



## Behaviour Policy

### Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **2 July 2026**.

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## 1. Purpose

Governors believe that outstanding achievement is founded on outstanding behaviour and agree that good behaviour in schools is central to a good education. This objective of this policy is to provide staff, parents and pupils with a suitable framework to encourage good behaviour in all aspects of school life and enable effective teaching and learning to take place.

## 2. Roles and responsibilities

**The Governing Body** will develop the behaviour policy in consultation with the Headteacher, staff, pupils and parents and keep it under review. It will ensure that it is communicated annually to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school and its staff in their efforts to maintain high standards of behaviour.

**The Headteacher** will be responsible for determining measures designed to encourage good behaviour and respect for others; to secure an acceptable standard of behaviour in the pupils; promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying; ensure pupils complete any tasks reasonably assigned to them in connection with their education and otherwise regulate the conduct of pupils.<sup>1</sup> It is the Headteacher who is responsible for the implementation and the day-to-day management of school policies and procedures.

**Staff** will be responsible for ensuring that the policy and procedures are followed and applied consistently and fairly. Aspects of this policy will be the focus of staff meetings and staff training which will take place regularly throughout the year to embed understanding and ensure consistency. Staff have responsibility, with the support of the Headteacher, for creating a high-quality learning environment and teaching good behaviour. All staff should model the high standards of behaviour and punctuality expected of pupils. Subject teachers should ensure high standard of behaviour in the classroom through purposeful teaching and the appropriate level of expectation and challenge.

**Pastoral staff**, led by the Heads of Year listed below, will ensure high standards of behaviour in their area of school, including supporting those pupils with additional needs where those needs might affect behaviour.

- |                              |   |  |
|------------------------------|---|--|
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| • Ms A-M Herring             | Head of Year 12                           | <a href="mailto:amherring@ermysteds.uk">amherring@ermysteds.uk</a>               |
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The SENDCo is:

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| • Ms P Hofman | SENDCo | <a href="mailto:sendco@ermysteds.uk">sendco@ermysteds.uk</a> |
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**Pupils** are expected to take responsibility for their own behaviour and to abide by the terms and spirit of school policy. Pupils will be inducted in the school rules at the start of each school year and are expected to actively contribute to the development of outstanding behaviour across the school. Pupils have a responsibility to ensure that any incidents of poor behaviour, including bullying, are reported. They must follow all school rules

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<sup>1</sup> Section 89(1) of the Education and Inspections Act 2006

<sup>2</sup> Designated Safeguarding Lead

<sup>3</sup> Deputy Designated Safeguarding Lead

and meet the expectations outlined in the Code of Conduct. Pupils must respect the authority of the School and its staff and comply with all reasonable requests and instructions.

**Parents<sup>4</sup>** are expected to help ensure that their child subscribes to the school's ethos and expectations. Parents are expected to engage effectively with the School; for example, monitoring updates from the School about their child's behaviour and achievements on The Parent Portal and via email, attending meetings to discuss their child's progress and behaviour as necessary, and ensuring that the School is aware of any circumstances or factors that may result in their child displaying behaviours outside the norm.

### 3. Scope of this policy

This policy has been written in accordance with Departmental guidance<sup>5</sup> and after consultation with staff, parents and pupils.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. Section 90 of the Education and Inspections Act 2006 gives teachers the power to discipline pupils for misbehaving outside of the school premises "to such extent as is reasonable."

Subject to this policy, teachers may discipline pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to and from school, wearing school uniform, or in some other way identifiable as a pupil of the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants and other members of the support staff. In certain circumstances, the Headteacher may extend this power to discipline to adult volunteers; for example, to those volunteering to help on school trips.

### 4. Relationship to other policies

The implementation of this policy and associated procedures will be undertaken in clear relationship with other school policies (listed below). These other policies should be read alongside this policy to fully understand the steps to prevent child-on-child abuse and School's response to incidents of such abuse.

These policies are available on the School website ([www.ermysteds.uk](http://www.ermysteds.uk)):

- Acceptable Use Policy
- Accessibility Plan
- Anti-Bullying Policy
- Child Protection Policy
- Drugs and Alcohol Policy
- Equalities Scheme
- SEMH Policy
- SEND Information Report
- SEND Policy
- Relationships and Sex Education Policy

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<sup>4</sup> This includes any person who has parental responsibility and any person (e.g. a carer) with whom the child lives.

<sup>5</sup> [Behaviour and discipline in schools – Advice for headteachers and school staff](#) (DfE, 2024)

## 5. Code of conduct

We expect all pupils to observe the following principles. These expectations apply **everywhere, all the time**.

