



KING EDWARD VI
HIGH SCHOOL FOR GIRLS

BEHAVIOUR AND DISCIPLINE POLICY

(INCLUDING SANCTIONS AND REWARDS)

Committee	Risk and Compliance
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Policy Owner	Vice Principal & DSL
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This document should be read in conjunction with the King Edward VI Foundation Restrictive Interventions Policy

1. Introduction

1.1 This policy is made available on the school website. This policy has been written in compliance with:

- [Behaviour in Schools: advice for headteachers and school staff DfE February 2024](#)
- [Use of reasonable force and other restrictive interventions guidance \(April 2026\)](#)
- [Searching, Screening and Confiscation: advice for schools DfE July 2022](#)

1.2 This policy applies to the behaviour of pupils inside and outside the classroom, as well as outside the school and online, if it affects the welfare of a member or members of the school or brings the school into disrepute, including whilst travelling to and from school, wearing the school uniform or being in any way identifiable as a pupil of the school. It also applies to any written or electronic communication concerning the school.

2. Policy Aims

2.1 The school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the aims and ethos of the school. We recognise that the emotional wellbeing of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. 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. The school develops qualities of teamwork and leadership through the curriculum and our extensive programme of co-curricular activities.

2.2 KEHS is an inclusive community, welcoming pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and we aim to develop the whole person so that she is equipped to take her place in the modern world. The school promotes and rewards good behaviour. If standards fall short of that expected, structures are in place to deal with this.

2.3 The purpose of this policy is to ensure expectations are clearly communicated to all members of the school community and that school consequence systems are easily understood and applied.

3. Creating a Constructive Learning Environment: the Role of Staff, Pupils, Parents and Governors

The school sees education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. These principles are enshrined in our school aims. The highest values and standards of behaviour are expected from pupils both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. All members of the school community play a part in creating a positive and safe environment for learning and discussion of this policy plays an important role in staff induction; all staff are supported in its application through regular training.

All staff should confront inappropriate behaviour in a fair and consistent manner, using clear and consistent language, in line with the procedures set out in this policy. A member of the Senior Leadership Team is always available to support colleagues in the application of this policy and any challenges they may face.

The Senior Leadership Team, including the Bursars, regularly engage with pupils, parents and staff. All members of the SLT, but with the exception of the Bursars, have regular teaching commitments; such time in the classroom with pupils provides valuable opportunities to reinforce high standards of behaviour and monitor the effectiveness of this policy and the school's system of rewards and sanctions.

Standards of behaviour are regularly reviewed by Governors. The Vice Principal & DSL presents an annual report which includes commentary on behaviour patterns, statistics on detentions, the Bullying Log and the Serious Sanctions Log (fixed term exclusion or higher). Regular meetings between the Chief Master & Principal and her Deputies and Governors help to ensure Governors are well informed about current issues. The Chief Master & Principal seeks contact with the Chair of Governors regarding the application of serious sanctions.

Governors endeavour to make regular visits to the school, during operational hours, in order to experience the learning climate. Termly meetings are also held before full Governors' meetings, where a small group of staff, including members of teaching and support staff, meet with Governors, in the absence of the Senior Leadership Team, to discuss their lived experience of life at the school. Different members of staff attend each time to ensure all voices are heard.

3.2 Teaching and Learning: The school aims to raise the aspirations of all its pupils and to help them appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. The school celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way. Teaching and support staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, the school expects every pupil to co-operate and to work hard.

3.3 Bullying: Everyone in the school community has the right to feel secure and to be treated with respect. Bullying, including cyber-bullying, will not be tolerated. The school's Anti-Bullying Policy and Pupils' Acceptable Use of ICT, Mobile Phones and Electronic Devices Policy place additional responsibilities on pupils, staff, and parents and should be viewed as extensions to this policy. These policies are available on the school's website.

3.4 Safeguarding: The school will consider whether a pupil's poor behaviour raises concerns that they might be suffering, or likely to suffer, from significant harm or might have unmet educational or other needs. Support from multiple agencies may be required in accordance with the procedures set out in the school's Safeguarding Policy.

3.5 Equality: The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning

difficulty, or the fact that a child is adopted, a Looked After Child or is a carer. The school takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for managing behaviour of pupils with special educational needs/disabilities. (See the Equal Opportunities Policy and Special Educational Needs Policy).

3.6 Attendance: We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. We expect pupils to behave in a manner that reflects the best interests of the whole community. Parents are required to telephone or email the school before 8.35 on each morning of unexplained pupil absence. The school will contact parents if we have not heard from them to make sure that their child is safe. Priority for contacting parents is given to the youngest and most vulnerable members of our school community.

It is the school's policy not to allow holiday to be taken during term except in exceptional circumstances. Requests for pupils to be excused from school for any reason other than illness or for medical appointments should be made via letter or email to the Vice Principal & DSL, Mrs Shore-Nye (s.shorenye@keschools.org.uk), as far in advance as possible. For full details, refer to the school's Attendance Policy.

