



Good Behaviour Policy

Academic Year 2025-2026

Note: this policy includes:

- Restrictive Intervention policy
- Search and confiscation policy
- Mobile phones and electronic devices policies

Aims and Principles

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

Introduction

Key Behaviour Message

As an SPCS pupil I will:

- Respect myself
- Respect others
- Respect the world around me
- Do my best to show kindness at all times

We see good behaviour as central to the wellbeing of all the pupils in St Paul's Cathedral School. This policy sets out our approach to promoting good behaviour. **Our underlying objective is to create a safe environment in which all pupils can learn and reach their full potential and which reflects the values and ethos of the school.**

Our school's culture seeks consistently to promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We seek to set our pupils up for success in all aspects of their development, including their ability to regulate their behaviour. We provide any necessary support to enable them to understand and meet community behaviour expectations, working in partnership with parents.

All pupils are expected to treat others with dignity, kindness and respect. This policy sets out the measures we use to promote positive behaviour, including positive reinforcement and reward and consequence systems.

We regularly remind all members of the school community of the fact that bullying, physical threats or abuse are not tolerated, and that they belong: this is a key and consistent message in our assemblies, form times, Cathedral services. Residential staff are aware of the particular importance of this message to boarders and take every opportunity to reinforce boarders' sense of safety and belonging.

SPCS is committed to multi-agency working communication and collaboration in accordance with 'Keeping Children Safe in Education' (2025) and Working Together to Safeguard Children (2026) and regularly works with a wide range of external agencies including Children's Social Care, the Police, Education Welfare and General Practitioners, to promote the wellbeing, including the behaviour, of our pupils.

Scope

This policy applies to all pupils at the school including those in the Early Years Foundation Stage (EYFS) who are part of the Pre-prep and Boarders. It is written with reference to the DfE non-statutory guidance Behaviour in Schools Advice for headteachers and school staff (2024) and National Minimum Standards for boarding schools (2022).

This policy should be read in conjunction with our Anti-bullying Policy and Safeguarding Policy; appendices to this policy contain important related policy information and procedures:

1. Use of Reasonable Force Policy
2. Search and Confiscation Policy
3. Mobile Phone and Device Policy
4. EYFS Policy for the use of cameras, mobile phones and electronic devices
5. Extract from Safeguarding Policy: Child-on-child abuse

Aims and Key Principles

The aims and key principles of our approach to promoting good behaviour, working in partnership with parents, are:

- To promote the wellbeing and positive development of our pupils by ensuring that they
 - understand school rules and expectations
 - develop self-regulation in preparation for adult life
 - are given support in meeting community expectations
 - have opportunities to discuss their behaviour and participate actively in decision-making
- To protect children from maltreatment, including online, and to support the achievement of the best outcomes for every pupil.
- To ensure consistent pupil behaviour across the whole school, with the support of the entire school community, including parents, teachers and Governors, based on a sense of community and shared values.
- To hold positive expectations based on courtesy, consideration and common sense.
- To create a caring, safe and happy atmosphere in which teaching and learning can take place successfully.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (These will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.)
- To provide a range or rewards for pupils of all ages and ability in order to encourage positive behaviour.
- To make clear to pupils the consequences of minor and more serious misbehaviour, including sanctions.
- To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.
- To ensure that any pupils who are finding it difficult to meet expected community behaviour standards receive appropriate support and guidance.
- To monitor behaviour effectively through the pastoral care system.

- To ensure that behaviour supports learning and that our classrooms and boarding house are safe, enjoyable places for children to live and learn.

The school explicitly rejects any use of corporal punishment, or sanctions which may humiliate or degrade pupils.

Safeguarding

In their safeguarding training staff are reminded to be alert to the evident or potential safeguarding aspects of any behaviour incident.

We recognise that serious incidents of poor behaviour, including but not limited to child on child abuse, harmful sexual behaviour, bullying (including cyber-bullying) and discriminatory behaviour may need to be treated as safeguarding incidents and in these cases our Safeguarding Policy applies and the Designated Safeguarding Lead is notified.

Misbehaviour at any time, whether in or out of school that could have repercussions for the safe running of the School, poses a physical or psychological threat to another pupil or member of the public or could adversely affect the reputation of the School may, at the discretion of the Head, be dealt with by the application of sanctions set out in this Behaviour Policy, including temporary (suspension) and permanent (expulsion) exclusion. The Head will also consider whether it is appropriate to inform the police of the pupil's behaviour.

In addition the Head or Deputy Head will consider whether the behaviour may be linked to the pupil suffering or being likely to suffer significant harm; if this is thought to be the case the school Safeguarding Policy will be followed.

Bullying

SPCS values every individual in the community and believes each deserves to be treated with respect. Sensitivity to the feelings and needs of others is central to our school identity.

Bullying, including cyber-bullying, is absolutely contrary to the school Aims and Principles.

SPCS does not tolerate bullying and works actively to prevent it from happening. We work to create an environment that significantly reduces the likelihood of bullying behaviour, educate pupils about bullying and cyber-bullying and seek to sustain a culture of excellent pastoral care and open communication in which incidents will be readily reported and will meet a constructive response. We actively involve pupils in creating materials that draw attention to the need for an anti-bullying culture.

Bullying can take place between any members of a community, irrespective of age, gender or role. It is necessary for the entire community to be vigilant, to report any concerns and to do all possible to prevent bullying from taking place. The school recognises that additional challenges are faced by boarders who are being bullied as they cannot escape the perpetrators for a long period of time (as they are not going home). Further information about our approach to preventing and responding to bullying can be found in the Anti-Bullying Policy.

Children with SEND (special educational needs and disabilities)

The school is committed to fulfilling its responsibilities under the Equality Act 2010 and recognises that at times special provision and reasonable adjustments will need to be made. At such times the appropriate course of action will be discussed with the SENCO who will then advise on the best course of action in conjunction with parents/carers and specialists as necessary. Reasonable adjustments will be agreed to enable a child to meet community behaviour expectations.

Our approach to good behaviour seeks to create calm environments which will benefit pupils with SEND, enabling them to learn. We recognise that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, we seek as far as possible to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

A pupil's special educational needs and disability will be given due consideration in any disciplinary process or in the required removal of a pupil under the Terms and Conditions of the Parent Contract.

Code of Conduct

At SPCS we believe it is vital to establish and maintain clear expectations for positive behaviour. Form teachers discuss our **Key Behaviour Message** with the pupils at the beginning of every term. They discuss what this means for their year group.

Induction Arrangements: Behaviour expectations are clearly explained to new and continuing pupils at the beginning of every school year and reminders are issued at least termly. Particular attention is paid to ensuring expectations are clearly understood by pupils during transition from Pre-prep to Prep and from our junior to senior sections. Pupils new to the school at other times have behaviour expectations explained to them by their form teacher.

