



## Behaviour for Learning Policy

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### 1. General Principles

At Langley Grammar School we believe that:

- a) in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is a basic requirement;
- b) the school should provide a safe and structured environment in which students can learn and teachers can teach without disruption;
- c) all students are expected to behave with respect and courtesy towards each other, school staff and members of the local community;
- d) parents should encourage their sons and daughters to behave appropriately and respectfully and should support the school's authority to discipline students who do not meet expectations.

### 2. Policy aims

Staff, students and governors of Langley Grammar School agree that **acceptable behaviour** is based on respect for others, good manners and courtesy, and attitudes and behaviour which support learning. **Outstanding behaviour** builds on this and assumes a heightened level of citizenship, community spirit and independence of thought and action regarding effective learning. **Unacceptable behaviour** is that which insults, abuses, threatens, intimidates or injures any member of the school or local community, or which disrupts the learning of individuals or their peers.

The aims of our Behaviour for Learning policy and associated procedures are to:

- a) promote positive and acceptable behaviour and reward outstanding behaviour;
- b) manage unacceptable behaviour in an assertive and non-confrontational way;
- c) encourage consistency of response to both positive and unacceptable behaviour by staff and other students.

### 3. Roles and responsibilities

- a) **Students** throughout the school, including the Sixth Form, are expected to take responsibility for their own behaviour within academic and social time, and to meet or go beyond the expectations of the school.
- b) **Parents** are expected to encourage high standards of behaviour and to support the school in maintaining this through the home/school agreement and other measures.
- c) All **teaching and support staff** are responsible for ensuring the policy and associated procedures are followed consistently, for promoting, managing and rewarding acceptable and outstanding behaviour and for creating an appropriate learning environment that fosters the skills of independence and creativity.
- d) The **Headteacher** is responsible for the implementation of this policy and associated procedures, for ensuring consistent application across the school and for supporting staff in their handling of disciplinary situations.
- e) **Governors** will support the school staff in maintaining high standards of behaviour. In consultation with staff, they will regularly review and agree a policy which promotes outstanding behaviour. They will ensure that the policy and expectations are communicated effectively to parents and students.

#### **4. Relationship to other policies**

The implementation of this policy and associated procedures will be undertaken in clear relationship with other school policies, particularly SEND, anti-bullying, alcohol and drug misuse and online safety. This policy and associated procedures are written with regard to the current legislative context.

#### **5. Managing behaviour**

##### ***a) Promoting positive behaviour***

In lessons and around the school, we aim to model and promote outstanding behaviour with each other and with students at every opportunity. Students are encouraged to take responsibility for themselves and others, their learning, and for the environment by

- taking responsibility for their actions;
- demonstrating understanding, tolerance, courtesy and respect towards others;
- encouraging the responsible use of communication technologies including social networking;
- respecting other people's possessions;
- endeavouring to make the school a tidy, safe and pleasant place in which to work and learn.

We recognise

- commitment;
- academic progress and attainment;
- contributions to wider aspects of school life;
- success and achievements by individuals, groups and teams within and outside school.

We reward positive behaviour through the use of:

- verbal praise and positive feedback;
- positive comments on ClassCharts;
- letters/cards to parents/carers;
- achievement points;
- certificates;
- house points;
- subject prizes and awards.

##### ***b) Consequences of unacceptable behaviour***

At Langley Grammar School we believe that student discipline is primarily a question of relationships rather than rules; the school ethos is that individuals and relationships matter. All staff should recognise that an appropriate response with one student in one circumstance may not be appropriate in a different situation; they apply professional judgement before implementing sanctions, and take full responsibility for doing so.

We implement a range of sanctions for unacceptable behaviour including:

- verbal reprimand, which may be followed by a negative comment on ClassCharts;
- confiscation of items (eg mobile phones);
- school-based community service;
- letters to, or telephone conversations/meetings with, parents;
- invoicing parents for damage;
- loss of marks for both formative and accredited assessments;
- placing on report;
- teacher-set or school detention;
- internal isolation;
- fixed term exclusion;
- short-term support with outside agencies
- permanent exclusion.

Parents will be contacted promptly by the school to notify them of detentions, requests for meetings or to report misbehaviour.

Reported incidents of student misbehaviour will be investigated, and where reasonable, staff and student statements will ensure that all involved have the chance to say what happened. Where the school considers it appropriate, police and/or other relevant bodies will be informed of incidents and engaged in support for further advice for both students and staff.

### **c) Record keeping**

Records are kept of both positive and unacceptable behaviour, together with associated rewards or sanctions. Appropriate levels of confidentiality within the records are observed and personal information is held according to the principles described in the school's Data Protection Policy which incorporates the requirements of the General Data Protection Regulation.

