



Queen's College, London

Behaviour Management Policy

Due for review Lent Term 2027

Policy Statement

Queen's College, London prides itself on having a relaxed but focused atmosphere. What parents notice most on open days and former pupils remember best about the College, is its friendliness; an unquantifiable and intangible quality which really does set Queen's College, London apart from many other schools. Friendly and relaxed relationships must not however be seen as synonymous with an indulgent, *laissez-faire* regime. The pupils at Queen's are expected to respect themselves, other people, and their own and other people's property. A firmly and consistently applied Behaviour policy has an important educational function in working towards the goal of shaping responsible, self-aware adults and ensuring a safe environment in which all pupils can learn to their full potential.

Scope

The Council of Queen's College and the Principal intend that this policy and the rewards and sanctions contained within it shall apply not only whilst pupils are actively engaged in school life or on school premises, but, in appropriate circumstances, shall be capable of regulating the conduct of pupils when they are away from College premises and outside the jurisdiction of the College, for example during half term and in the holidays.

The appropriate circumstances in which this policy will apply include where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of College community or member(s) of the public, or if it is judged to bring or potentially to bring the College into disrepute.

Behaviour Management

It is important not to see behaviour as a separate issue, but within the wider context of the College, as an integral part of the learning taking place and the overall organisation of lessons and other activities. Discipline is about having order within the community. It is not about orders mindlessly followed, but about helping pupils understand right from wrong and helping them learn to behave in appropriate, socially acceptable ways for the rest of their lives.

All pupils are expected to seek to embody the School's values: Tenacity, Happiness, Resilience, Integrity, Versatility, and Excellence and as such, all pupils are expected to conduct themselves in a way that is be-fitting to a pupil at Queen's College, London. Our agreed rules are outlined in the College Rules and within other policies including this one. They are clearly explained to pupils through Form Tutors, the assembly programme ('Prayers'), lessons, and as part of our day-to-day communication. A positive partnership between parents and the College will have an impact on pupils' behaviour at schools. It is therefore vital that the College and parents work together in a trusting relationship to manage children's behaviour to allow clear, consistent and fair application to the benefit of pupils.

Staff recognise that pupils' behaviour is also influenced by wider social, emotional and cultural factors. How children behave will depend on how the class is organised, the planning of the daily routine, the quality of the learning activities available, the choices on offer and the quality of interaction between the adults and pupils and between the pupils themselves. Pupils' behaviour is closely related to relationships.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of College Rules
- Any form of bullying
- Any form of violence
- Serious rudeness, defiance or other such conduct that challenges the authority of staff and/or undermines the ability of staff to manage the school community.
- Persistent disruptive behaviour
- Sexual violence, rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments, jokes or taunting
 - Physical behaviour like intentional or reckless interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing or nude or semi-nude images and/or videos, or sharing of unwanted explicit content including pseudo images, which are computer-generated images that otherwise appear to be a photograph or video.
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - knives (including all types of training knives) or weapons, alcohol, illegal drugs and stolen items.
 - tobacco, cigarette papers, vaping devices, vaping cartridges/refills or paraphernalia, fireworks and pornographic images
 - any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile phones

Phones are not to be used inside the College by any pupil in the School or Junior College. These pupils are required to purchase a personal Yondr Pouch that must be brought to school each day and into which phones (turned off) must be placed at the start of the day.

Pouches will be checked from time to time, to make sure they are being used and have not been damaged or become insecure in their closure. If there is a reasonable belief that a pupil has intentionally damaged the pouch to get to their phone, tried to use a magnet to open their phone case, or they are found with their phone outside of their pouch during the school day, their phone may be confiscated, and a Principal's Detention may be set.

Any permanently lost or damaged pouches must immediately be replaced by the parent who should make the £42 payment via ParentPay. If a pupil forgets their pouch as a one-off, they should have their phone in at the School office for the day for safekeeping.

The ICT Acceptable Use policy applies.

Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: Deliberately hurtful; Repeated, often over a period of time; Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">○ Racial○ Faith-based○ Gendered (sexist)○ Homophobic/biphobic○ Transphobic○ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Please refer to the schools Anti-bullying Policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Roles and Responsibilities

The Council of Queen's College, London

The Council is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy for Council's ratification.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils which includes lessons and activities having a clear plan and structure.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.

- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Highlighting and promoting good behaviour.
- Dealing with low-level disruption or misbehaviour in a constructive way.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations

Leadership Team will support staff in responding to behaviour incidents. As part of their induction process, staff are provided with training on managing behaviour. Additional training is offered throughout their career at the School by way of Inset, continued professional development training and in regular briefings to staff.

Parents and carers

Parents and carers, where possible, should

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.

- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals

Record Keeping

Behaviour Management is recorded in the College's management of information system (MIS), SchoolBase and include the name of the pupil concerned, the reason for the sanction including relevant dates, and the name of the person administering the sanction. It is the duty of the member of staff who imposes the sanction to record the poor behaviour on the pupil's record in SchoolBase. The system allows the clear framework of our Rewards and Sanctions to be accurately recorded and shared with parents and pupils through regular Reports and through other means of communication as the need arises.

Where a pupil is searched under the schools searching, screening and confiscation policy, this is recorded separately and securely in the Deputy Head Pastoral's office. The same applies in the rare event that any use of restrictive intervention, including reasonable force, takes place.

Monitoring and Review

The Council, Principal and other members of the Senior Leadership Team will regularly review records of rewards and sanction logged in SchoolBase, and those held by the Deputy Head Pastoral. This monitoring will allow data to be analysed so that the School can ensure it is meeting its duties under the Equality Act 2010, to identify any trends or disparities between groups of pupils and to review its policies to ensure the best interests of the pupil and their continued education and development are maintained.

This policy will be reviewed by the Deputy Head Pastoral, Principal and the relevant Council member(s) at least annually.

SEND Considerations

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Queen's College, London are committed to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND), through inclusive and personalised approaches. In line with the Equality Act (2010), we recognise that some pupils may require reasonable adjustments to standard behaviour procedures to ensure their individual needs are met. Staff are aware that it is a breach

of the prevailing legislation to impose a sanction on a pupil if the cause of the shortcoming can be attributed to a diagnosed recognisable learning difficult.

Where appropriate, pupils with SEND may be offered 'Thrive Reflective Time' as an alternative to traditional sanctions. This involves a supportive session with a Thrive teacher, where pupils are guided to reflect on their behaviour and engage with strategies designed to help them self-regulate, improve their organisation or behaviour and make positive choices in the future.

Rewards: recognition of achievement and effort

A clear framework of rewards is in place to ensure positive behaviour, performance and contributions are acknowledged. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce routines and expectations of the School's behaviour culture.

Rewards are recorded in SchoolBase and include: Positive Day Book entries, Golden Moment, Goodhart Cup, Scholar of the Week, Artist of the Month, Show Principal etc. Those who receive a high number of positive day books within a term are invited to a 'Celebration Breakfast', where Year Tutors, Heads of Subject and members of the Senior Leadership Team (SLT) congratulate pupils on their hard work.

Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Low Level Misbehaviour

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. This may include a meeting with the pupil, a facilitated conversation between the pupil and any other pupil(s) they may be facing difficulties with, parental meetings, targets being set or a behaviour plan identified.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour. The level of sanction depends on the seriousness of the offence. Should the

sanction be imposed at one level not be effective the College may decide to proceed to the next level:

- Give a firm ‘no’ and a clear explanation of why the behaviour is unacceptable
- Give students a warning of the consequence if the behaviour does not stop
- Use the consequence e.g. Negative Daybook entry, Reflective time
- A second warning issued with 5 minutes (no more) time out of class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions (Expulsion or removal), in the most serious of circumstance

Sanctions should be carried out as swiftly as possible. At least 24 hours' notice will be given for sanctions outside the school day. Pupils will always be given a fresh start after a behaviour matter has been addressed; the pupil needs to know that they will have a chance to behave well in future. Such measures are intended to be educational rather than punitive.