- All members of the school community are expected to behave in ways that show respect for themselves and each other. All pupils are expected to respect their teachers, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Honesty, punctuality and courtesy are expected at all times.
- Pupils are expected to be well-behaved, well-mannered and attentive. They are expected to give of their best in everything they do.
- Pupils will move quietly and walk, not run when moving around school. Walk on the left at all times (along corridors and in single file up and down stairs).
- Pupils are expected to be quiet and calm when moving around the school.
- Bullying, verbal or physical, including cyber-bullying, stealing and vandalism are unacceptable. Repeated or serious incidents are cause for suspension or exclusion.
- Discrimination-based insults or behaviour of any kind, including sexism and racism, are unacceptable.
- Foul or abusive language must not be used.
- Pupils will not bring into school sharp or dangerous instruments, illegal solvents, tobacco pouches, vapes or any item that might cause a problem.
- Pupils will wear the correct school uniform, including for Games, and are expected to look smart and tidy. Jewellery should not be worn. Small stud earrings only are permissible, but should be removed during games, P.E. and other physical activities such as Drama unless permission to retain them is given by the supervising staff member.
- Pupils should spend break times outside unless it is their specific Library day, they have a music lesson or it is wet break.
- Pupils will not bring sweets or any other food into school.

- Money should only be brought into school on fundraising days. On any other occasion money should be handed into the office at the start of the day.
- Pupils may not bring trading cards into school.
- All phones and internet-enabled devices including smart watches, wireless headphones and recording devices are to be handed in at the beginning of the day. Boarders have their own separate arrangements for the safe storage of phones and other electronic devices.

Before a lesson all pupils are expected to:

1. Check that they have all necessary books and equipment;
2. Use the lavatory if needed;
3. Make sure they are suitably dressed;
4. Line up quietly outside the classroom without blocking corridors;
5. Enter the room when invited.

During a lesson all pupils are expected to:

1. Listen and engage actively;
2. Work to the best of their ability;
3. Look at the teacher when he or she is talking;
4. Sit on the chair without swinging;
5. Raise their hand if they wish to make a verbal contribution;
6. Speak respectfully and treat all property with respect;
7. Ask permission before leaving a room;
8. Refrain from eating. Water bottles are allowed but drinking in the Science lab is forbidden.
9. Be silent and listen carefully to instructions in the event of an emergency.

At the end of a lesson all pupils are expected to:

1. Tidy their possessions when invited to do so by the teacher;
2. Discard any rubbish carefully in the appropriate bins;
3. Stand up behind their chair when asked;
4. Leave the room carefully and quietly when dismissed;
5. Move directly to their next lesson when applicable.

REWARDS

Incentive Scheme

A major aim of the school policy is to encourage all the pupils to practise good behaviour by operating a system of praise and reward designed to foster a culture of positive behaviour. We believe that celebrating success is a greater motivator for good behaviour than the use of sanctions. Teachers celebrate pupil successes both in and outside of the classroom. There are opportunities during Form Time and in Sectional and House Assemblies to acknowledge and celebrate pupil achievement and pupils are encouraged to support and praise each other during these times.

Individual and collective achievements are acknowledged and shared during Friday assemblies and also via the weekly circular.

The pupils are divided up into four houses, with family groups remaining in the same house. We hope that house members will encourage each other to try their best in every aspect of school life.

Prep School Rewards (Years 3 – 8)

House Points

Pupils can be awarded (positive) house points for good work, progress, effort or behaviour in a lesson (including instrumental lessons) or for general contribution to school life. Teaching and non-teaching staff are encouraged to award house points.

Pupils collect house point stickers in their prep diaries and these are then recorded weekly by the form teacher in the Rewards and Conduct Manager on iSAMS . House point totals for each House will be counted every week (including those awarded in the Pre-prep) and the weekly results reported in assembly each Friday.

To ensure consistency across the staff body typically one house point would be awarded for any one piece of work or positive action with an absolute maximum of two house points for any one piece of work or positive action.

House Point Badges

Over the course of the academic year, pupils will be awarded House Point Badges for accumulated House Points. Pupils can potentially earn a total of three House Point Badges in an academic year (bronze, silver, and gold.)

The badges can be worn in school as a recognition of a consistently good approach to all aspects of school life.

The House Point targets are listed below, and may change from time to time after being reviewed.

Bronze House Point Award	100House Points
Silver House Point Award	200 House Points
Gold House Point Award	300 House Points

Gold Seals

Pupils who complete work to an excellent level or display positive working habits can be awarded a Gold Seal. Pupils will receive three house points for a Gold Seal. The teacher should fill in the Gold Seal and the pupil will celebrate this achievement with the Deputy Head.

Typically in Years 3 and 4 10 – 15 pupils might receive one gold seal in any half-term. In Years 5 – 8 typically 4 – 8 pupils per subject might receive one gold seal in any half-term.

Commendations

The Head awards commendations, as nominated by any teacher, for outstanding pieces of work. The teacher should inform the Head that they have nominated a pupil for a commendation and preferably show the relevant piece of work. Recipients will be acknowledged in assembly on Fridays with a certificate. Typically 3 – 6 pupils from across the Prep School would receive a Head's Commendation for exceptional work in any one half-term.

In addition commendation awards for 'Respect', 'Thinker of the Week', and 'Athlete of the Week' are made during the Friday assembly to reinforce positive values and attitudes to learning and physical activity. Staff nominate pupils deserving of the awards and the Head selects a weekly winner or winners.

One Head's commendation is equivalent to five house points.

School Prizes

Prizes are awarded for a range of achievements – academic, pastoral, extra-curricular, music – at the end of year Prize Giving.

Pre-Prep Rewards (Reception to Year 2)

Verbal Praise and Attention

Staff use simple, frequent and directed verbal praise as a key reward for pupils in the Pre-Prep.

Stampers

Staff regularly use stampers to recognise effort, achievement and attitude to learning for pupils' work.

Good playground behaviour is recognised using a raffle ticket system. One children gets a prize each week in the 'Star of the Week' assembly.

House Points

As in the Prep School pupils can be awarded (positive) house points for good work, progress, effort or behaviour in a lesson (including instrumental lessons) or for general contribution to school life. Teaching and non-teaching staff are encouraged to award house points.

To ensure consistency across the staff body typically one house point would be awarded for any one piece of work or positive action with an absolute maximum of two house points for any one piece of work or positive action.

Pre-prep pupils collect House Point stickers in their books. Form teachers record House Points weekly in the Rewards and Conduct Manager in ISAMS.

The Head of Pre-Prep holds a weekly 'Star of the Week' assembly to celebrate and promote good behaviour.