### **d) Searching and confiscation**

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. The right under Article 8 is not absolute; however, any interference by a school (or any public body) must be justified and proportionate, and in the context of searching and confiscation students have the right to expect a reasonable level of personal privacy.

The law gives schools the general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006; this power enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

A member of staff with designated authority can therefore use their discretion to confiscate, retain and/or destroy any item found as a result of a **'with consent'** search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police. In the case of a 'without consent' search, a person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or may constitute evidence in relation to an offence.

If the confiscated item is a mobile phone or other digital device, staff should not attempt to unlock and search the item themselves. A member of the safeguarding team must be informed, who will take responsibility for the examination of any content held on the device.

Searches will always be conducted in accordance with the DfE guidance on *Screening, Searching and Confiscation (January 2018)* and in such a way as to reduce embarrassment or distress. Further details of the school's procedures are set out in Annex 3.

### **e) Use of reasonable force**

The use of force is considered reasonable if it is proportionate to the consequences it is intended to prevent. If a student is considered to be at great risk of hurting themselves or others, all members of school staff have a legal power to use reasonable force without parental consent; this power also applies to people temporarily placed in charge of students by the Headteacher, such as parents accompanying school visits. Reasonable force can also be used to prevent students from damaging property or from causing disorder.

In line with DfE guidance (Use of Reasonable Force, July 2013) circumstances in which force might be appropriate include, but are not limited to:

- removing a disruptive student from the classroom where they have refused to follow an instruction to leave;
- preventing a student from behaving in a way that disrupts a school event, activity or visit;
- preventing a student leaving a classroom where allowing them to leave would risk their safety or lead to disruptive behaviour by others;
- preventing a student attacking another person;
- stopping a fight.

### **f) Detention**

Although there is no legal requirement to seek parental consent for student detention, Langley Grammar School takes the view that it is good practice to do so. Where possible, parents will usually be given 24

hours notice for detentions outside the normal school day and are asked to provide an acknowledgement to Student Support or the Sixth Form administrator. If a student is given a 'Senior Leadership Team' detention after school on a Friday (3.15pm - 4.15pm), parents may be asked to attend a meeting to discuss the matter with pastoral leaders. When setting detentions, teachers will try to take account of travel arrangements for parent and/or student; however, this may not always be possible.

### **g) Fixed Term and Permanent Exclusions**

The school has a duty to maintain a safe and secure environment in which students' can learn effectively. Fixed term or permanent exclusion may be used to help maintain high standards of behaviour in line with the school's expectations.

Fixed term exclusion may be used as a sanction for serious breaches of the school's expectations of behaviour. Permanent exclusion will be considered in response to a serious breach or persistent breaches of the school's expectations and where allowing the student to remain in school would seriously harm the education or welfare of the student or of other students in the school.

Whenever fixed term or permanent exclusion is given as a sanction, the school will comply with the DfE's statutory guidance on exclusion. The decision to exclude a student must be lawful, reasonable and fair. The school has a statutory duty not to discriminate against students on the basis of protected characteristics and to give particular consideration to students from vulnerable groups.

The school's procedures for fixed term and permanent exclusions will be in accordance with the DfE statutory guidance which is available from the DfE website at:

<https://www.gov.uk/government/publications/school-exclusion>.

The school recognises the importance of providing appropriate support for students when they return from a fixed term exclusion. The provision of support is discussed with the student and parents at the statutory re-admission meeting and may include counselling, behaviour mentoring and/or targeted intervention from outside agencies.

### **h) Power to discipline 'beyond the school gate'**

This policy and the associated procedures extend to all non-criminal unacceptable student behaviour which might occur off the school site and is witnessed by a member of staff or reported to the school.

The policy applies when the student poses a threat to others or adversely affects the reputation of the school and is:

- taking part in any school-organised activity;
- is part of a school visit whether in or outside the UK
- travelling to or from school;
- wearing school uniform; or identifiable as a student at the school.

### **i) Involvement of outside agencies**

When appropriate, the school will seek the support of outside agencies in implementing procedures to ensure the needs of every student are met. Records of referrals to outside agencies will be maintained, and all relevant staff will be kept informed. Examples may include educational psychologists, behaviour support services, child protection agencies, the police, social services and education support officers.

## **6. Allegations of abuse by staff**

Allegations of abusive behaviour by staff will be dealt with quickly, fairly and consistently. The school will follow the guidance set out in its separate **Allegations against Staff and Volunteers** policy. Every effort will be made to protect the student, support the member of staff and secure confidentiality.

