



# THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

## Behaviour for Learning Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10: 10).

<b>Is this Policy Statutory?</b>	Yes
<b>Review Period</b>	Every 3 years
<b>Date Approved</b>	December 2022
<b>Committee</b>	Students

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## 2. Policy Aims

To establish and maintain a clear and fair Behaviour for Learning ethos which is consistently applied throughout the school.

### 2.1 Statement of Intent

**Our vision statement states that:**

*The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).*

Each member of staff has responsibility to:

- consistently implement standards of behaviour in school, both within their classroom and at all times around the school site
- develop a student's sense of responsibility and independence for their own actions
- ensure that poor behaviour does not affect the education of others

All staff at The Bishops' Blue Coat CE High School have a responsibility to ensure high standards of behaviour and safety. All adults who work in our school have an important role to play in setting an example, encouraging good standards of behaviour, developing students' social skills, and securing our Safeguarding Policies. Teachers and academy employees in charge are trusted with the authority to discipline students whose behaviour is unacceptable as defined by this policy or who fail to follow a reasonable instruction. The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

### 2.2 Legal Framework

The government has published four separate pieces of guidance, each of which covers different issues related to student behaviour. These sit alongside Keeping Children Safe in Education and reasonable force guidance.

- [Behaviour in Schools - Advice for Headteachers and School Staff September 2022](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement - September 2022](#)
- [Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies - January 2018](#)
- [Alternative Provision Statutory Guidance for Local Authorities - January 2013](#)
- [Keeping Children Safe in Education 2022](#)
- [Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies DfE 2013](#)

Additionally, these resources from the Church of England relate to the wider Christian context of this policy

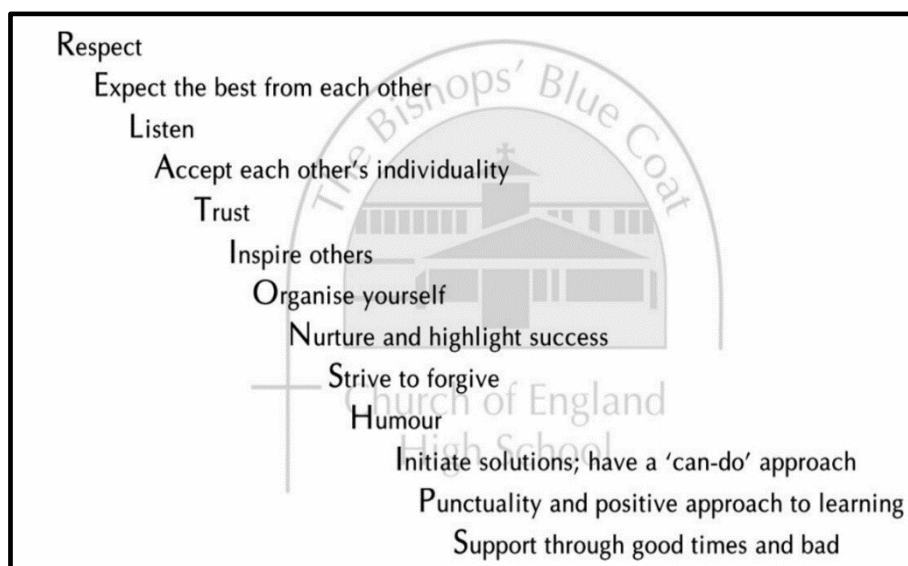
- [Valuing All God's Children Guidance for Church of England Schools on Challenging Homophobic, Biphobic and Transphobic Bullying - Summer 2019](#)
- [Church of England Vision for Education](#)