House Point Badges

Over the course of the academic year, pupils will be awarded House Point Badges for accumulated House Points. Pupils can potentially earn a total of three House Point Badges in an academic year (bronze, silver, and gold)

The badges can be worn in school as a recognition of a consistently good approach to all aspects of school life.

The House Point targets are listed below, and may change from time to time after being reviewed.

Bronze House Point Award	100 House Points
Silver House Point Award	200House Points
Gold House Point Award	300 House Points

Gold Seals

Pupils who complete work to a personal best level or display positive working habits can be awarded a Gold Seal. Pupils will receive three house points for a Gold Seal. The teacher should fill in the Gold Seal and the pupil will celebrate this achievement with the Head of Pre-Prep or Deputy Head. Typically, pupils in Pre-Prep might receive one Gold Seal per half-term.

SANCTIONS

Our behaviour approach requires teachers to state the boundaries firmly and clearly and to ensure that school rules and community expectations are understood by all. At times some pupils will breach these expectations and a range of sanctions are available for staff to apply. Staff are aware that their response should always be prompt, proportionate and fair.

The school acknowledges the different ages of its pupils and takes this into account when applying sanctions. Minor breaches of discipline are generally dealt with by the form teacher in a caring, supportive and fair manner. Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions. The understands that in many cases mistakes can be seen as learning opportunities in themselves and staff will take a restorative approach helping children to acknowledge and understand their mistakes.

Sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, sending work home, letters of apology, loss of responsibility and negative house points. Negative house points will be given at the discretion of the teacher concerned. These are subtracted from the pupil's house point score.

Parents will be involved at the earliest possible stage if problems are persistent or recurring. At the discretion of the school, there may be occasions when parents are not immediately informed about low-level challenges with behaviour, providing the pupil with age-appropriate independence in managing everyday situations.

If the problem persists, children may then be placed on a report card system and their behaviour monitored with the support of parents. A serious breach of conduct will be recorded by the Deputy Head on CPOMS.

In the Pre-prep, visual displays help pupils guide and self-monitor their behaviour. Negative house points are not issued in Pre-prep or in the boarding house.

Prep School Sanctions (Years 3 – 8)

In the Prep School the sanctions system is based upon a five-stage model:

Stage 1:

Non-verbal warning – in response to a minor offence, accepted as not being unusual for a child of this age to display. This could be a look, tap on the desk, to indicate to the child that their behaviour is not acceptable.

Verbal warning - a private individual correction (quietly asking a pupil to put their pen down, stop fiddling)

Stage 2:

Negative House Points – on occasions where the above strategies are not sufficient a Negative House Point may be issued. Negatives can be issued for repeated low level misbehaviour or repeated organisational issues. Negatives are recorded on ISAMS by the issuing teacher.

Behaviours warranting a negative are discussed and agreed by year group and each Head of Year keeps a list of behaviours that are likely to result in a negative. These lists are regularly reviewed and updated.

Stage 3:

Head of Year Break detention – the accumulation of a certain number of Negative House Points within a three week period results in a break time detention with the Head of Year. The three-week period becomes live on receipt of the pupil's first Negative House Point. According to the year group, the following number of Negative House Points within a three-week period will add up to a break detention.

Year 3 and 4	5 Negative House Points
Year 5 and 6	4 Negative House Points

Form Teachers and Heads of Year will monitor Negative House Points carefully discussing pupils at the weekly Year group meetings where a pattern of behaviour appears to be developing. The Form Teacher or Head of Year will meet with pupils to discuss their behaviour looking to support them before further Negative House Points become a detention. For each detention received parents receive an email notification from the Head of Year outlining why the detention was issued.

Stage 4:

Deputy Head after school detention may be issued when:

- A pupil has accumulated a second Head of Year detention within the same half-term.
- For a single unacceptable behaviour. Serious cases of misbehaviour include, but are not limited to: dishonesty; physical actions that hurt or cause hurt to another pupil; malicious damage; deliberately disrespectful behaviour

Parents will receive an email or phone call notification from the Deputy Head outlining when and where the detention will take place and outlining the reason for the detention. For any detention issued there is always a restorative conversation with the relevant member of staff.

Where a pupil gets several detentions in a short period of time, something has clearly gone wrong and will be investigated immediately and therefore may fall outside of the usual sanction stages.

Stage 5:

Head intervention

Teachers need not necessarily follow each stage in numerical order depending on the nature and context of the behaviour incident.

Pre-Prep Behaviour Management (Reception – Year 2)

Following any instance where a pupil in Pre-Prep (including EYFS) does not meet School expectations, the Form teacher will speak to the child. The focus is on helping the child understand where they might have got things wrong and how to put things right.

The following steps may also be taken:

1. Timeout/reflection with Form teacher or TA
2. Temporary change of activity and or loss of 5 minutes of break
3. Loss of a portion of 'golden time'
4. Making amends – saying sorry
5. The child may be sent to speak to the Head of EYFS or the Head of Pre-Prep
6. Parental contact
7. For serious behaviour issues the child may be sent to speak to the Deputy Head or Head.

Whole School Support Mechanisms to promote good behaviour

In addition to the sanction processes set out above, we operate a number of pastoral systems to support pupils who are finding behaviour a particular challenge. These include:

- **Behaviour conversations:** pupils who experience difficulty in meeting community behaviour expectations are given opportunities to talk with their Form Teacher, Head of Section or other member of staff of their choice about how to modify their behaviour.
- The Deputy Head and Head of Boarding (for Boarding pupils) are responsible for the timing, frequency and staff allocation of these conversations. Other staff, such as the SENCo or Head of Pre-prep, also support in this process.
- Behaviour conversations allow pupils to reflect on their behaviour, ask any questions they may have, and to discuss effective strategies for self-regulation.
- **Pastoral Support Plan:** Following a behavioural or pastoral incident a pastoral support plan may be introduced to agree targets for how school, home and the pupil can work together to improve behaviour.
- **Report card:** At any stage, pupils may be placed on report where it is felt that they would benefit from more structured monitoring and support. This is not necessarily intended as a sanction but will be put in place to help a pupil get back on track.
- **Enhanced pastoral support:** support from the ELSAs, (Emotional Literacy Support Assistants), a Counsellor or from an external behaviour adviser may be recommended at the discretion of the Deputy Head.

