THE PORTSMOUTH GRAMMAR SCHOOL

The PGS Behaviour and Relationships Policy

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The PGS Behaviour and Relationships Policy

This is the Behaviour and Relationships Policy of The Portsmouth Grammar School (the School).

1. Aims

1.1. The School seeks to prepare its pupils for a flourishing and fulfilled life in and beyond School and in doing so to encourage certain behaviours, qualities and values. These, amongst others, include: good behaviour, self-discipline, diligence, acceptance of responsibility and challenge, regard for proper authority, honesty, unselfishness, courtesy, fairness, trustworthiness, loyalty and sensitivity to the needs and views of others, courage, and the capacity to look to the future. Many of these are encapsulated in the PGS Core, which comprises six qualities which we seek to nurture in all members of our community: Courage, Commitment, Collaboration, Compassion, Curiosity and Creativity; and, in The Portsmouth Grammar Junior School, the attributes of the Learning Tree. This policy also aims to ensure, as far as possible, that every pupil in the School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the School community.

1.2. The School aims to set high standards of behaviour which will support pupil wellbeing and teaching and learning by providing pupils and staff with a framework of positive support and encouragement, by recognition and appreciation of achievement and by using a fair and consistent system of sanctions.

1.3. It is our expectation that pupils will be motivated to do well and will abide by the School rules. However, it is inevitable that some will make mistakes and although most, with advice, will learn from these without the need for formal sanctions, there will be occasions when sanctions are used. The School's system of sanctions provides a structured way of dealing with pupils who fail to co-operate academically or socially, deliberately or otherwise. This Policy aims to encourage pupils to accept responsibility for their behaviour and set out the sanctions adopted by the School in the event of pupil misbehaviour.

1.4. When reviewing behaviour, the School will consider the wider situation of the pupil, including the potential for whether the pupil is suffering, or is likely to suffer, significant harm. The school will be mindful of our duties under the Equalities Act and in respect to pupils with SEND – both formally diagnosed and those where a formal diagnosis has not yet taken place. The relationship between pupil, their parents/guardians and the school is important in creating positive behaviour attributes.

1.5. Staff are trained in behaviour management through the induction process and during PDD Inset days which take place during the academic year. Staff who need additional support with behaviour strategies are supported by HODs/HOYs and the Senior Deputy Head.

1.6. Behaviour management should seek to have a restorative approach, focusing on learning opportunities for the pupil to help shape future behaviours and allow for the development of self-reflection and self-regulation. The evolving relationship between the pupil, their families and the School is vital in promoting the PGS Core values and learning from errors in judgement.

2. Scope and application

2.1. This Policy applies to the Pre-School, Junior School, and Senior School and, together with the School Rules and Smoking, Alcohol, Drugs and Substances Policy, applies to all pupils at the School and at all times when a pupil is:

2.1.1. in or at School;

2.1.2. representing the School or wearing School uniform;

2.1.3. travelling to or from School;

2.1.4. on School-organised trips; or

2.1.5. associated with the School or undertaking an activity which falls within the scope of a School policy at any time.

2.2. References in this policy to a **pupil** or **pupils** are references to a learner or learners aged 2 to 19 who receive their education at the School; where reference is made or intended to be made to a child or children who receive their education at the School, this will include those aged 2 to 19.

2.3. Policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1. affect the health, safety or well-being of a member of the School community or a member of the public;

2.3.2. have repercussions for the orderly running of the School; or

2.3.3. bring the School into disrepute.

3. Responsibility and allocation of tasks

3.1. The Governing Body has overall responsibility for all matters which are the subject of this policy.

3.2. To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the tasks according to the table in Appendix 5 below.

4. Publication and availability

4.1. The expectations of pupils are made clear both implicitly and explicitly by the circulation of the School rules to pupils at the start of the academic year, during form time and assembly, and publication of this Policy on the School's website. This policy is available in hard copy on request. A copy of this policy is available for inspection from the School Office during the School day.

4.2. Whilst it is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

5. Behaviour, discipline and the regulatory framework

5.1. This Policy has been prepared to meet the School's responsibilities under:

5.1.1. Education (Independent School Standards) Regulations 2014;

5.1.2. Education and Skills Act 2008;

5.1.3. Children Act 1989;

5.1.4. Childcare Act 2006;

5.1.5. Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

5.1.6. Equality Act 2010.

5.2. Associated documents:

5.2.1. Behaviour and discipline in schools: Advice for Head teachers and school staff (DfE, February 2024)

5.2.2. Use of Reasonable Force – advice for school leaders, staff and governing bodies (DfE, January 2025

5.2.3. Searching, screening and confiscation: advice for schools (DfE, July 2023)

5.2.4. Keeping Children Safe in Education (DfE, September 2024, or latest version) (KCSIE)

5.2.5. Online Safety Act 2023 (gov.uk, April 2025)

5.3. The following School policies, procedures and resource material are relevant to this Policy:

5.3.1. The PGS Exclusion Policy

5.3.2. The PGS Safeguarding and Child Protection Policy (this and a number of other policies can be found on the following link: https://www.pgs.org.uk/key-information/school-policies)

5.3.3. The PGS Reasonable Use of Force Policy

5.3.4. The PGS Anti-Bullying Policy

5.3.5. The School Rules

5.3.6. The PGS Equal Opportunities Policy

5.3.7. The PGS Online Safety Policy

5.3.8. The PGS Smoking, Alcohol Drugs and Substances Policy

5.3.9. The PGS Mobile Devices Policy for Pupils

5.3.10. Additional Educational Needs (AEN) and Disabilities Policy

6. Promoting good behaviour

The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.