3.7 Involvement of Parents and Carers: Parents and carers who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the school's Terms and Conditions. They agree to support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, co-curricular activities and homework/ independent study.

In the event of any behaviour issue, the school will generally contact parents if a pattern begins to emerge or in the case of more serious misconduct, and will liaise closely with parents and, if relevant, other external support agencies. School acknowledges that on occasion some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. Contact will be made with parents, as appropriate, where such a strategy is needed.

KEHS is always happy to consider suggestions from parents and hopes that they find the school responsive and open-minded. We hope that parents and/or pupils will not feel the need to complain about the operation of this policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, should this not be possible, the school's Complaints Procedure is available on the website.

3.8 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 their constructive suggestions: this occurs during form time; PSHE lessons; pupil surveys; conversations with teachers and support staff; meetings with the Leadership Team and the School Council and Pupil Wellbeing Committees.

3.9 Managing Pupils' Transition: At times of transition for pupils, particularly when joining the School in Year 7, embarking upon GCSE studies and moving into the Sixth Form, the pastoral teams work hard to ensure the transition is as smooth as possible and there is continuity of support for individuals. Changes that accompany these transition points, for example in the curriculum and in expectations of academic work, are discussed with pupils in lessons, assemblies and tutor time, and with parents at information evenings or via letters. We always make it clear that we are here to support our pupils throughout their time at KEHS.

3.10 Support Systems: The school has many support systems in place to meet the needs of all pupils. These include:

- **Communications to Form Tutors:** teachers let Form Tutors know if one of their tutees has failed to meet expectations or is giving some other cause for concern, e.g. low mood, problems with homework or attitude to work. This ensures that the Form Tutor is aware of any concerns and can act quickly if a pattern begins to build. For example, the Form Tutor can help a pupil to contact the school's counsellors or may identify organisational or potential SEND issues which result in a referral to the SENDCO. The Form Tutor will talk to the pupil about their behaviour if a pattern is beginning to emerge and, if necessary, may meet with the pupil on a regular basis to discuss their progress. A failure to meet expectations may also lead to a sanction as set out in the procedures below.
- **Heads of Year, School Nurse, Assistant Head Inclusion, Assistant Head Pastoral, Director of Sixth Form, Vice Principal & DSL:** support is always available from these members of staff alongside any sanctions which may be appropriate when poor behaviour occurs.
- **School-based Counsellors:** specialist support is available from the school-based counsellors to help deal with emotional and relationship difficulties, including mental health, which may lead to disruptive behaviour.
- **SENDCO:** the SENDCO, Assistant Head Inclusion and Learning Support Assistant offer a valuable source of support where behavioural issues arise because of SEND issues. IEP's are reviewed regularly to ensure appropriate support for the pupil, and guidance for professionals, is in place.

3.11 KEHS is a mobile-free school for years 7 to 11 between 8.40am and 4pm. Please refer to the Pupils' Acceptable Use of ICT and electronic devices policy for further information.

4. Our Expectations of Pupils

The school expects pupils to treat staff and each other with consideration and good manners, and to respond positively to the opportunities and demands of school life. Pupils are expected to commit to the school aims, notably, *to foster self-reflective and grounded individuals who have a strong moral compass*. Pupils are also required to understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

5. Promoting Good Behaviour

- 5.1 The school encourages pupils to take responsibility for their own behaviour and helps them recognise the consequences of inappropriate behaviour. The school understands that rewards can be more effective than sanctions in motivating pupils and that pupils will learn and progress most effectively when they are in a secure, safe and happy environment.
- 5.2 The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 5.3 How pupils behave affects their progress and that of those around them. Everyone has the right to learn without anyone else disrupting their education. Good behaviour is promoted through consistently high expectations, clear policy and an ethos which fosters a love of learning, discipline and mutual respect between pupils, and between staff and pupils.
- 5.4 Many opportunities are provided for positive involvement the school community – for example, all pupils are expected to be excellent role models at Open Days, join in with co-curricular and House activities and in fund raising for year group charities.
- 5.5 All staff are responsible for ensuring that the expectation of good behaviour is applied consistently and fairly.

6. Rewards

In a school of high aspiration and high achievement, it is important that girls are recognised and rewarded for what they do, not least because praise is probably the most powerful of motivating factors. It is equally important that such recognition should reflect the great breadth of activity and achievement here and that it should not just be reserved for the very best in each area of school life: girls need to be praised not only for absolute excellence but for effort, progress and for outstanding achievement in relation to their own ability. As far as possible, successes are celebrated not only at the two major public events - Speech Day and Awards Evening, but also in the newsletter, the Lower School End of Year Celebration assemblies, weekly assemblies, year group assemblies and the end of term assemblies. Successes can range from winning a House competition, achieving a Duke of Edinburgh Award, gaining a Physics Olympiad certificate, passing a Music examination to winning a sports tournament, achieving highly in a Poetry or Economics competition or raising money for a charity. Prize giving events and assemblies are also occasions when musicians have the chance to perform.

