Behaviour and Sanctions Policy 2026-27

Contents

1. Introduction 3
2. Rewarding Individual Achievement 4
2.1 Commendations for Junior to Fifth Years 5
2.1.1 Lower School Commendations 5
2.1.2 Middle School Commendations 5
2.2 Commendations in the Sixth Form 6
2.3 Recognition of Extra-Curricular Achievement and Contribution 6
2.3.1 Summary 6
Music, Drama and Sport: 6
2.3.2 Detail: Process used for Colours and Awards 6
2.3.3 Sixth Form Awards 7
Sixth Form Colours for Music 7
Sixth Form Colours for Drama 7
Sixth Form Colours for Sport 7
Multi-disciplinary award 8
Middle School award for music 9
Music Versatility Award 9
2.3.5 Middle School Awards 9
Middle School Awards for Drama 9
Drama Versatility Award 9
Middle School Awards for Sport 9
Multi-sport Colours Award: 10
2.3.6 Lower School (and Third Year) Awards 10
Music participation award 10
Drama participation award 10
Sports participation award 10
3. Sanctions 10
3.1 Introduction 10
3.2 Detentions 12

3.3 Saturday Detentions 13
3.4 Behavioural Contracts 13
3.5 Suspension 13
3.6 Exclusion 13
4. Malicious and False Allegations 14
5. Search and Confiscation 14
5.1 Items which can be searched for 14
5.2 Decision Making 15
5.3 Conduct of the Search 15
5.4 Strip Searching 16
5.5 Action on items found during a search 17
5.6 Safeguarding and Disciplinary Issues Arising from a Search 17
5.7 Recording Searches 17
5.8 Informing Parents 18
Section 6: Restrictive Interventions, including Reasonable Force, Restraint and Seclusion 18
6.1 Principles and Definitions 18
6.2 When Restrictive Intervention May Be Used 18
6.3 Prevention and De-escalation 18
6.4 Students with SEND and Other Vulnerabilities 18
6.5 Seclusion 19
6.6 Prohibited Practices 19
6.7 Staff Training 19
6.8 Recording Significant Incidents 19
6.9 Reporting to Parents 19
6.10 Post-Incident Review and Support 19
6.11 Monitoring and Governance 19
Appendix A: Sanctions Framework 21
See diagram on next page for summary 22
Appendix B: Lower and Middle School Sanctions 24
Lower and Middle School Sanctions Ladder 24
Appendix C: Sixth Form Sanctions 26

1. Introduction

Members of the School are expected to maintain a high standard of civilised and considerate behaviour at all times. The School Rules are intended to ensure the safety, welfare, good order and reputation of the school community.

As far as is possible, the emphasis in relations between staff and students should always be on the promotion of good behaviour and in daily interactions with the students we should always seek to encourage such qualities as courtesy, helpfulness, empathy with others, teamwork, good humour and thoughtful self-expression.

Staff should always find opportunities to comment favourably when students display such qualities and may do so through a quiet word with individuals, written/verbal comment on work drawing attention to particularly positive contributions in lessons, commendations (which may be given for good behaviour as well as good academic performance), emails or messages to tutors, write-ups following events and activities (e.g. reports for the School Magazine or displays), special mentions in Assemblies and informal/formal contact with parents.

Trinity regards the moral and spiritual development of all its students as being of central importance. All members of the School community need to have a strong sense of the values we wish to promote and an understanding of right and wrong. In particular, all our students must accept that they are responsible for their actions and that those actions always have consequences.

The following attitudes, qualities and skills are considered to be of particular importance for every student at Trinity and staff must be mindful of finding opportunities through which students may develop them:

- a joy in learning and pleasure in civilised, reasonable debate
- a developing sense of responsibility for their own actions and of responsibilities to others
- a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs;
- a rejection of all forms of prejudiced perception of others on the basis of protected characteristics and other personal attributes
- honesty, truthfulness and the development of personal integrity
- a growing disposition to generosity, rather than selfishness
- an active belief in kindness and service to others
- a clear rejection of cruelty or bullying
- the development of a mature sense of self-confidence and self-worth, with an avoidance of, and distaste for, arrogance
- an ability to look beyond materialism

All members of staff are responsible for promoting these attitudes.

Members of the School should show courtesy and consideration to others at all times. Therefore, antisocial behaviour such as bullying, cyberbullying, prejudice-based or discriminatory language or behaviour, harassment, deceit, theft and vandalism is completely unacceptable. The School will actively challenge prejudice and discrimination and will not dismiss harmful behaviour as “banter”, “jokes” or “part of growing up”.

Prejudice-based harm, discrimination and bullying: For the purposes of this policy, prejudice-based harm includes behaviour that targets, demeans, excludes, intimidates, humiliates, harasses or otherwise harms a student because of, or perceived to be because of, a protected characteristic or other personal attribute. This may include racism, antisemitism, Islamophobia or other faith-based prejudice, sexism or misogyny, homophobia, biphobia or transphobia, disability-related prejudice, and prejudice related to culture, nationality, ethnicity, appearance, background or family circumstances. It can be verbal, physical, social, relational, written, visual or online, including through social media, messaging, images, symbols or group exclusion. A single incident may be serious even where it does not amount to bullying; bullying may be repeated or patterned. Such behaviour may constitute child-on-child abuse and may require a safeguarding response as well as disciplinary action.

2. Rewarding Individual Achievement

It is an important part of our job to motivate and praise students on a daily basis. Studies suggest that teachers *think* they offer praise around ten times more than they actually do.

This is often done informally, through both verbal praise and in written responses to work, as part of regular practice; this is essential to good teaching.

Recognising, rewarding and celebrating achievement is significant in terms of raising student achievement, increasing self-esteem and creating a climate where achievement is admired by all. Such an environment gives students opportunities to learn how to value themselves and to reflect on what they have achieved. The formal commendation system contributes to this.

