



# GUILDFORD HIGH SCHOOL

## 6-3 BEHAVIOUR AND DISCIPLINE

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Guildford High School is a positive environment where girls are inspired and in turn inspire others; they are encouraged to be ambitious, kind and let their generosity of spirit shine. We want pupils to feel happy, safe and secure at school. A place of learning and enjoyment thrives on creativity and collaboration and at Guildford High School pupils are supported to reach their potential in all aspects of their school life and beyond. The environment we strive to create is one that promotes and values good behaviour and discipline and is dependent upon it. There is an expectation that all pupils will behave appropriately at all times and if high standards of behaviour fall short, it will be addressed. The whole GHS community of pupils, teachers, support staff and volunteers play a key role, example is potent, and discipline should not be left to others; all staff need to be actively involved in promoting good behaviour and ensuring that any unacceptable behaviour is addressed.

This policy applies to all pupils of Guildford High School, including EYFS. This policy seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour. Guildford High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties and on our website and on request from the main school office and should be read in conjunction with the following documents:

- Anti-bullying
- Special Educational Needs
- Pastoral Care
- Equal Opportunities
- Exclusion, Expulsion, Removal and Review

Pupils must remember at all times that they are representatives of Guildford High School. They are expected to follow the school rules and pupil charter. These are:

## SCHOOL RULES

1. Pupils must be punctual to registration and lessons.
2. Pupils must dress in accordance with the school uniform regulations and Sixth Form dress code.
3. Pupils must not use on or bring onto the premises alcohol, cigarettes or drugs.
4. Pupils may only consume food in Stocks, the Sixth Form Common Room, the Atrium and outside.
5. Pupils in Years 7-11 must keep their mobile phones in lockers between 08:30 and 16:00.
6. Pupils in Years 7-11 may only cross Nightingale Road at the designated crossing point.
7. Sixth Formers may not drive on the school site unless in a dual-control car with an instructor.

## PUPIL CHARTER

- Be a tolerant, kind, respectful and responsible member of the school community and the wider community
- Be positive ambassadors of GHS, inside and outside school and online.
- Treat the school environment and facilities with respect
- Comply with the school's environmental initiatives
- Be punctual to all commitments and with deadlines

The School Rules and Pupil Charter were written in collaboration with pupils and following consultation with the School Council. They are displayed around the school and pupils are reminded of them regularly.

Guildford High School does not tolerate bullying of any kind and further details of the school's approach is in the Anti-bullying Policy. Parents should contact the school immediately if they have any concerns about the welfare of their daughter.

Behaviour and discipline are enforced and promoted by a system of rewards and sanctions. All staff follow these procedures to ensure fairness and consistency throughout the school.

## REWARDS (SENIOR SCHOOL)

Everybody thrives on praise and it should be applied frequently, for example, acknowledge and commend considerate conduct and caring actions, to celebrate success, to give feedback on marked work or just in micro-moments during form time and the school day when the opportunity arises, to show we take a direct interest in the lives and work of our pupils.

Specific rewards are:

## HOUSE POINTS

House Points can be awarded by all staff. These are given out generously to pupils in all years via E Praise app. Staff can give out more than 1 at a time. House points can be awarded for any positive reason, for example,

- Excellent work
- Valuable contribution
- Impressive effort
- Helpfulness
- Kindness
- Green commitment
- Oracy
- Other

In Year 7 and Year 8, House Point milestones at 25, 50, 75 and 100 points are acknowledged with a certificate.

House points are also awarded for house activities throughout the year, House Song and Sports Day. All house points count towards the House Cup.

## HEAD'S COMMENDATIONS

Head's Commendations can be awarded by all staff and are entered via iSAMS (including the reason for the award). Headmistress's Commendations are the highest accolade a teacher can award a pupil.

They can be awarded to pupils in Years 7 to 13 for:

- Outstanding diligence and effort to produce a piece of work of an exceptionally high standard for that pupil (a test or project could fall into this category)
- Exceptional application of knowledge to produce a piece of highly original and creative work
- Consistent excellence and/or exceptional diligence over an extended period of time
- Recognition of contribution to school life

Guiding principles:

- Should be attainable by all pupils, in theory.
- Should not be solely or automatically used to reward high achievement in tests by the most able pupils.
- Should be a rare occurrence for each pupil in each subject, but a common occurrence in the school as a whole. Many pupils should receive approximately one per subject per year; some may receive none in a subject; exceptionally able and/or hard-working pupils may receive two or more. There is no limit in theory.