7. Minor breaches of discipline

7.1. Allegations, complaints or rumours of minor breaches of discipline are naturally the primary responsibility of the member of staff concerned, supported by his or her Head of Department and, where appropriate, by the Heads of Year and/or senior staff. Discipline and the maintenance of standards in general outside the classroom are the responsibility of all members of staff. Senior School staff may refer more serious or persistent matters in the first instance to the Heads of Year, the Surmaster, the Assistant Head (Head of Sixth Form), the Assistant Head (Pupil Progress), the Deputy Head (Pastoral) or the Senior Deputy Head as appropriate. In the Junior School, staff should refer to the Deputy Head (Pastoral). The most serious cases are dealt with by the Head, who may choose to delegate responsibility to the Senior Deputy Head where appropriate. Appropriate sanctions may be given (see Appendix 1 for details of the range of sanctions).

7.2. When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

8. Serious breaches of discipline

8.1. Pastoral staff may refer allegations, complaints or rumours of serious breaches of discipline or persistent lower level breaches to the Senior Deputy Head or the Head. In the Junior School, staff should refer such matters to the Deputy Head or the Head.

8.2. The main categories of misconduct which are considered to be serious breaches of discipline include but are not limited to:

8.2.1. physical assault against pupils or adults or intimidating behaviour;

8.2.2. verbal abuse/ threatening behaviour towards pupils or adults;

8.2.3. malicious allegations against staff;

8.2.4. persistent bullying;

8.2.5. emotional abuse on grounds of race, religion/ belief, disability, Special Educational Needs / Additional Educational Needs, gender and sexual orientation etc.;

8.2.6. harmful sexual behaviour including sexual violence, sexual harassment and such online behaviours including the sharing of nudes or semi-nudes, whether occurring inside or outside of school;

8.2.7. supply / possession / misuse of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco (including e-cigarettes, vapes and tobacco pouches), as detailed in legislation and/or the School's Smoking, Alcohol, Drugs and Substances Policy;

8.2.8. serious breaches of the School's ICT Acceptable Use Policies, including actions that target or demean staff and any other member of the community;

8.2.9. deliberate damage to property;

8.2.10. theft;

8.2.11. blackmail;

8.2.12. intimidation;

8.2.13. persistent or repetitive disruptive behaviour which is inconsistent with the School's ethos;

8.2.14. other misconduct specifically provided for in the School rules and/or policies.

8.3. Please see Appendix 1 for details of the range of sanctions.

9. Corporal Punishment

In accordance with Section 131 of the School Standards and Framework Act 1998, it is the policy of The Portsmouth Grammar School not to use or threaten the use of corporal punishment.

10. Reasonable Use of Force

Any use of force by staff will be reasonable, proportionate and lawful. Members of staff have the power to use reasonable force, for example, to prevent pupils committing an offence, injuring themselves or others, or damaging property. The Portsmouth Grammar School advises all staff to follow the PGS Reasonable Use of Force Policy. Force must not be used as a method of punishment (see paragraph 9 above relating to Corporal Punishment). Any use of restraint in the EYFS must be recorded and reported to parents within 24 hours.

11. Behaviour and SEND / AEN

11.1. The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN) and/ or Additional Educational Needs. Expectations for pupil behaviour are the same for all pupils at The Portsmouth Grammar School. Pupils with Special Educational Needs and Disabilities (SEND), including those identified as having social communication difficulties, are supported by the Head of Learning Support/Special Educational Needs Coordinator (SENCo) and staff.

11.2. The School will make reasonable adjustments for managing behaviour which is related to a pupil's SEND and/or disability. Senior School staff should seek advice from the Senior Deputy Head if they are unsure about how to manage a pupil's behaviour where this is appropriate. Staff in the Junior School should consult with the Junior School Deputy Head. If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Learning Support / SENCO and further action in accordance with the School's Additional Educational Needs (AEN) and Disabilities Policy will be considered.

12. Investigation

12.1. An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.

12.2. If the findings of the investigation support the allegation, complaint or rumour of a serious breach of discipline, to which a zero tolerance approach will be adopted, a disciplinary meeting will be held in accordance with the procedures set out in Appendix 3.

13. Searching and confiscation

Heads and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for mobile phones, wearable technology (for example smart watches), knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. See Appendix 4 regarding searching and confiscation.

14. Parent involvement

14.1. The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the School rules.

14.2. Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police if they are involved.

14.3. Parents will also be notified of disciplinary sanctions for minor breaches of discipline, where a formal sanction is warranted, and may be contacted to discuss the matter if it is considered appropriate to do so.

15. Behaviour records

15.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

15.2. Records of both rewards and sanctions for all individuals are recorded on the School's data management systems. For sanctions, this record includes:

15.2.1. the name and year group of the pupil concerned;

15.2.2. the nature and date of the offence;

15.2.3. the sanction imposed and reason for it; and

15.2.4. the name of the person imposing the sanction

15.3. The Deputy Head (Junior School) and Senior Deputy Head provide an annual report to the Governing body that includes analysis of the behaviour records and will look to identify any patterns that have emerged. As a result, the School may, if appropriate, seek to address any particular points that have been identified. From time to time, sanction systems are evaluated with input from the pupil councils and other interested parties.

