



Good Behaviour Policy

Academic Year 2026-2027

Note: this policy includes:

- Restrictive Interventions and Reasonable Force Procedure
- Search and Confiscation Procedure
- Mobile Phones and Electronic Devices Procedures

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 everyone at St Paul's Cathedral School. This policy sets out our approach to promoting good behaviour and supports the School's duty to provide a safe working environment for staff. Our underlying objective is to create a safe environment in which all pupils can learn and reach their full potential, staff can carry out their duties without bullying, harassment or intimidation, and the values and ethos of the School are upheld.

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 2026 and Working Together to Safeguard Children 2026. The School works with relevant external agencies, including Children's Social Care, the Police, education welfare services and health professionals, to promote pupils' safety, wellbeing and positive behaviour.

Scope

This policy applies to all pupils, including children in the Early Years Foundation Stage and boarders. It has regard to Behaviour in Schools: Advice for headteachers and school staff (DfE, February 2024), the National Minimum Standards for Boarding Schools (DfE, May 2026), Keeping Children Safe in Education 2026, the statutory guidance Mobile Phones in Schools (effective from 1 September 2026), and Restrictive Interventions, including the Use of Reasonable Force, in Schools (effective from 1 April 2026).

The behaviour expectations and protections in this policy apply on School premises and wherever a pupil is participating in, travelling to or from, or identifiable with a School activity. This includes boarding, educational visits, residential trips, Cathedral activities, fixtures, performances, School-sanctioned events, online learning platforms, School-managed systems and social media or other online activity connected with the School community. The School may address conduct outside these settings where it affects the welfare or safety of a pupil or member of staff, threatens another person, disrupts the orderly operation of the School or could adversely affect the School community.

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

1. Restrictive Interventions and Reasonable Force Procedure
2. Search and Confiscation Procedure
3. Mobile Phones and Electronic Devices Procedure
4. EYFS Policy for the use of cameras, mobile phones and electronic devices
5. Child-on-Child Abuse and Behaviour

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 of rewards for pupils of all ages and abilities 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, may be addressed under this policy where it could affect the safe operation of the School, threaten another person physically or psychologically, damage property, disrupt good order or seriously affect the School community. Depending on its seriousness, the response may include a disciplinary suspension, permanent exclusion, required removal from the School or removal from boarding. The Head will also consider whether the behaviour should be reported to the Police or managed under the Safeguarding (Child Protection) Policy.

In addition the Head or Senior 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 cyberbullying, is wholly inconsistent with the School's aims and principles. For the purposes of this policy, bullying of staff means unwanted behaviour by a pupil that may be repeated or may consist of a serious one-off incident and causes harm, intimidation or offence. Harassment means unwanted conduct related to a protected characteristic that

has the purpose or effect of violating a member of staff's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Sexual harassment means unwanted conduct of a sexual nature having that purpose or effect. Victimisation means subjecting a person to a detriment because they have made, supported or are believed to have made or supported a complaint or allegation under the Equality Act 2010. These forms of misconduct may occur in person or online and include cyberbullying, abusive communications, threats, discriminatory abuse, the sharing of harmful content and interference with a member of staff's work.

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) including those with or without an EHCP and / or formal diagnosis.

The School will comply with the Equality Act 2010, including the duty to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. The SENCO will advise on appropriate support and adjustments in consultation with the pupil, parents or carers, staff and external specialists where necessary.

The School will use its reasonable endeavours to meet the needs of pupils with SEND in accordance with its SEN and Learning Support Policy, its contractual commitments and any statutory obligations applying to the pupil or placement. Where an Education, Health and Care plan names the School, or a local authority commissions the placement, the School will work with the local authority and relevant agencies to secure the provision agreed for the pupil.

Behaviour will be considered in the context of a pupil's SEND, disability, medical needs, mental health, communication needs and individual circumstances. This does not mean that every incident of misbehaviour is connected to SEND, but staff will consider whether behaviour may arise from an unmet need and whether additional support or a reasonable adjustment is required.