The school ensures that all the different kinds of success are celebrated as widely as possible, through news on the website, newsletter, our social media accounts, and the annual Phoenix magazine. Form Tutors and Heads of Year also recognise and praise girls for their academic and non-academic efforts. Our

reports always recognise *effort as well as achievement*. Praise and positive feedback to individuals and to groups in private and/or in public, verbal and written is always encouraged. Many departments and Heads of Year have individual methods such as stickers and postcards to recognise and reward girls. Success is also shared with the schools from which our pupils came and with alumnae through the Old Edwardian website and publications.

6.1 Scholarships: Each year a small number of Foundation Scholarships are awarded to the girls who are the top performers in the 11+ Admissions examinations. These scholarships are formally recognised at an afternoon tea event with parents and girls in the autumn term. In addition, several girls are awarded academic, music or sporting scholarships, normally at 11+ but also at 16+. Further King Edward's Scholarships are awarded each year to four girls at the end of their U5th year. These are awarded to those who have had exceptional academic careers but are not already holders of a Foundation Scholarship.

6.2 Leadership Opportunities: The school promotes many leadership opportunities and recognises girls through these. The more formal leadership roles at the school include: Form Ambassadors, Pupil Wellbeing Committee representatives, Anti-Bullying Ambassadors, CDG representatives, Equality Matters Committee Members, Academic Mentors, Sixth Form Committee members, Form Prefects and House Captains. Other leadership opportunities arise through the use of subject and club leaders and ambassadors.

6.3 Pupils recognising each other: At KEHS, we believe it is equally important for the pupils also to have a voice and recognise and praise each other. Pupils have the opportunity to do this by nominating their peers for responsibilities such as: members of the Sports Committee, Dance Committee and Community Service Committee. The school recognises pupils with these responsibilities in meetings with the Leadership Team and by presenting them with badges and scrolls.

6.4 The Creak Memorial Prize: Older girls (U5th and above) also nominate and vote for this highly prestigious prize, given in memory of Miss Creak, to nominate a girl who has '*by her character and general worth best served the school*'.

6.5 Awards Evening and Speech Day: Prizes are awarded at Speech Day and Awards Evening, for girls in the Senior School and Sixth Form. On both occasions, there are prizes for outstanding academic achievement for individual subjects and for contributing to the school community. There are also prizes for many other activities such as scholarships, service to the wider community, music, drama, sport and travel.

6.6 Lower School: It is very important that girls feel their special efforts and contributions are recognised beyond examinations. One of the ways we achieve this is through the House system and our end of year celebration assemblies. These assemblies provide the opportunity for us to celebrate the achievements of the year groups as a whole, for example looking back at photographs of memorable trips, reminiscing about charity events and recognising the character strengths of the year community. For the Thirds, this celebration takes the form of the Community Read Party as well as a final celebration assembly. In addition to this, the Pastoral Team write home to parents where girls have achieved outstanding comments in the reports about the level of effort and engagement they have applied right across the curriculum.

6.7 School Colours: School Colours may be awarded for a variety of activities which include sport, drama, House participation and music. The recommendation for colours is made by the member of staff responsible for the activity, but they may do so in consultation with the Head of Department. Staff in charge will consider not only the individual's performance but her commitment and wider contribution. Junior colours are awarded to girls in the Thirds, Lower Fourth and Upper Fourth. Intermediate colours are awarded to girls in the Lower Fifth and Upper Fifth and Senior colours to girls in the Sixth Form. They are usually announced and awarded at the Final Assembly at the end of term.

6.8 Commendation to the Chief Master & Principal: A teacher can also highlight a girl to the Chief Master & Principal for special recognition for one of the following:

- A single piece of outstanding work or contribution in class which goes significantly beyond what one may expect of the pupil
- Consistently excellent work over a period of time
- A single outstanding contribution to the wider life of the school including sport, music or drama
- Service as an outstanding ambassador for the school or member of a House
- Help for another member of the school community or a member of the wider community
- Any other outstanding or generous act which a member of staff deems noteworthy

Pupils who are highlighted will receive a letter or card from the Chief Master & Principal or be invited to meet with her.

7. Sanctions

7.1 Sanctions help us to set boundaries and to manage challenging behaviour. When poor behaviour is identified, sanctions are implemented. All disciplinary situations are dealt with objectively, fairly and in a way which is appropriate to the pupil's personal circumstances. See Appendix 1 for our

Behaviour for Learning Policy which details how staff should deal with low level misbehaviour and problems with academic effort.