Serious Misconduct

Behaviours classified as serious misconduct: (circumstances which may lead to removal or expulsion) include:

- Verbal or physical abuse or assault
- Bullying including cyberbullying
- Theft, blackmail, physical violence, intimidation
- Racist or sexist behaviour; any behaviour which targets others on the basis of protected characteristics or contravenes the school's commitment to equality
- Harmful sexual behaviour
- Supply and possession of pornography
- Supply/possession/use of drugs and solvents or their paraphernalia, or substances intended to resemble them, and alcohol and tobacco including e-cigarettes, tobacco pouches and vapes
- Possession or use of weapons or replica weapons or any items held with the intention of harming others
- Vandalism
- ICT and social media misuse
- Other serious misconduct towards a member of the school community or which brings the school into disrepute, on or off school premises.
- Any malicious accusation or dishonesty against a pupil or member of staff which proves to be unfounded.

- Leaving the school site or going out of set bounds, during school or boarding hours, without permission from a member of staff.

Repeated instances of lower-level misconduct may also result in temporary or permanent exclusion, where a pupil has not responded to strategies and support mechanisms provided.

Procedures for Dealing with Serious Misconduct

Depending on the circumstances and nature of the breach, responses may include:

1. A verbal warning by the Head or Deputy Head as to future conduct.
2. A report card, to encourage improvement.
3. A meeting with parents and a letter to parents informing them of the problem.
4. Enhanced pastoral support which may include an individualised behaviour agreement where necessary.
5. Occasionally it may be in the best interests of the pupil, for example, if they are extremely distressed after an incident of poor behaviour, in consultation with parents that they go home for the rest of the day. This is not a sanction.
6. **Disciplinary meeting:** If in the opinion of the Deputy Head, Head of Boarding or the Head, a recurring behaviour or individual behaviour incident could lead to temporary or permanent exclusion, a disciplinary meeting will be held. Allegations of serious misconduct will be discussed with parents and the pupil. The Head will issue a written decision setting out any sanctions within one week of the meeting.
7. A very serious problem may result in a child being sent home straight away, at the discretion of the Head. In the absence of the Head, the Deputy Head or Head of Boarding may suspend a child pending the Head's return.
A pupil may be suspended pending investigation prior to or following the disciplinary meeting. This is not a sanction.
8. **Required removal:** As an alternative to permanent exclusion, in extreme cases of serious misconduct (which may be a single incident or a pattern of behaviour that has not responded to support measures and strategies), or where the pupil is unable or unwilling to meet community behaviour expectations or to benefit from the education provided, the Head, after consultation with the Chair of Governors, can require a parent to withdraw their child from the school, or from boarding, in line with the Terms and Conditions of the Parent Contract.
9. **Permanent exclusion:** The Head will consult the Chair of Governors prior to a permanent exclusion decision or a decision to remove a pupil from boarding.

Parents have the right of appeal to the Governing Body against a permanent exclusion decision within seven days of the communication of the decision and should apply to the Clerk of Governors for the Governors Review Procedure.

Behaviour Management in Boarding

The Head is responsible for all behaviour at SPCS and delegates day to day behaviour management in Boarding to the Head of Boarding, who in turn oversees the behaviour management of all residential staff. Boarding staff will receive annual training on the use of restraint with reference to the schools 'Use of Reasonable Force Policy'.

Residential staff are aware that good behaviour in the community is central to the wellbeing of every pupil. They are also directed to recognise that good standards of behaviour in boarding are particularly important for the smooth, safe and happy running of the boarding house and its activities.

Staff are expected to consistently model, praise and encourage good behaviour, ensuring that all pupils understand and respect community expectations, and actively promoting desired behaviours.

Promoting good behaviour

- Pupils can be awarded 'house points' during boarding time that link into the whole school behaviour policy that aims to recognise positive behaviour.
- Individuals and groups of pupils will receive special mentions in the weekly house meetings if they have been identified as going above and beyond or doing something exceptional that has seen them contribute positively to the boarding community
- Chorister 'treats' trips happen at the end of each term to reward the group collectively for good, consistent behaviour.
- Daily feedback and reporting also takes place on how well pupils have engaged in music practice sessions - consistent effort can lead to pupils being nominated as 'practice champions' with names being passed to the Director of Music.

Managing behaviour incidents

- When a pupil misbehaves in Boarding, they are initially given a warning and spoken to by the staff on duty. Negative points are not given in boarding.
- If the behaviour is thought to be more serious, including child on child abuse or bullying, the boarder will be sent to the Head of Boarding or, for more serious cases, the Head.
- A child who shows a pattern of misbehaviour will be placed on a report card.
- Early bedtimes are sometimes used as a way allowing a pupil to have time to reflect on poor behaviour, if they have not met expectations during the evening.
- Removal of privileges such as loss of tech time or restrictions on use of free time can also be a way of demonstrating to pupils that they have fallen short of expected standards.
- Parents will be involved in the process when the Head of Boarding and Head feel that it is appropriate: some opportunities for pupils to manage low level behaviour issues independently are considered an important part of the pupils' social

development. Persistent or serious misconduct will always be reported to parents by the Head of Boarding.

- In extreme cases of serious misconduct (either as a result of a single incident or a pattern of behaviour), the school misconduct procedures apply and the Head can require a parent to withdraw their child from boarding in line with the Terms and Conditions of the Parent Contract.
- The Cathedral Director of Music (CDM) keeps the Head of Boarding informed about any concerns relating to behaviour in the Cathedral or Practice Room; there is daily liaison between the residential team and the Cathedral Music Department and meetings weekly between the Head and the CDM and the Head of Boarding and CDM.
- In annual parent meetings attended by the CDM and Head of Boarding, boarders' behaviour in Boarding is discussed with parents as part of holistic feedback.

Rewards in the Cathedral Music Department for Boarders

A rewards scheme, separate to the school, operates in the Cathedral, to promote and celebrate desired behaviours, overseen by the Cathedral Director of Music. Points can be awarded for singing a solo, good leadership or good behaviour. Points can also be deducted for poor behaviour or rudeness. A voucher is awarded at the end of each term to whoever has gained the most points in their year group as an incentive for good behaviour.

Roles and Responsibilities

Pupils are expected to:

- know and understand the school rules and community expectations
- behave in ways that show they respect themselves, respect others and respect the world around them
- cooperate with support offered to enable them to meet community expectations
- try their best in all that they do
- do all that they can to make the school a pleasant and safe place for others as well as themselves

Parents can help support their children's behaviour:

- by knowing and supporting the school's approach to promoting good behaviour and managing behaviour incidents
- by recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- by bringing any concerns they or their child may have promptly to staff attention
- by responding promptly to staff concerns about their child's behaviour or wellbeing
- by entering constructive dialogue with the school where they have any questions or concerns about our approach to behaviour management

- by emphasising their support of the school and its expectations and by assisting, when appropriate, with the enforcement of the rules
- by attending parents' evenings and school functions and developing informal contacts with school.