The School will, as far as reasonably possible, anticipate likely triggers and put preventative support in place. This may include planned movement breaks, adapted seating, adjustments to uniform, changes to communication or sensory demands, additional preparation for transitions, or staff training about a pupil's needs.

A pupil's SEND, disability and other relevant needs will be considered throughout any disciplinary process and before suspension, permanent exclusion, required removal from the

School or removal from boarding. Reasonable adjustments will be made to the process as well as to the support offered.

Changes in behaviour may indicate a safeguarding, mental-health or medical need. Staff must report safeguarding concerns immediately to the DSL or a DDSL and seek urgent medical or emergency assistance where required. Only appropriately qualified professionals diagnose mental-health conditions; staff should notice, record and respond to concerns and facilitate suitable support.

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, including cyberbullying, stealing, vandalism and verbal or physical abuse are unacceptable. Repeated or serious incidents may result in disciplinary suspension, permanent exclusion, required removal or removal from boarding, following the procedures in this policy.
- 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	100 House 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 Academic, Senior Deputy or the 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 and positively reinforced.

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	200 House 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, Senior Deputy Head or Deputy Head Academic. Typically, pupils in Pre-Prep might receive one Gold Seal per half-term.

SANCTIONS

The School sets clear boundaries and helps pupils understand its rules and community expectations. Where expectations are not met, staff may apply a sanction. Every response must be lawful, reasonable, proportionate, prompt and fair, and must support the pupil to understand what happened and how to restore relationships and make a better choice.

Before deciding on a sanction, staff will consider the pupil's age and developmental stage; the nature, context, intent and impact of the behaviour; any disability, SEND, communication, medical or mental-health need; relevant safeguarding information; religious requirements where applicable; and any reasonable adjustment required. The pupil will be given an age-appropriate opportunity to explain what happened.

Available sanctions include a verbal reprimand and reminder of the expected behaviour, a restorative conversation, an apology or other appropriate reparation, loss of responsibility or privilege, a proportionate loss of free time, additional or completed work, negative house points and detention. Sanctions will not be humiliating or degrading and will not unreasonably restrict access to food, drink, toilets, sleep, medication, medical assistance, family contact or safeguarding support.

Parents will normally be involved promptly where behaviour is serious, persistent or recurring. The School may allow pupils age-appropriate independence in resolving isolated low-level matters, provided that doing so does not create a safeguarding or welfare risk. If concerns persist, the School may introduce a report card, pastoral support plan, risk assessment or other targeted support. Every sanction imposed for serious misbehaviour, including the reasons for it and the outcome, will be recorded in writing. Serious incidents and associated safeguarding information will also be recorded on the appropriate School system.

In Pre-Prep, including the EYFS, visual prompts and restorative discussion help children understand and regulate their behaviour. Negative house points are not used in Pre-Prep.

In the EYFS, the School will not give or threaten corporal punishment and will not use or threaten any punishment that could adversely affect a child's wellbeing. Physical intervention may be used only to avert immediate danger of personal injury to any person, including the child, or to manage a child's behaviour where absolutely necessary. Every occasion on which physical intervention is used in the EYFS will be recorded and parents or carers will be informed on the same day, or as soon as reasonably practicable.

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
Year 7 and 8	3 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:

A Deputy Heads 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. Time out or reflection with the form teacher or teaching assistant
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 Academic, Senior 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 Senior 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 Senior Deputy Head and the Deputy Head Academic.

Serious Misconduct

Behaviours classified as serious misconduct, which may lead to disciplinary suspension, permanent exclusion, required removal from the School or removal from boarding, include:

- Verbal or physical abuse or assault
- Bullying including cyberbullying
- Theft, blackmail, physical violence, intimidation
- Racist or sexist behaviour; any behaviour which targets others based on 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.
- An allegation shown, following the conclusion of the appropriate safeguarding process, to have been deliberately invented or malicious. An allegation that is unfounded, unsubstantiated or false will not, by itself, be treated as evidence of malice.
- Leaving the school site or going out of set bounds, during school or boarding hours, without permission from a member of staff.