- 7.2 The Department for Education document: 'Behaviour in Schools: advice for headteachers and school staff' clearly outlines that a sanction will be lawful if it satisfies the following conditions:
- *The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;*
 - *The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and*
 - *It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.*
 - *Corporal punishment by school staff or volunteers is illegal in all circumstances.*
- 7.3 In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing children with a disability or Looked After Children at a disadvantage compared to other children. Further guidance on responding to the behaviour of pupils with SEND can be found in the Department for Education document: 'Behaviour in Schools: advice for headteachers and school staff'.
- 7.4 There is an escalating series of disciplinary procedures, depending on the severity of the behaviour, which the pupils may expect if they breach our expectations. Examples of sanctions from least to most severe include verbal reprimand, detention (lunchtime or after school), placing a pupil on report, internal exclusion, fixed-term exclusion, removal and permanent exclusion. See the Exclusion, Removal and Review Policy for more detail of the most serious sanctions.
- 7.5 Each case will be looked at individually and staff will do all they can to help find a way forward with pupils and to support them. The school will review its support strategy if a girl continues to behave inappropriately or no improvement is being made.
- 7.6 A member of the Senior Leadership Team is always available should staff need support in a lesson. Staff should send a Form Ambassador to Reception and the Receptionist will alert the available person.

- 7.7 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 our expectations of pupils. Parents will be contacted to discuss any disciplinary matter which results in a fixed-term exclusion, or where permanent exclusion or removal is being considered (see below). Parents will also be notified of any other significant disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so. Parents are notified via email of lunchtime or after school detentions.
- 7.8 A pupil or her parents may request a Review by the Governors of the Chief Master & Principal's decision to permanently exclude or remove a pupil from the School (see the Exclusion, Removal and Review Policy for more detail). There will be no right to a review of other sanctions, but if a pupil or her parents feel aggrieved, they should refer to the School's Complaints Policy.

8. Serious Misconduct

Cases of very serious misconduct are likely to result in fixed-term or permanent exclusion and consideration under the School's Exclusion, Removal and Review Policy. Serious misconduct of this nature includes (but is not limited to):

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco, vapes or other nicotine products
- theft, blackmail, physical violence, intimidation, racism or persistent bullying (including cyber-bullying)
- misconduct of a sexual nature
- child on child abuse
- supply or possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- serious academic malpractice such as plagiarism
- other serious misconduct which affects the welfare of a member or members of the school community, or which brings the school into disrepute (single or repeated episodes) on or off school premises
- unreasonable parental behaviour which affects or is likely to affect adversely the pupil's or other pupils' progress at the school, or the well-being of school staff, or bring the school into disrepute

See the Exclusion, Removal and Review Policy for more detail.

9. Malicious Allegations Against Staff

- 9.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Chief Master & Principal will consider whether to take disciplinary action in accordance with the sanctions set out above.
- 9.2 Where a parent has made a deliberately invented or malicious allegation, the Chief Master & Principal 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 mutual trust and confidence.
- 9.3 In accordance with Part 4 of the Department for Education guidance 'Keeping Children Safe in Education' (September 2026), the school will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

10. Use of Reasonable Force and Searching for Prohibited Items

- 10.1 Any use of force by a member of staff to control or restrain a pupil will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance 'Use of Restrictive Interventions' and as set out in Appendix 2 and the Foundation Restrictive Interventions Policy.
- 10.2 The procedure for an authorised member of staff searching a pupil and or their possessions for a prohibited item is set out in Appendix 3 and in the Staff Code of Conduct. Due regard should also be paid to the DfE guidance for 'Searching, Screening and Confiscation'.

11. Recording and Monitoring

- 11.1 Details of pupils' noteworthy achievements are recorded and celebrated as widely as possible, through praise postcards from individual teachers and Heads of Year, news on the website, regular newsletters and social media posts, Awards programme and the annual Phoenix magazine, which are sent to all parents. A note can also be made on the pupil's CPOMS record. The school reports always recognise character and effort as well as achievement. Many departments have individual methods such as stickers and postcards for example to recognise and reward girls. Success is also shared with the schools from which our pupils came and with alumnae through the Old Edwardian website and publications.
- 11.2 Sanctions, cases of use of reasonable force/ restrictive interventions and searching, and details of any extended discussion with pupils and /or parents are recorded in CPOMS and categorised as appropriate.

- 11.3 Major sanctions, that is internal and external exclusions and disciplinary meetings involving parents, are all recorded in CPOMS and categorised as **Serious Sanctions**. Serious sanctions are also reported to Governors and are recorded by the Vice Principal & DSL on the Serious Sanctions log.
- 11.4 All cases of potential or actual bullying are recorded in CPOMS and categorised as **Potential Bullying, Actual Bullying and or Child on Child Abuse**, in accordance with the School's Anti-Bullying Policy.
- 11.5 The Serious Sanctions and Bullying Logs are reviewed regularly to enable the school to identify patterns of behaviour and to ensure the policies are amended and updated as appropriate.