- Treat others with kindness, tolerance and respect.
- Work hard and support the learning of others.
- Be punctual and meet deadlines.
- Take pride in your work and in your appearance.
- Have integrity and take responsibility for your actions.
- Follow instructions, first time, every time.
- Respect other people's property and the school environment.
- Do nothing that would endanger yourself or others.

These principles are exemplified through our expectations:

Each lesson **pupils** should:

- Be punctual, bring the correct equipment and wear the full school uniform.
- Line up quietly outside the classroom, taking care not to block the corridor.
- Greet the teacher as they enter the classroom and move without delay to stand behind their chair.
- Take off their coat and place their equipment on the desk.
- Sit down without fuss when instructed to by the teacher.
- Be attentive, engaged and ambitious about what they will achieve.
- Listen carefully to instructions and do as asked by staff.
- Raise their hand if they want to contribute a comment or an answer.
- Speak clearly and at an appropriate volume.
- Have good manners and respect the contributions and opinions of others.
- Be resilient and persevere with challenges.
- Complete all work set on time and to a high standard.
- Leave the classroom in an orderly fashion and ensure the room is left tidy and litter free.

At other times **pupils** should:

- Wear school uniform correctly, including displaying the correct lanyard (uniform standards are relaxed when playing on the school fields, but only when on the school fields.)
- Behave sensibly and be considerate of the personal space of others.
- Move promptly on the school bell. Walk purposefully to lessons but avoid running.
- Walk on the left when moving around the school.
- Report any injury or hazard immediately to the appropriate member of staff or the School Office.
- Stay in their allocated zone at break and lunchtime.
- Look after the school environment: recycle and do not litter.
- Food may only be consumed in the Refectory or designated areas in the Sixth Form Centre.
- Sign out in the appropriate register, if permitted to leave the school site at any point in the day.
- Avoid bringing valuable or prohibited items to school.
- Ensure phones and personal devices are switched off and kept out of sight.
- Understand that when you wear the school uniform, you represent us all. Be mindful of your behaviour on the journey to and from school.

## 6. How we manage behaviour at the school

Ermysted's encourages good behaviour through high expectations, clear policies and an ethos that fosters discipline and mutual respect between members of our community.

The school has in place a range of systems to praise and encourage good behaviour and clear sanctions for those who do not comply with the behaviour policy. The rewards, behaviour, and sanctions mechanisms (see appendix) are well used by staff and pupils, and parents are advised to make themselves familiar with the content.

At Ermysted's Grammar School, we believe that relationships are as important as rules. Staff are encouraged to use a range of positive classroom and behaviour management strategies to minimise the need for sanctions.

### 6.1 Rewards

The School takes pride in the achievements of its pupils and recognises that praise and encouragement acknowledge the pupils' efforts and helps promote good behaviour.

The School recognises:

- Commitment to learning
- Academic progress and attainment
- High levels of attendance
- Contributions to wider aspects of school life
- Achievements by individuals and teams within and without the school

Positive behaviour is reinforced by different [reward mechanisms](#):

- Verbal praise and written feedback
- Public display of the pupils' work around the school
- Awarding of positives
- Regular communications with parents
- Acknowledgement and celebration of the pupils' achievements in the school newsletter and website
- Congratulatory postcards and letters
- The awarding of certificates, subject prizes and awards.
- Termly Award Ceremonies
- The awarding of School Colours
- The Ermysted's Awards
- Positions of responsibility; for example, on the Prefecture
- Governor Prizes

#### 6.1.1 Parents' Portal (Arbor)

The parents' portal is central to how the school monitors the pupils' behaviour. It is an online system that allows teachers to publish homework assignments, track pupil achievement, and record a range of learning behaviours, both positive and negative.

Staff award 'positive' and 'negative' points throughout the year, which are instantly conveyed to staff, pupils and parents through the online portal and associated app. It is important that staff discuss behaviour concerns with pupils, in addition to reporting it through the app, to ensure that an understanding is reached regarding any necessary corrections to behaviour. Detentions could provide a suitable time to have such discussions.

The accumulation of sufficient 'positives' will lead to different tiers of recognition for the pupil, ranging from congratulations from the form tutor to whole school prizes. The accumulation of a high number of negative points can lead to further sanctions.

### 6.1.2 The Ermysted's Award

The [Ermysted's Award](#) recognises wider personal development and contributions made by pupils at fixed points throughout their school career. The award was created to recognise a range of skills, achievements, and experiences from school life and beyond, and operates at bronze, silver, and gold levels.

To qualify for an award, pupils must show evidence of substantial and sustained contributions under six different headings; Academic, Service in School, Cultural, Skill, Physical, and Service in the Community. Pupils are expected to submit a portfolio of evidence to the School for consideration by a panel including senior staff, prefects, and governors.

Successful pupils receive a certificate and a pin badge at the school's annual Speech Day event.