According to guidance provided under in *Dealing with allegations of abuse against Teachers and Other Staff October 2012*, the DfE advise that suspension will not be an automatic response to an allegation; where a member of staff is suspended, this will be a neutral act to enable a fair and thorough investigation to take place.

The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). Langley Grammar School considers the need to maintain anonymity of staff involved vital whilst any investigation is undertaken. Students who are found, on investigation, to have made malicious accusations will be excluded for an appropriate length of time.

## **7. Staff training**

The school provides relevant information and training on behaviour management to all staff. When relevant the school will provide opportunities for staff to develop their knowledge and skills in relation to:

- the implementation of rewards and sanctions in accordance with this policy;
- recording of incidents;
- classroom management;
- educational visits;
- legislation affecting behaviour management.

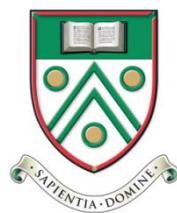
## **8. Review**

The Headteacher and Senior Leadership Team will undertake systematic monitoring and review of the Behaviour for Learning policy and procedures. The policy will be reviewed every two years in line with the LGS Policy Framework, or in response to any changes in the relevant guidance from the Department for Education.

<b>Policy Reviewed:</b>	<b>November 2019</b>	<b>Student, Staff &amp; Community Committee</b>
<b>Policy approved:</b>	<b>December 2019</b>	<b>Full Governing Board</b>
<b>Review date:</b>	<b>December 2021</b>	

## Annex 1a - Home/School agreement for Years 7-11

### Langley Grammar School



### Home-school Agreement (Years 7-11)

This is an agreement between the School, the student, and his or her parents. It sets out the expectations of each party in order to secure the best possible progress and well-being for the student. In signing the declaration in this planner, parents indicate that they understand and accept the contents of the agreement.

#### 1. The Parent will:

- a) ensure that their son/daughter attends school as required by law,
- b) ensure that their son/daughter arrives at school on time, is correctly equipped for learning, is wearing the correct school uniform and is tidy in appearance,
- c) notify the school of any absence relating to illness or medical / educational appointments and provide a written note on return to confirm details of the absence,
- d) comply with the Governors' policy on leave of absence unless there are exceptional circumstances which have been discussed with the Headteacher (or his nominated deputy) in advance,
- e) ensure that the school is made aware of any significant concerns or problems which might affect their son / daughter's learning, behaviour or well being,
- f) support the school's policies and procedures in relation to discipline and behaviour,
- g) support their son/daughter in homework including monitoring of the student planner, and promote other opportunities for home learning,
- h) attend Parents' Consultations about their son / daughter's progress,
- i) encourage their son/daughter to take part in extra-curricular activities and actively support their participation,
- j) support the school's ethos as set out on the school website and in other documentation.

#### 2. The School will:

- a) have high expectations of students in terms of learning, commitment, behaviour and appearance,
- b) contact parents if there is a problem with attendance, punctuality or equipment,
- c) let parents know about any concerns or problems that affect their son/daughter's work or behaviour,
- d) provide a broad and balanced curriculum within the resources available,
- e) set and monitor homework as appropriate to each subject,

- f) provide regular assessment and reports for parents,
- g) arrange Parents' Consultations and report reviews during which progress will be discussed,
- h) keep parents informed about school activities through a variety of methods including the school website, regular newsletters, e-mail and text, notices about special events, the school calendar and students' planners,
- i) provide a pastoral system to support students.

**3. The Student will:**

- a) attend school as required by law;
- b) follow the school's routines and expectations, including arriving on time, bringing all the equipment needed for the day, wearing the correct school uniform and being tidy in appearance;
- c) respect fellow students, staff and visitors;
- d) listen to staff and follow instructions;
- e) concentrate in lessons and complete homework and classwork to the best of his/her ability;
- f) use digital devices such as mobile phones and iPads appropriately and in line with the school's expectations;
- g) not act in a manner that may lead to the injury or hurt of another student or member of staff. This includes actions of a physical, emotional, sexual, racial or cyber nature;
- h) enable fellow students to learn in a calm and ordered environment;  
  
try to talk to a parent, member of staff or the school counsellor about any significant concern or problem;
- i) demonstrate respect and care for the school site and property at all times;
- j) be proactive in encouraging effective communication between his/her parent(s) and school.

## **Langley Grammar School**



### **Sixth Form Student Contract**

As a Sixth Form student at Langley Grammar School, you can expect:

- High quality delivery of your chosen courses through well planned lessons taught by appropriately qualified teachers.
- Access to good facilities and resources to support your studies within a safe and secure environment.
- Regular feedback and guidance via marked work and through reviews of your academic progress.
- Pastoral support and advice to help you address problems which may be affecting your academic progress
- High quality guidance concerning your choice of subjects, your transition to Higher Education and potential careers.
- Varied opportunities for personal development through extra curricular activities, enrichment courses and school responsibilities
- To be respected and treated as a responsible young person moving into adulthood.