### 2.3 Our Policy and its Christian Context

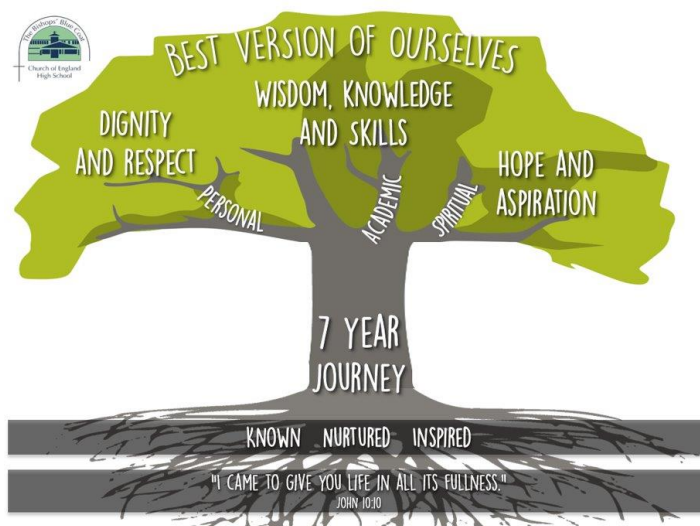
The concept 'Behaviour for Learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in The Bishops' Blue Coat CE High School, these relationships must be developed and supported. This is guided and supported by our 'Relationships' practice which sets out these aims for all members of the school community:



Our school's Christian Values are integral to all aspects of life at The Bishops' Blue Coat CE High School. We aim to create unique spiritual experiences where staff and students can know and encounter God, have faith nurtured and be inspired to serve God and others. The Christian faith is at the centre of all we do. This is reflected in our curriculum principles, learning environment, leadership and worship of the school and the personal development of individual. At the heart of our whole school community lies the beliefs that every individual is unique and valuable, made in the image of God, and that the self-esteem and dignity of each member is of paramount importance. We base our Bishops' Expected Standards (BESt) on the second of Jesus' great commandments: 'Love your neighbour as you love yourself'. We encourage respect for all in our community, a sense of responsibility and wise action.



By encouraging all in our community to be the ‘best version of ourselves’ we acknowledge the role we all play in growing together personally, academically and spiritually. Rooted in John 10:10 we believe that ‘life in all its fullness’ reveals to us that life presents challenges, and sometimes we make mistakes, however through an ethos of forgiveness and reconciliation we can develop the relationship we have with ourselves, each other and God.

### 3. Behaviour Expectations – Bishops’ Expected Standards (BEST)

DFE Behaviour in Schools 2022 states, ‘creating a culture with high expectations of behaviour will benefit both staff and students, establishing calm, safe and supportive environments conducive to learning.’

#### 3.1 Student Responsibilities

To enable a clear and consistent agreed approach towards correct behaviour all students have the responsibility to ensure that they understand our expectations, behave appropriately and fully understand the consequences and rewards resulting from the choices and actions they make.

Bishops’ Expected Standard (BEST) reinforces the importance for students to embrace opportunities with an attitude of pride, making positive choices and respecting all in our community. We expect the BEST from our students and create an environment for them to fulfil their potential.

<p>We have <b>Pride</b> in our efforts and do everything to the best of our abilities</p>	<p>We make <b>Positive Choices</b> and co-operate</p>	<p>We treat all members of our community with <b>Respect</b></p>
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<p><b>Students are expected to</b></p> <p><b>Follow BESt at all times</b></p> <p>Take pride in efforts by</p> <ul style="list-style-type: none"> <li>wearing the correct uniform in the way it was intended to be worn</li> <li>following rules with regard to hair, makeup, jewellery and electronic devices</li> <li>attending school, being punctual and bringing the correct equipment</li> <li>contributing to the school ethos and culture</li> </ul> <p>Make positive choices to co-operate by</p> <ul style="list-style-type: none"> <li>valuing learning and making a positive contribution to the lesson</li> <li>contributing to the education of others</li> <li>completing classwork and homework on time and to the best of their ability</li> <li>asking for support from teachers and other staff when we need help</li> <li>following the instructions of staff</li> </ul> <p>Respect all members of the school community by</p> <ul style="list-style-type: none"> <li>ensuring their behaviour always considers the safety of others</li> <li>respecting everyone and treating others as they would expect to be treated</li> <li>moving around the school site sensibly, calmly, and safely</li> <li>reporting any concerns to an adult guaranteeing that our behaviour ensures that the school remains a respected and valued part of the community</li> <li>providing feedback on the school's behaviour culture</li> </ul> <p>All students are educated about BESt through assemblies, form time, and where necessary messages are re-visited with key members of staff. BESt is shared with new students and where necessary extra support and induction is put in place for students joining the school through an in-year admission.</p>
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### 3.2 Staff and Parent Responsibilities

