



**KING EDWARD VI**  
HIGH SCHOOL FOR GIRLS

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## **King Edward VI High School for Girls Behaviour Policy (including Rewards and Sanctions)**

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## **INDEX**

1. INTRODUCTION
2. POLICY AIMS
3. CREATING A CONSTRUCTIVE LEARNING ENVIRONMENT: THE ROLE OF STAFF, PUPILS, PARENTS AND GOVERNORS
4. OUR EXPECTATIONS OF STUDENTS
5. PROMOTING GOOD BEHAVIOUR
6. REWARDS
7. SANCTIONS
8. SERIOUS MISCONDUCT
9. MALICIOUS ALLEGATIONS AGAINST STAFF
10. USE OF REASONABLE FORCE & SEARCHING FOR PROHIBITED ITEMS
11. RECORDING AND MONITORING

Appendix 1 – Behaviour for Learning Policy

Appendix 2 – Use of Reasonable Force

Appendix 3 – Screening, Searching and Confiscation

## **King Edward VI High School for Girls BEHAVIOUR AND DISCIPLINE POLICY**

### **1. INTRODUCTION**

1.1 This policy is made available on the school website and a paper copy is available from the school office upon request. This policy has been written in compliance with:

- [Behaviour in Schools: advice for headteachers and school staff, DfE, September 2022](#)
- [Use of Reasonable Force, DfE July 2013](#)
- [Searching, Screening and Confiscation: advice for schools, DfE, effective from September 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 extra-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, including the Principal (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 Pastoral 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 Principal, her Vice Principals and Governors help to ensure Governors are well informed about current issues. The 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 and Principal, 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 to 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 and in hard copy on request from the school.

**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 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 students 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 Pastoral, Mrs Shore-Nye ([s.shorenye@kehs.org.uk](mailto:s.shorenye@kehs.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, extra-curricular activities and homework/ private 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, the school's Complaints Procedure is on the school's website and paper copies are available from the school on request.

**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 Principal 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 form times, and with parents at information evenings or via letters. We always make it clear that we are here to support our pupils throughout.

**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 Pastoral, Director of Sixth Form, Vice Principal Pastoral:** 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 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 student, and guidance for professionals, is in place.

#### 4. OUR EXPECTATIONS OF STUDENTS

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 develop integrity, resolve, self-knowledge, compassion, and respect for others*. 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 students 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 students 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. The 'KEHS Teaching Handbook' provides further guidance for teachers on the routines all staff and students should adopt to create a positive classroom climate.
- 5.4 Many opportunities are provided for positive involvement in the good behaviour of the school community – for example, all pupils are expected to be excellent role models at Open Days 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

### REWARDS AND RECOGNITION POLICY

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 the Lower School End of Year Celebration assemblies, weekly 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, sent to all parents. Form Tutors and Heads of Year also recognise and praise girls for their academic and non-academic efforts. The extra-curricular questionnaires which also record attendance at school events feature in students' report and 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 in the Principal's Study with parents and girls in October. 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 two girls at the end of their L5 year and two girls at the end of their L6 year. These are awarded to those who have had exceptional academic careers but are not holders of a Foundation Scholarship. These scholarships are awarded at Speech Day.

#### 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 Leaders, Pupil Wellbeing Committee representatives, Anti-Bullying Ambassadors, Culture Week Leaders, Academic Mentors, Sixth Form Committee members, Form Prefects and House Captains and Deputy House Captains. Other leadership opportunities arise through the use of subject and club leaders and ambassadors.

### **6.3 Students 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. Students have the opportunity to do this by nominating their peers for responsibilities such as Form Leaders, members of the Sports Committee, Dance Committee, Sixth Form Committee and Community Service Committee. The school recognises students with these responsibilities in meetings with the Principal and by presenting them with badges and scrolls.

### **6.4 The Creak Memorial Prize**

Older students also vote upon 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, predominantly 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 Principal**

A teacher can also highlight a girl to the 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

Students who are highlighted will receive a letter or card from the 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' (September 2022) 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 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' (page 19 onwards).

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 student on report, internal exclusion, fixed-term exclusion, removal and permanent exclusion. See the Exclusion, Removal and Review Policy for more detail of the most severe sanctions.

7.5 Each case will be looked at individually and staff will do all they can to help find a way forward with students and to support them. The school will review its support where a girl is behaving inappropriately.

7.6 A member of the Senior Leadership Team is always available should staff need support in a lesson. Staff should send a Form Leader 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 students. 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.

7.8 A pupil or her parents may request a Review by the Governors of the 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 or tobacco;
- 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; and
- 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 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 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 2023), 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 & 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 reasonable force' (July 2013) and as set out in Appendix 2.
- 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 document: 'Searching, Screening and Confiscation' (September 2022).