The school expects you to:

- Arrive at all your lessons, tutor periods and assemblies promptly and fully prepared. Take responsibility for your progress and engage proactively in lessons and with your teachers outside lessons to improve your progress still further.
- Maintain good attendance and punctuality: Sixth Form students should aim for 100% attendance as excellent attendance is important for success, we accept that there may be occasions of genuine illness.
- Commit to a full working week of timetabled lessons and at least 20 hours independent study, including completion of all formal assignments (homework, projects and coursework) on time and to the best of your ability. A minimum of 3 hours per week working in the supervised study area in school.
- Respect and cooperate with all other members of the school community i.e. your peers, administrative and support staff and teachers, and act as a role model for younger students
- Respect and look after your environment i.e. the Sixth Form Common Room, the Study Room, the Library, the computer rooms and any other school facilities or equipment you may use
- Adhere to the Sixth Form guidance on uniform and appearance as well as all the school's operational rules and codes of conduct

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**I understand the purpose and content of the Sixth Form Student Contract and I am fully committed to meet all the expectations of me**

Student signature:

Date:

**Parental acknowledgement: I understand and support the student Sixth Form contract:**

Parent's signature:

Date:

## Annex 2 - School Routines and Expectations

(Published in the Student Planner)

### Arrival and registration

1. If you arrive in school before 8.00 am you may wait in the Student Entrance corridor, in the Dining Room, or in the courtyard behind the main building. You should only go into other areas of the school if you have permission to do so.
2. Registration is at 8.20am and you must be at your form room by that time. If you arrive in school after 8.20am you may be recorded in the register as late unless there is a good reason.

### Absence from school

3. If you are absent from school you must bring a letter explaining the reasons to your Form Tutor on the day of your return to school.
4. If your parents wish you to take time off school for any acceptable reason, they must request this in advance using the Leave of Absence request form available on the school website.
5. If you leave the school site during the school day for any authorised reason, you should sign out in the Student Support Office with written evidence of your appointment countersigned by your tutor.

### Personal safety

6. When moving around the school you should walk, not run, and keep to the left in corridors whenever possible. It can be dangerous to carry bags over your shoulder. You should show respect and consideration for other people at all times.
7. If you cycle to school, you should dismount at the gate and wheel your cycle while on the school site. You are strongly recommended to wear a cycle helmet.
8. Sixth Form students must obtain permission from the Head of Sixth Form if they wish to drive to school and park on the school site.
9. You should leave the school site within 15 minutes of the end of the school day unless you are taking part in an official school activity. You should take your belongings to the activity and not return to your form rooms.
- 10. Under no circumstances may you bring knives or other weapons, cigarettes or tobacco, e-cigarettes or any other vapourisers, matches, lighters, medicine or unprescribed drugs, alcohol or illegal drugs, new psychoactive substances ('legal highs'), dangerous substances or laser pens onto the school site. These items may be searched for if there is reasonable suspicion that you may be in possession of them.**
- 11. You must not bring any object on to the school site which could be used as an offensive weapon.**

### Break and lunchtime arrangements

12. If you are in Years 7-11 you must stay on the school site during the lunch break.
- 13. During the lunch break students in Years 7 - 10 should remain outside if the weather is fine, except to:**
  - have lunch in the Dining Room;
  - attend a club or activity;
  - attend a detention;
  - go to the toilet;
  - visit the Library;
  - see the Student Support staff in the event of an emergency.
14. In wet weather you should remain in your **own** form room unless alternative arrangements are made. If you are in Year 11 you may remain in your own form room during any lunchtime,; or visit other Year 11 form rooms provided that these privileges are not abused

15. If you buy hot food in school you must eat it only in the Dining Room or the courtyard area. Plated food should obviously only be eaten in the Dining Room. You may eat cold food or packed lunches in the Dining Room, the courtyard area, or other seating areas around the school. Food must **not** be eaten in form rooms or corridors.
16. The lunchtime supervisors are responsible for your safety and support during the lunch hour. You must follow their instructions without question.

### **Caring for the environment**

17. You must put all your litter in the bins provided. This includes food items and packaging bought in school or brought in as part of a packed lunch.
18. You should report any damage to school buildings, equipment or furnishings to a member of staff or the school office at the earliest opportunity.
19. Chewing gum is not permitted in school at any time.