<b>Staff members will</b>	<b>Parents will</b>
<ul style="list-style-type: none"> <li>Implement the school's Behaviour for Learning Policy and relevant practice.</li> <li>Expect the BESt of students at all times.</li> <li>Maintain a positive and well-managed learning environment.</li> <li>Be positive ambassadors of the school at all times, through their professional behaviour and conduct.</li> <li>Use a language of choice and consequence to reinforce positive behaviour.</li> <li>Use the school's reward system and hierarchy of sanctions to promote good behaviour.</li> <li>Use the guidance and consequences outlined in this policy and related practice clearly and consistently.</li> <li>Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that their child attends school.</li> <li>Abide by the Home-School Agreement.</li> <li>Ensure the necessary equipment is brought to school by their child.</li> <li>Encourage good behaviour, in line with the Behaviour for Learning Policy, by reinforcing school expectations.</li> <li>Share any concerns they have regarding their child's attendance, education, welfare, behaviour, and life at The Bishops' Blue Coat CE High School with the student's Form Tutor.</li> <li>Support their child's independent learning.</li> <li>Support the school's decisions in relation to behavioural issues, including the acceptable use of ICT and electronic devices.</li> <li>Ensure that their child correctly presents themselves as a student of The</li> </ul>

<p>the age, ability and individual needs of students.</p> <ul style="list-style-type: none"> <li>• For every lesson, use a central recording system to record attendance and behaviour.</li> <li>• Raise any concerns regarding students' behaviour with their head of department in the first instance. Persistent issues may be escalated.</li> <li>• Make reasonable adjustments for students with SEND needs according to their educational passport.</li> <li>• Challenge poor behaviour around the school and support other members of staff with behavioural issues involving individual students or groups of students.</li> <li>• Organise detentions where appropriate.</li> <li>• Staff will report to a senior member of staff abuse or intimidation by students outside of school.</li> </ul>	<p>Bishops' Blue Coat CE High School, in accordance with the school's Uniform Policy.</p> <ul style="list-style-type: none"> <li>• Support good progress through attending parents' meetings and celebrating positive behaviours.</li> </ul>
<p>All staff receive regular updates on behaviour and training on behaviour for learning.</p>	<p>All parents receive regular updates on their child's behaviour in Progress Reports, and where necessary further communication from teachers, tutors, and pastoral staff.</p>

## 4. Promoting BESt – Rewards and Consequences

### 4.1 Rewards

We do not underestimate the importance of reinforcing good behaviour and attitudes by recognising and rewarding it. Rewarding positive behaviour is essential to supporting every student achieving the BESt. Everyone responds well when their actions or words are praised and young people, particularly, thrive when encouraged in this way. At Bishops' we have a comprehensive system of rewards accessible to every child, through which we aim to recognise the positive contributions made by students in many areas of school life.

Students are rewarded in a variety of ways. Students receive rewards points for exceptional conduct and contributions in lessons, demonstrating dignity and respect, hope and aspiration and wisdom, knowledge and skills, punctuality, and attendance. BESt points can then be used for students to access rewards. The Head of Sixth Form will operate a different reward and recognition system in the Sixth Form.

Our students respond well to the system and value the rewards. Assemblies, Celebration Evening, Awards Events and Awards Evening are all seen as opportunities to celebrate the achievements of our students.



## 4.2 Consequences

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, the first priority should be to ensure the safety of students and staff and to restore a calm environment. Staff are trained to respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. Staff use the language of BESt, that actions bring consequences and emphasise personal choice and a positive attitude.

Consequences can be aimed at:

- **Deterrence:** sanctions for a specific student to deter them from repeating behaviours, or a general deterrent for all students at the school.
- **Protection:** keeping students safe is a legal duty of all staff. Sanctions may act as a protective measure in response to inappropriate behaviour.
- **Improvement:** to support students to understand BESt and re-engage in meaningful education.

### Classroom Consequences

The language of consequence C1, C2, C3, C4 is promoted for consistency of communication for students providing them with verbal prompts at C1 and C2 before escalation of consequences to C3, C4 and C5. Occasionally serious breaches of BESt will occur before staff have been able to provide verbal prompts.