### 6.1.3 Positions of responsibility

Throughout school, there are formal and informal positions of responsibility available to pupils, for example, the Prefecture, the pupil advisors team, and subject mentors. Participation in such schemes is actively encouraged by the School. On occasion, if a member of the team fails to meet the high expectations, they could be asked to step down from a position of responsibility.

## 6.2 Sanctions

Where used, sanctions will be proportionate, reasonable and fair, and may vary according to the age and needs of the individual pupil. The School has at its disposal a range of sanctions for unacceptable behaviour (see [appendix](#)), including but not limited to:

#### Level 1

- Verbal warning
- Extra work or repeating unsatisfactory work until it meets the required standard.

#### Level 2

- Subject teacher detention (up to 30 minutes; typically held within school hours)
- Parental notification via actions recorded on the portal

#### Level 3

- Head of Faculty involvement
- Placing a pupil on subject report to monitor behaviour

#### Level 4

- School detention (typically held out of school hours)
- Head of Year involvement
- Placing a pupil on Head of Year report to monitor behaviour across all classes
- School-based community service and/or withdrawal of privileges
- The setting of written tasks that focus on reflection and restoration

#### Level 5

- SLT detention (typically held out of school hours)
- SLT and/or Governor Presentation (typically held out of school hours)
- Headteacher detention (typically held out of school hours on a Saturday morning)
- Removal

#### Level 6

- Suspension or permanent exclusion

Removal is used to withdraw pupils from lessons in response to serious misbehaviour. Removal may be used for the following reasons: a) to maintain the safety of all pupils and/or following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

During Removal pupils are provided with work and are supervised. Removal may include breaks and lunchtime, which would require pupils to eat lunch and take breaks at different times from the rest of the school or result in them being supervised whilst doing so.

Typically, Removal would last no more than two school days. Parents will always be informed when Removal is used, and a discussion will be held between a member of the SLT and the pupil prior to reintegration.

Removal is used as an alternative to suspension in some situations in response to serious breaches of the school's behaviour policy.

### 6.2.1 Investigation of incidents

Incidents of pupil misbehaviour will be investigated by the appropriate member of staff. Whilst investigations are on-going, the pupil(s) involved may be placed in Removal.

Following any reported incident of child-on-child abuse, the investigating member(s) of staff will:

- Speak with alleged victim and obtain a statement (either a written by the pupil themselves or a transcription of the pupil's comments by the member of staff investigating), reassuring them that they will be kept safe and that they have done the right thing in coming forwards.
- Speak with members of staff who witnessed the incident and obtain a statement (written or verbal transcribed by the member of staff investigating).
- Speak with the alleged perpetrator(s) and obtain a statement (written or verbal transcribed by the member of staff investigating).
- Speak with any named witnesses to the incident and obtain a statement (written or verbal transcribed by the member of staff investigating).
- Where available, review CCTV footage or other sources of evidence.
- Contact parents of the alleged victim and alleged perpetrator.
- Discuss evidence with other colleagues and consult on the appropriate sanction.

Care will be taken to ensure that all parties have their opportunity to be heard, including the pupil(s) involved. Where the School considers it appropriate, the police or other relevant authorities will be informed following the non-statutory guidance ([NPCC When to call the police](#)).

Parents will be contacted promptly by the school to notify them of serious breaches of the Behaviour Policy. Although there is no legal requirement to seek parental consent for detentions outside of school hours, the School considers it good practice to do so. Reasonable requests from parents for a change of detention day will be considered.

Records are kept of both positive and negative behaviour, together with associated rewards or sanctions. Appropriate levels of confidentiality are applied. Parents can request to see a copy of their child's behaviour record. Due to confidentiality restrictions, parents will need to notify the School in writing if they wish to be supplied with a copy of their child's school record. There may be a charge for photocopying.

### 6.2.2 Suspensions and Permanent Exclusions

The School will follow Departmental guidance<sup>6</sup> on suspensions and permanent exclusions. Only the Headteacher, or acting Headteacher, can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion.

A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Whenever the Headteacher suspends or permanently excludes a pupil, they will, without delay, notify parents and the local authority of the period of the suspension or permanent exclusion and the reason(s) for it.

Where a suspended or permanently excluded pupil is of compulsory school age, parents must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of a suspension or permanent exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

The School will take reasonable steps to set and mark work for the pupil during the first five days of a suspension or permanent exclusion. For suspensions of more than five days, the Governing Body will arrange suitable full-time education for any pupil of compulsory school age; for permanent exclusions, the local authority is responsible for making the arrangements.

Whilst a suspension or permanent exclusion may still be an appropriate sanction, the Headteacher will consider any contributing factors that are identified after an incident of poor behaviour has occurred.

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Headteacher will consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.