Pupils receive their commendation in the form of a card, which is posted.

To ensure that these rewards are used consistently and fairly, departments identify tasks for which Head's Commendations may be attainable, and discuss use of them in departmental meetings.

Sixth Form Commendations are awarded by teachers and handed out by the Director of Sixth Form.

## ANNUAL COLOURS IN EXTRA-CURRICULAR ACTIVITIES - SPORT, MUSIC, DRAMA, DEBATING, HOUSES

Colours are awarded on an annual basis by staff running extra-curricular activities to recognise outstanding contribution.

## EXTRA-CURRICULAR AWARDS

- Sports Awards Evening is held annually for girls in Years 8-13 as a celebration of achievements throughout the year, particularly those in Year 13 who have been part of school sport throughout their time at the school.
- Drama Awards Evening is held biannually for pupils in Year 10-13 to celebrate effort and achievement in both curriculum drama and extra-curricular commitment.
- Music certificates are celebrated in whole school assembly once a term for any pupil who has taken external music and singing examinations.

## ANNUAL PRIZES

- Pupils are awarded prizes at the Celebration of the Year, for their contribution to a subject throughout the academic year.
- Year 13 pupils are awarded prizes for their achievement and contribution to subjects at their Prizegiving Awards.

## PROGRESS COOKIES

In Trinity term, Heads of Year and the Head see and award cookies to pupils who have worked hard and made significant progress during the academic year. This is calculated through scrutiny of record card/report grades and examination results data by the Senior Teacher – Pupil Progress.

## FORM TUTOR REPORTS

- Form Tutor reports also acknowledge a pupil's behaviour and its positive impact.

## REWARDS (JUNIOR SCHOOL)

- Praise is given frequently and is an essential part of the fabric of the school day.
- House points are awarded for effort in all areas, for reliability, helpfulness and other commendable behaviour. House points are totalled termly (collected by the Year 6 House Ambassadors). At the end of each term the House gaining the most points receives a House 'treat'. A display chart of House Points can be found in form rooms.
- Commendations reward particular effort or achievement across the curriculum.
- The Class Cup and Commendation Certificates are awarded each term for particular endeavour within the curriculum or extra-curricular activities as well as for kind, co-operative and polite behaviour.
- Teachers give stars, stickers, smiley faces and reward stamps in exercise books and files. Work reflecting effort is sent to the Head Teacher's awards table and given a Head Teacher's sticker and/or presented in assembly along with other certificates and awards for pupil endeavour within and beyond school lessons and activities.

- A weekly whole school Celebration Assembly showcases and celebrates individual and collective achievements both in and outside of school, which includes recognition of academic work through learning attributes certificates (formerly known as ‘Wow’ work (Pre-Prep) and Outstanding Examples (KS2)). This is when ‘kindness owls’ are also awarded for demonstrating the GHS8 values.
- Year 6 have a ‘Celebration Evening’ at the end of their time in the Junior School, celebrating all they have achieved across the school.

## SANCTIONS (SENIOR SCHOOL)

Staff deal with minor breaches of discipline as they occur, eg. rudeness and bad language, even when heard accidentally, this should not be tolerated, nor should any over-familiarity. Staff need to ensure that there is a dialogue with the pupil and that they discuss concerns in behaviour, organisation or lateness, where necessary speaking to the Head of Year or pastoral team to gauge more information. Before issuing any sanction the wider picture should be sought to ensure fairness and that reasonable adjustments for particular personal circumstances have been made where necessary. All sanctions must be applied consistently and fairly by all staff, including volunteers.

Pupils are ambassadors of their school and may be disciplined if their behaviour or conduct out of school

- has repercussions on the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

## THE FOLLOWING SANCTIONS CAN BE USED FOR SPECIFIC MINOR BREACHES OF DISCIPLINE.

### REMOVAL FROM LESSON

If a pupil or a group of pupils continues to cause persistent disruption to a lesson after fair warning or displays uncooperative behaviour, the teacher may instruct them to leave the lesson. The pupil(s) may be sent to a Head of Year or member of SLT. This is likely to be followed up by detention.

### CONFISCATION OF MOBILE PHONES

Mobile phones must be kept in locked lockers between 8:30-16:00. If they are seen within these times they will be confiscated by a member of staff and taken to the Head of Year office, for collection from the Head of Year at 16:00.