Examples of offences (non-exhaustive list)	Possible sanctions/action	Sanctions imposed and recorded by
<ul style="list-style-type: none"> • Inappropriate chatting during lessons/ activities • Not following classroom procedures • Low level disruption • Lateness • Incorrect uniform • Lost or forgotten ID card • Lost or forgotten homework 	<ul style="list-style-type: none"> • After 3 negative day book entries the Year Tutor (possibly in conversation with the Head of Section) can give a 10-minute reflective time. • It may be that a reflective time is given with less than or more than 3 entries depending on the type of entries. This is at the discretion of the Year Tutor and Head of Section. 	<ul style="list-style-type: none"> • Class teacher can refer behaviour incidents to the Year Tutor who will evaluate what sanction is appropriate. • The year tutor and Head of Section will read through all positive and negative day book entries for their year group(s) weekly and sanctions will be discussed at FT / YT meetings and YT / HOS meetings
<ul style="list-style-type: none"> • Continuous low-level disruption • Rudeness towards others 	<ul style="list-style-type: none"> • 20-minute reflective work • Parents informed • Improvement targets set via discussion with Form Tutor 	Year Tutor: <ul style="list-style-type: none"> • Parents informed by Year Tutor • Head of Section informed

<ul style="list-style-type: none"> • Refusal to co-operate • Ongoing poor behaviour 	<ul style="list-style-type: none"> • Parents contacted by Head of Section • 30-minute formal lunchtime detention (reflective work) • Behaviour report card can be implemented if necessary 	<p>Head of Section:</p> <ul style="list-style-type: none"> • Parents • Deputy Head Pastoral informed
<ul style="list-style-type: none"> • Persistent bad behaviour where sanctions have not made a noticeable difference • Unacceptable behaviour in an isolated incident 	<ul style="list-style-type: none"> • Deputy Head and/or Head of Section contact parents • Deputy Head Pastoral 50-minute detention (reflective work) after school • Behaviour Report Card with Deputy Head Pastoral/ weekly review until significant improvement if appropriate • Internal exclusion from lesson by a member of the Senior Leadership Team - time in isolation to be served with SLT Member. 	<p>Pastoral Deputy Head:</p> <ul style="list-style-type: none"> • Parents informed • Principal informed
<ul style="list-style-type: none"> • Unacceptable behaviour in an isolated incident • Persistent bad behaviour where sanctions have not made a noticeable difference 	<ul style="list-style-type: none"> • Principal contacts parents and meets with pupil • Principal's 60-minute detention (reflective work) after school 	<p>Principal:</p> <ul style="list-style-type: none"> • Parents informed
<ul style="list-style-type: none"> • Pupil in School or Junior College reasonably believed to have tampered with their Yondr Pouch. • Pupil in School or Junior College found with their mobile phone outside of their Yondr pouch during the school day 	<ul style="list-style-type: none"> • Principal's detention 	<p>Principal</p>
<ul style="list-style-type: none"> • Serious breach of College Rules or policies and/or criminal offence • Risk of harm to the education or welfare of other pupils • Pupil not benefitting academically, or performing to the standards required 	<ul style="list-style-type: none"> • Acceptable Behaviour Contract • Temporary Exclusion • Permanent Exclusion (Expulsion or removal) • Final warning (if appropriate) 	<p>Principal:</p> <ul style="list-style-type: none"> • In cases of permanent exclusion (expulsion or removal), the Principal and Council.

Serious Breaches of Discipline

Where there is good reason to believe that a pupil has been involved in a serious breach of the College Rules and engaged in more serious misbehaviour as outlined above, an

investigation will take place during with a pupil may be suspended pending the outcome.

The pupil and other relevant parties will be interviewed by staff, at least one of whom will be a senior member of staff. The pupil will be reminded of the investigation process before any interview takes place. In the most serious cases, the pupil will be asked if they wish to have a member of staff of their choice present during the interview to support them. Once the interview has concluded parents will be contacted (if they have not already been contacted) and the Deputy Head Pastoral will consider if any measures need to be put in place to support any pupil who has been interviewed.