15.4. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection and information security policies.

16. Safeguarding

16.1. Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised and further detail can be found in the School's Safeguarding and Child Protection Policy and Procedure. Safeguarding issues can manifest themselves via child on child abuse both in person and online (Online Safety Act 2023), to which a zero tolerance approach will be adopted. This includes, but is not limited to:

16.1.1. bullying (including cyber-bullying, prejudice-based and discriminatory bullying);

16.1.2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

16.1.3. encouraging or assisting serious self-harm in person or online sexual violence and sexual harassment including threatening online communications of this nature;

16.1.4. sexting (also known as youth produced sexual imagery) including 'cyber-flashing' and the sharing or threatening to share intimate photographs or films;

16.1.5. upskirting; and

16.1.6. initiation / hazing type violence and rituals.

16.2. The School's policy and procedures with regard to child on child abuse are set out in the School's Safeguarding and Child Protection Policy and Procedures. If behaviour and discipline matters give rise to a safeguarding concern, the procedures in the Safeguarding and Child Protection Policy and Procedures will be followed.

17. Malicious allegations against staff

17.1. 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 Head will consider whether to take disciplinary action in accordance with this policy.

17.2. Where a parent has made a deliberately invented or malicious allegation the Head 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.

17.3. The School will consider whether the police should be asked to consider if action might be appropriate against the person responsible for the allegation.

17.4. 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.

Appendix 1 Appreciation, Rewards and Sanctions

1. Appreciation and Reward

Pre-School

Rewards for children include verbal praise, stickers, reward charts and positive reinforcement.

The named person for behaviour management in the Pre-School is Mrs Chloe Eastburn.

Junior School and Senior School

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any children should be emphasised, and any criticism should be constructive, and designed to enhance a child's feeling of self-worth and not to dispirit.

Achievement is recognised and applauded in Year, House and School Assemblies, Prizegiving, through written reports and publications. In the Junior School, commendation is also given via Achievement Certificates (Infants), Learning Tree Postcards, House Points in the form of MyStickers and Head's Awards. Appointments to Pupil Leadership positions such as House Captains, School Prefects or Librarians are awarded termly.

In the Senior School commendation is given through the award of PGS Core postcards home, Recognitions, Progress Commendations, House and School Colours and appointments to positions of responsibility including Buddies, Mentors, House Captains, School Prefects and Peer Mentors.

2. Support Systems

Both the Junior and Senior School aim to support the management of pupils' behaviour by:

- publishing School rules, codes of conduct and anti-bullying policies
- the delivery of a comprehensive programme of PSHEE and the Pastoral Curriculum
- pastoral support from Form Teachers, Tutors, Heads of Year, counselling and Health and Wellbeing Centre staff
- the involvement of Peer Mentors, School and House Prefects in the Senior School
- ELT & Year Group Meetings (Junior School) and Pastoral Review Meeting (Senior School)
- parents are actively encouraged to support the School's expectations which are communicated in Parents' Information Evenings and through the School's communications. When sanctions are administered parents will be contacted and their support is sought in reinforcing the key messages
- in the younger years, particularly in Pre-School, it is recognised that extreme poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues children's hours may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

3. Sanctions

Pre-School

If necessary, time out from an activity may be used as a sanction. An escalation of poor behaviour will require the involvement of the Pre-School Lead and communication with parents/carers.

Junior School and Senior School

Sanctions may include:

- a requirement to undertake menial but not degrading tasks on behalf of the School or external community;
- detention for a reasonable period;
- withdrawal of privileges; or
- temporary exclusion, or internal exclusion or alternatively being removed or permanently excluded.

Junior School sanctions include:

- loss of playtime
- community Minutes – 15 minutes with member of JS SLT
- Deputy Head's detention (before or after school for 30 mins)
- Head's detention (before or after school – 1 hour)
- exclusion (Internal, temporary or permanent)

Junior School Sanction Guidance

Infants (Reception - Year 2)

In the Infants, the first step in addressing pastoral concerns is to refer to the Golden Rules and use restorative conversations to support positive behaviour. Where behaviours are repeated or of a more serious nature, the following sanctions guide offers a flexible framework, to be applied with consideration for the individual child's needs and context.

Low-level breaking School Rules	• Interrupting the learning of others in class • Poor behaviour during unstructured times, such as breaktime, toilets, dining Hall, lunch playtime, including rough play • Being in a place you are not supposed to be at breaktime or lunchtime • Not following instructions and displaying low level rudeness and/or defiance • Making others sad or upset by not sharing, leading to conflict or exclusion of peers • Making unkind comments to others, including name calling or unkind language on purpose • Not respecting personal space or touching others without consent
Moderate breaking of School Rules	• 3 Incidences of a Green Level sanction in a half term resulting in loss of Golden Time – class teacher to tally on Year group minutes and flag to SLT • Besmirching the school's reputation during external trips and visits, including walks in the local environment • Repeatedly leaving others out after being warned not to. • Hurting someone on purpose, physically (child or adult) • Hurting someone on purpose emotionally using unkind words • Damage to school or another person's property

	• Breach of the Acceptable Use Policy contract by misusing technology such as the iPads, Computers or Chromebooks
Severe breaking of School Rules	• 3 Incidences of an Orange Level sanction in a half term resulting in parent communication. • Persistent unkindness that leads to bullying or picking on someone because of who they are or how they are different (such as their appearance, background or abilities) • High level and persistent rudeness including answering back, poor attitude to learning and swearing