## HOY DETENTION FOR INAPPROPRIATE USE OF IPAD IN LESSONS

- At the start of lessons, teachers tell pupils whether they should take out their iPads or leave them in their bags. Pupils use iPads in lesson solely as directed by teachers and they must be closed when not in use or in bags. Pupils using their iPads when not directed to do so or using them for purposes other than those indicated by the teacher are liable to receive a detention. Pupils who appear consistently to struggle to adhere to this rule may have their iPad removed for a period of time.
- Teachers will use Apple Classroom to monitor pupil work and behaviour on the iPad during lessons.

## DEPARTMENT-SPECIFIC SANCTIONS

- PE Impositions
- Science/DT Lab coats

## HOY/SLT REPORT

A pupil will be placed on report by the Head of Year in collaboration with the Form Tutor and SLT. Report will be used both as a sanction and to help students review and amend persistent transgressions in areas such as:

- behaviour/attitude
- organisation
- uniform
- digital usage
- homework

In most cases the report will be with the HoY, however, it can be escalated to a member of SLT. Report involves pupils seeing their HoY/SLT every morning and having their report ticked off in every lesson. Reports can also be done electronically, allowing, when appropriate, more remote supervision.

A system of detentions and suspensions is in place for inappropriate behaviour that requires further action.

If pupils abuse their privileges in classrooms/cloakrooms, they may be locked.

## STAGE 1 – LUNCHTIME DETENTION

These can be awarded to a pupil by any member of staff. Offences include:

- Persistent failure to bring the correct equipment to lessons or to submit homework on time. Care should be taken when using sanctions in this way. The teacher should be convinced that the pupil is not struggling with organisation because of significant pastoral issues or learning difficulties.
- Persistent lateness to lessons or activities when the teacher has reason to believe there was no valid excuse e.g. the rest of the class arrived on time from the same lesson, or lateness resulting in a 'missing pupil' search.
- Persistent inappropriate behaviour in class.
- Not signing in for morning or afternoon registration.
- Misbehaviour on school trips e.g. failure to follow staff instructions, especially those that have regard to pupils' safety, persistent lateness at meeting points.
- Rudeness or lack of consideration for other members of the community or GHS property (online or in person, in school or out of school) e.g. litter or leaving a classroom or cloakroom in an unacceptable state.
- Failing to cooperate with a request to search possessions and pockets for banned items e.g. mobile phones.
- Chewing gum.

## STAGE 2 - AFTER SCHOOL DETENTION

This is awarded for a more serious breach of discipline. These can also be applied as an escalation on any of the above points and staff should liaise with HoY or SLT. These are also awarded for mobile phone confiscation three times in a half term or inappropriate iPad use. Parents will be informed of an after school detention and it will usually only be given by the HoY or SLT.

Detentions are given by teachers, through the pupil's Head of Year. The Head of Year or staff member must email the name of the pupil and reason for the detention to Claire Payne who coordinates the detention rota. Claire Payne will notify the pupil of the time and place of the detention. These detentions are recorded on CPOMS.

## THE FOLLOWING PROCEDURES AND SANCTIONS MAY BE USED FOR MAJOR BREACHES OF DISCIPLINE:

Sanctions for serious misbehaviour are not used very often at Guildford High School but it is important that when they are used, they are used fairly and properly recorded. Serious breaches of discipline are discussed with the HoY, Deputy Head Pastoral and Head, when sanctions will then be applied and recorded in the Serious Sanctions Record on the centralised pupil information system. This is stored electronically and reviewed regularly by the Deputy Head (Pastoral) so that patterns can be quickly identified and appropriate interventions made. Parents are always informed of serious breaches of discipline and the imposition of more serious sanctions and will be contacted to discuss. Before serious sanctions are issued, staff will ensure the wider picture surrounding the event is sought; there may be

mitigating factors which need to be taken into account on an individual basis, which may result in a different sanction being applied.

If a serious breach of discipline occurs in a lesson, staff may, depending on the level of concern:

- Send another pupil to get the Head of Year or a member of SLT
- Email Reception asking for urgent assistance from a member of SLT.