The aim of the commendation system is to reward all students in some way, to recognise all students’ efforts regardless of their individual abilities and aptitudes.

The award of a Commendation recognises an individual achievement, not necessarily an achievement relative to other students. The scheme applies to all areas of school life, including subject departments, pastoral areas, and activities inside and outside the classroom.

2.1 Commendations for Junior to Fifth Years

2.1.1 Lower School Commendations

For Junior to Second Years, commendations for academic work should be logged by the subject teacher in iSAMS and noted on the relevant piece of work. Commendations given for other reasons (e.g. kind behaviour in a corridor) should be logged by the awarding member of staff on iSAMS.

2.1.2 Middle School Commendations

In the Third, Fourth and Fifth Year, commendations are entered on ISAMS directly by the teacher. They can also take the form of a 'Recognition Card'. This is a postcard which is sent home with a message to the student congratulating them for a particular activity, assignment or outcome. The procedure for doing this is for the member of staff to email the School Office (copied to the student's tutor), requesting a card for a specific student. On receipt of the postcard a personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting. The message should be logged on iSAMS, as above.

Academic commendations may be awarded in line with the expectations of a T+ grade, but there are other reasons to award them too, such as progress, increased effort, helpful contributions to group work.

Students can also be awarded commendations for showing commitment to our values, as follows:

> Lower School: Curiosity (eg trying something new); Responsibility (leading, owning behaviour); Resilience (persevering); Joining in (being a team player); Kindness.
>
> Middle School: Ambition (trying something big, even if they didn't achieve it this time); Honesty and Humility (cleaning up after themselves and others, being humble in victory or defeat); Resilience; Togetherness (getting others to join in, supporting a friend); Empathy and Compassion (understanding someone else's view/context).

It is hoped that staff can find at least one thing worthy of commendation for each student they teach/tutor within a term. As a rough guide, in a normal batch of homework one might give two to three Commendations. However, caution needs to be exercised to ensure that the standard set is neither too low nor too high. Commendations should not be awarded to a whole class or whole teaching / tutor group, to avoid devaluing them.

On gaining certain numbers of Commendations (10 = Bronze; 20 = Silver; 40 = Gold; 60 = Platinum) the student should see the Headmaster who will add his acknowledgement of the student's achievement and is available for this purpose twice a week before school. This process helps to promote positive aspects of contact between the Headmaster and the students and between parents and the School.

2.2 Commendations in the Sixth Form
The system that operates in the Sixth Form is somewhat different.

A Commendation Postcard can be awarded to a Sixth Form student for:

- Exceptional achievement in a piece of academic work
- Exceptional effort in a piece of academic work
- Exceptional commitment, going well beyond what is normally expected, in a sporting, musical, dramatic or other school event
- Exceptional dedication in Community Action

The procedure for doing this is for the member of staff to log the commendation on iSAMS and then email the School Office (copied to the student's tutor) to request a postcard. A personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting.

Prizes are awarded at the end of the Lower Sixth Year in recognition of consistently outstanding effort grades, and also to students who have made a notable contribution to Sixth Form life in some way.

Scholars' Ties are awarded at the start of the Upper Sixth for outstanding achievement in Lower Sixth examinations.

Subject Prizes are awarded to Upper Sixth students for outstanding achievement, which are presented at the Upper Sixth Graduation Evening after the end of the A level examinations.

2.3 Recognition of Extra-Curricular Achievement and Contribution

2.3.1 Summary
Awards are given as follows:
Music, Drama and Sport:

- Sixth Form *Colours*: pin badges are awarded in final assembly each term. The first award is a Trinity Blue, then Silver, then Gold.
- Middle School: *Colours Ties and Achievement Award Certificates* are awarded in a special assembly at the end of each term.
- Lower School: *Participation Award Certificates* awarded in special assembly at the end of each season.
- Society Ties: Awarded to Sixth Form to mark contribution to all other co-curricular activity (e.g. Societies, CCF)

2.3.2 Detail: Process used for Colours and Awards
During the term in which awards are made, the Assistant Head - Co-Curricular will establish a spreadsheet into which colleagues make their nominations. These are then

checked and verified by the Directors of Music, Drama and Sport prior to student being informed. Once awards have been confirmed the team coaches must then speak to each recipient so that they have personal confirmation. Additionally, it is vital that any students who have missed out on an award should be spoken to individually in order to be clear about the reason for the non-award. Such conversations may be difficult, but they must occur in order to avoid the demotivation which is bound to occur otherwise.

The criterion for awards differs slightly for different sections of the school:

2.3.3 Sixth Form Awards

Sixth Form Colours for Music
Colours are awarded for a combination of performance and displayed character values to mostly Upper Sixth but possibly some Lower Sixth students. Big music groups should give 3-4 awards for reasons to be confirmed by music. These could be for:

- Person who epitomises positive character traits and values – Music Award
- Performer of the Year
- Most Improved.
- Most Resilient.

Smaller music groups will pick two of these categories to award.

Music versatility awards – additional colours can be awarded to students who perform well and show good character traits in multiple disciplines but have not been given an award for an individual group. This is to cater for those who do a lot, always at a good standard, but do not necessarily stand out in one area.

All awards must be agreed by the Director of Music and Assistant Head - Co-curricular before being awarded in the end of term assembly.

Sixth Form Colours for Drama
Colours are awarded for a combination of performance and displayed character values to Upper Sixth and Lower Sixth students following a major school production. It is expected that awards would only be given to those who have appeared in more than one production and gone above and beyond for these productions. 3-4 awards will be given at the Directors' discretion for equivalent reasons to sport and music.