Repeated lower-level misconduct may result in disciplinary suspension, permanent exclusion or required removal where the pupil has not responded to appropriate support, reasonable adjustments and proportionate strategies.

Procedures for Dealing with Serious Misconduct

The School will respond to serious misconduct in accordance with this policy, the Parent Contract and the Governors' Review Procedure. The statutory suspension and permanent-exclusion regime for maintained schools and academies does not apply to this independent School; the School will nevertheless follow a fair process, comply with the Equality Act 2010 and its safeguarding duties, and act consistently with its contractual arrangements.

Initial response and investigation

The immediate response may include a verbal warning, report card, meeting with parents, enhanced pastoral support or an individual behaviour agreement. Relevant evidence will be gathered, and the pupil will be given an appropriate opportunity to respond. Safeguarding concerns will be managed under the Safeguarding (Child Protection) Policy and may require liaison with Children's Social Care or the Police.

Where a pupil is extremely distressed or unwell, the School may agree with parents that the pupil should be collected for welfare reasons. This is not a disciplinary sanction. The reason, agreement, time of departure and attendance coding will be recorded. A pupil must not be informally sent home as a disciplinary response.

Precautionary suspension

The Head may impose a precautionary suspension while a serious matter is investigated where this is necessary to protect pupils or staff, preserve the integrity of the investigation or maintain the safe operation of the School or boarding provision. In the Head's absence, the Senior Deputy Head, Deputy Head Academic or Head of Boarding may act pending the Head's review. A precautionary suspension is a neutral measure and does not determine the outcome.

The School will confirm the reason, expected duration and review arrangements in writing; keep the measure under review; make suitable arrangements for education, safeguarding and welfare; and maintain appropriate contact with the pupil and parents.

Disciplinary decision

Where suspension, permanent exclusion or required removal may be considered, the School will invite the pupil and parents to a disciplinary meeting, disclose the substance of the concern so far as safeguarding and fairness allow, make reasonable adjustments, and provide an opportunity for them to respond. The Head will reach the decision on the balance of probabilities and will provide a written outcome setting out the findings, reasons, sanction and any review rights.

Possible outcomes

A disciplinary suspension is a time-limited sanction following a finding of misconduct. The written decision will state its start and end dates, educational arrangements, conditions for return and any support or reintegration plan.

In an extreme case, the Head may, after consultation with the Chair of Governors, permanently exclude or expel a pupil, require the pupil's removal from the School, or remove a pupil from boarding. Required removal may be used where the grounds in the Parent Contract are met, including where a pupil is unable or unwilling to benefit from the education or boarding provision after appropriate support and reasonable adjustments have been considered.

Parents may request a Governors' Review of any decision for which a review is available under the Parent Contract or Governors' Review Procedure, including permanent exclusion, required removal and removal from boarding where applicable. The written decision will state how and by when a review must be requested.

Behaviour Management in Boarding

The Head is responsible for behaviour throughout SPCS and delegates day-to-day behaviour management in boarding to the Head of Boarding, who oversees the practice of residential staff. Boarding arrangements comply with the National Minimum Standards for Boarding Schools (May 2026). Residential staff receive appropriate induction and regular training, including de-escalation, safeguarding and the lawful use, recording and reporting of restrictive interventions.

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 time.
- 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.
- An earlier bedtime may be agreed only where it is a proportionate, welfare-led response to a pupil's tiredness or need for regulation. It must not be used as punitive isolation, and the reason and duration must be recorded where it amounts to a major sanction.
- A proportionate loss of privileges, such as reduced technology time, may be used. It must not unreasonably restrict sufficient free time, sleep, food, drink, toilet access, medical care, private contact with parents or carers, or safeguarding support.
- 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, whether a single incident or a pattern of behaviour, the serious-misconduct procedure applies. The Head may require withdrawal from boarding only in accordance with the Parent Contract, after appropriate safeguarding, equality and SEND considerations and with any applicable review rights clearly communicated.
- 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

The Cathedral Music Department operates its own recognition arrangements for musical effort, leadership and contribution. Cathedral staff may address conduct within their lawful responsibilities and report concerns to the School. Any disciplinary sanction imposed under this policy, including any deduction treated as a School sanction, must be authorised by an appropriate member of School staff and recorded through the School's procedures. The Cathedral arrangements must not create a parallel, unrecorded sanctions system.