The following are examples of serious breaches of discipline and the sanctions that these may incur:

### STAGE 3 - INTERNAL SUSPENSION (INTERNAL FIXED TERM EXCLUSION)

- Persistent stage 2 behaviour
- Truancy from lessons or assembly
- Inappropriate use of digital devices/social media in or out of school
- Damage of property/belongings
- Possession of prohibited item – (see appendix 2)

### STAGE 4 - EXTERNAL SUSPENSION (EXTERNAL FIXED-TERM EXCLUSION)

- Persistent stage 3 behaviour
- Aggressive or violent behaviour (consideration will be given to the precise circumstance of the incident, including relevant context and the force and nature of the behaviour)
- Severe or persistent bullying, including cyber-bullying
- The viewing or sending of indecent or inappropriate images on any electronic device
- Theft
- Drug or alcohol abuse (see appendix 1)
- IT abuse
- Malicious behaviour, including malicious allegations brought against members of staff
- Behaviour that could adversely affect the reputation of the school; this could include actions outside the school grounds/hours
- Sustained disruption in lessons
- Unauthorised leave during school hours
- Any deliberate actions likely to endanger others
- Any deliberate actions likely to bring the school into disrepute

This is not an exhaustive list and external suspension may be given at SLT discretion.

# SENIOR SCHOOL BEHAVIOUR FLOWCHART

## STAGE 1

### LUNCHTIME DETENTION

**Examples:**

- Persistent
  - failure to bring correct equipment to the lesson
  - failure to submit homework on time
  - lateness to the lesson
- Inappropriate behaviour in class
- Misbehaviour on a school trip
- Rudeness or lack of consideration for other members of the community or GHS property
- Failing to cooperate with a request to search possessions and pockets for banned items
- Chewing gum

**Consequences:**

Detention with member of staff for 30 mins of lunchtime.

Form tutor and HoY notified.

## STAGE 2

### AFTER SCHOOL DETENTION

**Examples:**

- Escalation: when Stage 1 sanctions have not corrected the issue.
- Two mobile phone confiscations.
- Misbehaviour that has brought the school into disrepute
- Unkindness or bullying behaviour on more than one occasion
- Inappropriate use of iPads in lessons

**Consequences:**

Detention with member of staff for 30 mins after school.

Form tutor and HoY notified.

Parents notified.

## STAGE 3

### INTERNAL SUSPENSION

**Examples:**

- Persistent stage 2 behaviour
- Truancy from lessons or assembly
- Inappropriate use of iPads or social media in or out of school (either persistent or if significantly serious)
- Damage to property/belongings
- Possession of a prohibited item – see appendix 2

**Consequences:**

Pupil removed from lessons for a defined period of time and lesson material completed outside Headmistress's office.

Parents notified.

Note made on pupil record.

## STAGE 4

### EXTERNAL SUSPENSION

**Examples:**

- Persistent stage 3 behaviour
- Aggressive or violent behaviour
- Severe or persistent bullying
- Viewing or sending of indecent or inappropriate images on electronic devices
- Theft
- Drug or alcohol abuse (see appendix 1)
- Malicious behaviour including malicious allegations brought against members of staff
- Unauthorised leave during school hours
- Any deliberate action likely to endanger others or bring the school into disrepute
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**Consequences:**

Pupil removed from school for a defined period of time.

Parents notified

Note made on pupil record.

This is guidance only. Each case will be dealt with on an individual level.

## EXPULSION (PERMANENT EXCLUSION)

Any of the above points may be escalated and result in the expulsion of a pupil as set out in the Expulsion, Removal and Review Policy.

## RECORDING OF SANCTIONS

All major breaches of discipline are recorded on CPOMS.

Recording within CPOMS will include the student name, year group and date of offence. It should also include the following: the nature of the offence, the sanction imposed, the person administering the sanction and all additional support provided to the student.

## REASONABLE ADJUSTMENTS

The school recognises its duties under the Equality Act 2010. Reasonable adjustments to the school's Behaviour Policy are made to pupils with SEND on an individual basis to ensure the pupils' needs are met. This may include the fulfilling of basic expectations such as meeting deadlines and classroom behaviour. These adjustments are agreed by the parents, pupil and school and are logged in the SEND register in ISAMS. It is the responsibility of all staff to ensure that these reasonable adjustments are implemented. Where it has been decided that a pupil requires reasonable adjustment to be made to the discipline policy, instances of breach of the discipline policy and the use of reasonable adjustment are reported to the Head of Year and recorded in CPOMS.

## LIAISON WITH PARENTS AND OUTSIDE AGENCIES

Staff will liaise with parents and outside agencies to best support pupils including those registered with SEND, and teachers' management of them e.g. the National Autistic Society.

GHS wishes to foster good communication with parents and they will therefore be contacted to discuss any serious concerns in behaviour. Parents are always informed of serious breaches of discipline and imposition of more serious sanctions and will be asked to the school.