Sixth Form Colours for Sport
Colours are awarded for a combination of performance and displayed character values to Upper Sixth mostly but possibly some Lower Sixth students.
Major Sports (Netball, Hockey, Rugby and Cricket) will award Colours for the following categories:

Sports Award – awarded to the student who best displays positive character traits that

have enabled the team to perform to their best. Regardless of their performance ability.

- Performance Colours – awarded to the best player in the team who has also displayed good character traits
- Development Colours – awarded to the student who has made the most progress over the season and displayed the greatest coachability.
- Resilience Colours – awarded to the student who has shown the best perseverance and overcome obstacles or negative experiences.

Minor Sports will choose two of these categories to award per sport.

All nominees must demonstrate the following good character traits and performance standards:

- *Consistency at training* – being on time and communicating effectively with coach when not able to attend
- *Correct kit* – Always in the correct kit and putting tracksuit on after the session, changing in the correct place
- *Engagement outside of their team* – giving back to the sport and engaging with lower year groups
- *Standard of performance* – Consistently one of the best performers in the team, likely to play representational level outside of school
- *Level of effort* – Always training and playing with effort that sets the standard in the team and brings others with them
- *Kit* and equipment – always helps to set up the session, lead warm ups and ensure all kit is put away neatly after every session.
- *Level of commitment* – Students should be committed to training for two sessions a week (minimum) and one match or event a week. *In summer sports, participation over the winter and/or spring term will be considered as well as managing examination commitments. It is at the discretion of the Head of Sport and Director of Sport on the required level of commitment.

Truly outstanding captains of 2nd Teams can earn colours for their leadership but these will be rare.

Multi-sport award - Given the nature of our sport department we want to recognise those students that actively display good character traits across multiple sports. This award will be decided in an open forum discussion looking purely on character not performance. Students do not have to represent the 1st team in multiple sports for 2 years but must participate in a senior sport in each term to qualify. There is no quota of awards but we expect there to be only a few each time. These are awarded at the end of the Spring Term and Summer Term.

Multi-disciplinary award

We want to recognise those students that make significant contributions to a combination of Music, Drama and Sport, so the Directors of Music, Drama, and Sport and the Assistant

Head - Co-Curricular will decide during the Summer Term award cycle, using the evidence on SOCS and from staff testimony. These students are expected to be ones who have not been given an award through an individual discipline because they have spread themselves across multiple disciplines. They will be awarded colours.

Middle School award for music

Awarded at appropriate points throughout the 3 years for each orchestra, band or musical group. Most will be awarded in 5th Year. Weighting for certificates should be towards our core values as well as participation, commitment and some level of skilled performance.
Big music groups should give 3-4 awards for reasons to be confirmed by music. These could be for:

- Music Award - Person who epitomises positive character traits and values
- Music Performance Award - Performer of the Year
- Music Development Award - Most Improved.
- Music Resilience Award – Perseverance and overcoming obstacles.

Music Versatility Award

Awarded in the summer term to students who have performed well and shown good character in multiple groups.

2.3.5 Middle School Awards

Middle School Awards for Drama

Certificates awarded at appropriate points throughout the 3 years for both acting and technical.
Weighting for certificates should be towards our core values as well as participation, commitment and some level of performance skill.

Drama Versatility Award

Awarded in the summer term to students who have performed well and shown good character in multiple productions. This can be a combination of on stage and in the back stage team.

Middle School Awards for Sport

The following awards certificates will be given at the end of each season. We do not need to award all 4 if they are not obvious or if there are small numbers involved in the sport team (e.g. Tennis and Squash)

- Trinity Sport Award – awarded to the student who best displays positive character traits that have enabled the team to perform to their best. Regardless of their performance ability.
- Trinity Sports Performance Award – awarded to the best player in the team who has also displayed good character traits
- Trinity Sports Development Award – awarded to the student who has made the most

progress over the season and displayed the greatest coachability.

- Trinity Resilience in Sport Award – awarded to the student who has shown the best perseverance and overcome obstacles or negative experiences.

Multi-sport Colours Award:
Awarded at the end of summer term. This award is given the nature of our sport department we want to recognise those students that actively display good character traits across multiple sports. This award will be decided in an open forum discussion looking purely on character not performance. Students do not have to represent the A-team but must participate in sport during each term to qualify. There is no quota on expected percentage of awards, but it is expected that there will only be a handful each year.

2.3.6 Lower School (and Third Year) Awards

Music participation award
Termly award of Instrumental and Choral certificates.
70% attendance and commitment to improving skills.

Drama participation award
Termly award of drama certificates for clubs and productions. Both acting and technical.
70% attendance and commitment to improving skills.

Sports participation award
One certificate each term listing all sports teams finishing their season where the student has demonstrated high levels of commitment and participation. We would expect them to demonstrate most of the following.
Performance:

- Played in 60% of matches
- Demonstrated improving levels of skill
- Always tries his hardest in matches and training
- Is proud to represent the school

Commitment:

- Attendance and punctuality for matches and training, excellent attitude and some leadership and role model qualities:
- Disciplined
  - Sportsmanship
  - Coachable

We would expect to award these to most of the team.

3. Sanctions

3.1 Introduction
All staff are expected to work to maintain the highest expectations of students, in their academic work and personal conduct. Sanctions can be applied for misbehaviour outside of

the school premises as well as that on the school site, such as when a student is taking part in a school trip or activity, travelling to and from school, wearing school uniform or in some other way identifiable as a student of the school. Sanctions can be applied for misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or which could adversely affect the reputation of the school. Disciplinary action should only take place on the school premises or in a situation where a student is under the lawful control of the staff member (e.g., on a trip or visit).

The application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, wherever possible, students should be able to learn from a mistake. Students must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning.