### Community Consequences

Outside of lessons can be monitored using the Community Consequence system. Staff can enter a Community Consequence when students are failing to meet BESt in corridors, recreational times and before and after school. Community Consequences can be entered for

- Lack of co-operation, not following repeated instructions
- Lack of consideration and respect
- Inappropriate language
- Incorrect uniform
- Littering
- Poor behaviour at breaktime and lunchtime
- Child on child abuse

### Detentions

- Teachers have a legal power to place students aged under 18 in detention after school, on weekends and non-teaching days.
- Where detentions occur outside school hours, school will endeavour to give parents/carers 24 hours' notice in consideration of health and safety issues.
- Parental consent is not required for any detention. Where immediate home contact can be made, a detention may be served that day. Where possible, however, 24 hours' notice is given to parents to enable suitable travel arrangements to be secured by the parent.

All detentions are supported by staff and organised centrally for Year 7 - 11. Sixth form detentions are held separately. All detentions take place after school. Any member of staff can issue a C3 or C4 detention.

**C3 detentions:** 30-minute detention (20 minutes if student brings work to the detention and is on task throughout)

**C4 detentions:** 40-minute detention (30 mins if student brings work to the detention and is on task throughout)

Students and parents will be notified of detentions. Students are expected to bring work to complete in detention. If students bring work to the detention to complete independent study and their conduct and uniform is good, they may be allowed to leave earlier. The language of BEST will be used to prompt students in detentions. Poor choices and un-cooperative behaviour in a detention will also be followed up with a consequence.

**C5 detentions: 90-minute senior leadership detention**

An SLT detention is staffed by a member of the Senior Leadership Team. If a student fails to attend an SLT detention, or their behaviour falls short of BEST in the SLT detention then this may be deemed to be a persistent breach of BEST and will lead to a further consequence which may include a period of time in Return to Learn or a suspension.

<b>Language of BEST</b>	<b>Classroom Consequence (List not exhaustive)</b>	<b>Community Consequence (List not exhaustive)</b>
C3 30-minute detention	Reaching a C3 in a lesson Lack of equipment Electronic device on/visible in learning Incomplete homework	Incorrect uniform Late to lesson Electronic device on/visible during learning time Late to school Poor choices with community behaviours at breaktimes or traveling to and from school
C4 40-minute detention	Student has reached a C3 and continues to make poor choices Removal from lesson Truancy Missed C3 detention Non-attendance at C3 detention	Poor behaviour in C3 detention Non-attendance at C3 detention Persistent late to school In company of smokers/vapers
C5 Senior Referral	Extreme defiance Behaviours that fall seriously short of BEST Poor behaviour in C4 detention Non-attendance at C4 detention Year Leader/Senior Leader/SLT referral	Smoking/vaping when in school uniform Extreme defiance Behaviours that fall seriously short of BEST Poor behaviour in C4 detention Non-attendance at C4 detention Year Leader/Senior Year Leader/SLT referral

**On Call**

An On Call system operates during every lesson. Occasionally On Call might be requested to remove a student from a lesson.

**Removal**

Removal from the classroom should be considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Removal is used for the following reasons:

- to maintain the safety of all students
- to restore stability following an unreasonably high level of disruption
- to enable disruptive students to be taken to a place where education can be continued in a managed environment
- Where the level of defiance shown is such that it undermines the authority of the member of staff in charge
- to allow the student to regain calm in a safe space

When a student is removed the class teacher applies a consequence. The classroom teacher will communicate home as soon as possible to discuss poor choices made in the lesson that led to the removal and record within the behaviour recording system.

### **Reflection Room**

The Reflection Room is used by students who have been removed. On Call, SLT or a member of the pastoral team have the authority to place a student in the Reflection Room. Students cannot self-refer to the Reflection Room. If they need a 'time out' this should be considered by other means and consideration of other spaces. Students will be supervised in their silent study in the Reflection Room for the remainder of the lesson. During this time, they will be encouraged to reflect on behaviour that has led them to the removal. If no further poor behaviours are shown, then the student can return to learning for the next session. Where a student has shown extreme defiance, is unable to return to lessons or is involved in an incident pending investigation, On Call or SLT will make alternative arrangements. Where a student is behaving in a way that endangers their own safety or that of others; for safeguarding reasons, a member of the Safeguarding Team or SLT will respond.