Procedures to follow for each incident

Staff to address minor behaviour problems thorough and in this order: • Informal verbal warning x2, which should clearly indicate the consequence if no change to behaviour and repetition of behaviour occurs. • Then, 5-minute loss of Golden Time. • 3 repeated incidences resulting in loss of Golden time, within a half term, move to Orange Sanction Please note Golden Time can be earned back in these circumstances, but the record of loss remains to inform future potential Orange Level Sanctions. FT to record on Year Group Minutes and CPOMS by the end of the day
All the below to be followed: • Immediate loss of Golden Time that cannot be earned back • If on the playground, time out for reflection, standing with a member of staff • Form Teacher made aware • Log all information of incident and consequence on CPOMs by the end of the day and Year Group Minutes In addition, one or more of the following: • Phone call home with Form Teacher • Parent meeting with Form Teacher & Head of Year / Phase Leader • Individual/Group sessions with Deputy Head (Pastoral) or Head of Year / Phase Leader. • When incident involves a victim, restorative meetings between the perpetrator and the victim take place with the oversight of the Form Teacher. Form Teacher also informs both sets of parents and a plan is put in place to support all pupils. 3 repeated incidences within a half term, move to Red Sanction and child is given a Behaviour Support Programme in consultation with Head of Year / Phase Leader and Deputy Head Pastoral.
All the below to be followed: • Immediate loss of Golden Time that cannot be earned back • If on the playground, time out for reflection in the JS Admin Hub, member of SLT or Head of Year / Phase Leader called • Form Teacher made aware • Form Teacher to add to Year Group meeting minutes • Behaviour Support Programme to be introduced – individualised to meet the needs of the pupil and reflect the behaviours presented • Log all information of incident and consequence on CPOMS by the end of the day for SLT awareness In addition, one or more of the following: • Parent meeting with Form Teacher & Head of Year / Phase Leader • Parent contacted to meeting with Head of Year / Phase Leader or Deputy Head Pastoral

- Following breaktime play to be missed

Possible internal or external exclusion if behaviour persists, at the discretion of the Head of the Junior School

Juniors (Years 3-6)

Code	Description of Behaviour	Examples (not exhaustive)
S1	Poor Behaviour 1	Disruptive behaviour in lessons
S2	Poor Behaviour 2	Breaktime, Assembly, Toilets, Dining Hall, Lunchtime
S3	Breaking School Rules 1	Uniform, eating outside of break & lunch
S4	Breaking School Rules 2	In a room without permission, wrong place at lunch /breaktime
S6	Lack of correct kit for lesson	PE equipment, full pencil case, planner
S7	Late homework	All subject areas
S8	Poor attitude to learning	Not following instructions, unwilling to follow instructions/ low level rudeness
S9	Late to lessons	All subject areas (consider pupils in music lessons/choristers/learning support)
S10	Three Community Minutes in a half term	Automatically becomes a Lunchtime Detention with the Phase Leader
S11	Besmirching the school's reputation	Sporting, Field trips and Bus to and from school
S12	Unkindness	Ostracising, not sharing, causing pain (emotional & physical), unkind language
S13	Damage	To school property, another person's property, graffiti
S14	Boundaries	Going into someone else's bag
S15	Mobile phone in school	Intentionally not being handed in/used inappropriately between home and school
S16	Breach of AUP (Acceptable Use Policy) contract	Misuse of technology in lessons
S17	Continual unkindness	Bullying/Racism/Sexism
S18	High level / Perpetual Rudeness	Continual answering back/poor attitude/swearing
S19	Swearing/Verbal abuse	All areas of school
S20	Hitting/punching/biting/spitting	All areas of school

Procedures to follow for each incident

S1-9

- Issue x2 warnings within a lesson
- 3 warnings in a lesson will result in Community Minutes

Three Community Minutes in a half term will instigate a Phase Leader's Detention (see S10 above)

S11 – 16

One or more of the following:

- Phone call to parent from Form Teacher or HoY
- Parent meeting with HOY and/or Form Teacher
- Community Minutes issued (if not Community Minutes x3)
- Ind/Group sessions with DHP or Counsellors.
- If behaviour persists (three or more occasions) meeting with parents and DHP

Support Card issued (to support behaviour or act as a reminder)

S16 - 20

One or more of the following:

- Parent meeting/phone call with Phase Leader and DHP.
- Community Minutes
- Lunchtime Phase Leader Detention
- Deputy Head's Detention
- Head of Junior School Detention

Possible internal/ external suspension if behaviour persists, at the discretion of the JS Head

Order of Sanction Details following Community Minutes Year 3 not to start Community Minutes until after October half term due to transition
Verbal warning
On 3rd warning in a lesson **Community Minutes** will be given 12:50 PM in the JS Office
3 **Community Minutes** in a half term → **Phase Leader's Lunchtime Detention** Half an hour session at lunchtime. • Parents will be contacted to inform them of the **Phase Leader's Detention** • Other privileges could also be considered for removal at this stage – eg team participation
If a further 3 **Community Minutes** in a half term → **Deputy Head's Lunchtime Detention** An hour session for the whole of a lunchtime. • During the detention a Behaviour Agreement may be created to be kept in Pupil Planner • Behaviour Agreements may include a Behaviour Support Card that Teachers have to sign after every lesson • Parents will be contacted to inform them of the **Deputy Head's Detention** • Other privileges could also be removed at this stage – trips, team participation, roles of responsibility
If a further 3 **Community Minutes** occur → **Head's Detention** 1 hour session at this time: 07:30 – 08:25 or 15:45-16:45 • Other privileges could also be removed at this stage – trips, team participation, roles of responsibility
Internal exclusion, parental meeting, behaviour contract – At the discretion of the Head of the Junior School
Fixed-term or permanent exclusion – At discretion of Head of School