## **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 Years, news on the website, weekly newsletter, termly news review, 'annual successes' document, 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 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 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

1. 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 see the teacher in person on the day the work was due in, to explain the reason why they do not have the homework. Where there is communication of extenuating circumstances from a parent, FT or HoY, then the work does **not** count as late.
2. 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 FT after the second missed deadline and checks for any extenuating circumstances. The FT speaks to the student to ascertain if there are any problems with which the student may need support. \*
3. The teacher informs the HoD, FT and HoY of a **third** missed deadline. The teacher meets with the student, with or without the HoD. Where no extenuating circumstances have come to light, the teacher issues a **lunch time detention**, and obtains the student'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 student does not claim to 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 FT and HoY, and files the slip in the central Detentions File. If the student says they have an **essential** lunchtime activity (such as music or drama lessons, rehearsals, team practices), the student 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.
4. The teacher advises the FT, 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 student'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 FT

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.

**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 FT receives notification that two deadlines have been missed from more than one teacher,** the FT will discuss with the student promptly to ascertain if there are any underlying difficulties. The FT 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 student's planner every week to see if the student is recording details of homework tasks properly
- the student will attend support sessions for a subject
- the student will be assigned a sixth form mentor with whom they will meet regularly
- the student may be placed on 'Homework Report'
- the student may be referred to the SENDCO for exploration of any learning needs

### **SIXTH FORM**

If performance or effort in lessons or homework is unsatisfactory, then the teacher discusses this with the student 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, FT 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 Vice Principals (Assessment and Pastoral).

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 student 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

### **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 student and may use strategies such as specific seating arrangements and verbal warnings. The teacher informs the FT who speaks to the student and HoY to ascertain if there are any problems with which the student 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 FT is informed of misbehaviour by a specific pupil by more than one teacher**, the FT or HoY will contact parents, with an emphasis on finding appropriate supportive strategies such as:

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

#### **PROCEDURE FOR MISBEHAVIOUR OUTSIDE OF LESSONS IN ANY YEAR GROUP**

Where staff observe misbehaviour outside of lessons, they should verbally reprimand the student(s) involved and inform the FT 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 student that they are referring the matter to senior staff. The Assistant Head Pastoral, Director of Sixth Form and Vice Principal Pastoral should be kept informed of all such instances.

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

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

#### **PERSISTENT LATE ARRIVAL TO SCHOOL IN ANY YEAR GROUP**

The Form Tutor should speak privately to any student who is late on three mornings or three afternoons 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.

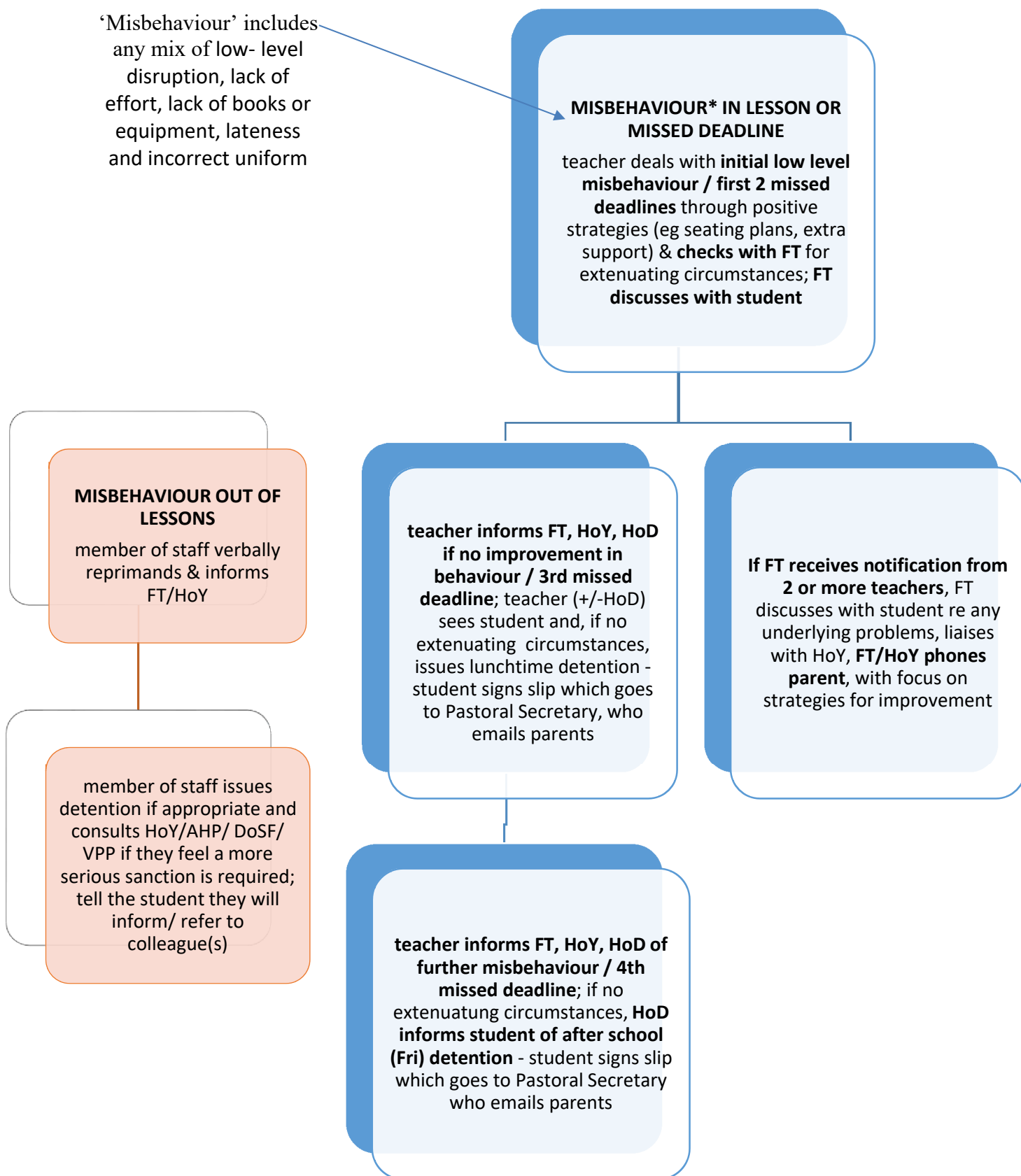
**The Form Tutor should refer cases of persistent lateness to the HoY who will discuss with the student and her parents.** If the problem persists then the HoY will refer to the Assistant Head Pastoral, Director of Sixth Form and Vice Principal Pastoral who may require the student to report to them at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