The exclusion rates for certain groups of pupils are consistently higher than average. This includes pupils with SEN; pupils eligible for free school meals; looked after children; and pupils from certain ethnic groups. In addition to the approaches on early intervention set out above, the Headteacher will consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. The school monitors behaviour and attendance data to ensure that particular groups are not being discriminated against in the application of this policy.

A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will organise a reintegration meeting for the pupil and their parent(s) at the end of any suspension.

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<sup>6</sup> [Suspension and Permanent Exclusion](#) (DfE, 2024)

## 7. Use of reasonable force

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether:
  - the pupil has SEND or other vulnerabilities (Reasonable adjustments will be made for children with SEN).
  - any alternative strategies that do not include physical contact can be used

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Departmental guidance<sup>7</sup> states that all members of school staff have a legal power to use reasonable force in certain circumstances. (Section 93, Education and Inspections Act 2006).

To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school-organised visit.

The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

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<sup>7</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> (DfE, April 2026)

See also: the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

To make this assessment, the member of staff should consider the following:

#### **Is it necessary?**

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

#### **Is it proportionate?**

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

#### **Have you considered the pupil's welfare?**

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded as described in the section on '[Recording and reporting duties](#)' in departmental guidance<sup>8</sup>. In addition, any injuries should be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.

#### **Seclusion**

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

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<sup>8</sup> [Use of reasonable force and other restrictive interventions guidance](#) (DfE, 2026)

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on '[Recording and reporting duties](#)' in departmental guidance<sup>9</sup>. Seclusion, as defined in departmental guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as Removal from the classroom (see [above](#)).

## 8. Searching and confiscation (prohibited and banned items)

Staff have the right to search a pupil for any item if the pupil agrees. The Headteacher (and members of staff so authorised by the Headteacher) have the statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a 'prohibited item'. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

### Legally prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil)
- any item banned by the school (see below) which has been identified as an item which may be searched for

### Banned items

In addition to the items listed above, the following items are prohibited and may be searched for:

- Any dangerous chemicals or implements that could be used as weapons
- Chewing gum
- Electronic cigarettes and any related paraphernalia
- Glass bottles
- Highly caffeinated energy drinks
- Jewellery, this includes all badges and emblems other than those issued by the School or as part of a School activity (except for a wristwatch or jewellery required by religious belief)
- Lighters, matches or any highly flammable liquids or materials
- Medication and/or syringes (other than that correctly registered and stored with the School Office)
- Offensive materials (e.g. racist, homophobic or extremist materials, in any format or medium)
- Permanent marker pens (water-based marker pens are permitted)
- Solvents and solvent-based products
- Tippex or other types of correction fluid
- Unnecessarily large amounts of money

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<sup>9</sup> [Use of reasonable force and other restrictive interventions guidance](#) (DfE, 2026)

Searches will be conducted in accordance with Departmental guidance<sup>10</sup> and in such a way as to reduce embarrassment or distress. Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files if they think there is a good reason to do so. Schools' general power to discipline, as set out in section 91 of the Education and Inspections Act 2006, 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 following must also be borne in mind:

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

School staff can seize any prohibited item found as a result of a search. They can also seize an item, however found, which they consider harmful or detrimental to school discipline. Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

In most cases, confiscation is a sufficient sanction and return of the item at the end of the lesson or school day is the most-appropriate timeframe. Whilst every precaution is taken to ensure that confiscated items are kept safely, the School does not accept responsibility for their loss or damage and reserves the right to keep any item.

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<sup>10</sup> [Screening, Searching and Confiscation](#) (DfE, 2022)

## 9. Allegations of abuse made against teachers and other staff

- Allegations of abuse by staff will be dealt with quickly, fairly and consistently. The school will follow Departmental guidance<sup>11</sup> as detailed in the School's **Child Protection Policy** (see school website). Every effort will be made to protect the pupil and support the member of staff who is the subject of the allegation. Suspension will not be used as an automatic response when an allegation has been reported.
- The following definitions will be used when determining the outcome of allegation investigations:
  - **Substantiated:** there is sufficient evidence to prove the allegation.
  - **False:** there is sufficient evidence to disprove the allegation.
  - **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
  - **Unfounded:** there is no evidence or proper basis which supports the allegation being made; and
  - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- Parents should be aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 163). The School will therefore maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The legislation makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that an individual who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). If parents wish to apply to the court to have reporting restrictions removed, they should seek legal advice.
- If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action (for example, an exclusion) is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he was not a pupil.

## 10. Monitoring and Review

This policy has been assessed for the impact it might have on staff workload. This policy will be reviewed and updated on a regular basis in light of any changes to government legislation.

## 11. Equalities impact

No significant impact is anticipated to persons with a protected characteristic from the previous version of this policy.