Senior School sanctions include:

- Academic Supervision for missed homework, incorrect equipment or poor effort in work after a warning (30 minutes during lunchtime on Monday to Friday)
- Behaviour Level 1 Detention (one hour after school on a Tuesday and/or Thursday)
- Behaviour Level 2 Detention (one hour after school on a Friday)
- Head's Detention (two hours outside School hours, often on a Saturday morning)
- Exclusion (temporary and permanent)

Other sanctions, prescribed and authorised by the Head in compliance with good education practice and to promote good behaviour and compliance with the School rules, may be deemed necessary which fall outside the main sanctions listed above. These may include removal from a particular lesson or teaching group, or withholding participation in educational visits, playtime or sports events which are not essential to the curriculum.

The School will seek to ensure that all rewards and sanctions are applied fairly, consistently and in accordance with the School's equal opportunities policy.

All sanctions are recorded on the School's management information system (iSAMS) so any patterns or recurring features in pupil behaviour, and School response, can be tracked and assessed.

Common Language to support good behaviour

In the Senior School, we have a common language to support teachers to manage poor behaviour and low-level disruption, allowing us to be consistent as a teaching staff. This applies to lessons, duties and co-curricular activities to ensure that the same high expectations are carried through all aspects of the school day.

These use 'C' Levels, with 'C' standard for 'consequence'. They are designed to support the pupil to make different choices and achieve greater levels of self-regulation:

- C1 – a verbal first warning outlining the behaviour the teacher would like to stop. This might include a visual cue – e.g. a post-it note on a desk, or name on a board, to remind pupils of the warning. Teachers are encouraged to avoid escalation and consider the needs of the pupil to achieve better behaviour.
- C2 – Behaviour Concern – an escalation from a C1 if the behaviour outlined, or new poor behaviour, continues. Staff record this on iSAMS and the Tutor and HOY are notified accordingly.
- C3 – L1 Detention – a further escalation from a C2, leading to a formal detention

The full details on the aspects discussed above can be seen in below:

Senior School Overview

Type	Detail	Teacher Action	Notification
SMT Academic Supervision *Mon – Fri 13:05-13:35*	Forgotten homework after warning/extension Forgotten equipment after warning/extension Unacceptable effort on class or homework after warning/extension	• Give extension. • If extension missed, input on Discipline Manager as SMT Academic Supervision including the work to be completed.	• Tutor and HOY notified in daily report • Pupil notified via automated message from iSAMS • Parents notified via Portal
Behaviour Level 1 Detention *Tues/Thurs 16:00-17:00*	Disrupting the lesson learning, which continues after warnings from staff. Escalation for persistent failure to meet academic requirements, as discussed with HOD/HOY. Minor academic dishonesty (Year 7). Not following staff instruction after warning. Repeated lateness to lessons and/or Form Time without good reason Unkindness to others, including swearing. Repeated uniform infringements, including chewing gum after being told not to. Poor behaviour during break and/or lunch time or in Common Rooms.	• Ensure you have followed steps C1 and C2 first, including Classroom Behaviour Concern • If moving to C3, input on Discipline manager as Behaviour Level 1 Detention • Give detail on why the Detention is issued – this information will go to parents • Ensure a minimum of 48 hours' notice	• School Office will use the detail entered by the teacher to email parents, pupil and tutor about the Detention • Tutor and HOY notified in daily report • Pupil notified via email • Parents notified via email
Behaviour Level 2 Detention *Fri 16:00-17:00*	Property destruction and vandalism Rudeness to staff Anti-social behaviour Use of discriminatory language Dishonesty Physical contact with another pupil* Use of a mobile phone (including wearable technology) during the school day	• Report to HOD or HOY • HOD or HOY to discuss with RJB and to input on Discipline Manager as Behaviour Level 2 Detention • Give detail on why the Detention is issued – this will go to parents • Ensure a minimum of 48 hours' notice	• School Office will use the detail entered by the teacher to email parents, pupil and tutor about the Detention • Tutor and HOY notified in daily report • Pupil notified via email • Parents notified via email
Head's Detention *Sat 09:00-11:00*	Missed lessons – truancy Serious breach of rules Major academic dishonesty (Year 8 and above) Abusive behaviour towards staff Cumulative behaviour contrary to school culture Physical contact with another pupil*	• Report to HOD or HOY • HOD or HOY to discuss with RJB and to input on Discipline Manager as Head's Detention • Give detail on why the Detention is issued – this will go to parents • Ensure a minimum of 48 hours' notice	• School Office will use the detail entered by the teacher to email parents, pupil and tutor about the Detention • Tutor and HOY notified in daily report • Pupil notified via email • Parents notified via email

SMT Academic Supervision

Pupils can be entered into an SMT Academic Supervision Monday to Friday 13:05-13:35 by teaching staff using Discipline Manager.