The incident will be discussed fully with parents, and a sanction could be imposed.

Temporary Exclusion or Permanent Expulsion or Removal

Pupils should understand that the sanctions for serious breaches of discipline or persistent and cumulative problems or misbehaviour may result in:

- a) a formal warning that a repeat of such serious misbehaviour could lead to a period of temporary exclusion from the College; and / or
- b) a final warning that should this happen again their place at the College is in jeopardy; and / or
- c) a period of temporary exclusion; or
- d) In the most serious cases, the pupil may be asked to leave the College permanently. Where permanent removal from the College is a possibility, the procedures in the College's Expulsion, Removal and Review Policy will be followed.

Temporary exclusions should be for the shortest time necessary (usually no more than 1-3 days) in order to secure the benefits of learning and reflection without serious consequences to the pupil's learning or development.

Permanent Expulsion or Removal may apply if a breach is so serious that the College believes it has no option but to permanently exclude the pupil. Alternatively, it can be applied after consultation with the parents (and, if appropriate, the pupil), the Principal is of the opinion that:

- i. by reason of the pupil's conduct or progress the pupil is believed to be unwilling or unable to benefit sufficiently from the educational opportunities offered by the College; or
- ii. a parent has treated the College, staff or any member of the College community unreasonably

In these circumstances, the parents may be permitted to withdraw the pupil as an alternative to removal being required.

A pupil or their parents may request a review by the Council of a decision to expel or remove a pupil from the College as outlined in the College's separate Expulsion, Removal and Review Policy for details of this process.

Malicious Allegations against Staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the principal will consider taking disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether that parent to remove their child or children from the College on the basis that they have treated the College or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

Searching, Screening and Confiscation

In some instances, College staff may reasonably believe they have the need to search a pupil or their possessions. Searches may be carried out with the following consents:

Informed consent: College staff may search a pupil or their possessions with their consent for any item. If a member of staff suspects that a pupil has a banned item (an item banned under the College Rules or other College Policy) in her possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: in relation to prohibited items as defined above, where staff have reasonable grounds for suspecting that a pupil has a prohibited item in their possession, the Principal and any staff member authorised by the Principal may search a pupil or a pupil's possessions without their consent.

Any prohibited items listed above found in a pupil's possession as a result of a search will be confiscated as will any item that is harmful or detrimental to school discipline. Depending upon the nature of the item and its reasonably assumed potential use, the item may be disposed of, retained or returned.

See Appendix 1 for the College's guidance on Searching and Confiscation.

At the start of each academic year, the investigation process for a serious breach of discipline and the College's searching policy will be explained to all pupils, so that they are aware of what will happen should an investigation take place.

Use of Restrictive Intervention including Use of Reasonable Force

Restrictive interventions are a range of ways that staff might restrain or restrict a pupil. Reasonable force describes the amount of force that those staff members can (in certain circumstances) use on a pupil. Restrictive intervention (including use of reasonable force) can only be used to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils in school, whether during a session or otherwise.

The school absolutely anticipates that any such intervention would be very rare in its application.

See Appendix 2 for the College's guidance on the use of restrictive intervention.

Appendix 1. Searching and Confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The College's guidance for searching and confiscation follows advice published by the Department for Education (DfE) in *Searching, Screening and Confiscation* (July 2022).

1. Prohibited items

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

- 1.1.1 knives (including all types of training knives) or weapons, alcohol, illegal drugs and stolen items
- 1.1.2 tobacco, cigarette papers, vaping devices, vaping cartridges/ refills, fireworks and pornographic images
- 1.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil)

2. Searching with consent

- 2.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- 2.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1. The consent of the pupil must be sought even if they are not at the College at the time. If a staff member suspects a pupil has an item that is banned by the College, they can instruct the pupil to open their locker and turn out their pockets and/or bag.
- 2.3 If the pupil refuses to provide consent, disciplinary action may be taken in accordance with this Behaviour Policy.