Staff must consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. This includes allegations or reports of bullying, cyberbullying, prejudice-based or discriminatory bullying, racist or faith-targeted abuse, harassment, or other prejudice-based harm. Such concerns must be taken seriously and considered under the School's Child Protection and Safeguarding Policy. Staff should report concerns to the DSL or Deputy DSL via CPOMS without delay and should not attempt to resolve a safeguarding concern solely through disciplinary action. The School will consider both the impact on the child and the behaviour of the alleged perpetrator. Lack of intent, claims of joking or banter, or a single incident will not by themselves make harmful conduct acceptable or remove the need to assess the safeguarding implications.

Staff should be mindful that continuing disruptive behaviour might be the result of unmet educational or other needs, and if concerned, contact the Safeguarding and/or Learning Support team as appropriate.

Any form of corporal punishment is absolutely prohibited. All staff must know and understand the School's policy on the use of restrictive intervention including reasonable force, restraint and seclusion as detailed in section 6 of this policy.

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as suspensions, can only be imposed by the Headmaster, the Deputy Heads, the Assistant Head - Sixth Form or the Assistant Head – Lower and Middle School. Members of the support staff encountering behaviour which they find unacceptable should, in the first instance, take the name of the student (s) concerned and discuss the matter with the relevant form tutor(s).

The School defines 'serious sanctions' as Saturday Detentions, Suspensions and, of course, Permanent Exclusions, and keeps a centralised record of these. Behaviour that violates community standards, such as bullying cyberbullying, prejudice-based or discriminatory

bullying, harassment, racist or faith-targeted abuse, or other prejudice-based harm, is likely to result in a serious sanction, (see the School's *Antibullying Policy* and the *Responding to a Racist Incident Policy* for further information) depending on the seriousness, impact, frequency, vulnerability of those involved and the safeguarding circumstances. Further details about the situations in which serious sanctions are applied can be found in the subsections below and the appendices.

A 'disciplinary framework' showing the levels of sanctions is shown in the appendix to this policy. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly. Staff should also give due regard to the age of the child, any special educational needs or disability they may have and any religious requirements affecting them.

3.2 Detentions

Students should not normally be detained after school for a period greater than 30 minutes without at least 24 hours' notice from a parent or person with parental responsibility.

There is a Lower and Middle School Community detention every Friday during lunch for behaviour outside of the classroom that does not promote a positive community atmosphere.

A lunchtime department / faculty detention will be applied to students who, after a warning, do not come properly equipped to lessons. Should this behaviour recur, the student would serve a Friday detention (see below). Staff should be mindful of students with SEND diagnoses and make reasonable adjustments to this process in view of any relevant diagnosis. Equally, recurring problems with organisation may indicate an undiagnosed condition; this should be flagged to the Learning Support Department via the tutor.

Formal Lower School detentions take place on a Friday after school from 4pm to 5pm. Parents must be informed via a letter that is emailed home before Wednesday noon. This is for poor, late or inconsistent academic work, as well as poor behaviour in the classroom or poor behaviour out of the classroom that requires more than a community detention.

In the Middle School a one-hour detention is held after school on Fridays between 4pm and 5pm. This may be awarded for late or inadequate work or for one-off incidents of poor behaviour in the classroom or poor behaviour out of the classroom that requires more than a community detention. Parents must be informed via a letter that is emailed home before Wednesday noon.

In the Lower and Middle Schools, students incurring three such detentions within a year are automatically given a Saturday detention, normally supervised by the Headmaster or one of the Deputy Heads.

In the Sixth Form, a two-hour detention is held on Friday afternoons between 4 and 5.30pm. This may be imposed for late or inadequate work, or for unacceptable behaviour.

A letter is automatically sent home to parents.

In the Sixth Form, students incurring three such detentions within a year are automatically given a Saturday detention, normally supervised by the Headmaster or one of the Deputy Heads.

3.3 Saturday Detentions
Saturday Detentions are given for more serious offences or to persistent offenders and may only be awarded by members of SMT and Heads of Year. Parents will be informed of such detentions.

3.4 Behavioural Contracts
Serious or persistent offenders may also be asked, in consultation with their parents or guardians, to give an undertaking, in the form of a signed contract, regarding their future conduct. Contracts are used to make the expectations of the student explicit to all parties, as well as the consequences of not meeting these expectations. Failure to observe the contract may lead to the imposition of greater sanctions, including suspension or permanent exclusion.

3.5 Suspension
Students may be suspended from school by the Headmaster, his Deputies or the Heads of Section (Assistant Hed - Sixth Form, Assistant Head – Lower and Middle School) where the behaviour of the student in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, bringing the school into disrepute, or offence/harm caused to other members of the school community. Persistent or repeated low-level misconduct that has not responded to lower-level sanctions may also result in suspension. In some circumstances, an internal suspension may be imposed but this is a disciplinary measure and distinct from seclusion.

Where a student is found to have bullied, cyberbullied, harassed or subjected another member of the School to prejudice-based or discriminatory harm, it is possible that a suspension will be imposed; however, if the bullying is judged serious/persistent enough, the Headmaster reserves the right to enforce permanent exclusion. The disciplinary response will be informed by the seriousness and impact of the behaviour and by any safeguarding considerations. See Anti-bullying Policy and Child Protection and Safeguarding Policy for further information.

If a student commits a second suspension-level offence, the Headmaster and his Deputy will review that student’s continued membership of the School. A student at this stage may, at the Headmaster’s discretion, be offered a Behavioural Contract, as stated above, specifying targets to be met in order to remain at the School.

3.6 Exclusion
Permanent exclusion may be used when a student’s behaviour jeopardises the education

of others or places the School or other members of the school community at risk.