## CORPORAL PUNISHMENT

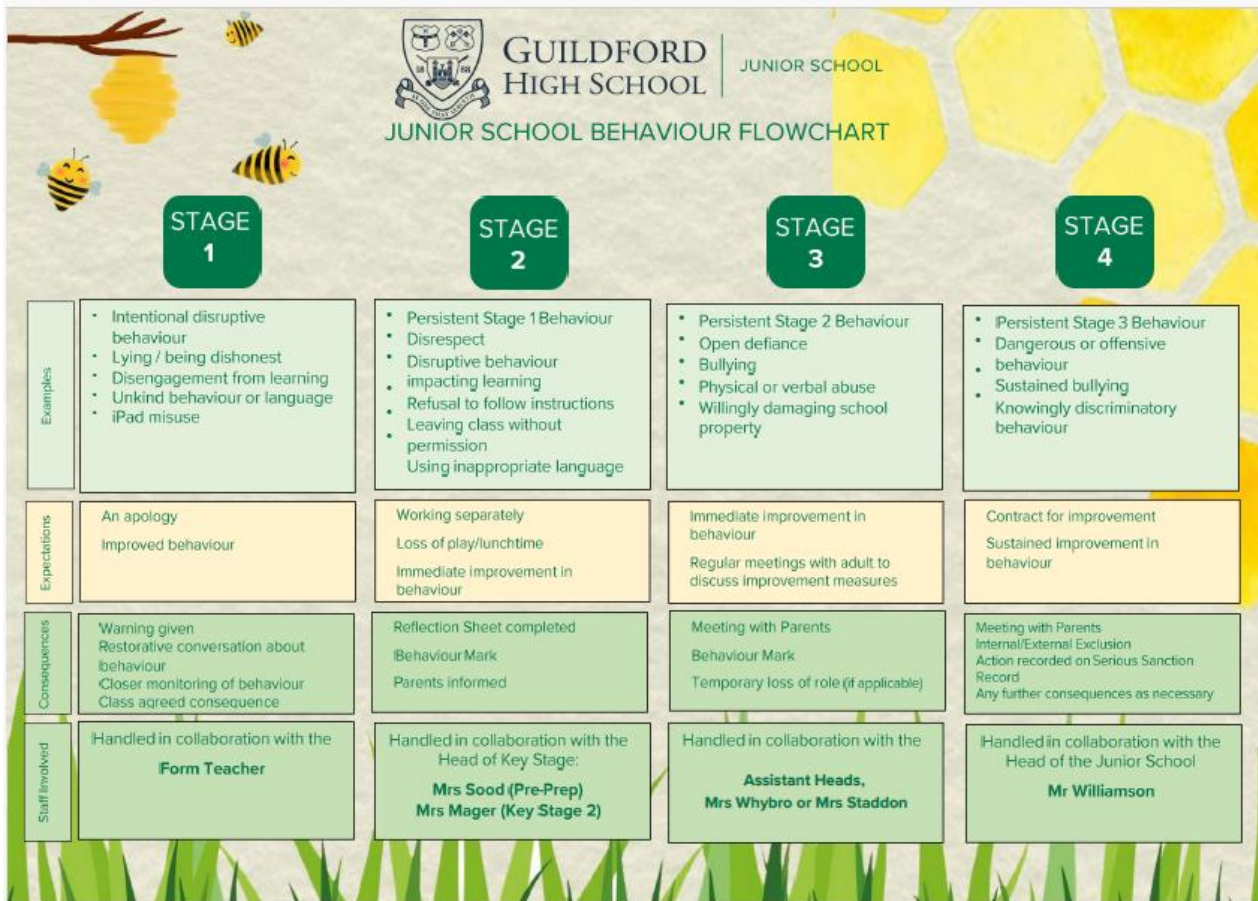
In line with *Section 131 of the Schools Standards and Framework Act 1998*, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Guildford High School does not permit corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff, including all those acting *in loco parentis*. See appendix on the Use of Reasonable Force below.

## SANCTIONS (JUNIOR SCHOOL)

Behaviour in the Junior School is supported and encouraged by positive reinforcement where good behaviour is acknowledged and rewarded. Restorative practice is followed whereby girls understand what the implications of their behaviour are on themselves and others. However, there are occasions when sanctions are required and this policy outlines the sanctions system and processes. All incidents should be treated fairly and dealt with so that the pupil who is being sanctioned understands why that is happening and has gained some learning and development from the incident.

This sanction policy has been created after consultation with the School Council.