### **Return to Learn (R2L)**

The Return to Learn (R2L) space is used for students in Year 7 -11 who require further support with their choices around behaviour. Sixth Form students have a separate arrangement managed by the Head of Sixth Form. A member of the pastoral team will contact parents and indicate the length of time students will work from R2L, and appropriate work will be provided for the student. The success of R2L will be assessed by the positive response of the student. Students can be referred to R2L by staff completing a C5 Senior Referral. The Senior Year Leader and members of the pastoral and Senior Leadership Team will consider each referral and an appropriate consequence, taking into consideration the individual, any SEND, pastoral or safeguarding needs.

### **Off-site Direction**

Where interventions or targeted support have not been successful in improving a student's behaviour, a Headteacher can direct a student to off-site provision. Depending on the individual needs and circumstances of the student, off-site direction can be agreed at another mainstream school as a 'step out', or alternative provision. This can be full-time or a combination of part-time support and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. Alternative options should also be considered once the time limit has been reached, including a Managed Move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. During the off-site direction, students will remain on roll at Bishops' and be 'dual registered'. Pastoral teams will work closely with students and other providers to evaluate provision.

### **Managed Move**

A Managed Move can be considered as transfer of a student to another mainstream school permanently. Managed Moves should be voluntary, agreed with all parties involved and only occur when it is in the students' best interests.

## Suspension

For the vast majority of students, suspensions may not be necessary, as other strategies can manage behaviour. However, if these strategies have been exhausted, then suspensions and permanent exclusions will sometimes be necessary to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Below is a list of examples of the types of circumstances that may warrant a suspension or permanent exclusion which can only be issued by a Headteacher. This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The school also reserves the right to involve the Police should evidence of a criminal act be discovered.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or item that has been prohibited by the school's Behaviour Policy
- Child on child abuse (examples may include, bullying, racist abuse, abuse against sexual orientation or gender reassignment, abuse relating to disability).

A reintegration meeting takes place between the child and school before or at the beginning of the students return to school after 'step out' or a suspension. Where possible this meeting should include the students' parents/carers. Reintegration conversations reflect on the behaviours that led to the suspension, highlighting that previous behaviours should not be seen as obstacles to future success, that they are valued, and targets are agreed to support reintegration.

Following a reintegration meeting a student can be re-excluded and not re-admitted. Continued refusal to make positive choices to accept support, would be likely to lead to a permanent exclusion.

## Permanent Exclusion

Permanent exclusion is rare. The Headteacher's decision to permanently exclude a student is only used where this is lawful, reasonable, fair and proportionate. 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.

A permanent exclusion is when a student is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

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

When deciding to permanently exclude the Headteacher takes into account some or all of the following:

- age and health of students (including mental health)
- protected characteristics
- SEND needs

- Safeguarding considerations
- previous record
- the impact of not excluding the student on the school as a whole
- the views of the student, taking into account their age and understanding
- severity and frequency of behaviour
- the likelihood of recurrence
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- whether the behaviour was committed alone or as part of a group
- whether the student is a 'looked after child'

## 5. Support

The Pastoral Team are key in reinforcing the BEST from our students. Every student has a form tutor who accepts responsibility for the pastoral care and academic support of the group and is the first point of contact for parents and staff. Tutor teams are supported by Pastoral Support Officers, Year Leaders, Senior Year Leader, SENDCO and senior staff.

### 5.1 SEND

In consideration of a student's SEND a graduated approach is used. Passports are shared with staff to support Quality First teaching and communicate strategies for support. For students diagnosed as SEND, there is consideration as to whether this has contributed to the misbehaviour, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a SEND need is identified, reasonable adjustments may be made, and further attempts are made to understand the underlying causes of behaviour and whether additional support is needed.

### 5.2 Students who have a Social Worker

**(including 'looked-after children' and 'previously looked-after children')**

Where a student has a social worker, for example, because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the school should inform their Social Worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's Virtual Schools Headteacher as soon as possible to consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. All looked-after children should have a Personal Education Plan (PEP) where concerns about the student's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion.

### 5.3 Behaviour Curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students through assemblies and in form time where tutors educate all to be the BEST version of themselves. This is reinforced by the language of BEST that is shared by all in school.