Gross misconduct will likely lead to the Headmaster permanently excluding the student. This includes, but is not restricted to: theft of money or property (e.g., mobile phone); systematic theft; use of drugs or new psychoactive substances whilst at school or on a trip / visit; use or supply of alcohol whilst at school or on a trip / visit (beyond any limits agreed in the trip arrangements); supply of drugs or new psychoactive substances to a member of the school at any time; repeated harassment or intimidation (such as making threats or racist comments); making a deliberately false or malicious allegation against a member of the school community; pre-meditated physical aggression; sexual violence; other behaviour that is criminal, including committing a criminal offence outside of school.

Following investigation of an incident, judgements about the sanction applied will be made on the basis of 'balance of probability' rather than necessarily meeting the burden of proof required for criminal responsibility in law.

The Headmaster and his Deputies reserve the right to use their absolute discretion to exclude from the School any student whose behaviour, attendance or academic commitment does not meet the expectations of the School. This includes situations where a student commits a second suspension-level offence, as noted above.

4. Malicious and False Allegations

If an investigation of an allegation against a member of staff or student, or other member of the school community (e.g., parent), concludes that the allegation has been made maliciously* or is false**, it is likely that the Headmaster will permanently exclude the student (s) responsible.

*Defined in Keeping Children Safe in Education as *"there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive"*
**Defined in Keeping Children Safe in Education as *"there is sufficient evidence to disprove the allegation"*

5. Search and Confiscation

5.1 Items which can be searched for

The Education Act (1996) allows staff the power to search without consent for prohibited items and confiscate those named:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit and offence, cause personal injury or damage to property
- Any item banned by the school rules identified as an item that may be searched for and confiscated. At Trinity the additional items named are: new psychoactive substances, e-cigarettes, vaping devices, vaping liquid, laser pens, lighters, matches, knives, firearms, imitation firearms or any offensive weapon.

5.2 Decision Making

A search will be considered if a member of staff has reasonable grounds to suspect a student is in possession of a prohibited item or one covered in the list above. A member of the Safeguarding Team and / or SMT will be involved in the decision to search unless the search is considered to be urgently needed to prevent harm to a person, such that there is not time to consult.

5.3 Conduct of the Search

On school premises, a member of SMT will conduct the search, and there will be another member of staff present as a witness to the search (who may be a member of SMT or another member of staff). Searches can also take place in other locations where a member of staff has lawful control or charge of the student, such as on a school trip. On a trip, if there is no SMT member present, the search should be conducted by the trip leader, with another member of staff as the witness.

The searcher will be the same gender as the student. For transgender students, the student will be asked to specify the preferred gender of the searchers.

There is a limited exception to the rules about who can search. If the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted as a matter of urgency AND in the time available it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex of the student, or it is not reasonably practicable for a witness to be found.

Should a search be conducted without a witness, this should be immediately reported to the Senior Deputy Head and the Safeguarding Lead.

The student will be present for the search, and it will be conducted away from other students where possible. The member of staff undertaking the search will explain to the student why they are being searched, how and where the search will take place and give them the opportunity to ask any questions.

The cooperation of the student will always be sought before conducting the search. If they are unwilling, the reasons for this reluctance will be considered, including that the student is in possession of a prohibited item, that they do not understand the request, that they are

unaware of what the search will involve or that they have had a previous distressing experience of being searched.

If the student remains unwilling, a judgement will be taken about whether the search should go ahead without consent. If this is the case, reasonable force can be used if the member of staff believes searching will prevent the student harming themselves or others.

The following searches can be carried out:

- A search of outer clothing*; and/or
- A search of school property, e.g., students' lockers or desks; and/or
- A search of personal property, e.g., bag or pencil case within a locker.

* 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. The following items are 'outer clothing': blazer / jacket / coat / shoes / boots / hats / scarves. A member of staff will not search clothing that is currently being worn by a student, the items on this list subject to search must be voluntarily taken off by the student themselves before being searched. If a child does not wish to remove such items, they will not be searched.

5.4 Strip Searching

A strip search is a search involving the removal of more than outer clothing (see above).

Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake a search of this nature and its conduct are police matters, school search retain a duty of care to the student (s) involved and will always advocate for student wellbeing.

School staff cannot act as 'appropriate adult' during a strip search.

Before calling police into school, the safeguarding lead will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will always ensure other appropriate, less invasive approaches have been exhausted before calling the police, as once the police arrive on the premises the decision on searching lies solely with them.

Unless there is an immediate risk of harm, and where reasonably possible, staff will inform a parent in advance of police conducting a search, even if the parent is not acting as the appropriate adult. Parents will always be informed by a staff member if a strip search has taken place, and the school will keep a record of any such search in order to monitor any trends that emerge.

After a strip search, the school will undertake a safeguarding process with respect to the child's wellbeing. As such, the student (s) involved will be given support by the school irrespective of whether the suspected item was found. This will include supporting the child to deal with the experience of being searched and wider issues that may have informed the decision to conduct the search in the first place.

5.5 Action on items found during a search

Weapons, knives and extreme or child abuse images will always be handed over to the police, as per this legislation. If there is a concern about child abuse images stored on a device (eg laptop or mobile phone) the device will be confiscated and handed to the police. Otherwise it is for the teacher to decide if and when to return a confiscate item. The Education and Inspections Act (2006) allows teachers to confiscate, retain and dispose of a student's property as long as it is reasonable in the circumstances.

In most cases confiscated items (e.g. a mobile phone which has been used contrary to the school rules, an item of clothing that does not meet school uniform requirements) will be returned to the student at the end of the school day. Repeated offences may mean we ask a parent to come and collect the item and remove it from the school premises.

5.6 Safeguarding and Disciplinary Issues Arising from a Search

It may be that items found in a search indicate that a child is at risk of harm. If this is the case, a referral will be made to children's services by the Designated Safeguarding Lead.

Whether or not items have been found in a search, the school will consider whether the reasons for the search, the search itself or the outcome of the search gives cause to suspect the child is suffering or is likely to suffer harm, and whether specific support is needed, either through the school's pastoral systems or through a referral to Early Help or Children's Social Care.