All staff are expected to

- model good behaviour, consistent with the aims of the school
- to understand the school's behaviour and anti-bullying policies
- to recognise the safeguarding risks associated with behaviour
- to understand and apply any reasonable adjustments in place for behaviour management related to a pupil's SEND
- to apply school rules fairly, consistently and kindly
- to ensure that pupils under their supervision are meeting expected standards of behaviour
- to ensure that pupils under their supervision understand what is expected of them, with boundaries and consequences clearly explained
- to report any immediate concerns they have about a pupil's behaviour or instances of serious misconduct promptly to the section head or Deputy Head
- to record behaviour incidents on iSAMS
- to ensure that parents are appropriately informed about sanctions applied

Induction of staff contains detailed training on behaviour expectations and on this policy. For all staff there is annual behaviour training at INSET, with refresher training provided during Staff Meetings. There is an annual requirement to read and understand the Good Behaviour Policy. The Deputy Head monitors the requirement for any additional training and is available to consult with all staff who require additional advice or training in this area.

Form Teachers are the primary point of contact for positive feedback, raising concerns and discussing rewards and sanctions. Form teachers provide feedback to the Section Heads through weekly year group meetings who then feedback to the Deputy Head who in turn feeds back to the Head. Form teachers work in partnership with parents to support and celebrate pupil behaviour.

The Head is responsible to the Governors for the standards of behaviour in the school and for actively promoting, and ensuring that all staff actively promote, good behaviour.

Day to day management of behaviour is delegated to the Deputy Head (for Day pupils and Boarders during the school day) and the Head of Boarding (for Boarders in the Boarding House).

The Deputy Head and Head of Boarding report any serious misconduct to the Head on the day of occurrence and ensure parents are kept informed. The Head consults with the Chair of Governors on sanctions involving temporary or permanent exclusion.

Role of the Governors: The Head reports on good behaviour, rewards, misconduct and sanctions in the Head's report to the governor-chaired Education Committee; the Good Behaviour policy is reviewed annually by the full Governing Body. The Governors are responsible for actively promoting the wellbeing of the pupils and recognise that good behaviour is intrinsically linked to wellbeing.

Regular visits to school, implementation checking and review of records and reports from school leadership staff all enable the Governors to understand, monitor and champion good behaviour at St Paul's Cathedral School.

APPENDIX I:

Restrictive Intervention Policy

This policy applies to all pupils, including those in the Early Years Foundation Stage and Boarders (consistent with Standard 15 of the National Minimum Standards for boarding schools 2022). It is written with reference to Section 93 of the Education and Inspections Act 2006 and further guidance issued by the DfE in April 2026 'Restrictive interventions, including use of reasonable force, in schools' which enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including to himself or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- damaging property

This policy sets out the school's approach to restrictive interventions, including the use of reasonable.

Definitions

What is reasonable force? The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restrictive Intervention: An umbrella term for a means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil.

Seclusion: A non-disciplinary intervention where a pupil is kept confined to a place away from others and prevented from leaving by physical obstruction or the belief they will be punished if they try.

Restraint: A non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact (e.g. Removing a pupil's walking aid or crutches.)

Significant Incident: Any incident where the use of force goes beyond appropriate physical contact of where physical force is used to implement a non-physical restrictive intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Principles Governing Use

Restrictive interventions:

- Are used only when there is a significant risk of harm
- Are never used as punishment, discipline or to enforce compliance
- Must be the least restrictive option available
- Must be proportionate to the risk and used for the shortest time possible
- Must prioritise safety, dignity and emotional wellbeing

Use of Restrictive Interventions

- When restrictive intervention is necessary, staff must:
- Use calm, clear communication
- Use the minimum force necessary
- Continuously monitor the pupil's safety
- Cease the intervention as soon as the risk reduces
- Restrictive intervention should never include: restricting breathing or circulation; holding around the neck; ground restraint unless unavoidable and proportionate

Restrictive interventions must never:

- intentionally inflict pain,
- obstruct breathing,
- involve pressure to the neck, chest, abdomen or joints,
- involve prone restraint except in the most exceptional circumstances where there is an immediate risk of serious harm and no safer alternative,
- deprive a pupil of access to food, drink, medication, sleep or toilet facilities,
- or be used in a manner that is degrading, humiliating or abusive.

Responsibilities

The Governing Body is responsible for providing the Head with clear advice and guidance on which the Head can base the behaviour policy, including the use of force. The Head is responsible for standards of behaviour in the school and for ensuring that this policy is implemented, with any necessary training provided to staff. Day to day responsibility for behaviour is delegated to the Deputy Head (Caroline Heylen, who is also the Designated Safeguarding Lead). Staff and volunteers are responsible for understanding and applying the Behaviour Policy.

The school recognises that restrictive intervention should always be a last resort. Staff should, wherever reasonably possible, seek to prevent escalation through proactive and preventative strategies including:

- positive behaviour support,
- clear routines and expectations,
- de-escalation techniques,
- distraction and diversion,
- offering choices,
- reducing environmental triggers,
- allowing processing time,
- and seeking assistance from colleagues.

Where a pupil presents a foreseeable risk of requiring restrictive intervention, the school may implement an individual risk assessment and behaviour support plan.

Who is entitled to use reasonable force?

The staff to which this power applies are defined in Section 95 of the Act as:

- any member of staff who works at the school, and
- people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

The school will ensure that appropriate staff receive regular training in:

- de-escalation strategies,
- safeguarding,
- SEND-informed behaviour support,
- safe restrictive intervention techniques,
- recording and reporting procedures,
- and post-incident review processes.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Where possible a clear oral warning to the pupil that force may have to be used should be given. Schools do not require parental consent to use force on a pupil; parents will be notified of any use of force as soon as possible.

The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

Examples of situations that particularly call for judgements of this kind are:

- a pupil attacking another pupil or member of staff;
- pupils fighting and hence causing risk of injury to themselves or others;
- a pupil committing, or on the verge of committing, deliberate damage to property;
- a pupil causing, or at risk of causing, injury of damage by accident, rough play, or by the misuse of dangerous objects or materials;
- a pupil persistently refusing to follow an instruction to leave the classroom;
- a pupil behaving in a way that seriously disrupts a lesson; or
- a pupil behaving in a way that seriously disrupts a school event, trip or activity

Decisions on whether circumstances justify the use of reasonable force will depend on:

- the seriousness of the incident,
- the chances of achieving the desired result by other means,
- the relative risks associated with physical intervention compared to using other strategies.

The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

It is always unlawful to use force as a punishment.

Special educational needs and disability

The judgement on whether to use force in the case of a pupil with special educational needs or a disability should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned. SPCS recognises its statutory duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Restrictive Intervention in the Boarding Environment

The school recognises that the residential boarding environment presents additional safeguarding, welfare and supervision considerations in relation to restrictive intervention. Residential staff must therefore ensure that any intervention remains necessary, proportionate, appropriate and consistent with the principles outlined in this policy and the National Minimum Standards for Boarding Schools (2022).