	Centralised SMT Supervision
Supervised by	Assistant Heads: FEAB, MJH, RHC, MGDM, JJ
Type of issue	- Forgotten homework after warnings/extension - Forgotten equipment after warnings/extension - Unacceptable effort on class or homework after warning/extension
Detail	- Daily SMT Academic Supervision listed on iSAMS with time/room. - Teachers may grant an extension for a homework where a pupil has contacted them in advance with a valid reason. Such reasons may include a personal circumstance which has meant that they haven't had the time to complete the work, or if they have had genuine difficulties understanding a particular element of the task. - In these circumstances, the teacher should give the pupil a new submission date, which may also give them the opportunity to attend an academic tutoring session if they require support with the work. - If a pupil fails to meet the extended deadline, then they will be required to attend a centralised SMT Academic Supervision. - If a pupil cites a lack of understanding as a reason but has not contacted the teacher in advance, or given the task sufficient thought, then they will be required to attend the SMT Academic Supervision. - Ensure the pupil knows what day they are expected to sit the supervision.
In the session	- During this supervision pupils may have access to devices and should complete homework for the subject entering the supervision, as outlined by the teacher setting the supervision. - If the supervision is for forgotten equipment, they should use the time to develop organisation skills, which might include sorting their folder, developing a plan to support organisation to discuss with their Tutor and refine after the session.
Times to avoid	- Year 9 and 10 – not on Thursday owing to afternoon games - Year 11, 12 and 13 – not on a Tuesday owing to afternoon games

Steps to manage poor behaviour in the classroom

High expectations, adaptive teaching, challenge and engaging lesson content is our default at PGS, and this is significant in meeting the needs of our students. Having clear seating plans is helpful. If poor behaviour does occur, please use the steps below, where 'C1' stands for 'Consequence 1':

Level Name	Detail
C1	Give a **verbal first warning**, outlining the behaviour you would like to stop. Tell pupils they are on a 'C1'. Use visual cues such as names on the board or a post-it note on their desk to remind students of this warning. This can be for individuals or a group of pupils, as needed. Consider individual student **neurodiversity** and if a reasonable adjustment can be made to avoid escalation – this might include use of a medical exit card.
C2	Tell the student they are on a 'C2' and that Tutor and HOY will be informed. Consider asking them to move to a **different seat** and/or have a **short discussion** with them at the earliest convenience to remind them of your expectations, explaining that there will be further **consequences** if their behaviour does not improve. This might include a discussion with your **Head of Department** and the student to outline expectations. Log this on Reward and Conduct Manager/**Classroom Behaviour Concern** to alert the student's tutor and HOY, recording the action and adding a short description if needed.
C3	If there is further poor behaviour, tell the pupil they are on a 'C3' and move to using **Detentions** below.

Behavioural Detention

A minimum of 48 hours' notice is required for setting a Behavioural Detention. Detentions have priority over all other school events.

Behaviour Level 1 Detention:

Pupils can be entered to a Level 1 Detention on Tuesday and/or Thursday 16:00-17:00 by teaching staff.

	Centralised SMT Detention
Supervised by	Deputy Heads (LJR, JMGA, SLH + DTD)
Detail	- Hour long Detention with no devices and pupils sat in silence
Type of issue	- Disrupting the lesson learning, which continues after warnings from staff. - Escalation for persistent failure to meet academic requirements, as discussed with HOD/HOY. - Minor academic dishonesty (Year 7). - Not following staff instruction after warning. - Repeated lateness to lessons and/or Form Time without good reason - Unkindness to others, including swearing - Repeated uniform infringements, including chewing gum after being told not to. - Poor behaviour during break and/or lunch time or in Common Rooms.
In the session	- During this Detention pupils should not have any access to devices and should not complete independent work. - Instead, they should use the time to write a letter by hand to the Head reflecting on their behaviour, showing understanding of their behaviour and crafting a plan to ensure repetition of said behaviour does not occur. - There will be letter writing guides from the English department to support pupils in this task.

Behaviour Level 2 Detention:

Pupils can only be entered to a Level 2 Detention on Friday 16:00-17:00 by HOY/HOD/SMT.

	Centralised SMT Detention
Supervised by	Senior Deputy Head
Detail	- Hour long Detention with no devices - Gaining 3 Level 1 Detentions in a half term escalates the third Level 1 Detention to a Level 2 Detention
Type of issue	- Property destruction and vandalism* - Breaking the AUP - Rudeness to staff - Anti-social behaviour - Use of discriminatory language - Dishonesty - Physical contact with another pupil* - Use of a mobile phone (including wearable technology) during the school day
In the session	- Community based Detention which might include: o Reflecting on behaviour in a written exercise o Litter picking o Removing graffiti o Tidying areas of the school o Supporting the Estates department - Correct equipment will be provided for pupils to use.

Head's Detention

Pupils can only be entered to a Head's Detention on Saturday 9:00-11:00 by the Senior Deputy Head.
During this Detention, pupils should not have any access to devices and should not complete independent work. Instead, they should use the time to write a letter to the Head reflecting on their behaviour, outlining how their behaviour has gone against the PGS values and what they are going to do to ensure the behaviour does not repeat – an action plan.

	Head's Detention
Supervised by	Senior Deputy Head
Detail	- Two-hour long Detention with no devices - Gaining 2 Level 2 Detentions in a half term escalates the second Level 2 Detention to a Head's Detention
Type of issue	- Missed lessons – truancy - Serious breach of rules - Major academic dishonesty (Year 8 and above) - Abusive behaviour towards staff - Property destruction and vandalism* - Physical contact with another pupil* - Cumulative behaviour contrary to school culture
In the session	- In discussion with RJB.