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<sup>11</sup> [Keeping Children Safe in Education](#) (DfE, 2025)

## 12. Appendices

### 12.1 Written Statement of Behaviour Principles

The Education and Inspection Act 2006 requires the Governors to make and review a Written Statement of General Behaviour Principles to guide the Headteacher in determining measures to promote good behaviour. Governors may also give them such other guidance as they consider appropriate.

This is a statement of principles and not practice. The Headteacher is statutorily responsible for the Behaviour Policy and the practical application of these principles.

#### **Behaviour Principles**

Governors believe that outstanding achievement is founded on outstanding behaviour.

The achievement of such behaviour should be supported by a clear system of shared high expectations (among staff, pupils and parents), strong reinforcement through rewards, and the imposition of appropriate sanctions where necessary. Governors expect the Headteacher, senior leaders, teaching and support staff to uphold and model the highest standards of behaviour for all pupils.

No pupil's performance or attendance should be undermined by their, or others, poor behaviour, no matter how minor. All pupils, staff and visitors have the right to always feel safe in school and be free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community, and the Behaviour Policy should help to foster this.

The School's Behaviour Policy should be applied equally, equitably and consistently to all pupils without discrimination and with respect for their diversity and dignity. The Policy should consider the needs of all pupils including those with special educational needs and disabilities; additional language needs; physical and mental difference or illness; and vulnerable pupils.

Good behaviour should be reinforced more by praise and rewards than by the imposition of appropriate sanctions and penalties. School rules should be simple and kept to a minimum. Where appropriate, the Policy may differentiate by age, but Governors expect that all pupils should take responsibility for their actions – in choice and consequence.

All school staff should be confident about their responsibilities and feel supported when dealing with behaviour and attendance issues. When staff act within and to the full extent of the Behaviour Policy and related policies, they will always have the support of the Governors.

## 12.2 Mobile Phone Policy

### Background to the latest version of the Policy

This Policy has been updated to reflect current recommendations from the DfE<sup>12</sup>.

#### 1. Purpose and Scope of Policy

This policy applies to **ALL** pupils (Years 7 to 13) and applies at **ALL** times and locations around the site during the school day (8:50 am to 3:35pm), bar the Sixth Form Common Room (see below). Where the policy refers to 'mobile devices' this includes technologies with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video). Pupils and their parents must read and understand this policy as a condition upon which permission is given to bring a mobile device to school.

#### 2. Responsibilities

It is the responsibility of the pupil bringing a mobile device to school to abide by the guidelines outlined in this document. The decision to provide a mobile device to a child is made by their parents. It is necessary for parents to understand the capabilities of the device and the potential use or misuse of those capabilities.

#### 3. Contacting pupils

The School accepts that parents may wish to provide their child with a mobile device to protect them in everyday situations such as travelling alone on public transport or commuting long distances to school. It is acknowledged that providing pupils with mobile devices reassures parents that they can contact their child during these times if they need to speak to them.

If parents need to contact their child during the school day, however, they are asked to do so **via the School Office** (01756 792186). By contacting the School Office, the pupil can be reached quickly, and the Office staff can provide any additional support or assistance that may be required. Passing on messages via the School Office also reduces the likelihood of disrupting lessons.

If pupils need to contact their parents, they are asked to do so **via the School Office** where a telephone line will be made available to them. On rare occasion and with the approval of a member of staff, a pupil may be allowed to make a call from the School Office on their mobile device.

#### 4. Pupil safety

Pupils should protect their identity whilst using a mobile device and only share contact details with close friends. This will help prevent the pupil's details from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

#### 5. Acceptable Use of mobile devices

Mobile devices for all pupils **must be switched off** and remain off during the school day, including at break and lunchtime.

Mobile devices may be kept on the pupil's person but must be placed out of sight as soon as the pupil arrives at school or leaves the Bus Waiting area. Devices may be switched back on as the pupils leave the site at the end of the day or when they return to the fenced bus waiting area to retrieve bus e-passes. The use of headphones, earbuds and/or mobile speakers is prohibited on the school site, except where required for lessons or Private Study in the Sixth Form.

The use of mobile devices by **Sixth Form students** is also **prohibited** at all times and everywhere on the school site **EXCEPT** on the ground floor of the Sixth Form Centre, where students may use their mobile devices freely. This prohibition does not affect or limit the Sixth Form students' use of authorised laptops and computers during Private Study.

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<sup>12</sup> [Mobile phones in schools - February 2026](#)

## 6. Unacceptable Use

Mobile devices should not be used to make calls, send messages, or use any other application, such as games, during school hours. Pupils must not watch videos or access social media whilst on school property during school hours or when travelling on the bus to a school-organised activity. School property includes all school buildings and elsewhere around the school site. A pupil retrieving a device from their pocket to check the screen whilst at school will be deemed to have been using his device.