Particular care must be taken during evening, night-time and weekend periods, where pupils may be more emotionally vulnerable or dysregulated due to tiredness, homesickness, illness or changes to routine.

Where restrictive intervention occurs in the boarding setting:

- the incident must immediately be reported to the senior member of staff on duty;
- the Designated Safeguarding Lead (or Deputy DSL) and Head must be informed as soon as reasonably practicable;
- parents must be informed on the same day wherever possible;
- appropriate medical assessment or welfare support must be considered following the incident;
- a written handover must be provided where necessary between boarding, safeguarding and teaching staff to ensure continuity of support and monitoring.
- If a boarder is subject to repeated incidents of restrictive intervention, the school will consider whether additional risk assessments, behaviour support plans, safeguarding measures, pastoral support or external professional involvement are required.

Any use of seclusion within boarding provision must be continuously supervised and must cease immediately once the risk of harm has reduced. Pupils must never be locked in a room or prevented from accessing basic needs such as drinking water, medication, sleep, toilet facilities or medical assistance.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Head and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: • knives and weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article

that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for other items banned under the school rules. Please see the Search Policy for further details of search arrangements.

Recording and Review

From April 2026 the school has a statutory duty to record and report each significant incident of force, as well as every incident of seclusion or non-force related restraint. An incident of restraint may occur with or without direct physical contact. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined below.

Recording: All incidents where reasonable force has been used should be brought to the immediate attention of the Deputy Head. A written report of the incident and its context will be completed and submitted to the Deputy Head, who will inform the Head and oversee arrangements for parental contact. Parental contact will be made as soon as possible and **no later than the same day** of the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Details of the incident leading to the use of force or restraint should be recorded in CPOMS by the Designated Safeguarding Lead or an authorised Deputy DSL. The record will also be kept centrally by the Head.

The record should include:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstance of the pupil, including whether the pupil has and identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

The Head and Governing Body will review restrictive intervention records periodically to identify:

- patterns or trends
- repeated incidents
- disproportionate impact on particular groups
- training needs
- safeguarding concerns

Following any significant incident:

- the pupil should be given an opportunity to debrief and reflect when calm and managed in a way that is age appropriate
- staff involved should receive appropriate support

- consideration should be given to whether amendments are required to risk assessments or behaviour support plans,

Review: Any incident where reasonable force or restraint have been necessary will be reviewed by the Designated Safeguarding Lead and the Head.

**Deputy Head
April 2026**

APPENDIX 2: Search and Confiscation Policy

Introduction:

The policy relates to the searching for, retention and disposal of items that have been confiscated in accordance with the school Rules, the Good Behaviour Policy and the Anti-bullying Policy.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspection 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. In addition, this policy has due regard to the Department for Education guidance 'Searching, Screening and Confiscation: Advice for Schools' (DfE, September 2022)

Scope:

This policy applies to all pupils at St Paul's Cathedral School including EYFS and boarders. The policy applies wherever pupils are in the care of the school, including during before and after school activities and on school trips.

Aims:

The central aim of this policy is to enable the school to provide a safe, calm and supportive environment conducive to learning and wellbeing. It seeks to do so by ensuring that dangerous, illegal or disruptive items are removed from pupils and dealt with safely and lawfully.

The policy forms part of the school's wider approach to the promotion of child protection and wellbeing, seeking to ensure that the best interests of pupils is at the heart of all decisions, systems and policies. By regular reinforcement of school rules and expectations, including discussion of items that are banned in our community, we address the issues proactively, seeking to prevent banned or dangerous items being brought to school in the first place.

1. Searching

The Head has authorised the following staff to carry out searches and to retain or dispose of items in accordance with this policy:

- Deputy Heads
- Head of Boarding
- Head of Pre-prep
- Heads of Year
- Trip Leaders

2. Prohibited Items

2.1 The following are 'prohibited items' under section 550ZA(3) of the Education Act 1996 and Regulation 3 of the schools (Specification and Disposal of Articles) Regulations 2012:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the 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 property of; any person (including the pupil)

2.2 Any item banned by the school rules and listed in the Good Behaviour Policy.

3. Conducting Searches

- 3.1 School staff have the power to search for any item if a pupil consents. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 3.2 When exercising these powers staff must consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with special educational needs and disabilities (SEND) and making reasonable adjustments where necessary.
- 3.3 Written consent is not required; it is enough for a member of staff to request that pockets be turned out, a bag emptied, a locker or other personal property opened and for the pupil (or parent as appropriate) to agree.
- 3.4 Where a pupil refuses to co-operate with a search for a prohibited item as listed in 2.1 above the member of staff should consider why this is. If the member of staff still considers a search to be necessary but considers it is not required urgently, they should seek advice from the Head or member of the safeguarding team who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
- 3.5 Where a pupil refuses to co-operate with a search for items and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.
- 3.6 Where a pupil refuses to co-operate with a search for items that are not prohibited as listed in section 2.1 but are prohibited under school rules, the member of staff may sanction the pupil in line with the school's Good Behaviour Policy.
- 3.7 Where a pupil continues to refuse to co-operate with a search for a 'prohibited item' as listed in 2.1 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search.
- 3.8 Reasonable force can only be used to search for prohibited items listed in section 2.1. Any decision to use reasonable force should be made on a case-by-case basis. Consideration must be given to whether the search will prevent the pupil harming themselves or others. The use of force will differ depending on whether the member of staff is searching possessions or the pupil themselves.
- 3.9 Where it is believed that a pupil has a prohibited item it may be necessary to search:

- Outer clothing
- School property (eg pupils' lockers)
- Boarders' storage spaces
- Pockets
- Possessions

Searches will be conducted in a manner to keep embarrassment or distress to a minimum. Any search involving of a pupil's person will be carried out by a staff member of the same sex as the pupil being searched and there will be another member of staff present as a witness.

As a limited exception to this rule staff can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and if it is not practicable to summon another member of staff in the time available.

4. Strip Searching

- 4.1 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers. More detailed information is available in the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 4.2 Staff should always consider whether introducing the potential of a strip search through police involvement is absolutely necessary and this should only be considered once all other appropriate and less invasive approaches have been exhausted.
- 4.3 Once the police are on the school site, the decision to conduct a strip search lies solely with them and the role of the school is to advocate for the safety and wellbeing of the child involved.
- 4.4 The school will always seek to inform the parent of the pupil in advance of a search and will ensure an appropriate adult is present.