*physical contact with another pupil and property destruction and vandalism can attract a range of sanctions from Level 2 to the most serious sanctions, based on discussion with RJB.

Most serious cases of misconduct, including violence or aggression against pupils or adults, emotional abuse on any discriminatory grounds, harmful sexual behaviour, supply or possession of certain drugs will result in the most serious sanctions.

Temporary exclusion

A temporary exclusion is a fixed period of absence that will be agreed in advance. Pupils may be temporarily excluded whilst an investigation is completed as a neutral act, following which the appropriateness of any sanction would then be considered carefully. If the child has been suspended pending an investigation, this period of time may be considered as part of the temporary exclusion period.

The Head may temporarily exclude a pupil, for a period of between 24 hours and five working days for serious indiscipline, or for less serious offences, where repeated punishment has proved ineffective. This decision would be made in consultation with the Chair. If temporary exclusion is ineffective, the School may be forced to consider permanently excluding the pupil, or to require him/her to be removed from the School (see below).

It is usual for temporary exclusions to be increased in severity for a series of significant offences that do not merit immediate permanent exclusion. The maximum temporary exclusion is usually for five days. Any temporary exclusion carries with it the caveat that a repetition of any further serious disciplinary offence will put the pupil's position at the school in jeopardy.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where exclusion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. See also the PGS Disability Policy and Additional Educational Needs Policies.

Work will generally be set for a child to do at home during the period when they are temporarily excluded. In addition, consideration will be given to any relevant problems of the excluded child and how they might be addressed in the interim, together with reintegration post-temporary exclusion.

In the Senior School, the Head or the Senior Deputy Head will inform parents of any offence or outcome of an investigation without delay either in person or by telephone, followed by a letter stating the length of temporary exclusion, and the reasons for this sanction.

In the Junior School this would be undertaken by the Head or Deputy Heads. The Junior School will make use of internal exclusion as an informal sanction where appropriate, providing a supervised environment in which pupils can continue their learning while being removed from mainstream classes. This will typically be used prior to considering external suspension, unless the severity of the incident necessitates immediate exclusion. The use of internal exclusion forms part of a graduated response to behaviour and enables the school to implement intervention, reflection and support.

Temporary exclusion constitutes a clear warning about continued membership of the school and this warning should be regarded as final. No child who is excluded for a second occasion may return to the school without the Head having obtained the approval of the Chair of the Governing Body or, in their absence, the Vice Chair of the Governing Body.

Temporary Exclusion from the Pre-School would only take place if all other avenues had been explored and exhausted.

Permanent Exclusion

A pupil may be permanently excluded from the School for a very grave breach of discipline or a criminal offence or for repeated and/ or persistent lower level breaches of discipline.

Since temporary exclusion should always be regarded as a warning that permanent exclusion may follow next, the Head considers that all children and their parents should clearly understand the consequences of temporary and permanent exclusion from the school. Some parents prefer, after due consideration, voluntarily to withdraw their child rather than the school imposing permanent exclusion. However, it must clearly be understood that the Head reserves the right to insist on permanent exclusion as a sanction.

Only the Head can permanently exclude a child and before doing so the Head will follow the same procedure as for temporary exclusion. The Head will always consult with the Chair of the Governing Body before any decision to exclude permanently is made.

In making decisions about exclusion the Head will take into account any contextual circumstances such as special educational needs, disabilities, gender and cultural differences that may be relevant to the case and any representations by the pupil and/ or parents, as well as any agreed list of issues relating to exclusion. Consideration will also be given to the child's continuity of education.

Permanent Exclusion from the Pre-School would only take place if all other avenues had been explored and exhausted.

See the PGS Exclusion Policy for details regarding the communication of a decision to permanently exclude a pupil and the appeal process.

Removal in other circumstances

Parents may be required, during or at the end of a term to remove the pupil, permanently from the school, if, after consultation with the pupil and/or the parents, the Head is of the opinion that:

- the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
- by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school; or
- the parents have treated the school or members of the staff or wider School community unreasonably; or
- the parents' actions have been such as to cause a breakdown of trust between the parents and the school.

In these circumstances, parents may be permitted to withdraw the pupil as an alternative to permanent exclusion. The Head shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and parents as well as those of the school. In such circumstances, should parents accept this offer, no right of appeal is available.

If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.

Appeal

The School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the School's Parental Complaints Policy and Procedure, and should be made in writing to the Head in accordance with the school's Complaints Procedure. See the School's Exclusion Policy for further details on the appeals procedure.

Appendix 2 Investigations into serious breaches of discipline

The Head will appoint a senior member of staff to carry out an investigation.

Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, which includes disciplinary action for repeated and / or persistent lower level breaches of discipline, unless the School is prevented from doing so by the police if they are involved.

An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

A pupil may be excluded temporarily from the School while a complaint is being investigated or while an investigation is on hold (see below). Should a temporary exclusion continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises. Parents will be informed about a pupil's involvement in an investigation as soon as is practicable.

A pupil's space or belongings may be searched during the course of the investigation. See Appendix 4 of this policy for the School's policy on searching and confiscation.

If the pupil is to be interviewed as part of the investigation, this would usually happen with the pupil's Head of Year and/or a member of SMT. Pupils are usually invited to write a written statement of the events, which are then questioned by the staff interviewing to seek clarity. The notes from this interview are then added to an Incident Form. Pupils are reminded about the importance of honesty in their statements.