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 Heads of Year, Deputy Head Academic or the Senior 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 Senior 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 Heads of Year through weekly year group meetings who then feedback to the Senior 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 Senior Deputy Head (for Day pupils and Boarders during the school day) and the Head of Boarding (for Boarders in the Boarding House).

The Senior Deputy Head and Head of Boarding report serious misconduct to the Head on the day it occurs and ensure that parents are appropriately informed. The Head consults the Chair of Governors before permanent exclusion, required removal from the School or removal from boarding, and in other cases required by the Parent Contract.

As proprietor, St Paul's Cathedral Chapter - through delegation to the School's Governing Body: The Governing Body ensures that a written behaviour policy is drawn up, sets out the sanctions to be adopted and is implemented effectively. It ensures that a written record is kept of every sanction imposed for serious misbehaviour and that major sanctions affecting boarders are recorded and reviewed for patterns, fairness and any safeguarding, equality or training implications. The Head reports on behaviour, rewards, misconduct and sanctions to the governor-chaired Education Committee, and the full Governing Body reviews the policy at least annually.

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 Interventions and Reasonable Force

This procedure applies to all pupils, including children in the EYFS and boarders. It reflects sections 93 and 93A of the Education and Inspections Act 2006, Restrictive Interventions, including the Use of Reasonable Force, in Schools (DfE, effective from 1 April 2026), the Independent School Standards and the National Minimum Standards for Boarding Schools (May 2026).

Purpose and legal basis

There are limited circumstances in which reasonable force or another restrictive intervention may be required to safeguard a pupil or other people, prevent an offence, prevent damage to property, or maintain good order and discipline. Any intervention must be lawful, necessary, proportionate, the least restrictive option reasonably available and used for the shortest possible time. Force must never be used as punishment.

The decision to intervene rests with the member of staff's professional judgement in the circumstances. Staff must consider the seriousness and immediacy of the risk, the likely consequences of not intervening, the alternatives available and the pupil's known needs. Where safe and practicable, staff should use prevention and de-escalation, including calm communication, time, space, choices, environmental adjustments, distraction and assistance from colleagues.

Definitions

- **Reasonable force:** no more force than is needed in the circumstances to achieve a lawful purpose.
- **Restraint:** a non-disciplinary intervention that immobilises a pupil or limits movement, with or without direct physical contact.
- **Seclusion:** a non-disciplinary intervention in which a pupil is kept away from others and prevented from leaving by physical obstruction or by the belief that they will be stopped or punished if they leave.
- **Significant use of force:** force that goes beyond appropriate physical contact or physical force used to implement another restrictive intervention.

Who may use reasonable force

The power applies to members of School staff and to another person whom the Head has temporarily put in charge of pupils, for example an authorised volunteer accompanying a School visit. Volunteers and parents are not automatically authorised merely because they are present.

Safe practice

Staff must use the minimum force necessary, continually monitor the pupil's safety and dignity, and stop as soon as the lawful purpose has been achieved or the risk has reduced. Particular care must be taken where a pupil has SEND, communication difficulties, a medical condition, a mental-health need, a history of trauma or another known vulnerability.

A restrictive intervention must never intentionally inflict pain; affect the airway, breathing or circulation; apply pressure to the neck, chest or abdomen; deprive a pupil of food, drink, medication, sleep, toilet access or medical assistance; or be degrading, humiliating or abusive.

Staff must not intentionally take or hold a pupil on the ground. If a pupil unintentionally comes to the ground, staff must release or reposition the pupil as soon as possible and continuously protect breathing and circulation.