- **Stage 1:** In the first instance, minor misdemeanours in class (such as calling out) are dealt with by the Class or Form Teacher. Issues such as missing kit, homework or possessions are rectified by positive reinforcement and support with personal organisation strategies. If a pupil fails to complete the expected amount of class work, the work can be given to finish in catch-up time during break time or golden time.
- **Stage 2:** For persistent Stage 1 behaviour or an isolated incident considered to be a more serious misdemeanour, the Head of Key Stage will discuss the behaviour with the pupil and give them some 'Reflection Time', usually during a breaktime. During this Reflection Time, the pupil will complete a Reflection Sheet in which she will consider 'What went wrong? Why did it happen? and What will I do next time?' Once completed, she will discuss it further with the Head of Key Stage who will keep the Reflection Sheet and could consider contacting parents if it was felt appropriate. Details of the incident will be recorded on CPOMS so that a record of behaviour is kept for future reference. The Heads of Key Stage, Assistant Heads and Head of Junior School monitor CPOMS, so that any girl regularly being reported will be spoken to and parents will be contacted.
- This sanction could also be used for incidents outside the classroom where a Class or Form Teacher, or Head of Key Stage considers the pupil will benefit from some Reflection Time. The pupil must always be dealt with fairly and with consideration; the sanction requires the pupil to be reflective and not humiliated.
- **Stage 3:** Any behaviour which the Class or Form Teacher believes is more serious (e.g. inappropriate/rude language, disruptive/dangerous behaviour, disrespectful attitude/manner) will be handled in collaboration with the Assistant Heads of Junior School. The Assistant Head will then talk to the pupil about their behaviour, a Reflection Sheet will be completed and parents will be contacted. A suitable removal of privilege will be considered.
- **Stage 4:** For any behaviour that is very serious (e.g. bullying, physical or verbal abuse will be handled in collaboration with the Head of Junior School). The Head will discuss the pupil's behaviour and parents will be contacted. The Head would be informed and an internal or external exclusion could also be imposed.
- All major breaches of discipline are recorded on CPOMS and appropriate support, as well as sanction, is provided for those involved from the pastoral team.
- Where teachers feel the teaching and learning is being severely impacted, the [juniorschoolalert@guildfordhigh.co.uk](mailto:juniorschoolalert@guildfordhigh.co.uk) email can be used to alert a member of SLT. In such a case this may lead to either a Stage 2 or Stage 3 sanction.



*This policy should be read in conjunction with the Child Protection and Safeguarding Policy.*

This policy has been reviewed and approved by Anna Lise Gordon, Safeguarding Governor.  
Next Review Date: June 2026

## APPENDIX 1 - MANAGEMENT OF TOBACCO, ALCOHOL OR DRUG RELATED INCIDENT

Guildford High School has regard to the DfE guidance in *Searching, screening and confiscation* (September 2022). Therefore, possession of alcohol, illegal drugs, tobacco and cigarette papers by pupils is prohibited.

The Head will decide on the seriousness of any tobacco, alcohol or drug-related incident and whether it can be managed internally by the school or if the police should be informed or consulted, and if the name of the pupil should be withheld or divulged. The school has no legal obligation to report the incident. However, the school has a good relationship with the police and could discuss the case with them and would contact the police should any illegal drugs need disposal.

If the school becomes aware of the buying, selling (or taking) of illegal drugs outside of school or via social media, the school may take action on a case-by-case basis, taking into account the impact on pupil or peer group and the reputation of the school.

As a guideline staff should follow the procedures outlined below in the event of a tobacco, alcohol or drug-related concern incident:

- Appropriate measures should be taken to ensure the well-being and safety of the pupil(s). This includes dealing appropriately with any medical emergency by calling the emergency services, summoning the School Nurse and/or administering First Aid (if qualified). The action taken will depend on the circumstances of the incident.
- It is expected that staff will alert the Head, or in their absence, the Deputy Head (Pastoral) of any suspected buying, selling, possessing or using of illegal drugs or legal drugs (including tobacco and alcohol). Staff should not attempt to investigate the issue by themselves, except on a school visit when they must discuss the necessary course of action with the SLT member on call. In the Junior School, staff must alert the Head of the Junior School or the Deputy Head of the Junior School.
- Staff are permitted to take possession of any substance suspected of being illegal for the purposes of the prevention of an offence. This must be in the presence of a second adult witness. Staff should not analyse or taste the item. They should then seal the sample, including the details of pupil's name/date/time/witness and store in a secure location. The Head or, in their absence, the Deputy Head (Pastoral) may contact the police for identification, collection and disposal.
- It is important that those involved are not placed under undue stress, and pupils should not be prejudged.
- Procedures should be fair, unbiased and impartial. Notes should be made during any meeting with pupils to discuss the incident and at least two adults should be present.
- The Head or Deputy Head (Pastoral) will notify parents as soon as possible of any investigation taking place, unless this jeopardises the safety of the pupil. The pupil(s) and parents involved must be given the opportunity to give their account of an alleged incident.

