grounds, furniture and equipment. It is also expected that pupils always behave in a manner that reflects the best interests of the whole community.

The School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed in this Policy up to and including suspension/ exclusion.

In the event of any serious or on-going behaviour management issues, the school will liaise closely with parents where practical and, if relevant, other support agencies. The School has several support systems in place to meet the needs of all pupils. These include an extensive pastoral team.

Longridge welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Involvement of Pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This may be via discussion with Form Tutors and other staff, in Personal Social and Health Education (PSHE) or other lessons, or via the Junior and Senior School Councils, which meet regularly.

It is also important that pupils are made aware of the principles set out in this policy. To that end, the key points are presented to pupils in assembly and discussed via Form Tutors so that they fully understand the concepts that are conveyed.

School Rules

The School Rules are designed to encourage positive behaviour and self-discipline.

Copies of the School Rules are set out in the School Handbook and on the school's website in the School Handbook and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Headmaster in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The school's position on searching pupils and use of reasonable force, and confiscation is set out in policy 1F Using Reasonable Force.

Promoting Good Behaviour

At Longridge, we reward and encourage good behaviour, and celebrate curricular and extracurricular achievements from our pupils.

In the Junior Department, pupils are praised or thanked for kind, helpful, caring actions and staff work to promote positive attitudes in class and around the department. Children are encouraged to have the self-discipline to 'do the right thing' because they enjoy doing the right thing and they see the benefits that these actions bring.

For Senior pupils, there is a Merit system designed to recognise and reward positive behaviour. Details are included in Appendix A.

Teaching and Learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect all pupils to cooperate and to work hard.

Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. On such occasions, the School will explore the reasons behind such behaviour and may apply the sanctions (see Appendix B) to assist the School in enforcing the School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Sanctions are intended to be restorative in nature and staff will take reasonable opportunities to explore the causes of misbehaviour, help pupils to learn from their experiences and offer support to help them avoid similar misconduct in the future.

The Headmaster undertakes to ensure that sanctions are applied fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

Examples of sanctions include:

- Verbal reprimand from a member of staff
- Letter to parents to advise of the misbehaviour
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard
- Detention at break/lunch time or after School
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- School based service or imposition of a task, under the supervision of a member of staff; such as removing marks or chewing gum from a desk
- Assistance with domestic tasks, such as collecting litter
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and/ or other behaviour checks, or being identified for behaviour monitoring
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, or ultimately exclusion

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable. Any sanctions will be administered by relevant staff according to the nature and severity of the offence. Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. He/she may impose any of the sanctions above, such as the setting of additional work or a verbal warning. For Senior pupils, misdemeanours are entered onto the school (3SYS) management system. Misdemeanours are monitored daily and reported to Heads of Year, the Head of Pastoral Care and the Deputy Head. For more serious misdemeanours, or where there is a repeated pattern, appropriate sanctions are then agreed/imposed, in line with the indicative details included in Appendix B.

For boarding pupils, persistent lateness to bed, disrupting other members of the boarding house, etc. may result in the House Parents requiring the pupil to undertake additional domestic or service-based tasks under supervision.

For Senior pupils, persistently poor academic performance may result in the Head of Year or Form Tutor requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period of usually one or two weeks.

For Junior pupils, most incidents of poor behaviour are relatively minor and are dealt with by the class teacher or duty staff at the time. Any incident that is considered more serious is referred to the Head/ Deputy Head of the Junior Department and are recorded in a Behaviour Log. This is checked regularly and monitored for patterns etc.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential register of all sanctions imposed for serious misbehaviour held by the Head's PA. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Serious misbehaviour

The School's Suspension and Exclusion Policy is set out on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol, tobacco and vape abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Sexual violence
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Damage to property; and
- Persistent disruptive behaviour;

Serious sanctions in accordance with the School's Suspension and Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to permanently exclude a pupil, or to require him/ her to be withdrawn in the event that other disciplinary measures, including suspension (temporary exclusion), have been ineffective. If there is evidence of criminal behaviour, the School will contact the Police.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Allegations Against Staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Suspension and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations against staff (or indeed other pupils) of abuse may result in the suspension or permanent exclusion of the accuser, from the School, and that such incidents may also be referred to the Police, where appropriate to do so.

Misbehaviour Outside Of School or Online

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school, including online, will be dealt with in accordance with the School's Suspension and Exclusion Policy, which is available on the school website.

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which applies equally in the EYFS setting) is on our website. We will send parents printed copies on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, including within the Boarding House which may indicate that there are possible cultural issues that may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Use of Restrictive Interventions

It is highly unusual at Longridge Towers School for situations to arise whereby pupils find themselves in the position where physical restraint or the use of reasonable force would be an appropriate response to their behaviour. School staff are, however, aware that their work brings them into contact with young people and adults whose emotions may override their ability to make informed judgements on the best way to respond to situations they find themselves in.