Seclusion

Seclusion may be used only as a safety measure to protect other people from harm during an episode of serious dysregulation. It must never be used as a disciplinary sanction. The pupil must be continuously supervised in a safe place, able to communicate with staff and have access to basic needs. Seclusion must end as soon as the risk has reduced. A pupil must never be locked in a room.

Planning and prevention

Where a foreseeable risk of restrictive intervention exists, the School will consider an individual risk assessment and positive behaviour support plan. The pupil and parents or carers should be involved where appropriate. A plan does not remove the need for each intervention to be necessary and proportionate, and parental consent is not required for lawful action in an emergency.

EYFS

For a child in the EYFS, physical intervention may be used only to avert immediate danger of personal injury to any person, including the child, or to manage the child's behaviour where absolutely necessary. Every occasion on which physical intervention is used must be recorded, and parents or carers must be informed on the same day or as soon as reasonably practicable.

Boarding

Residential staff must take particular account of tiredness, homesickness, illness, night-time vulnerability and changes to routine. Any restrictive intervention in boarding must be reported immediately to the senior member of staff on duty and as soon as reasonably practicable to the Head and DSL or DDSL. Medical assessment, welfare support and an effective handover between boarding, safeguarding and teaching staff must be considered.

Immediate action after an incident

- Check the pupil and others for injury or adverse effects, provide first aid or medical assistance and call emergency services where necessary.
- Report the incident promptly to the Head and DSL or DDSL and consider whether it raises a safeguarding concern or an allegation about an adult.
- Give the pupil an age-appropriate opportunity to explain, recover and debrief when calm, and offer support to staff and other pupils affected.
- Review any risk assessment, support plan, staffing, environment or training needs and take action to reduce recurrence.

Recording

The member or members of staff involved must make a written record as soon as reasonably practicable, ideally on the same day. The School will record every significant use of force and every use of restraint or seclusion, whether or not direct physical contact occurred and whether or not the intervention had previously been agreed in a support plan.

Records will be held securely on the School's designated system and overseen by the Head and DSL.

The record must include, as a minimum:

- the pupil's name, relevant needs and SEND status; the names and roles of staff involved and any witnesses;
- the date, time, location and duration; what happened beforehand; known triggers; and the de-escalation or alternatives attempted;
- the lawful purpose and why intervention was considered necessary; the type and degree of force, restraint or seclusion used; and whether the pupil came to the ground;
- any injury or adverse effect, medical assessment or treatment, and post-incident support for the pupil and others;
- when and how parents or carers were informed, any decision to delay or withhold information and the reason, and the outcome of management and safeguarding review.

Information for parents or carers

The School will provide a parent or carer with written information about a recordable incident as soon as reasonably practicable, normally on the same day. The information will explain when and where the incident occurred, why intervention was necessary, what intervention was used, any injury or medical attention, the support and follow-up arranged, and how concerns or complaints may be raised. Prompt oral contact should also be made where appropriate.

Information may be withheld or delayed only where providing it would be likely to result in serious harm to the pupil or another person. The decision, reasons and review arrangements must be recorded. The School will provide the information to a safe parent or carer as soon as it is safe to do so. If there is no parent or carer to whom it is safe to report, the School will notify the local authority in whose area the pupil ordinarily resides.

Oversight, complaints and allegations

The Governing Body will take all reasonable steps to ensure that the statutory recording and reporting duties are followed. Leaders and governors will review records for patterns, repeated incidents, disproportionate impact, safeguarding concerns and training or policy needs, while maintaining confidentiality.

Complaints about the use of restrictive intervention will be considered under the School's Complaints Procedure. A concern or allegation that an adult may have harmed a child will be managed under the Safeguarding (Child Protection) Policy and Keeping Children Safe in Education 2026.

Other physical contact and searching

Appropriate physical contact, such as first aid, comforting a distressed pupil, guiding a young child safely, demonstrating a musical or sporting technique, or congratulating a pupil, is not in itself a restrictive intervention. Any contact must remain professional, appropriate and consistent with the Staff Code of Conduct.

Reasonable force may be used to conduct a search only where the law permits it and only for statutory prohibited items. It must not be used to search for an item banned solely under School rules. The Search and Confiscation Procedure in Appendix 2 applies.