- Parents may be contacted about the disposal of legal drugs, for example, alcohol or tobacco.

## INTERVIEWS

It is of paramount importance that any interviews take place with another adult present. It is good practice to:

- Explain that answers to questions will be written down
- Explain what has been alleged (although confidentiality may not allow the accused to be told by whom)
- Read through the notes, and ask the pupil to sign, date and time the notes, and ask the witness to do the same
- Inform the pupil of the next stages of the investigations

## DRUG TESTING PROCEDURE

Should there be a concern that a pupil is taking drugs, or is under the influence of drugs, it may occasionally be necessary for a drug test to be carried out on a student, which would be done without delay. We would attempt to inform the parents that the test will take place.

Should testing take place the following procedure will be followed by all members of staff:

- Alert the Deputy Head (Pastoral) to the concern, who will then decide if a test is to be administered.
- If a test is to be carried out, the Deputy Head Pastoral will alert the Head and School Nurse.
- The test will be carried out in the Medical Room by the School Nurse with a senior female member of staff (usually the Deputy Head Pastoral).
- On arrival at the medical room the School Nurse and Deputy Head (Pastoral) will explain the nature of the concern and drugs test procedure. The pupil must:
  - take off their shoes and jacket
  - provide a urine sample
  - only flush the toilet and wash their hands after they have handed over the sample
- On handing the specimen to the School Nurse the pupil will sign to confirm it is their own sample. This will be witnessed and countersigned by the School Nurse and accompanying female member of staff.
- The sample is then tested by the School Nurse with both the pupil and staff member present. All parties will wait for the result.
- Test results will then be confirmed and logged in the record book.

- The result strips and specimen will then be stored in the Medical Room fridge for 48 hours.
- If the result is positive, the pupil will be accompanied by the Deputy Head to the Head where the next steps will be decided.
- A record of the incident and any sanction imposed is entered into CPOMS. If a pupil refuses to take a drug test, the school may contact the police, medical services and there may be grounds for permanent exclusion.

## APPENDIX 2 - SEARCHING, SCREENING AND CONFISCATION

*The DfE guidance Searching, Screening and Confiscation Advice for Schools (July 2022)* states:

- School staff can search a pupil for any item if the pupil agrees.
- The Head and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item.
  - a. What constitutes 'reasonable grounds' must be decided in each particular case. For example, it might be they have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that a pupil is concealing something. They may also have referred to CCTV.
  - b. Prohibited items are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers and vapes
    - Fireworks
    - Pornographic images
    - Any article that the member of staff reasonably suspects has been, or is likely to be used to:
      - Commit an offence
      - Cause personal injury to themselves or another
      - Damage property of any person

### LOCATION OF THE SEARCH

Searches without consent can only be carried out in England, on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school visits in England.

In practice - searching a pupil, especially without their consent, should be seen as a last resort and unless there is concern of immediate harm, should only ever happen after consultation with the Head. In cases where there is a concern about a pupil having an illegal item, the police will be called and their advice followed. However, it should be noted for any search that:

- You must be the same sex as the pupil being searched, and there must be a staff witness who should also be the same sex as the pupil being searched – unless a pupil is at risk of immediate harm in which case a male member of staff may witness the search.
- Searches may include
  - Asking a pupil to turn out their pockets
  - Looking in a pupil's bag or locker or desk
  - The person conducting the search may not require the pupil to remove any clothing other than outer clothing – hats, shoes, coats, gloves, scarfs.

In cases or concern of immediate serious harm, then a search can be carried out immediately. Staff can use reasonable force (see appendix below) given the circumstances to search for prohibited items listed above.