Appendix 1: Behaviour for Learning Policy

Procedure for Missed Homework Deadlines: Thirds to Upper Fifth

Late homework is marked in the same way as punctual work, unless the teacher has already discussed answers with the class in which case the teacher will just check that the work has been done. Teacher writes '*Late*' on the work and in their own records. The student should speak to the teacher to explain the reason why they do not have the homework; if this is not possible, the student should send an email to alert the teacher as to why their book is missing. Where there is communication of extenuating circumstances from a parent, Form Tutor or HoY, then the work does **not** count as late.

1. The teacher follows up on the first **two missed deadlines** (which may be for the same or for different pieces of work), by discussing the situation with the student and seeking positive solutions. The teacher informs the Form Tutor after the second missed deadline and checks for any extenuating circumstances. The Form Tutor speaks to the pupil to ascertain if there are any problems with which the student may need support. *
2. The teacher informs the HoD, Form Tutor and HoY of a **third missed deadline**. The teacher meets with the pupil, with or without the HoD. Where no extenuating circumstances have come to light, the teacher issues a **lunch time detention** and obtains the pupil's signature on a detention slip which the teacher passes to the Pastoral Secretary. The student notes the detention in their planner. The detention can be undertaken the same day if the pupil does not have an essential lunchtime activity, or on a future date. The Pastoral Secretary notifies parents by email, bcc's the teacher, and requests a read receipt. She copies the email to CPOMS, alerting the Form Tutor and HoY, Assistant Head Pastoral and or Vice Principal & DSL and files the slip in the central Detentions File. If the pupil says they have an essential lunchtime activity (such as music or drama lessons, rehearsals, team practices), the pupil is asked to obtain a signed note from the relevant member of staff and pass this to the teacher issuing the detention within 24 hours. The teacher then reschedules the detention. Alternatively, the teacher issuing the detention can contact the colleague themselves to verify the situation. Lunchtime detentions take place after 1.10pm for 30 minutes.
3. The teacher advises the Form Tutor, HoY and HoD of a **fourth missed deadline**. The HoD meets with the student, with or without the teacher. Where there are no extenuating circumstances, the HoD informs the student that they will have a 40 minute **after-school detention** on the next Friday, or on the final day of term if that is sooner, with a member of the Leadership Team. The student notes this in their planner. The HoD obtains the pupil's signature on an after-school detention slip which they pass to the Pastoral Secretary, who notifies parents by email, bcc's HoD, and requests a read receipt. She copies the email to CPOMS, alerting the Form Tutor and HoY, and files the slip in the central Detentions File. The teacher gives the Pastoral Secretary written details of an appropriate, constructive task to be done during the detention (not writing out lines); this is filed behind the slip in the central file. An after-school detention may not take place until acknowledgement has been received from a parent; if acknowledgement is not received, the

Pastoral Secretary will telephone a parent on the day that the detention is due. After school detentions take place in the Computer Room.

The tally of missed deadlines resets to zero once an after-school detention has been issued and at the beginning of each new term.

***Where a Form Tutor receives notification that two deadlines have been missed from more than one teacher,** the Form Tutor will discuss with the pupil promptly to ascertain if there are any underlying difficulties. The Form Tutor will then discuss with the HoY and one of them will phone parents. There will be an emphasis on how the situation can be improved.

Examples of strategies which might be put in place are:

- the parent and FT will check and sign the pupil's planner every week to see if the pupil is recording details of homework tasks properly
- the pupil will attend support sessions for a subject
- the pupil will be assigned a sixth form mentor with whom they will meet regularly
- the pupil may be placed on 'Homework Report'
- the pupil may be referred to the SENDCO for exploration of any learning needs

Procedure for Missed Homework Deadlines: Sixth Form

If performance or effort in lessons or homework is unsatisfactory, then the teacher discusses this with the pupil and agrees on strategies for improvement. There is an emphasis on how the situation can be improved and whether there are any underlying difficulties which can be addressed with specific support.

The teacher informs the HoD, Form Tutor and HoY as soon as a pattern emerges. Parents would usually be involved at this point. If there is insufficient improvement, then the HoD informs the HoY, Director of Sixth Form and Deputy Head (Academic) and Vice Principal & DSL.

Where the problems arise from a lack of effort and there are no known extenuating circumstances, examples of sanctions that may be employed include:

- Permission to leave school in the afternoon, after timetabled lessons are complete, is withdrawn and the pupil must work in the library until the end of the school day
- Permission to leave school during lunchtime is withdrawn
- All free periods to be spent working in school under close supervision

Procedure for Misbehaviour in Lessons: Thirds to Upper Fifth

Where there is misbehaviour such as **low-level disruption, lack of effort, lack of books/equipment, avoidable lateness** and **incorrect uniform**, the teacher discusses the situation with the pupil and may use strategies such as specific seating arrangements and verbal warnings. The teacher informs the Form Tutor who speaks to the pupil and HoY to ascertain if there are any problems with which the pupil may need support. If the problems persist then the same procedures as in steps 3 and 4 above are applied i.e. the HoD should be involved and lunchtime followed by after-school detentions issued. For example, one late

arrival to a lesson, disruption in one lesson and one incident of poor uniform in a lesson, all for the same teacher, counts as 'three misbehaviours' and justifies a lunchtime detention from that teacher.