Approved: September 2026

APPENDIX 2: Search and Confiscation Procedure

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.

The Education and Inspections Act 2006 permits schools to impose reasonable and proportionate disciplinary measures, including the lawful confiscation, retention or disposal of property. This procedure has regard to Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022; GOV.UK page updated July 2023).

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 statutory prohibited items for which an authorised member of staff may search without consent in accordance with section 550ZA of the Education Act 1996 and the relevant regulations:

- 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 The following additional School-banned items are identified as items for which an authorised member of staff may search: a mobile phone, smartwatch, wireless headphone, recording device or other internet-enabled device retained or used contrary to Appendix 3; vapes, nicotine or tobacco pouches and smoking paraphernalia; and any other item expressly identified in the Code of Conduct as presenting a safety risk or serious disruption. Reasonable force must not be used to search for an item banned only under School rules.

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 cooperate with a search for a statutory prohibited item or an additional School-banned item identified above, staff should consider why. If the search is necessary but not urgent, the pupil should be supervised away from others while advice is sought from the Head, DSL or another authorised senior member of staff.
- 3.5 Where a pupil does not appear to have sufficient maturity or understanding, the School will seek appropriate parental support where practicable. A parent's agreement does not substitute for the pupil's cooperation with a consensual personal search; staff must rely on a lawful power to search without consent or seek police assistance where necessary.
- 3.6 Where an item is banned by the School but is not identified in this policy as an item for which a search may be made, staff must not search without consent. Refusal to cooperate may be addressed under the Good Behaviour Policy where it is reasonable and proportionate to do so.
- 3.7 Where a pupil continues to refuse to cooperate with a search for a statutory prohibited item, an authorised member of staff must assess on a case-by-case basis whether it is lawful, necessary and proportionate to use reasonable force. Reasonable force must not be used to search for an item banned solely by the School.
- 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

For these purposes, outer clothing means clothing that is not worn wholly next to the skin or immediately over underwear, together with hats, shoes, boots, gloves and scarves. School staff must never require a pupil to remove more than outer clothing.

A search of a pupil's possessions will normally take place in the pupil's presence and with another member of staff present. Where there is a risk of serious harm and the search cannot safely be delayed, an authorised member of staff may search possessions without the pupil or a witness present; the circumstances must be reported immediately to the Head or DSL and recorded in writing.

A search of a pupil's person will be conducted sensitively and with due regard to dignity, age, SEND, disability and other individual needs. It will normally be carried out by a member of staff of the same sex as the pupil, with another member of staff present as a witness.

As a limited exception, an authorised member of staff may search a pupil of the opposite sex or without a witness only where they reasonably believe that there is a risk of serious harm if the search is not carried out urgently and it is not reasonably practicable to summon an appropriate colleague. The member of staff must immediately report the circumstances to the Head or DSL and make a written record.

4. Strip Searching

A strip search is a search involving the removal of more than outer clothing. School staff must never conduct a strip search.

Police involvement will be considered only where the Head and DSL judge that the potential strip search is necessary and all appropriate, less intrusive alternatives have been exhausted. Once police attend, the decision and conduct of any search are matters for the Police, acting under PACE Code C. The School's role is to advocate for the pupil's safety and welfare.

The School will ensure that an appropriate adult is present in accordance with PACE safeguards and that the pupil's wishes about that adult are considered. Parents or carers will be informed in advance unless there is an immediate risk of harm and it is not reasonably practicable to do so; they will always be informed afterwards, whether or not an item is found.

The DSL will arrange appropriate safeguarding and pastoral aftercare after any police strip search, whether or not an item is found, and the incident and follow-up will be recorded.

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 must not view nude or semi-nude imagery, including AI-generated imagery, unless there is a good and clear safeguarding reason. Any decision to view must be made by the DSL using professional judgement and the UKCIS guidance *Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People*. Images must not be copied, printed, forwarded, shared, moved or unnecessarily retained. The DSL will seek police advice where an offence or child sexual abuse material may be involved.