It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will take all reasonable steps to provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.

The outcome of the investigation will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will be held in accordance with the procedures in Appendix 3 of this policy.

Appendix 3 Disciplinary meeting

Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting will take place with the Head, or with the Senior Deputy Head on their behalf. In the Junior School, this would be undertaken by the Head.

Attendance

The pupil and his / her parents (if available) will be asked to attend the disciplinary meeting. Where the complaint concerns the behaviour of the parents, the pupil will not generally be expected to attend the meeting and this procedure applies to the parents only. The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and his / her investigation.

Where Permanent Exclusion or Removal needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

Meeting

The Head will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil or, where applicable, the parents.

The process of the investigation will be presented to the parents, outlining how the investigation has proceeded and the findings of the investigation.

The pupil and his / her parents will have an opportunity to state their side of the case, responding to the investigation findings.

The Head will inform the pupil and his / her parents of the range of disciplinary sanctions which the Head considers are open to them if the allegation, complaint or rumour is sufficiently proved.

Unless the Head considers that further investigation is needed, they will close the meeting and inform the pupil and the parents that they will be notified of their decision in writing.

Decision

The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.

The Head may permanently exclude or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy. The Head will notify the parents of their decision in writing, with reasons, usually within five working days of the disciplinary meeting, provided further investigation is not needed. If further investigation is needed the Head will try to conclude matters as soon as is reasonably practical.

A decision to permanently exclude or remove a pupil shall take effect five working days after the date of the Head's letter confirming their decision, unless stated otherwise in the letter. Until then, the pupil shall remain excluded temporarily and away from School premises.

Please refer to the School's Exclusion Policy for details of communication of the decision to permanently exclude or require removal of a pupil.

Appeal

The parents or the pupil may request an appeal of the Head's decision to permanently exclude or remove a pupil from the School. The request must be made within five working days of the date of the Head's letter confirming their decision, or any longer period by agreement. If such a request is made, the pupil shall remain excluded until the appeal has taken place and either the sanction is upheld or a reconsidered decision made.

See the School's Exclusion Policy for further information about requesting an appeal and the detail of the procedure.

Appendix 4 Searching and Confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

The School's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation – advice for schools (DfE, July 2023)

Please also refer to the PGS Smoking, Alcohol, Drugs and Substances Policy for policy and procedure relating to tobacco, alcohol, drugs and substances.

Prohibited items

The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012/951):

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

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

The school also bans mobile phones (including wearable technology, for example smart watches) for pupils up to Year 11, with pupils required to lock these devices in a Yondr pouch on arrival to school. Please see the PGS Mobile Devices Policy for Pupils for full details on this.

Searching with consent / Refusal to provide consent

Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.

The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed above. The consent of the pupil must be sought even if he / she is not at the School at the time. If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out his / her pockets or bag.

If the pupil refuses to provide consent, disciplinary action may be taken in accordance with this policy. See next paragraph for further information regarding searching for prohibited items without consent.

Searching for prohibited items

Where the Head, the Senior Deputy Head or a member of staff authorised by the Head has reasonable grounds to suspect that a pupil may have a prohibited item (as defined above) in their possession, consent to search is not required. A search for a prohibited item, without consent, may therefore be carried out of the pupil or of their possessions. This may use reasonable force if necessary, with the following proviso: such force may only be used in searches for items specifically included in the prohibited items list above, but it may not be used for an item in the list which falls only under the final category (any item banned by the school rules which is identified in the rules as being an item which may be searched for).

See the School's Reasonable Use of Force Policy for further information relating to the use of force.

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

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

- a search of outer clothing; and / or
- a search of School property (e.g. pupils' lockers or desks, bed studies or dormitories); and / or
- a search of personal property (e.g. bag or pencil case).

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably possible to summon another member of staff.

The person searching must be the same sex as the pupil being searched; there must also be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule: where it is reasonably believed that serious harm may be caused to a person if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.

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

Confiscation

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

Searching electronic devices

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should usually be conducted in the presence of a member of the IT staff, where this is possible.

Disposal of confiscated items

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

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

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

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

- Tobacco or cigarette papers: tobacco or cigarette papers will be destroyed.

- 'Vapes' and all vaping paraphernalia: all such items will be destroyed.

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

- Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

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

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

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

- An item banned under School rules and / or policies: such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile electronic device that has been used in breach of School rules, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head or designated senior member of staff considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a parent.

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

Communication with parents

There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform parents on how the School will dispose of certain items.

We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.

Complaints

Complaints about searching or confiscation will be dealt with through the School's Parental Complaints Policy and Procedure.

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

Appendix 5 Allocation of Tasks and Version control

Allocation of tasks: in accordance with paragraph 3 of the policy above, the governors have allocated tasks according to the table below:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Senior Deputy Head	As required, and at least termly
Monitoring the implementation of the policy	Senior Deputy Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Senior Deputy Head	As required, and at least termly
Seeking/receiving input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Senior Deputy Head	As required, and at least annually
Formal review	Governing Body	Every two years

Version Control

Date of approval/adoption of this policy	27th June 2025 (Governing Body) (updated 20th July 2026)
Date of last review of this policy	16th May 2025 (Education Committee)
Date for next review of this policy	Summer 2027
Review Schedule	Every two years
Policy author (SMT)	Senior Deputy Head
Status	ISI document (external website)
Report	Safeguarding and pastoral

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