3. Searching for prohibited items

- 3.1 If the Principal or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using restrictive interventions, including reasonable force if necessary.
- 3.2 Searches will be carried out on College premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 3.3.1 a search of outer clothing and / or
 - 3.3.2 a search of College property (e.g. pupils' lockers)
 - 3.3.3 a search of personal property (e.g. bag or pencil case).
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher will be the same gender as the pupil. There will always be a second member of staff present.
- 3.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and/or in the absence of a witness.
- 3.6 The Principal, or staff authorised by the Principal can use force to search a pupil for a prohibited item, but not to search for an item banned only under the school rules. For example, force could be used to search for illegal drugs or a weapon, but not for a mobile phone. Please see Appendix 2: Restrictive Interventions Including Use of Reasonable Force.
- 3.7 If the Principal, or staff authorised by the Principal, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

4. Confiscation

- 4.1 Under the College's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to College discipline.

5. Searching electronic devices

- 5.1 An electronic device such as a mobile phone or a computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break College rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner.
- 5.2 Searches will usually take place with the pupil present, unless there is a good reason to search a device in the pupil's absence. Searches that take place with the pupil present will be undertaken in a private room.

- 5.3 Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be, used to cause harm, to disrupt teaching or to break College rules.
- 5.4 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of College discipline or criminal offence, or hand it over to the police if the material is of such seriousness that police involvement is required. If a search of an electronic device reveals images that are of a sexual inappropriate nature, the College's Safeguarding and Child Protection policy will be followed.

The incident will be discussed fully with parents, and a sanction could be imposed.

This sanction could take the form of either:

- a) a formal warning that a repeat of such serious misbehaviour could lead to a period of temporary exclusion from the College; and/or
- b) a final warning that should this happen again their place at the College is in jeopardy; and/or
- c) a period of temporary exclusion; or
- d) In the most serious cases, the pupil may be asked to leave the College permanently. Where permanent removal from the College is a possibility, the procedures in the College's Expulsion, Removal and Review Policy will be followed.

The possible sanctions are:

- a) **Removal:** a pupil may be removed from the College temporarily, or,
- b) **Permanent Expulsion:** a pupil is liable to permanent expulsion or removal for a grave breach of College discipline or a serious criminal offence. Permanent expulsion or removal is reserved for the most serious breaches.

The College's Expulsion, Removal and Review Policy will apply.

6. Disposal of confiscated items

- 6.1 **Alcohol:** confiscated alcohol will be destroyed.
- 6.2 **Controlled drugs:** controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account, and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3 **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

- 6.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if in the opinion of the Principal or authorised member of staff there is good reason to do so, stolen items may be returned to the owner without police involvement. This is likely to apply to items of low value, such as pencil cases.
- 6.5 **Tobacco, cigarette papers, vaping devices (and paraphernalia) and cartridges refills:** tobacco, cigarette papers, vaping devices and cartridges/refills will be destroyed.
- 6.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal or other authorised member of staff, which may include donation to an appropriate charity.
- 6.7 **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Children's Social Care.
- 6.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9 **Articles used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Principal or authorised member of staff, taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 6.11 **An item banned under College Rules:** such items may, at the discretion of the Principal or authorised member of staff, taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of College rules, the phone will be kept safely until the end of the day by in the School office when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below.
- 6.12 **Electronic devices:** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break College rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. In serious cases, the device may be handed to the police for investigation.

7. Communication with parents

- 7.1 There is no legal requirement for the College to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases the College will inform parents on how the College will dispose of certain items.
- 7.2 The College keeps a record of all searches carried out, whether the search is with or without the consent of the pupil, and the record may be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of any disposal of items confiscated and is kept securely by the Pastoral Deputy Head. Such records will be monitored and reviewed by the Principal.
- 7.3 Complaints about searching or confiscation will be dealt with through the College's Complaints Policy. A copy of the policy is posted on the College website, and hard copies are available on request.
- 7.4 The College will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the College does not accept responsibility for loss or damage to property.