Screening

The School does not routinely screen pupils. If screening arrangements are introduced, the School will follow current DfE guidance, inform pupils and parents, make reasonable adjustments for disability and SEND, and consult the Police where appropriate. Screening must be conducted in a manner that respects pupils' dignity and welfare.

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 our Safeguarding (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 or intimate images:** Where an image may constitute child sexual abuse material, an extreme pornographic image or evidence of an offence, the device will be secured and the DSL will seek police advice. Staff must not copy, print, forward, share or unnecessarily view the image and must not delete it unless advised to do so by the Police. Other pornographic material will be dealt with lawfully following consultation with the DSL.
- **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.

Complaints and review

Concerns about a search, screening or confiscation decision may be raised through the School's Complaints Procedure. Any safeguarding concern arising from a search must be reported immediately to the DSL or a DDSL. Search records will be reviewed for patterns, equality considerations and training or policy needs.

Senior Deputy Head

Approved: September 2026

APPENDIX 3: Mobile Phones and Electronic Devices

Mobile Phones and Electronic Devices Procedure

Purpose and scope

This procedure applies to all pupils, including children in the EYFS and boarders. It reflects the statutory guidance Mobile Phones in Schools (DfE, effective from 1 September 2026). The School is mobile-free by default so that pupils can learn, develop relationships and participate in School life without avoidable distraction or online pressure.

School-day rule

Pupils must not use or access a mobile phone, smartwatch, wireless headphone, recording device or other personal internet-enabled device during the School day or during School-supervised before- or after-school activities, unless an individual exception has been approved. The rule and any changes will be published to parents and pupils and reinforced at induction and at appropriate intervals.

A pupil who needs a phone for independent travel may bring it to School switched off. On arrival, it must be handed to the Office or placed in the designated secure storage and may be collected only when the pupil leaves. Parents who need to contact a pupil during the School day should do so through the School Office.

Education and safe use

The curriculum and pastoral programme will teach pupils about the benefits and risks of mobile technology, responsible use, online safety, privacy, image sharing, cyberbullying and how to seek help. Pupils must always be able to report or show staff online harm or a safeguarding concern without fear that the mobile-phone rule will prevent them doing so.

Exceptions and reasonable adjustments

The Deputy Heads or Head may approve a limited, recorded exception where necessary and proportionate. This may include a medical or disability-related need; a reasonable adjustment under the Equality Act 2010; a safeguarding or mental-health need; the needs of a young carer; access required to report online harm; or a boarder's need for family contact across time zones.

The arrangement will specify the permitted purpose, time, place, supervision, storage and review date. It will be agreed with parents or carers and relevant staff, and with the pupil where appropriate. Restrictions on connectivity or particular functions may be required where proportionate.

Breaches, searching and confiscation

A failure to hand in a device, unauthorised use or possession of a second device may result in a proportionate sanction and confiscation. The School will consider the pupil's circumstances, safety when travelling, disability, medical needs and any reasonable adjustment. Searching and examination of device content must follow Appendix 2 and the Safeguarding (Child Protection) Policy.

School trips and residential visits

The trip leader, in consultation with the Deputy Head Academic, will decide and communicate whether personal devices may be brought on a visit. Any permitted use must be limited so that safety, education, social interaction and privacy are protected. The Acceptable Use Agreement continues to apply.

On residential visits, pupils may use a permitted phone during clearly communicated contact times. Staff may supervise the location and safe management of devices but must not unnecessarily monitor the content of private family communications.

Boarders

The School will provide boarders with opportunities to communicate privately with parents or carers at suitable times, taking account of family circumstances and international time zones. Devices will be stored securely outside agreed contact periods. Any limits on use will be set out in the Boarding Handbook and applied consistently with safeguarding and the National Minimum Standards for Boarding Schools.

Staff and School systems

Staff must model the policy and must not use personal mobile phones for personal purposes in front of pupils. Professional use must be necessary, brief and consistent with the Staff Code of Conduct. Separate EYFS requirements are set out in Appendix 4. School-owned devices and networks remain subject to the School's filtering and monitoring arrangements, overseen by leaders and the Governing Body.