The School does not operate a "no contact" policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
- Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour.. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the [Head] immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact. Reports will be made on a serious incident form and also on the school information management system 3Sys. Parents will be informed and where appropriate so will the local authority.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to each parent of the pupil concerned [(unless the pupil is aged 20 or over)] as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a [protocol/plan] for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and it appears to the DSL and/ or the Head that reporting the incident to a parent would likely result in significant harm to the pupil. If that is the case then a report will not be made to that parent and if a report cannot be made to any parent for this reason then a

report will instead be made to the local authority where the pupil is ordinarily resident. [Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.]

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule

As required under the National Minimum Standards for Boarding Schools, senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

They School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

SEARCHING

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances. [It will balance the right of boarders to privacy with the need for the School to search a boarder or his/her possessions with consent, where there is a strong reason to do so.]

Only, the Head, or a member of staff authorised by the Head, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's [Safeguarding / Child Protection Policy].

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;

- Tobacco and cigarette papers;
- Fireworks; or
- Pornographic or offensive images

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items may be retained or returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used

to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required. Staff should be aware that where images are concerned and suspected to be in relation to sexting of sexually explicit pictures of a pupil, these images should not be viewed, and the matter must be referred immediately to the DSL.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the pupil in accordance with this policy and the Suspension and Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy, which is available on the school website.

Appendix A

Senior Pupil Merit Scale

M5 - Public recognition by the Headmaster or Deputy Head

M4 - Public or private recognition of merit by a Head of Form, Head of Pastoral Care or SLT member

M3 - Recognition by Head of Forms with correspondence home

M2 - Public recognition/praise by a teacher or member of staff for mention of a merit to a Form Tutor

M1 - Private recognition/praise by a teacher or other member of staff for a merit

Indicative Content for Merit Scale

(These are examples of the type of behaviour, not an exhaustive list)

	Collaboration	Communication	Self-Management
M5	Exceptional performance in a subject or activity in school or out of school with others	Presenting a substantial piece of work or detailing achievements for a public audience	Exceptional performance in a subject or activity in school or out of school. Significant dedication, after hours, over and above expectations. Exceptional sporting achievement or exceptional achievement in the arts. Bravery, courage, overcoming adversity.
M4	Exemplary behaviour with others or participation in a school event such as a school assembly, drama production, concert or match	An excellent or exemplary piece of class work showing clear structure	Sustained hard work, effort, exemplary behaviour, contribution to sport, D of E, success out of school, charity work.
M3	A substantial piece of academic work, sporting achievement or service out of school with others	Completion of a report or discussion within class or form period	A sustained effort or improvement over a period of lessons. Awarded a significant number of Merits
M2	A good piece of collaborative work, positive contribution and participation, community spirit, helpfulness and kindness	A good piece of class or form work, display of work, pride in presentation	A good piece of home-learning, test result, Sports: one-off success, good effort.
M1	Every day motivational rewards for general enthusiasm/ working well/ kindness and respect.		

Appendix B

Senior Pupil Sanction Scale for Misdemeanours

B1 (-1)

Verbal warning/notification by a teacher or other member of staff

B2 (-2)

4.45 pm detention (15 minutes); if >2 of these in a half term then escalate to either daily check-ins (uniform) or detention with SLT (20 minutes), and Form tutor and parents notified.

B3 (-3)

4.45 pm detention (30 minutes); if >2 of these in a half term then escalate to either daily check-ins (uniform) or detention with SLT (40 minutes), and Form tutor, Head of Year and parents notified.

B4 (-4)

4.45 detention (40 minutes) with SLT;
Correspondence with parents;
Behaviour Report, Serious Incident Form;
Participation in excursions scrutinised and impacted if necessary;

B5 (-5)

4.45 detention (60 minutes) with SLT;
Meeting with parents after detention;
Behaviour Report; Serious Incident Form; Code of Conduct review and signature set by the Head of Pastoral Care (Yellow)

B6 (-6)