Appendix 2. Restrictive interventions, including use of Reasonable Force

Restrictive interventions are a range of ways that staff might restrain or restrict a pupil. Reasonable force describes the amount of force that those staff members can (in certain circumstances) use on a pupil.

Restrictive intervention (including reasonable force) can only be used to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils in school, whether during a session or otherwise.

Staff should only put a pupil in seclusion (see 'Definitions' section, above) to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

From 1 April 2026, any restraint carries risk of physical or psychological harm and should be avoided where possible. Before staff use any intervention, they should assess whether it is necessary and proportionate and consider the pupil's welfare.

Unacceptable uses of force

The school and its staff recognise that it is illegal to use force on a pupil for the purpose of punishment. Pupils are never restrained in a way that affects their airway, breathing or circulation e.g., by covering the nose or mouth or applying pressure to the neck or abdomen.

If a pupil is unintentionally held on the ground, staff should release them, or re-position them into a safer alternative or standing position as quickly as possible.

Using reasonable force to search pupils

The Principal and other members of staff authorised by the Principal have the statutory power to search pupils and/or their possessions if they have reasonable grounds to suspect that the pupil has a prohibited item.

The Principal and other members of staff authorised by the Principal can use force to search a pupil for a prohibited item, but not to search for an item banned only under the school rules. For example, force could be used to search for illegal drugs or a weapon, but not for a mobile phone.

How should staff decide whether to use a restrictive intervention?

Before using a restrictive intervention with a pupil, staff should consider:

- If it's necessary: there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further.
- If it's proportionate: staff should use the least restrictive intervention for the least amount of time and consider the individual circumstances of the pupil such as their age, size and any medical conditions.
- The pupil's welfare: staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity.

What should happen after a restrictive intervention?

If appropriate, the pupil(s) and staff member(s) will be medically assessed and any injuries treated. Any injury should be recorded using the school's procedures. In addition the intervention should also be recorded; see below.

Following a restrictive intervention, the DSL or a member of senior leadership will facilitate a follow-up conversation with the staff member(s) and pupil(s) involved, to understand what happened during the incident and why, to repair and rebuild relationships, and to foster a culture of continuous improvement.

Using this information, the incident will be evaluated as soon after the event as possible to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how the use of restrictive interventions could be avoided in future – for example, by amending or introducing a behaviour support plan for the pupil.

The school will continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed. The school will be mindful that pupils who witnessed the incident may also need support.

Pupils with SEND and/or disabilities

Restrictive interventions, including reasonable force, can be used on pupils with special educational needs and/or disabilities (SEND). Where a pupil's behaviour or needs mean that it's more likely that staff will need to use reasonable force or other restrictive interventions, the school will put a risk assessment in place which will include ways in which the risk can be managed or reduced e.g. by understanding the pupil's triggers and providing staff training. Where appropriate, the school will liaise with the pupil, their parents/carers, and other professionals to develop prevention and de-escalation strategies and perhaps to devise a Behaviour Plan.

Whole-school Strategy: de-escalation techniques

- Identifying particular 'hotspots' for behaviour issues, such as corridors or areas of the playground and deploying staff to support in these key areas
- Identifying key times of day when behaviour issues are more frequent and making sure that enough staff are present and on duty at these times.

- Adopting a behaviour policy that includes verbal warnings, offering pupils a chance to correct their behaviour first.
- Agreeing a shared language for de-escalation with staff, so that pupils receive the same message consistently across the school.
- De-escalation strategies for individual pupils might include:
 - Using a calm facial expression and warm, open body language
 - Using a warm, calm tone of voice with the pupil
 - Calmly reminding the pupil of the consequences of not following an instruction
 - Avoiding having too many members of staff present when trying to de-escalate the situation.

Statutory recording requirements

The School understands its legal duty to record and report all significant incidents (see 'Definitions' section, above) in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil. Incidents will be recorded as soon as possible after the event; ideally on the same day. Records will be securely retained by the Deputy Head Pastoral and will be subject to regular review and monitoring.

As minimum, the following will be recorded:

- The names of the pupil(s) and staff involved.
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code.
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries
- Any support provided after the incident, including any medical treatment for injuries.