## CONFISCATION

School staff can seize any prohibited item found as a result of the search. They can also seize any item they may consider harmful or detrimental to school discipline. The following should be applied in consultation with the Head/Deputy Head:

- When alcohol or tobacco/cigarette papers or fireworks are found, the school can retain or dispose of it but not return it to the pupil
- Controlled drugs must be delivered to the police without delay, but may be disposed of if there is good reason to do so. Other substances believed to be harmful or detrimental to good order/discipline can be confiscated. Police advice will always be sought over the disposal of controlled drugs
- Stolen items must be delivered to the police or returned to the owner depending on the nature of the incident
- Pornographic images should be disposed of unless there are reasonable grounds to suspect that an offence may have been caused e.g. child pornography or extreme pornography. The image must not be viewed and in the case it is on a mobile phone, the device confiscated and the police called (see below)
- Weapons or any items prohibited items deemed dangerous should be taken from the pupil, and the Head/Deputy will take the matter further if appropriate.

## STATUTORY GUIDANCE FOR DEALING WITH ELECTRONIC DEVICES

In line with the school rules, mobile phones will be confiscated if found between 8:30-16:00.

- If there is a concern that content on a device may be harmful to a pupil or their property or disruptive to good order staff may have 'good reason' to examine the device in accordance with the guidance on a 'without consent' search. However, if there is a concern that the device contains evidence in relation to an offence, e.g. pornographic image of a child or an extreme pornographic

image, staff must not view any images/content, must turn it off and confiscate the device, then liaise with Head/Deputy Head to give the device to the police as soon as possible. In this event, a safeguarding concern would be raised and the DSL informed.

- If the device contains material that is inappropriate but not committing an offence, e.g. unkind remarks, staff can decide whether to delete the files or data.

In the event of any concern that results in a search, all details will be noted and passed to the Head of Year to put onto CPOMS. Parents will be contacted in all cases of concern over prohibited items or inappropriate use of technology, unless it may put the child at risk of harm. Advice from other agencies may also be sought.

## SANCTIONS

Appropriate sanctions will be taken if the pupil is found to have banned, stolen, illegal or dangerous items in their possession. The school's Behaviour and Discipline Policy will apply and, if applicable, the Exclusions, Expulsion, Removal and Review Policy. The police may also decide to take action if the items concerned were illegal, stolen or dangerous.

*The DfE guidance Searching, Screening and Confiscation Advice for Schools (July 2022)* can be read in its entirety in Appendix 4.

## APPENDIX 3 – POLICY ON THE USE OF REASONABLE FORCE

Guildford High School has regard to the DfE guidance in *Restrictive interventions, including use of reasonable force, in schools* (April 2026). Guildford High School has robust behaviour management systems and structures in place which are supported by mutual respect and trust between staff and pupils. This means incidents requiring restrictive intervention are extremely rare.

At Guildford High School, whole school and individual measures are in place to prevent incidents occurring, and where not possible, deescalation precedes any use of restrictive interventions.

These include:

Whole-school

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management through ongoing staff development
- managing communal spaces such as corridors and playgrounds through appropriate supervision
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- senior leadership across the Junior and Senior School have undertaken positive handling training to ensure that there is a consistent approach to the implementation of the DfE guidance and our statutory obligations.

Individual

- working closely with parents to support individual pupils

All members of school staff have a legal power to use reasonable force. It covers a broad range of actions that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. ‘Reasonable’ means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Force is used in two main purposes

1. To control pupils e.g. Passive physical contact (standing between pupils) or active physical contact such as leading a pupil by the arm out of the classroom if they have refused to do so.
2. To restrain them e.g. To hold back physically or to bring under control, if they are behaving in a disruptive manner, potentially causing a risk to their own safety or that of others

This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether to physically intervene is down to the professional judgement of a member of staff and should always depend on individual circumstances. Reasonable force may be used to prevent pupils from averting an immediate danger of personal injury to, or an immediate danger to the property of, a person, including the pupil themselves.

Examples may include:

- Hurting themselves or others
- Damaging property
- Causing a disorder
- Behaving in a way that disrupts a school event or trip/visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others
- Attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves
- To remove disruptive pupils from the classroom

Parental consent is not required for the use of reasonable force.

Reasonable adjustments should be made for disabled pupils or SEN pupils.

Schools cannot use force as a punishment – it is unlawful. **PROCEDURES FOR REPORTING SIGNIFICANT INCIDENTS**

Guildford High School records any significant incident in which a member of staff uses force on a pupil is recorded (Section 93A of the Education and Inspections Act 2006). The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Staff involved must record the incident on CPOMS as soon as practical possible after the incident, and should endeavour to do this no later than the same day.

The record should include :

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Serious incidents will be reported to parents no later than the same day (if via telephone this will be followed up by an in person meeting). Staff involved will evaluate the use of the intervention which is reviewed termly by the Local Governing Body..

## OTHER PHYSICAL CONTACT WITH PUPILS

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

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

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