Where a Form Tutor is informed of misbehaviour by a specific pupil by more than one teacher, the Form Tutor or HoY will contact parents, with an emphasis on finding appropriate supportive strategies such as:

- The pupil is placed on Behaviour Report for an agreed period
- The pupil is referred to the school counsellor
- The pupil is excluded from co-curricular activities for an agreed period
- The pupil is detained at lunchtime for each occurrence of misbehaviour
- The pupil may be referred to the SENDCO for exploration of any learning needs

Procedure for Misbehaviour Outside Lessons in any Year

Where staff observe misbehaviour outside of lessons, they should verbally reprimand the pupil(s) involved and inform the Form Tutor and/or HoY as soon as possible.

Where the misbehaviour by a pupil, in or outside of a lesson, warrants an immediate detention or more serious sanction, the adult who observes the incident should issue the detention and/ or inform the pupil that they are referring the matter to senior staff. The Assistant Head Pastoral, Director of Sixth Form and Vice Principal & DSL should be kept informed of all such instances.

Examples of behaviours which would usually warrant an after-school detention are:

- Rudeness to a member of staff
- Deliberate non-attendance at a lesson, including lunchtime conversation lessons
- Crossing over the road in front of school instead of at the proper pedestrian crossing
- Failure by a Sixth Form student to sign in or out of school at the correct times

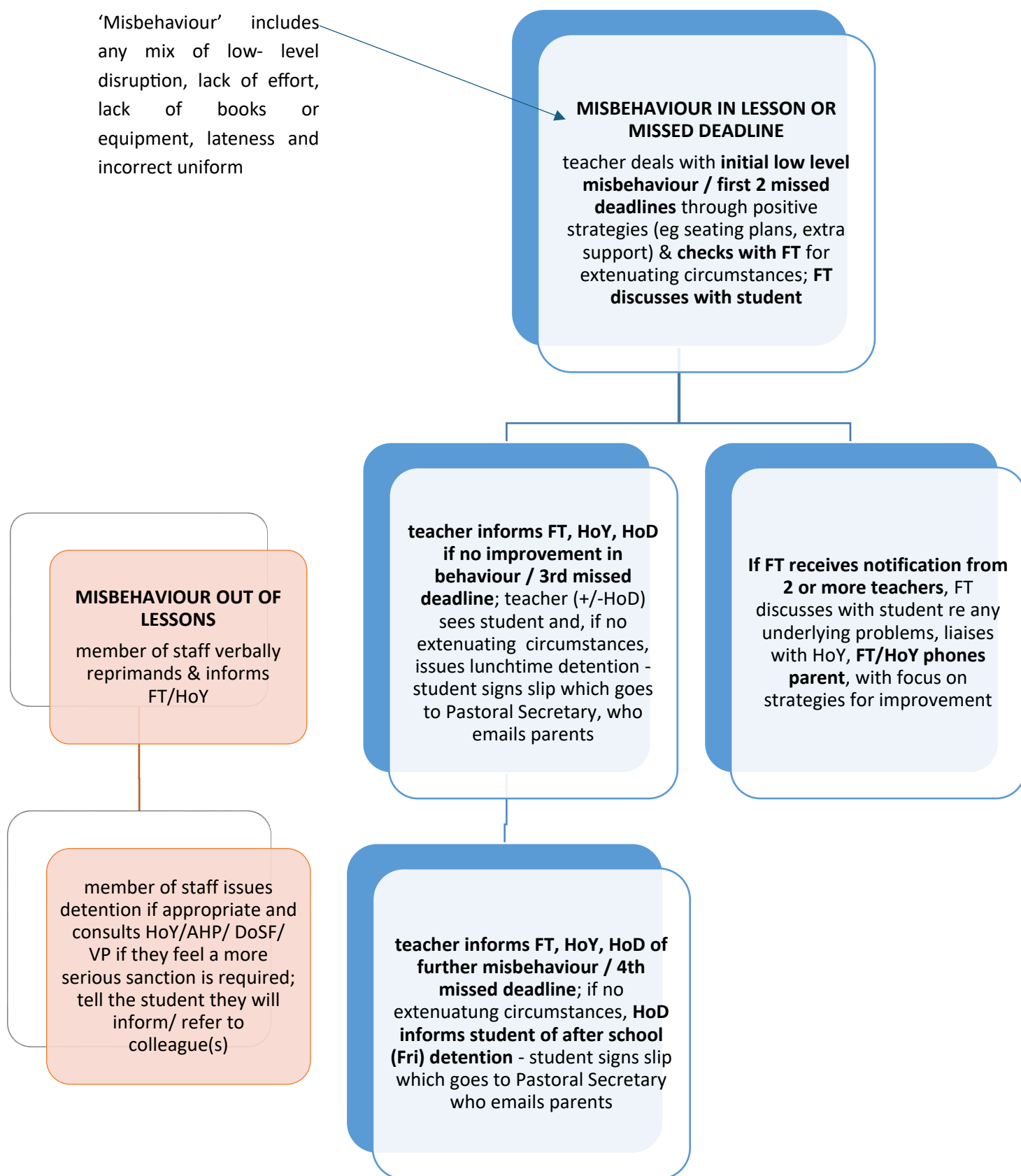
The Vice Principal & DSL has a range of activities appropriate for misbehaviour which encourage reflection and giving back to the school community.