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention.

If they did use reasonable force, include:

- A brief account of the incident, including what led to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used.
- The type of reasonable force and the degree of force that was used.
- A brief account of why the staff member(s) assessed that it was necessary to use force.

If reasonable force is used in an incident, this does not need to be recorded separately, everything can be included in the same report.

Statutory reporting requirements

A report of the incident will be given to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan.

If the following apply, the report does not need to be shared with the parents:

- A pupil is 20 years old or older.
- Telling the parents/carers would likely cause significant harm to the pupil (including any form of abuse or neglect).

In these cases, the school will instead report the incident to the local authority where the pupil lives. This will be in writing and given to the parents/carers on the same day.

It should include at least:

- Time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary.
- A brief account of what type of force was applied, and the degree of force.
- Details of any physical injuries and any post-incident support
- It should NOT include identifying details of any other pupil, as this is likely to be a breach of data protection law.

Following an incident, the school will meet with the parents/carers to discuss it. This might include a discussion about any behavioural triggers for the pupil, what de-escalation techniques were used, and what could be done differently in the future, and should inform an update to any Behaviour Plan that is in place.

Analysing data on restrictive interventions and reasonable force

The School regularly reviews and analyses data on restrictive interventions to make sure that it:

- Identifies areas for improvement to policies and practices, particularly where strategies and interventions have not been effective.
- Identifies areas for training and development for staff, for example on how to use de-escalation techniques effectively.
- Understands regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans.
- Identifies when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND.

The School Council will regularly review and interrogate the data to make sure this is done.

Appendix 3. Misuse of Substances Policy

Scope

This policy sits alongside the School's Behaviour Policy. The Council of Queen's College and the Principal intend that this policy shall apply not only whilst pupils are actively engaged in school life or on school premises, but, in appropriate circumstances, when they are away from College premises and outside the jurisdiction of the College, for example during half term and in the holidays.

The appropriate circumstances include where the conduct in question could have repercussions for the orderly running of the College, affects the welfare of a member or members of the College community or member(s) of the public, or if it is judged to bring or potentially to bring the College into disrepute.

It relates to the possession and consumption of alcohol and/or tobacco, and/or to the misuse of controlled drugs and other substances. It applies to all pupils Queen's College, London irrespective of their age.

Definitions

Alcohol: means intoxicating liquor of all descriptions (including beer, cider, wine and spirits) and this policy covers obtaining, consuming, and supplying alcohol.

Drugs and substances: means controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or "legal" drugs (including "legal highs") which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids and other substances held or supplied in each case for purposes of misuse; plus any prescription drug which has not been medically prescribed for the individual using it. This policy covers the possession, use and supply of such substances.

Tobacco: means any tobacco-related product and paraphernalia including cigarettes, cigars and pipes and any other smoking related products such as nicotine substitutes.

Smoking and vaping paraphernalia means any smoking or vaping related product and paraphernalia including vaping devices, vapes, refills, cartridges etc. This is to respect the College's strict no smoking or vaping policy which applies to everyone whilst on the school site or when engaging in school business including College outings and trips.

Aims

The central aims of this policy are:

- to promote safety, welfare and good physical and mental health;
- to promote a mature and moderate approach to the use of alcohol;
- to reduce the risk of alcohol-induced misconduct in and out of College;
- to prevent smoking and vaping inside and outside of the College; and
- to keep drugs out of the College.

Education

Extensive education is built into our PSHE programme to focus on the effect and risks associated with alcohol and tobacco in relation to the health and well-being of pupils, including informed medical advice. Pupils are informed about the law surrounding such substances and that the use of illegal drugs is or may be a criminal offence and will be harmful to the health, integrity, independence, opportunities and careers, and will damage the society in which they live.

At the start of each academic year, the investigation process for a serious breach of discipline and the College's searching policy will be explained to all pupils, so that they are aware of what will happen should an investigation take place.