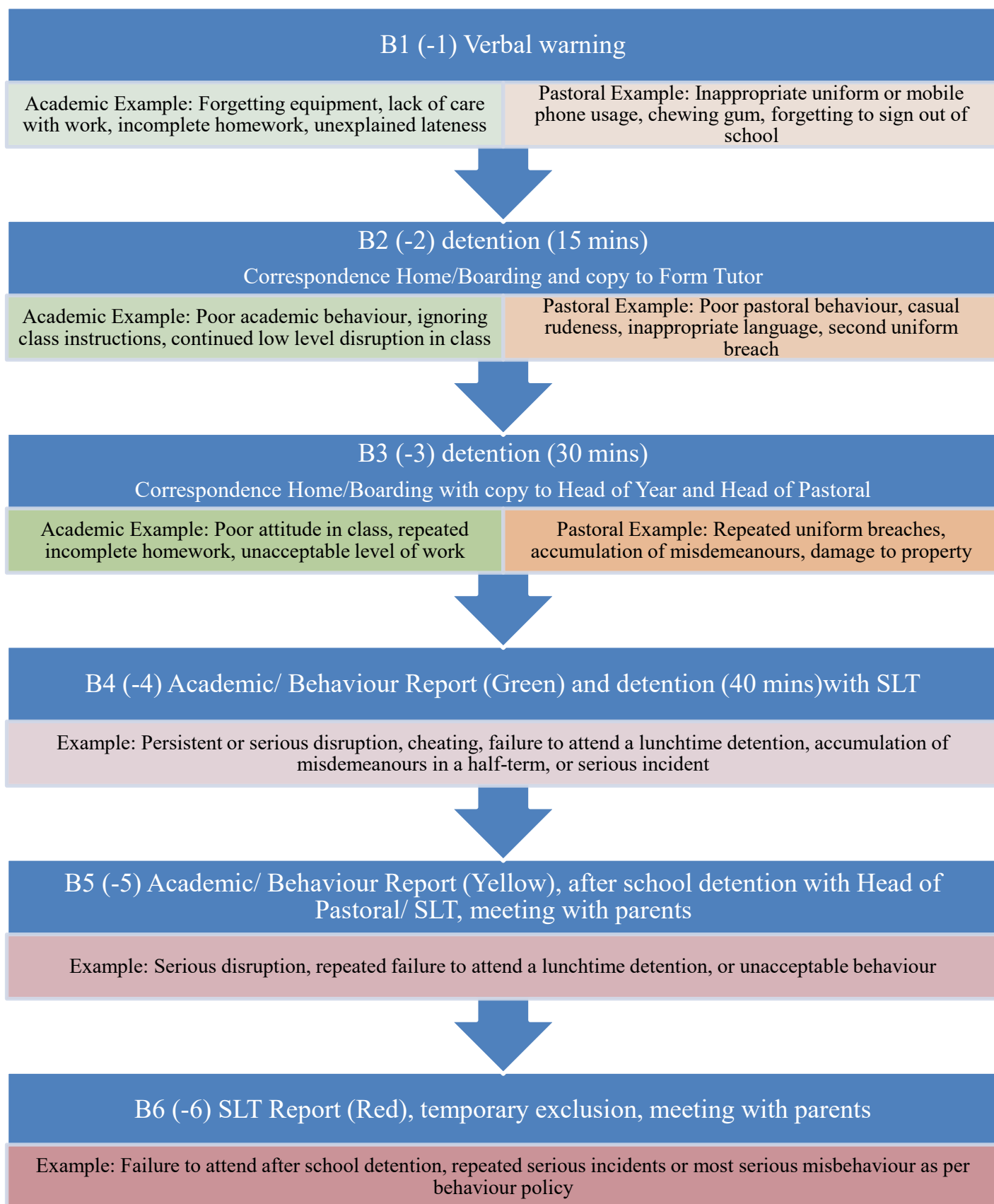
Temporary exclusion
Meeting with parents after exclusion
Option of SLT Report (Red)

Indicative Content for Behaviour Scale (These are examples of the type of behaviour, not an exhaustive list)

	Collaboration	Communication	Self-Management
B1	low level disruption	- inattention to instructions - lack of care in communication and presentation	- unsuitable actions or disruption in class - poor level of academic work - use of mobile phone during school hours* (Forms 1-5) - incorrect uniform, e.g., tie, blazer, skirt, hair
B2	continued low level disruption	inappropriate language	- ignoring instructions - not adhering to Code of Conduct - second uniform violation
B3	further disruption	strong inappropriate language	- unacceptable level of class work - poor conduct - repeated uniform violation
B4	- persistent or serious disruption - refusal to follow instructions - failure to accept sanctions for previous offences - complaint from a member of the public	- continued or serious use of inappropriate language - verbal aggression - physical violence	- failed or missing Report Card - significant number of reported misdemeanours
B5	- continuation of above - serious behaviour which affects the health, safety and well-being of others	continuation of above	- continuation of above - damaging the reputation of the School - activity and other behaviours deemed unacceptable by the Headmaster and the Governors
B6	Further escalation or particularly serious event or illegal activity		

* mobile phone usage may automatically attract a more serious sanction depending on the nature of the event

Indicative sanctions and misdemeanours flowchart



Notes:

- In appropriate circumstances, alternative sanctions may include: domestic chores of a restorative nature, loss of privileges, confiscation of property, withdrawal from trip or fixture
- All misdemeanours and sanctions (B2 and above) will be recorded on the School's Student Management System
- All B4, B5 and B6 misdemeanours will have a Serious Incident Form recorded