Persistent Late Arrival to School in any Year Group

The Form Tutor should speak privately to any pupil who is late on three mornings within a short space of time to find out if there is a genuine explanation and keep the Head of Year informed. The Pastoral Secretary will also monitor those who repeatedly sign in with her as late.

The Form Tutor should refer cases of persistent lateness to the HoY who will discuss with the pupil and her parents. If the problem persists then the HoY will refer to the Assistant Head Pastoral, Director of Sixth Form and Vice Principal & DSL who may require the pupil to report to them at 8.30am every day for a fixed period (for a morning issue) or apply another sanction (for an afternoon issue). Each pupil's case will be considered individually.

'Misbehaviour' includes any mix of low- level disruption, lack of effort, lack of books or equipment, lateness and incorrect uniform



Appendix 2: Use of Reasonable Force (or other restrictive interventions)

1. Right to use reasonable force and other restrictive interventions such as seclusion

The school reserves the right for authorised members of staff to use restrictive interventions to control or restrain a pupil in specific circumstances. 'Reasonable' in these circumstances means using no more force than is needed. As outlined in [Use of reasonable force and other restrictive interventions guidance](#) (April 2026) and [Behaviour in Schools: advice for headteachers and school staff, DfE, February 2024](#), members of staff have the power to use reasonable force to prevent or stop a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- causing disorder amongst pupils at the school, whether during a teaching session or otherwise
- to search for legally prohibited items, but not to search for items banned under the school rules only (see Appendix 3 for further details)

Factors staff should consider include:

- **Necessity.** Staff should consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome.
- **Proportionality.** Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.
- **Pupil welfare.**

Staff who are may be more likely to need to use reasonable force and or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. Key members of the Senior Leadership Team, Teaching Staff and Support Staff have received Positive Handling Training.

Before intervening physically, staff should tell the pupil to stop and explain what will happen if they do not. Staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact, reasonable force or restraint will stop as soon as it ceases to be necessary. Staff should use the minimum force necessary to restrain a child and for the shortest possible length of time. Staff should always avoid touching or holding a pupil in a way that might be considered indecent or aggressive. **See the Staff Code of Conduct and Foundation Restrictive Interventions Policy for further information.**

The Chief Master & Principal and authorised school staff may also use such force, as is reasonable given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items prohibited by KEHS but not included in this list, for example vaping paraphernalia. See Appendix 3.

2. Recording & Reporting the Use of Restrictive Interventions (such as reasonable force or seclusion) & Reporting to Parents

Every member of staff will inform the Vice Principal & DSL and/ Chief Master & Principal immediately after they have needed to use reasonable force/ a restrictive intervention to restrain a pupil physically and will provide a written report (on CPOMS) as soon as possible after the event, ideally the same day. The following details should be recorded as a minimum:

- names of pupils and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the intervention was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

A report of the incident should also be made to parents without delay. School will invite parents to have a follow-up discussion about the incident. This could involve a discussion about any behavioural triggers, any warning signs of an impending incident, whether any agreed behaviour support plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in the future. This information may be used to amend any existing behaviour support plans, as needed. School will report any incidents of the use of restrictive interventions/ reasonable force to the Governing Body for further scrutiny.

3. Post-Incident Support

Following an incident the school will evaluate the use of the restrictive intervention/s to understand why it was used, the impact on pupils or staff (those directly involved or witness to the incident), any patterns and trends and how such restrictive interventions might be avoided in the future. Ongoing monitoring of the wellbeing of pupils and staff involved will be put in place. For further information please see the DfE [Use of reasonable force and other restrictive interventions guidance](#) and the Foundation Restrictive Interventions Policy.

4. Unacceptable Use of Force

School staff must never use restrictive interventions for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release

their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

5. Complaints and Allegations

Any complaints regarding the use of reasonable force and other restrictive interventions should be dealt with in accordance with the school's normal complaints procedure. If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed.