5. Searching Electronic Devices

- 5.1 Staff may examine any data or files on an electronic device they have confiscated as a result of a search if the member of staff thinks there is good reason to do so, such as if they believe the device has been, or could be used to cause harm, to disrupt teaching or break school rules. The search will be conducted in the presence of someone from the IT team and the safeguarding team.
- 5.2 Where data is found that could be or has been used to cause harm, to disrupt teaching or break school rules, including carrying out cyber-bullying the device will be confiscated and the data may be deleted or the data and file may be retained as evidence of a breach of school discipline.
- 5.3 Where data is found that may constitute evidence relating to a suspected offence the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.
- 5.4 At all times the appropriate safeguarding response is of paramount consideration.
- 5.5 Devices owned by the school and used by pupils on site are constantly monitored through the Fastvue Alert system which is overseen by the IT

manager. Any alerts are forwarded to the DSL and followed up by the safeguarding team.

- 5.6 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable, staff will follow the UCKIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

6. After a Search

- 6.1 Regardless of any items being found after a search the 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 likely to suffer harm and whether any specific support is needed. The school will follow the school Safeguarding and Child Protection Policy at all times and consider whether pastoral support, early help or a referral to Children's Services is required.
- 6.2 The school will always inform parents where a search for a prohibited item listed in 2.1 has taken place. Parents will be informed as to what, if anything, has been confiscated and the resulting action or sanction imposed.

7. Recording Searches

All searches for prohibited items, as listed in paragraph 2.1, carried out by school staff or the police will be recorded by the safeguarding team. The school will analyse the data produced to look for any trends and what action might be needed.

The search record will include:

- Date and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for the search
- What items, if any, were found; and
- What follow-up action was taken as a consequence of the search

8. Confiscation

School staff can confiscate any prohibited item found as a result of a search or any item banned under the school rules or considered harmful or detrimental to school discipline.

Confiscation of mobile phones: as the use of mobile phones is banned in school, mobile phones which are brought into school by day pupils against the rules will be confiscated. Pupils who need to bring phones to school are required to hand them in at the beginning of the school day and collect them before their return home. If a phone is being confiscated from a day pupil, due consideration would be given to the pupil's means of communication and safety while travelling. In the case of the confiscation of a boarder's phone, due consideration would be given to the pupil's means of communicating with parents.

9. Disposal of Confiscated Items

- **Controlled drugs:** these will be handed over to the police as soon as possible or may be disposed of if the school concludes there is good reason to do so. In determining

what is a 'good reason' for not delivering controlled drugs to the police, the school will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

- **Other substances:** substances which are not believed to be controlled drugs but which are thought to be harmful will be dealt with as above.
- **Stolen items:** The School will consider whether these should be delivered to the police or returned directly to the owner if the school thinks there is good reason to do so. It is up to the Head and authorised staff to decide on the appropriate course of action. In so doing the member of staff should consider such things as the nature and value of the item.
- **Alcohol, tobacco, vapes, smoking paraphernalia, explosive caps or fireworks:** these will never be returned to the pupil but at the school's discretion they may be destroyed or returned to parents.
- **Pornographic Images:** pornographic images involving children or images that constitute 'extreme pornography' will be handed to the police as soon as possible. The DSL will also be notified and will decide whether to make a referral children's social care. Other pornographic images may be destroyed on discussion with the DSL following a decision on whether to make a referral to Children's Social Care, unless there are reasonable grounds to suspect that possession of the image constituted a specific offence.
- **Weapons** or items which may be evidence of an offence: all such items will be passed to the police as soon as possible.
- **Any item that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property:** such items, at the discretion of the Head taking all circumstances into account, will be handed to the police, returned to the parents, retained or disposed of. In taking account of relevant circumstances the Head should consider whether it is safe to dispose of the item and whether and when it is safe to return the item.
- **Any item banned under the school rules:** at the discretion of the school and having taken all relevant circumstances into account the item may be returned to the pupil or their parent/guardian, retained or disposed of. In taking circumstances into account, the value of the item should be considered along with whether it is appropriate to return the item and whether the item is likely to continue to disrupt learning or the calm safe and supportive environment of the school.

10. Care of Confiscated Items

The school will take reasonable care of any items confiscated from pupils where they are to be returned to the pupil, parents or guardians. Parents are asked for their support in not

permitting their children to bring banned or dangerous items into school with their knowledge, and are reminded that valuable items should not be brought to school.

Deputy Head
Autumn Term 2025

APPENDIX 3: Mobile Phones and Electronic Devices

Mobile Phone and Device Policy

Context: While we recognise the benefits that come from a digitally connected world, at St Paul's Cathedral School we are committed to ensuring that our students have a distraction-free learning environment, with their focus on their learning and on building strong, positive, face-to-face relationships with those present around them. We recognise that there are sensible uses for mobile phones in our community, for example when pupils are travelling independently to school.

Scope: this policy applies throughout our school, including EYFS and Boarding. (Note additional guidelines for boarders' use of electronic devices below and see also the additional policy: EYFS Policy for the Use of Cameras, Mobile Phones and Electronic Devices.)

Our mobile phone rules: Mobile phones (and any devices with internet connectivity or capability, or recording capability, including smart watches) are not to be used by pupils during our school day or during any pre- or post-school activities.

We see this as an important way of actively promoting our pupils' wellbeing. We consider the unmediated pressures of social media and access to constant, instantaneous communication with peers inside and outside the school, and regular disruptions to learning, focus and social interaction in person, to be negative influences on our students and not a constructive part of their school day.

Travel: Pupils who travel alone to or from school, and whose parents decide that they wish them to have a phone with them for travel, may bring their phone on school premises. Parents are responsible for ensuring their child's phone is charged: charging facilities are not available during the school day except in an emergency.

Phones must either be left in the basket at the front door on entry or handed to a member of the school Office team, who will place them in the basket. The phone must be switched off. As the use of mobile phones is banned in school, mobile phones which are brought into school by day pupils against the rules will be confiscated.

Sanctions: Failing to hand in a phone or internet-enabled device is a breach of our school rules and will be met with a sanction (ranging from one negative house point to a detention) at the discretion of the Deputy Head. Bringing in a second phone is regarded as a serious breach of school rules, and repeated use of a second phone could result in temporary exclusion (suspension).

Exceptions: There will be exceptions made to this policy, at the discretion of the Deputy Head or Head. Examples could include:

- a pupil who needs to monitor blood sugar levels and uses a phone app to do so, may be allowed supervised access to their phone as needed

- a pupil who requires access to their phone to report an e-safety issue to staff
- a pupil who requires access to a mental health app may be allowed to keep a phone with them as needed
- a disabled pupil requires access to their phone as a reasonable adjustment agreed with the school, consistent with the school's duties under the 2010 Equality Act
- a boarding pupil who needs to make contact with parents who are on a different time zone

All such arrangements will be discussed with parents in advance and will be recorded and monitored by the Deputy Head. In these circumstances, at the Deputy Head's discretion, parents may be requested to confirm that 4G or 5G connectivity, and/or particular apps or functions, are blocked on the phone.