#### **ELECTRONIC DEVICES**

See the Pupils' Acceptable Use of ICT, Mobile Phones and Electronic Devices Policy for full details.

**DEALING WITH MISSED DEADLINES AND MISBEHAVIOUR FROM  
THIRDS TO UPPER FIFTH**

‘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



### **1. Right to use reasonable force**

The school reserves the right for authorised members of staff to use reasonable force 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, DfE July 2013](#) and [Behaviour in Schools: advice for headteachers and school staff, DfE, September 2022](#) members of staff have the power to use reasonable force to prevent pupils from:

- committing an offence;
- injuring themselves or others;
- causing damage to property, including their own; or
- behaving in a way that disrupts good order and discipline

In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Before intervening physically, staff should tell the pupil to stop and 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 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 for further details.**

The 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 Use of Reasonable Force**

Every member of staff will inform the Vice Principal Pastoral immediately after they have needed to use reasonable force to restrain a pupil physically and will provide a written report (on CPOMS) as soon as possible after the event.

### **3. Informing parents**

The school will always inform a parent when it has been necessary to use physical restraint. Where appropriate, parents will be invited to the school, so that a strategy for managing their child's behaviour can be agreed.

## **APPENDIX 3**

### **SCREENING, SEARCHING AND CONFISCATION**

## 1. Prohibited Items

### Items prohibited by the School

The following are "KEHS prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers 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, effective from September 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 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 the 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' September 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 policy 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 gender 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.

All searches of possessions will be carried out in the presence of the pupil, as 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, effective from September 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.**

## 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, effective from September 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.

- Where they find **controlled drugs**, or suspect a substance may be controlled, these must be delivered to the police as soon as possible, but may be disposed of if they believe there is good reason to do so.
- Where they find **other substances**, which are not believed to be controlled drugs these can be confiscated where they are believed to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if this is not practicable) if they believe there is good reason to do so.
- Where they find **alcohol, tobacco, cigarette papers, vaping paraphernalia or fireworks**, these may be retained or disposed of, but not returned to the pupil.
- Where they find a **pornographic image**, they may dispose of the image unless its possession constitutes a specific offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where they find **an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property**, it may be delivered to the police, returned to the owner, retained or disposed of.
- **Any weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

## 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 Pastoral or Assistant Head Pastoral, who will follow the DfE guidance [Searching, Screening and Confiscation: advice for schools, DfE, effective from September 2022](#)

## **8. Police Involvement**

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

If the school seizes a controlled drug, the drug may be destroyed if there is good reason to do so. Otherwise the school will deliver it to the police as soon as is reasonably practicable. In all other cases, the school may decide to request police involvement from the outset.

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.** Further information on Police involvement, including strip searching, can be found on page 12 of the DfE document: [Searching, Screening and Confiscation: advice for schools, DfE, effective from September 2022](#).