Pastoral care

We encourage pupils to discuss in confidence any anxieties they may have about use of tobacco, alcohol or drugs and substance abuse with a member of staff, school counsellor or the College Nurse. Where possible and appropriate, supportive measures will be put into place in the hope of helping the pupil to overcome the challenge they are facing. In some contexts, the application of the School's behaviour policy sanctions may be adjusted within an agreed framework, but any pupil who contravenes this will face disciplinary sanctions in line with the prevailing behaviour policy.

College Rules

College Rules and the School's Behaviour Policy clearly state that pupils are not permitted to be in possession of, under the influence or be engaged in using any of the following items whilst on the School site or its perimeter or whilst engaging in any school-related activity or whilst representing the School in any other way (including whilst simply just in School uniform): drugs or other illegal substances; alcohol; smoking or vaping paraphernalia.

The only exceptions are the II Seniors leavers' event and the Senior College Dinner, when II Seniors are allowed to consume a limited amount of alcohol with their meal, under supervision. During school trips the consumption of alcohol should be discussed with the Deputy Head Pastoral or Assistant Head Pupil Development (who oversees all College trips). Whilst the usual arrangement is for alcohol not to be allowed, in exceptional circumstances and provided the pupils are over the age of 18 (and in the case of a trip abroad are over the legal age stipulated in the country visited), a special arrangement may be agreed with parental permission.

The School's Terms and Conditions make clear that the College may undertake the testing of pupils about whom it has reasonable suspicions that they may be or have been under the influence of drugs or other illegal substances or alcohol.

Pupils must not undertake any task, behaviour or activity that could have repercussions for the orderly running of the College, affect the welfare College community or

member(s) of the public, or if it is judged to bring or potentially to bring the College into disrepute

Every complaint, report or observation in relation to tobacco, alcohol or involvement with drugs and substances will be followed up and investigated. A pupil suspected of such involvement may be suspended pending the outcome of an investigation.

Sanctions

Tobacco, nicotine related products and alcohol: Sanctions will be applied in accordance with the College's Behaviour Management and Discipline Policy. For a serious breach or persistent minor breaches, a pupil may be required to leave the College permanently.

Drugs: Anyone possessing, supplying or using drugs (unless these are prescribed to them and are being used in line with prescribed parameters) must expect to be expelled immediately, even if they are about to sit public examinations. In exceptional cases a supportive regime may be offered as an alternative to expulsion.

Parents believed to be 'under the influence'

If parents on College premises appear to be under the influence of drugs or substances or alcohol, they may be asked to leave and the member of staff making the request should refer the matter to the College's Designated Safeguarding Lead (DSL). If a member of staff suspects that a parent has driven or will drive whilst under the influence of drugs or alcohol, the member of staff should report the matter to the DSL or a member of the SLT. If there is reason to believe that a child is at immediate risk of harm from a parent who is under the influence of alcohol or drugs the child will not be released into the care of the parent and the College's safeguarding and child protection procedures will be followed and if necessary external agencies will be contacted.

Searching, Screening and Confiscation

The School's Searching, Screening and Confiscation Procedures should be read in conjunction with this policy. Substances outlined in this Policy are prohibited items and as such the Principal or any member of staff authorised by the Principal may conduct a search.

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The College's guidance for searching and confiscation follows advice published by the Department for Education (DfE) in *Searching, Screening and Confiscation* (July 2022).

If the Principal or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using restrictive interventions, including reasonable force if necessary.

If the College seizes a controlled drug or other illegal substance, it may be destroyed if there is good reason to do so or it will be delivered to the police as soon as reasonably practicable. In all other cases the College may decide to request the involvement of the police from the outset. The police may elect to investigate using their own procedures or may pass the matter back to the College to investigate.

If a pupil is suspected of unauthorised consumption of alcohol or involvement with drugs or substances the College will seek advice from appropriate medical professionals.

Monitoring

This policy will be reviewed annually or sooner following any serious incident involving pupils' substance misuse; or following the issue of any new guidance from the DfE. The review will be carried out by the Pastoral Deputy Head, who will also evaluate the effectiveness of education on these matters in the College.