### **Personal property**

20. You each have the use of a locker and items of personal equipment should never be left in form rooms or elsewhere in the building unless specifically directed. You will need a strong padlock to secure your locker. The PE Department makes arrangements for student property to be handed in during lessons.
21. We understand your desire to bring mobile phones in to school but strongly recommend that you do NOT bring other valuable electronic equipment on to the school premises. The school will not take any responsibility for any such items.
22. If you use an iPad in school on a regular basis, you are responsible for keeping it safe and secure. iPads should not be left unattended in bags; please use your locker or other secure storage. iPads are tools for learning; inappropriate use will lead to confiscation and possible sanctions.
23. Inappropriate use of mobile phones around the school site, including activities such as texting, videoing, receiving or making calls in lesson time will lead to confiscation. A parent will be asked to collect the mobile phone from the school office on the next school day. The same will apply for the inappropriate use of any other electronic equipment in school.
24. Valuable items and large quantities of money should not normally be brought to school. You should carry your money with you at all times under normal circumstances, on the rare occasion when a large sum of money has to be brought to school it should be left at the school office for safe keeping. If you find any money or property you should take it to the Student Support office.
25. **Your property is brought in to the school at your own risk. The school does not accept responsibility for the loss or damage to any personal property or money on the school premises. If you voluntarily hand in an item of property for safekeeping, or if it is confiscated because of misuse, the school will take reasonable precautions to keep it secure; in doing so the school is not accepting responsibility for any loss or damage.**

## Annex 3 – Searching and confiscation

### 1. Searching

#### a) Searching with consent

School staff can search students with their consent for any item.

- The school is not required to have formal written consent from a student for this sort of search – it is enough for the teacher to ask a student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct them to turn out his or her pockets or bag; if the student refuses, the school can apply an appropriate sanction.

#### b) Searching without consent

The Headteacher or authorised staff have the statutory power to search a student or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. There is no requirement to inform parents or seek their consent before a search is undertaken. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- New psychoactive substances
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images or other material
- 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 the property of any person (including the student)
- Any item banned by the school and identified as an item which may be searched for.

Searches will always be conducted in accordance with the DfE guidance on *Screening, Searching and Confiscation (January 2018)* and in such a way as to reduce embarrassment or distress.

#### i) Searches of clothing

The power to search without consent enables a student's clothing to be searched. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear and includes hats, shoes, boots, gloves and scarves.

If the individual refuses to allow such a search, the school may pursue formal lines by contacting the police. The person conducting the search should be the same sex as the student being searched; there must also be a staff witness who if possible should also be the same sex as the student being searched.

There is a limited exception to this rule: an authorised person can carry out a search of a student of the opposite sex and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

#### ii) Searches of possessions

'Possessions' means any items over which the student has or appears to have control – this includes lockers, bags and pencil cases. Designated staff may search possessions, for example a student's locker, for any item if they have the student's consent. If they have reasonable suspicion that prohibited items may be stored there, they can search a locker without consent.

A student's possessions should only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **c) Confiscation and disposal of suspected illegal drugs**

The law gives schools the general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006. This power enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

A member of staff with designated authority can use their discretion to confiscate, retain and/or destroy any item found as a result of a **'with consent'** search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Where a 'without consent' search is conducted, a person carrying out such a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- Alcohol may be retained or disposed of. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Controlled drugs must be delivered to the police as soon as possible but may be disposed of if the school thinks there is a good reason to do so.
- Other substances which are not believed to be controlled drugs can be confiscated where school staff believe them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs' (new psychoactive substances). Where staff suspect a substance may be controlled it should be treated as a controlled drug as outlined above.
- Stolen items must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the school thinks that there is a good reason to do so.
- Tobacco or cigarette papers may be retained or disposed of. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned by the school they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- Stolen items discovered during a search should be returned to the owner unless there is an active police investigation or the nature of the stolen item warrants police involvement, in which case the item should be handed to the police.
- Items confiscated because they are banned by the school should be collected by arrangement by parents from the school office. Confiscated weapons, knives and controlled drugs will be handed over to the police.

### **d) Electronic devices and mobile phones**

- Where the person conducting the search finds an electronic device that is prohibited by the school or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.
- There is no need to have parental consent to search through a student's mobile phone if it has been seized in a lawful 'without consent' search and is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

- The member of staff must have a “good reason” for examining or erasing the contents of an electronic device. The staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, disrupt teaching or break the school’s expectations.
- If an electronic device has been confiscated and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should **not** be deleted prior to giving the device to the police.
- **If a member of staff suspects that a device may contain indecent images of a child, they must not search the device but should confiscate and pass it on to the Designated Safeguarding Lead**
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.