Appendix 3: Screening, Searching and Confiscation

1. Items Prohibited by the School

The following are "KEHS prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, nicotine products or vaping paraphernalia
- fireworks
- 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)

Items prohibited under [Searching, Screening and Confiscation: advice for schools, DfE, July 2022](#)

Searches necessitating the use of reasonable force can be conducted **ONLY** when searching for the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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)
- tobacco or cigarette papers
- fireworks
- pornographic images

2. Members of staff who may search for prohibited items

The Chief Master & Principal authorises any member of the teaching staff on the Senior Leadership Team to search, with or without consent, for a prohibited item in the specific circumstances set out in this policy. Staff may wish to consider using CCTV footage to decide whether to conduct a search.

3. Searches - With Consent

Consent to search a pupil or a pupil's possessions for any prohibited item by a member of the SLT will usually be sought from the pupil (provided the pupil is of sufficient maturity and understanding). Written consent will not usually be required.

4. Searches - Without Consent

A member of SLT may search a pupil or a pupil's possessions for prohibited items without consent where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession (in accordance with Part 2 of the Education Act 2011 & the Department for Education's document 'Searching, Screening and Confiscation' July 2022).

If the pupil refuses to give consent, they will be asked why they have refused and the school may draw inferences from this response and general demeanour, and this will be considered in any subsequent disciplinary procedure in accordance with this policy.

Searches without consent can only be carried out on the school site or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example, on school trips in England or in training settings. The power only applies in England.

See section one of this appendix for the list of items for which a search necessitating use of reasonable force can be conducted.

5. Conducting a Search

If staff have reasonable grounds to believe that a pupil possesses or has stored a prohibited item, it may be necessary to carry out a search of outer clothing (i.e. clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear), hats, shoes, boots or scarves, school property (such as a locker and/or desk) and or personal property (such as bag or pencil case). No intimate search or physical compulsion of a pupil to remove clothing will be undertaken. Searches will be conducted in such a manner as to minimise embarrassment or distress. All reasonable care will be undertaken to protect the pupil's

human rights and freedoms. The authorised member of staff will assess how urgent the need for a search is and should consider the risk to other pupils and staff.

All searches of a pupil will be conducted by a member of the SLT in the presence of another member of staff where both are the same sex as the pupil. However, a member of the SLT can carry out a search of a pupil of the opposite sex and without a witness present **ONLY** where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Searches of possessions will be carried out in the presence of the pupil, if appropriate, and a second member of staff. Members of staff will consider the age and needs of the pupil being searched, including SEND, and make any reasonable adjustments that may be required.

Should Police become involved in the process it is vital staff retain their duty of care to the pupil/s involved and advocate for pupil wellbeing at all times. Further information on strip searching and Police involvement can be found on page 12 of the DfE document: [Searching, Screening and Confiscation: advice for schools, DfE, July 2022](#).

Whether any items have been found because of the search, school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/ or whether any specific support is needed. Full records of the incident and support offered will be documented in the pupil's CPOMS record and parents will be notified.

6. Confiscation

Staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should always consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. In the case of confiscation it should be clearly communicated to the pupil where and when they may have the item returned to their possession.

Where the member of the SLT carrying out a search finds anything which they have reasonable grounds to believe is a KEHS prohibited item, or a listed prohibited item in [Searching, Screening and Confiscation: advice for schools, DfE, July 2022](#), or is evidence in relation to an offence, they may seize it. They can also seize any item they consider harmful or detrimental to school discipline.

For further information on the disposal and or storage of confiscated items and whether Police involvement is necessary see [Searching, Screening and Confiscation: advice for schools, DfE, July 2022](#).

7. Searching electronic devices

If a member of staff has good reason to believe that a personal device has been used for the creation or sending of youth produced sexual imagery, they will refer the matter immediately to the DSL without confiscating or searching the device. The DSL will then follow the guidance published by the UK Council for Internet Safety [Sharing Nudes and semi-nudes: advice for education settings working with children and young people](#).

If a member of staff has good reason to believe that an electronic device has been, or could be, used to cause harm, disrupt teaching or break school rules (not involving indecent imagery), they will refer the matter immediately to the Head of Year; they may also first confiscate the device. The Head of Year will meet with the student to discuss the matter. If the Head of Year feels that the device needs to be searched, they will refer the matter to the Vice Principal & DSL or Assistant Head Pastoral, who will follow the DfE guidance [Searching, Screening and Confiscation: advice for schools, DfE, July 2022](#).

8. Police Involvement

The school may use its discretion to determine whether police involvement is appropriate.

If the police suspect that a pupil possesses or has stored drugs, the police may elect to investigate using their own procedures. **Should Police become involved in the process it is vital staff retain their duty of care to the pupil/s involved and advocate for pupil wellbeing at all times.**