The 'Sanctions' section above outlines likely disciplinary action in relation to items found during a search. Where the student declines to allow a search, this will be taken into account in any subsequent disciplinary procedures.

5.7 Recording Searches

Any search conducted by school staff or police will be recorded in CPOMS

These notes will include:

- 5.7.1 Date time and location of the search
- 5.7.2 The name of the student searched
- 5.7.3 The name of the member of staff conducting the search, the staff witnessing the search and any other adults or students present
- 5.7.4 What was searched for
- 5.7.5 The reason for searching
- 5.7.6 What items, if any, were found

5.7.7 What follow up action was taken as a consequence of the search

5.8 Informing Parents

Parents will always be informed of any search that has taken place and the outcome of that search as soon as possible. Information will also be shared about any items that have been confiscated and any other action by the school including any sanctions applied.

Section 6: Restrictive Interventions, including Reasonable Force, Restraint and Seclusion

6.1 Principles and Definitions

The School is committed to maintaining a safe environment in which all students are treated with dignity and respect.

A restrictive intervention is any deliberate act by a member of staff that restricts a student's freedom of movement, liberty or ability to act independently.

Any restrictive intervention must be lawful, necessary, proportionate, the least restrictive option available, and used for the shortest time necessary.

Restrictive interventions must never be used as a punishment, disciplinary sanction or means of coercion.

6.2 When Restrictive Intervention May Be Used

Restrictive intervention may only be used where a member of staff reasonably believes it is necessary to prevent injury or serious harm, serious damage to property, serious disorder presenting a risk to safety, or a student leaving a place of safety where there is an immediate risk of harm.

Staff should, wherever practicable, use de-escalation and other preventative strategies before considering restrictive intervention.

6.3 Prevention and De-escalation

The School’s primary approach is prevention.

Staff should seek to reduce the need for restrictive intervention through positive relationships, clear expectations and routines, early intervention, reasonable adjustments, behaviour support planning, and appropriate pastoral and safeguarding support.

Restrictive intervention should only be used where preventative and de-escalation strategies have been unsuccessful, are not appropriate, or where immediate action is required.

6.4 Students with SEND and Other Vulnerabilities

When considering any restrictive intervention, staff must take account of SEND, EHCPs, risk assessments, behaviour support plans, safeguarding concerns, and relevant medical or mental health needs.

Where restrictive intervention is a foreseeable risk, the School will consider whether an individual risk assessment and support plan are required.

6.5 Seclusion

For the purposes of this policy, seclusion occurs when a student is prevented from leaving a room or area which they would otherwise wish to leave.

Seclusion must only be used where necessary to prevent an immediate risk of serious harm and where less restrictive alternatives are insufficient.

Seclusion must be continuously monitored, must cease as soon as the risk reduces, and must be recorded and reported in accordance with this policy.

Seclusion must never be used as a disciplinary sanction.

The School distinguishes seclusion from voluntary time out, pastoral support arrangements and internal suspension.

6.6 Prohibited Practices

The following are prohibited: corporal punishment; the use of force as a punishment; deliberately inflicting pain; humiliating, degrading or intimidating treatment; interventions that unnecessarily interfere with breathing; and restricting access to food, water, toilets, medication or medical assistance.

Any intervention must end as soon as it is no longer necessary.

6.7 Staff Training

All staff will receive appropriate guidance on this policy, de-escalation strategies, safeguarding responsibilities and the lawful use of reasonable force.

Additional training will be provided where required by a staff member's role or the needs of individual students.

6.8 Recording Significant Incidents

Any significant restrictive intervention, restraint, use of reasonable force or seclusion must be recorded on CPOMS as soon as practicable.

Records should include date, time and location; student(s) involved; staff involved; reason for intervention; de-escalation strategies used; nature and duration of the intervention; any injury or welfare concern; action taken following the incident; and details of parental communication.

6.9 Reporting to Parents

Parents will normally be informed as soon as reasonably practicable following any significant restrictive intervention, restraint, use of reasonable force or seclusion.

The School may delay sharing information where doing so is necessary to protect the welfare of a child or in accordance with safeguarding advice.

6.10 Post-Incident Review and Support

Following a significant restrictive intervention, the School will consider the welfare of the student and staff involved, whether further support is required, whether risk assessments or support plans should be reviewed, and whether any safeguarding action is required.

6.11 Monitoring and Governance

The Deputy Head (Pastoral) will oversee the monitoring of restrictive intervention incidents.

The School will analyse records to identify patterns or trends, training needs, safeguarding concerns, and any disproportionate impact on particular groups of students.
Summary information will be reviewed periodically by senior leaders and reported to the Welfare Committee.