School trips: On school trips, the trip leader, in consultation with the Deputy Head, will make and communicate a decision about whether pupils are allowed to bring mobile phones and internet-enabled devices. Priority will be given to ensuring that the educational and social experience of the pupils is not compromised by the presence of mobile phones. Pupils will be reminded that their acceptable use of IT agreement applies on the school trip.

For residential trips pupils are only permitted to use their phone to call or send a text message during timetabled 'telephone windows'. Duty staff will physically monitor the use of devices during a telephone window in designated areas.

The role of parents: Parents are expected to read and understand our mobile phones and devices policy and to discuss this with their children, bringing any concerns they may have regarding mobile phone usage promptly to their child's form teacher or the Deputy Head.

The role of staff: Staff should consistently apply the school's policy on mobile phones, reporting any concerns to the Deputy Head.

Staff use of mobile phones: Staff should not use their personal mobile phones for personal reasons in front of pupils. They may need to use a phone for professional reasons, e.g. to set homework, to access our Management Information System (iSAMS) or to use MFA (multi-factor authentication). They may use their phones for security purposes when on duty outside in our playground. Trip phones are used on school trips and outings. Particular rules apply to the use of phones in EYFS: please see the EYFS Policy for the Use of Cameras, Mobile Phones and Electronic Devices.

Rules for Boarders regarding electronic devices in Boarding Time

All rules above apply to Boarders during the school day. The following extract from the Boarding Handbook sets out rules for devices in boarding time, and applies also to smart watches and any internet/recording capable device.

Boarders are only permitted to bring phones in to school that cannot be connected to the internet. These devices are stored securely by boarding staff and are only given back to pupils for the purpose of phoning home during set windows of time throughout the week. Boarders are given access to the internet on school devices (e.g. laptops, PCs and tablets),

which are connected to the school network and therefore controlled by the school's filtering and monitoring systems.

Deputy Head
Spring Term 2026

APPENDIX 4: EYFS POLICY FOR THE USE OF CAMERAS, MOBILE PHONES AND ELECTRONIC DEVICES

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the setting. This policy will be used across the whole of the Pre-prep department.

- Personal mobile phones, cameras and video recorders (and all other electronic devices with imaging and sharing capabilities) cannot be used when in the presence of children either on school premises or when on outings.
- All mobile phones must be locked and stored securely within the setting. (This includes all staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to Parents by the Head of Pre-prep or Head of Early Years.
- Mobile phones must not be used in any teaching area within the setting.
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with Parents/Carers must be made on the school telephone and should be recorded.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, Parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on social networking sites.

Monitoring and Review: It is the responsibility of all staff to adhere to this policy. It will be reviewed annually by the Governing body.

Autumn Term 2024 MSS, Head of Pre-prep

APPENDIX 5: Extract from Safeguarding Policy: Child-on-Child Abuse

22. Child-on-child abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children can abuse other children and young people and should be clear about the school's policy and procedures regarding child-on-child abuse. Staff will maintain an attitude of 'it could happen here'. All child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, biting, hitting, kicking or hair pulling
- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and sexual harassment** such as inappropriate sexual language, touching, sexual assault or rape
- **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring another person to send sexual imagery or video content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** – such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **upskirting** – taking a picture under a person's clothing without their permission for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **initiation/hazing** – used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** – a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. Tolerance of such behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Staff understand that whilst it is more likely that girls will be victims and boys perpetrators of child-on-child abuse, all forms of child-on-child abuse are unacceptable and will be taken seriously.

Staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but simply not reported.

22.1 Minimising risk

A whole school approach to preventative education ensures that the curriculum, school policies, pastoral support and whole school ethos complement each other to create an environment that helps to prevent negative behaviour. We take the following steps to minimise the risk of child-on-child abuse.

- an open and honest environment where young people feel safe to share information about anything that is upsetting them
- access for pupils to wide-ranging pastoral support including, Form Teacher, Head of Section, Deputy Head, Learning Support Team, Nurse, Counsellor, Mental Health First Aider, Residential Duty Team, Chaplain and Wish and Worry box
- assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying
- Form Time, TPR and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities
- staff will endeavour always to create surroundings where everyone feels confident and at ease in school
- we will ensure that the school is well supervised, especially in areas where children might be vulnerable
- staff receive regular training on child-on-child abuse during safeguarding updates and via online training from Educare.

22.2 Managing allegations of child-on-child abuse and supporting those involved

Pupils have access to wide-ranging pastoral support including Form Teacher, Tutors, Deputy Head, Safeguarding Team, Learning Support Team, Nurse, Counsellor, Mental Health First Aider, Residential Duty Team, and Chaplain. Children know they are able to reach out to any member of staff with any concern at any time.

Children know that concerns will be followed up immediately. The practice of encouraging children to share is revisited during PSHE lessons, form times and the assembly programme. The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

The School recognises that in cases of child-on-child abuse all the children involved, whether perpetrator or victim, are treated as being “at risk” and will act accordingly to safeguard their welfare.

The DSL (or DDSL) should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children’s social care and/or any other external agencies on a no-names basis to determine

the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the City of London Children's Services Team, and in any event within 24 hours of the DSL becoming aware of it. In these cases, the City and Hackney Safeguarding Children's Partnership (CHSCP) Threshold of Needs Document should be used. <https://www.londonsafeguardingchildrenprocedures.co.uk/thresholds.html>

The DSL will discuss the allegations/concerns and agree on a course of action, which may include:

- Manage internally in line with the behaviour management policy and with help from external specialists where appropriate and possible.
- Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
- Refer child/children to children's social care. Depending on the circumstance, the Police may be involved.
- In all of the scenarios, the school, along with the relevant agencies or specialists will support both the child who has experienced the abuse, ensuring that further abuse does not take place as well as helping children overcome any difficulties arising from the original situation.
- What support the victim requires depends on the individual child and their parents or carers and they will also be consulted, and a support plan will be drawn up.
- If the incidents are also of a bullying nature, the child may need support in improving relationships amongst their peer group or with other young people. Strategies will be put in place to monitor and support all the children involved. This may include 1:1 mentoring.
- The alleged perpetrator is also likely to need support as they may have unmet needs as well as the risk they could pose to other children. This could involve counselling or 1:1 mentoring.
- Other interventions for wider groups of children that may be considered could target a whole class or year group for example.
- All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding system (CPOMS) and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.