It is forbidden for pupils to take or distribute images to denigrate any individual. This includes using mobile devices to photograph or film any pupil, a member of staff, or a visitor to the school without their consent. It is forbidden to take unauthorised images and distribute the images to other people or upload the images to the internet. Using mobile devices to bully or threaten others is unacceptable. Cyber bullying will not be tolerated. In some cases, it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable, regardless of whether 'consent' was given.

Mobile devices are **banned** from **all examinations** and controlled assessments. Pupils are expected to hand any such devices to invigilators before entering the Examination Hall. Any pupil found in possession of a mobile device during an examination will be dealt with in line with Exam Board guidelines.

Pupils must ensure that files stored on their devices do not contain violent, degrading, racist or pornographic images. The transmission of such images may constitute a criminal offence. Similarly, 'sexting' – which is the sending of explicit personal imagery – may also constitute a criminal offence. Requesting such images from others is prohibited.

## 7. Theft or Damage

To reduce the risk of theft during school hours, pupils who carry mobile devices are advised to keep them well concealed and protected from damage by careful containment. Pupils should mark their mobile device clearly with their full name. Pupils should also protect their device with a password or pin to prevent unauthorised access. Parents should be aware that if their child brings a mobile device to school, the parents' household insurance should provide the required cover in the event of loss or damage. The School cannot accept responsibility for any loss (including theft), damage or costs incurred. Mobile devices that are found on the school site should be handed in to the School Office.

## 8. Sanctions

Pupils who infringe the rules set out in this policy may receive serious sanctions, including but not limited to School detention, Removal, SLT or Headteacher detention, Suspension or Permanent Exclusion. Certain incidents may need to be referred to the Police. In such cases, the parents would be notified immediately.

Breaches of this policy will result in the confiscation of the device to a secure location in the school. The pupil must hand it over immediately when requested to do so by a member of staff. If the mobile device is confiscated, a receipt will be issued. The pupil may retrieve the device from the School Office at the end of the day.

For repeated infringements, the pupil will receive a School detention, and the device will be retained until the pupil's parents are able to collect it in person. In exceptional circumstances when a parent is unable to collect a mobile device, and where safeguarding issues are present, parents may request that their son be allowed to collect the device at the end of the school day. These requests, with full reasons provided, must be made to the appropriate Head of Year. The Head of Year will decide on all such requests.

## 12.3 Home School Agreement

### 1. The Parent(s) will:

- Support the school's policies, guidelines and sanctions for behaviour.
- Ensure that my/our son attends school regularly and punctually, that he is dressed appropriately and that he is properly equipped for all lessons.
- Become familiar with my/our son's life at Ermysted's Grammar School.
- Communicate with my/our son's teachers to ensure he fulfils his potential.
- Support my/our son's homework and participation in extracurricular activities.
- Inform the School about any concerns and problems that might affect my/our son's success and happiness at School.
- Work with Ermysted's Grammar School to ensure success for my/our son.

**Signed**

Parent(s)/Carer(s)

**Date**

### 2. The School will:

- Work with parents in an open, positive and shared partnership.
- Ensure that staff apply the School policies.
- Provide timely reminders to staff regarding important features of the policy to ensure full coverage and consistency.
- Value each child as an individual.
- Provide a safe, caring, positive and encouraging atmosphere in which pupils may succeed.
- Set, mark and monitor homework that extends, reinforces and reflects the pupil's work at school.
- Inform parents of any concerns that might affect the pupil's achievement or behaviour.
- Provide regular assessment and achievement information to parents.
- Arrange Parents' Evenings or Consultation events during which progress will be discussed.
- Keep parents informed about school activities via regular newsletters and notices about special events.

**Signed**



Headteacher

### 3. The pupil will

- Always try my best.
- Respect other people's feelings, needs and belongings.
- Behave in a way that is reasonable, polite and thoughtful.
- Ask for help when needed.
- Obey the School's rules and fulfil the expectations as outlined in the Behaviour Policy; and
- Attend School regularly and punctually, be dressed appropriately and be equipped for all lessons.

**Signed**

Pupil

**Date**

This agreement has been agreed by all parties in consultation and is held by all parties as a contract that expresses the intentions of all.

## 12.4 School Uniform

### General appearance

The general appearance of pupils should conform to a reasonable norm, which, if necessary, shall be at the discretion of the Headteacher. It is important that each pupil should project an image that would bring credit to himself and the School. Pupils may be sent home to change if they are dressed inappropriately and/or are not adhering to the guidance set out below.

Hair must be neat and tidy, and unnatural colours are not permitted. The expectation is that long hair will be tied back and secured away from the face during practical lessons. Any piercings must be removed, and any tattoos covered up whilst at school.