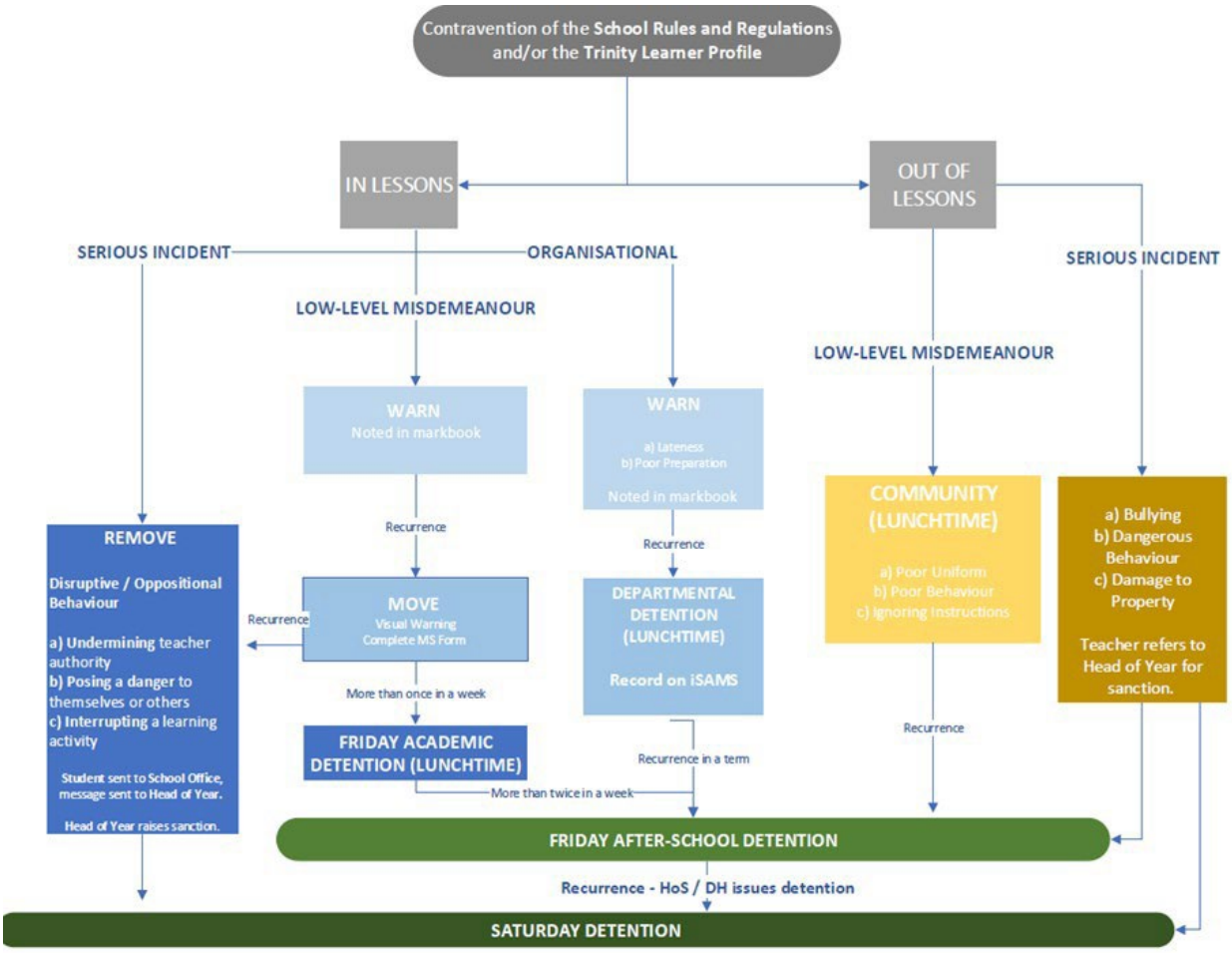
Author / Reviewer:	Inga Sinclair Deputy Head (Pastoral)
Date of last review:	September 2026
Policy approved by:	Senior Management Team
Date of next review:	September 2027
Governor committee oversight:	Welfare Committee

Appendix A: Sanctions Framework

Trinity School Sanctions Framework NB *A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level*			
Sanction	Given by	For	Notes
Level 1			
(a) Departmental / faculty lunchtime detention	Staff	Work which needs to be repeated immediately; five minutes or more later than others; no writing implements; no charged device; missing items.	Entered on ISAMS. Taken by individual members of staff Can be moved because of activities
(b) Report Card/Uniform card	Tutors/HoY	Repeated problems with punctuality, appearance or effort.	Entered on ISAMS; recorded on file; standard letter home from HOY; phone call home from Tutor
(c) Community	Staff	Out of lesson transgression not needing notice home.	Entered on ISAMS
Level 2			
(a) School detentions	Staff	Sixth Form Detentions: for late/inadequate work/unacceptable behaviour in school that does not reach level 3 or above. Lower and Middle School Detentions: late/inadequate work; persistent lateness, breaches of school rules that do not reach level 3 or above.	Entered on ISAMS. Recorded on to file; Office emails standard letter home. Detention takes priority over other activities; email used to inform Tutors
Level 3			
(a) Saturday Detention	HoS / HoY	Persistent misbehaviour; disruption of teaching and learning (removal from lesson after a verbal warning). First incident of behaviour showing disregard for wellbeing of others including bullying, cyberbullying, prejudice-based or discriminatory behaviour, racist or faith-targeted language or behaviour, harassment, or other prejudice-based harm. Vandalism; three Lower School/ Middle School / Sixth Form Detentions; truanting a lesson or commitment (e.g. sports fixture); plagiarism (4th Year and above).	Entered on ISAMS; HoY phones home and places note on file Letter sent home by HoY

Level 4			
(a) Internal Suspension	HM / DHM	Used as outlined below, but when external suspension is inappropriate.	Entered on ISAMS; Parental interview or telephone conversation with HM, Senior DH or HoS Letter sent home by HoS or Senior DH
(b) Shorter external Suspension (1 – 2 days)	HM / DHM	Serious breach of School rules which does not meet criteria for level 5 e.g. deliberately causing injury; sustained bullying; petty theft; seriously discriminatory conduct, including racist, faith-targeted, sexist, misogynistic, homophobic, biphobic, transphobic, disability-related or other prejudice-based language or behaviour; repetition of level 3 misconduct.	Entered on ISAMS; Parental interview or telephone conversation with HM, Senior DH, DHP or HoS Letter sent home by HoS or Senior DH
Longer External Suspension (at least 3 days)	HM / DHM	Serious incident of misbehaviour where clear disregard for School rules and wellbeing of others is evident but which does not meet criteria for level 5; possession of alcohol (first offence); causing actual harm	Entered on ISAMS; Parental interview with HM or Senior DH or DHP Letter sent home by HM or Senior DH or DHP student interview with HOS on return to school
Level 5			
(a) Permanent Exclusion or Withdrawal	HM	A second suspendable (level 4) offence; Gross misconduct (as defined in the Behaviour and Sanctions Policy); continued disruption to teaching and learning despite serious sanctions (e.g. Saturday detentions)	Entered on ISAMS; Parental interview with HM; parents informed of right to appeal