Approved: September 2026

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

This procedure supports the safeguarding and welfare requirements of the Early Years Foundation Stage statutory framework effective from 1 September 2026. It applies throughout the Pre-Prep and to staff, pupils, volunteers, students, visitors and parents or carers while they are in the EYFS environment or accompanying an EYFS outing.

- Personal phones, cameras, video recorders and other devices with imaging or sharing functions must not be used in the presence of children or in teaching areas. Staff, volunteers and students must switch off and store personal devices securely in the designated place.
- Only School-owned, approved equipment may be used to photograph or record children for educational or safeguarding purposes. Images must be taken, transferred, stored, shared and deleted in accordance with the School's safeguarding, data-protection and image-consent arrangements.
- Telephone contact with parents or carers must normally be made using a School telephone or approved School device and recorded where required. A nominated member of staff will carry the approved School phone on outings for emergency contact.
- Personal calls may be made only during non-contact time and away from children and teaching areas. In an emergency, staff should use the School telephone or follow the direction of the Head of Pre-Prep or Head of EYFS.
- Parents, carers and visitors must not use personal devices to take images inside School buildings or around children unless the School has expressly authorised photography for a specified event. Where photography is authorised, families must follow the event instructions, avoid photographing other children without permission and must not publish or share images online contrary to the School's requirements.
- Any breach, suspected misuse, loss of an image or safeguarding concern involving a device must be reported immediately to the DSL or a DDSL and managed under the Safeguarding (Child Protection) Policy.

The Head of Pre-Prep is responsible for implementation. The Governing Body will review this procedure at least annually as part of the Good Behaviour Policy and safeguarding framework.

Approved: September 2026

APPENDIX 5: CHILD-ON-CHILD ABUSE AND BEHAVIOUR

Safeguarding response

The Safeguarding (Child Protection) Policy is the authoritative statement of the School's procedures for child-on-child abuse. This appendix explains how safeguarding and behaviour responses work together. If there is any inconsistency, the Safeguarding (Child Protection) Policy and Keeping Children Safe in Education 2026 take precedence.

Child-on-child abuse is never acceptable and must not be dismissed as banter, part of growing up or normal behaviour. It may occur inside or outside School and online. It includes physical abuse; bullying, including cyberbullying and prejudice-based or discriminatory bullying; sexual violence and sexual harassment; harmful sexual behaviour; abuse within intimate personal relationships; upskirting; initiation or hazing; causing another child to engage in sexual activity; and consensual or non-consensual making or sharing of nude or semi-nude images or videos, including AI-generated imagery. Sexist behaviour, misogyny and misandry may form part of harmful sexual behaviour or a wider unsafe culture. All staff must report a concern immediately to the DSL or a DDSL. If a child is in immediate danger or at risk of immediate serious harm, staff must call 999 and make an immediate referral to Children's Social Care; action must not be delayed to meet an administrative deadline. The DSL will determine the safeguarding response, including any referral, risk and needs assessment, safety plan and liaison with external agencies.

Children who report abuse will be taken seriously, supported and kept safe. They will not be blamed or made to feel that they are causing a problem. The School will consider the needs and safety of the child who experienced the behaviour, the child alleged to have caused it and any other affected children. Appropriate pastoral, educational and specialist support will be arranged.

A safeguarding response and a disciplinary response may proceed alongside each other where appropriate. Any behaviour investigation or sanction must be coordinated with the DSL and, where involved, Children's Social Care or the Police, so that it does not prejudice a safeguarding or criminal investigation. Sanctions will remain proportionate and will take account of age, development, SEND, safeguarding context and the need to protect other children.

All concerns, discussions, decisions, reasons, actions and outcomes will be recorded securely on the School's safeguarding system. The School will review incidents and patterns to identify cultural, curriculum, supervision, equality, online-safety or training actions required.

Policy Area	Pupils
Author	Senior Deputy Head
Senior Team Lead	Senior Deputy Head
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