### School Uniform

Pupils are expected to be correctly attired at all times, with shirts neatly tucked in and ties done up. This expectation applies during the school day and includes a pupil's journey to and from school.

All items **must** be clearly labelled with the pupil's full name.

Jewellery is not permitted in general, but the wearing of a watch or a single religious item, such as a Christian crucifix or Sikh kara, is allowed. These items may need to be removed during practical lessons. All other requests should be discussed with the relevant Head of School. Pupils are **not** permitted to wear badges or other items supporting political causes or organisations.

School branded items, or pieces specific to this school, are highlighted in **bold type**. These items can be sourced from the suppliers listed overleaf. Other school branded items are available and may be worn, but only the items highlighted should be considered as essential. The School aims to place siblings in the same House to allow uniform to be passed down within the family. Most items of school uniform are generic and may be purchased from any outlet.

### Main uniform

- **Navy blazer with School crest**
- **House tie** (or Colours tie, Senior Prefect tie, or Sixth Form tie, as appropriate)
- Plain white shirt
- Plain straight-leg charcoal grey trousers (not skinny-fit)
- Plain charcoal grey or black socks
- Plain black leather or faux-leather shoes (not boots or shoes of a trainer style)
- (optional) black belt with a simple buckle
- (optional) *Charcoal grey or black* V-neck jumper – Sixth Form pupils may wear *navy blue* V-neck or quarter zip jumpers in any of the three colours. Hoodies and other jumpers are not acceptable.

Pupils should also have a warm, preferably waterproof, coat available for inclement weather and a plain school bag in which to transport their books and equipment.

### Sports Kit

- **House T-shirt**
- **Reversible black and white hooped jersey (plain white on reverse)**
- White shorts
- White socks
- Black rugby shorts
- Black rugby socks
- Trainers with non-marking sole
- Football or Rugby boots with metal safety studs, moulded plastic studs, or blades
- Towel
- Shin Pads (for football)
- Gum shield (advised)

- (optional) Black tracksuit
- (optional) Black splash top

#### Other items

- Lanyard and multifunction card (will be provided by the School in the first instance)
- A pencil case containing: a black pen, a pencil (HB), coloured pencils, a pencil sharpener, an eraser, a ruler, a protractor, a pair of compasses, scissors, a glue stick, a scientific calculator, and a green pen for self and peer assessment activities
- (optional) A pocket-sized English dictionary
- (optional) Collins Pocket French Dictionary or Collins Easy Learning French Dictionary
- (optional) Collins Pocket German Dictionary or Collins Easy Learning German Dictionary

The School will supply aprons for pupils to use during practical lessons in art and design, design technology, and food and nutrition.

#### Suppliers

There are two suppliers of new school uniform.

This first supplier trades as **Skip to School** in Skipton and **Wharfedale Uniforms** in Ilkley. This supplier offers online ordering (both websites navigate to the same online portal).

##### **Skip to School**

<http://www.skiptoschool.co.uk/>

32/34 Water Street

Skipton

BD23 1PB

Tel 01756 229002

##### **Wharfedale Uniforms**

<http://wharfedaleuniforms.com/>

3 Chantry Drive

Ilkley

LS29 9HU

Tel 07866 762291

The second is **Whittakers Schoolwear** in Keighley.

##### **Whittakers Schoolwear**

<http://www.whittakersschoolwear.co.uk/>

5 Low Street

Keighley

BD21 3PJ

Tel 01535 611211

The school maintains a small stock of **good-quality second-hand uniform** for sale. Please contact the School Office via [schooluniform@ermysteds.uk](mailto:schooluniform@ermysteds.uk) for further details.

## 12.5 Rewards, Behaviours and Sanctions

Below are examples of the **REWARDS** used within the school.