See diagram on next page for summary


Contravention of the School Rules and Regulations and/or the Trinity Learner Profile
IN LESSONS
OUT OF LESSONS
SERIOUS INCIDENT
ORGANISATIONAL
LOW-LEVEL MISDEMEANOUR
SERIOUS INCIDENT
LOW-LEVEL MISDEMEANOUR
WARN
Noted in markbook
WARN
a) Lateness
b) Poor Preparation
Noted in markbook
COMMUNITY (LUNCHTIME)
a) Poor Uniform
b) Poor Behaviour
c) Ignoring Instructions
a) Bullying
b) Dangerous Behaviour
c) Damage to Property
Teacher refers to Head of Year for sanction.
REMOVE
Disruptive / Oppositional Behaviour
a) Undermining teacher authority
b) Posing a danger to themselves or others
c) Interrupting a learning activity
Student sent to School Office, message sent to Head of Year.
Head of Year raises sanction.
Recurrence
MOVE
Visual Warning
Complete MS Form
Recurrence
DEPARTMENTAL DETENTION (LUNCHTIME)
Record on iSAMS
More than once in a week
FRIDAY ACADEMIC DETENTION (LUNCHTIME)
Recurrence in a term
More than twice in a week
Recurrence
FRIDAY AFTER-SCHOOL DETENTION
Recurrence - HoS / DH issues detention
SATURDAY DETENTION

Appendix B: Lower and Middle School Sanctions

Lower and Middle School Sanctions Ladder

Sanction	Problem Behaviour	Further information	Mechanism
"Community" Fridays (13:30 – 14:00)	Low-level out of lesson behaviour that requires more than a verbal warning. (Littering / Untidy Uniform / Lunch Hall behaviour / etc.)	Staff issue this sanction. It aims to address behaviour that is not serious enough for a formal notice home but requires recording. A "Community" leads to a Friday lunchtime detention where boys will take part in Community type activities. This sanction is not for academic purposes. Should you encounter low level poor behaviour in school anywhere outside of lessons (for example in the corridor) please follow this procedure rather than referring the incident to the Head of Year.	Staff enter the 'Community' into ISAMS
Departmental / Faculty Detention (Sanction run by teacher)	Poor behaviour out of the classroom that requires more than a community detention. Failure to attend a lesson on time and properly equipped, after a warning. Late or inadequate work, not serious enough to warrant a Friday Detention	Staff issue this sanction. The sanction is the responsibility of the teacher. It will normally be a lunchtime detention. Whole class detentions must not be issued.	Staff enter the 'Departmental Detention' into ISAMS
Lower School Detention Teacher / HOD / HOY (Friday 16:00 -17:00)	Poor behaviour Late/inadequate work of a serious nature Persistent late work in a subject	For a breach of school rules / anti-social behaviour where in consultation between tutor / HOY and HOS, it is felt that a sanction should be imposed. Or Issued by teachers or Heads of Department, where a student's application in their subject falls significantly short of expectations (i.e. persistent poor work, persistent low-level disruption)	Staff enter the 'Detention' into ISAMS before Wednesday Email sent home. HOY/HOD to phone home if required.
Middle School Friday detention (4-5pm)	Late HW	More than 24 hours late No homework produced Persistent late work	Staff enter the 'Detention' into ISAMS before Wednesday Email sent home.
	Poor HW	Work which falls below that standard of which that student is capable	

Teacher / HOY / HOS	Poor behaviour (infringements of rules / expectations)	*Discussion with HOY is required before a student is given a Friday detention for behaviour*. E.g.: Persistent lateness, repeated failure to bring equipment (after a department / faculty detention), failure to attend rehearsals / training	HOY/HOD to phone home if required. A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. Please ensure the work is given to the student or placed in the tray in the school office prior to the detention.
Saturday Detention (9.30 – 11.30) HOY / HOS	For Lower School: Removal from a lesson; missing a lesson without permission; A serious breach of school rules / poor behaviour / persistent poor behaviour; For Middle School: Removal from a lesson Persistent academic detentions; Missing a lesson without permission. Plagiarism 1st incident of behaviour showing disregard for others	Decision about the appropriateness of this sanction is made in consultation with HOY / HOS.	HOY phones home. Letter from HOY / HOS (kept on file) Logged on ISAMS

Appendix C: Sixth Form Sanctions

Sanction	Problem Behaviour	Further information	Mechanism
Departmental / faculty detention	Late/poor HW Failure to attend lesson properly equipped (after a warning)	For behaviours that are not sufficiently problematic to merit a school detention. Discuss with HOY if clarification required.	Enter on ISAMS Inform tutor.
Sixth Form detention (Friday 4-6pm)	Poor / missing / late homework / poor behaviour	*Discussion with HOY is required before a student is given a Sixth Form detention for behaviour.* Work which falls below that standard of which that student is capable Second and subsequent instances of work that is late without prior arrangement / valid reason per subject, per year (24 hours grace to be given on first occasion)	FAFY and Sixth Form Friday detentions: Enter in ISAMS before Wednesday Email sent home A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. Please ensure that the student has the work.
Saturday Detention (9.30-11.30am)	Three academic detentions in the Sixth Form Removal from a lesson Missing a lesson without permission. Plagiarism 1st incident of behaviour showing disregard for others	Decision about the appropriateness of this sanction is made in consultation with HOY / Head of School.	HOY phones home. Letter from HOY / HOS (kept on file) Logged on ISAMS