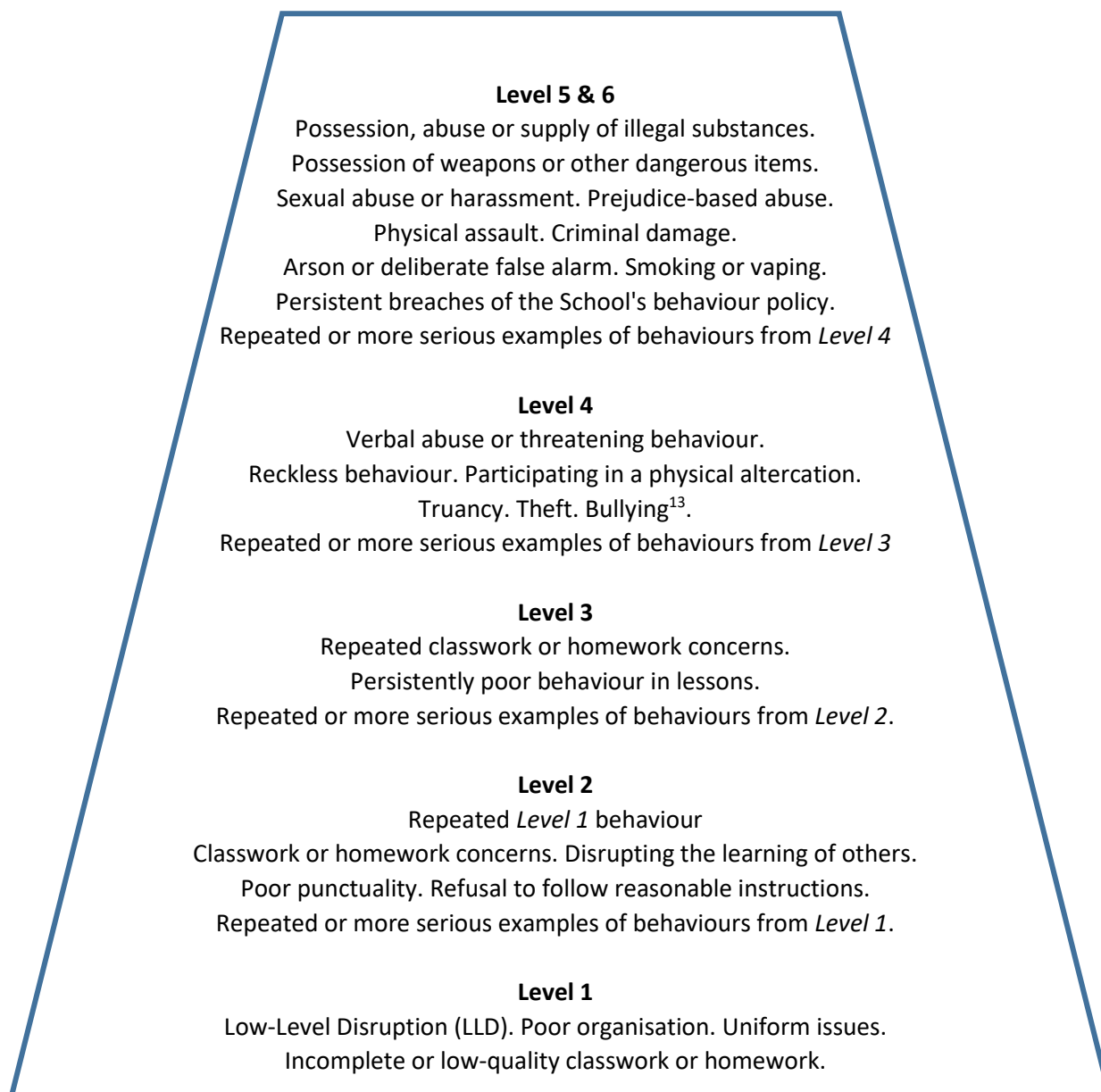
Lower School (Years 7 to 9)	Middle School (Years 10 and 11)	Sixth Form (Years 12 and 13)
		Senior Prefecture
Governor Awards	Governor Awards	Governor Awards
Ermysted's Bronze Award	Ermysted's Silver Award	Ermysted's Gold Award
Junior Colours	Intermediate Colours	Senior Colours
Headteacher Certificate	Headteacher Certificate	Prefecture
Head of School Certificate	Head of School Certificate	Head of School Certificate
Termly Awards Ceremonies	Termly Awards Ceremonies	Awarding of certain privileges
Subject Certificates and Postcards	Subject Certificate and Postcards	Termly Awards Ceremonies
Congratulatory postcards and letters	Congratulatory postcards and letters	Congratulatory postcards and letters
Recognition in school newsletter and website	Recognition in school newsletter and website	Recognition in school newsletter and website
Regular communications with parents	Regular communications with parents	Regular communications with parents
Awarding of positives	Awarding of positives	Awarding of positives
Public display of pupils' work around the school	Public display of pupils' work around the school	Public display of pupils' work around the school
Verbal praise and written feedback	Verbal praise and written feedback	Verbal praise and written feedback



Below are examples of **BEHAVIOURS** that may result in particular levels of sanction.

This is not a definitive list and is intended only as a guide. Sanctions may vary according to the severity of the offence and other contextual factors. To be clear, therefore, the behaviours listed below may receive a higher or lower sanction than that suggested by the diagram.

The school will respond to non-criminal behaviour and bullying which occurs off the school premises which is witnessed by a staff member or reported to the school.



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<sup>13</sup> We include physical, verbal, and online methods of abuse within our definition of bullying. We also include intentional damage to or theft of an individual's property and actively excluding an individual from a group.

The **SANCTIONS** for dealing with behaviour at each level are described below.