## 5.4 Preventing Recurrence of Misbehaviour

Reports may be used to set students specific targets for progress which can be shared with parents/carers and wider staff. Reports can include agreements for students to hand in electronic devices. Where successful, students will be removed from these reports. If poor behaviour continues students may be placed on a report with senior staff.

## 5.5 Restorative Approaches

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved. The school values restorative approaches as they maintain the dignity of those involved in conflict, restore relationships, and encourage forgiveness.

# 6. Key Points

## 6.1 Allegations against Staff

The DfE Behaviour Guidance also prescribes elsewhere that behaviour policies should set out that disciplinary action will be taken against students who have made malicious allegations against staff.

## 6.2 Behaviour off the School Premises

We have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that we might sanction students for include misbehaviour

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a student at the school
- that impacts on peer relationships or affects a member of staff in school
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

## 6.3 Behaviour and School Trips and Visits

A student's behaviour record will be taken into account when considering applications to attend a school trip/visit. If a student has already been registered to attend a school trip but conduct shows a potential risk to themselves or others, were they to attend, then further discussions will take place. The trip leader will examine the risk assessments for the visit and explain them to the student and parent. Should a decision be taken that it is not safe for them to attend, monies will be returned. If a student is on a trip or visit and their behaviour is endangering their own health or safety or that of others, the leader of the trip or visit will get advice from the senior leader linked to the trip or visit. Parents may be asked to collect the student from the trip or visit.

## 6.4 Child-on-Child Abuse

The school has a statutory duty to implement disciplinary sanctions for child-on-child abuse. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that students may have and taking into account the needs of

vulnerable students. We also consider the motivations behind abusive behaviour and whether it reveals any concerns for the safety of the alleged perpetrator.

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). The Safeguarding Team will advise on the school's initial response. Each incident is considered on a case-by-case basis. We are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Further information on our approaches to this can be found in our Dignity and Respect guidance.

## 6.5 Electronic Devices

Electronic device is used to refer to any type of digital device including mobile phones, Smartwatches, Fitbits, iPads/tablets, and earphones/wireless earphones which use the same technologies. Electronic devices which are brought into school must be switched off (NOT placed on silent) and stored out of sight in students' bags during learning time. This means that electronic devices are only permitted during unstructured times. These are before school, break time, lunchtime and after school.

Electronic devices must also be off and away between lessons and the sounding of the 'movement' bell as this is also learning time.

Such devices must not be kept in students' pockets. If devices are seen, they may be requested and kept in a safe place until the end of the school day. If a student persistently chooses to misuse their electronic device, the Year Leader may consider imposing further limitations on their personal usage.

There are two exceptions to this:

- Permitted electronic devices  
Some students will need access to electronic devices during a learning activity as is specified in their educational passport or for medical needs
- Sixth Form Social Area and Sixth Form lessons  
Sixth Form students may use their electronic devices in the classroom when express permission has been given by the teacher. The use of personal electronic devices in one lesson for a specific purpose does not mean 'blanket usage' is then acceptable. Electronic devices are also permitted in the Sixth Form Silent Study Room and the Sixth Form Social Area. Sixth Form students will need to ensure their phones are off and away when not in the Bistro, Sixth Form lessons, Silent Study Room and the Sixth Form Social Area.

## 6.6 Inappropriate use of Electronic Devices

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline. Everyone should be treated with kindness, respect, and dignity.

Inappropriate use of electronic devices can include the following (this list is not exhaustive)

- Device used to target others – child on child abuse (inappropriate online behaviour including

bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment)

- Device used to photograph or video students during the school day when consent has not been given
- Device used to photograph or video members of staff
- Device accesses inappropriate online content (eg gambling or accessing age restricted content)

If there is suspected inappropriate use of electronic devices, then staff will request the device and refer to Pastoral Teams. Staff 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. If an electronic device that is prohibited by the school rules has been seized 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 as soon as it is reasonably practicable. 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. The Safeguarding Team must be consulted before contacting the police, to guide next steps.

There is no need to have parental consent to search through a young person's mobile phone if it has been requested with consent of the child, or in a lawful 'without consent' search, and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

In determining a 'good reason' to examine or erase the data or files 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, to disrupt teaching or break the school rules. 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.

Inappropriate use of electronic devices is a serious breach of BEST and will receive a C5 Senior Referral. Students may then be put on monitoring reports where their devices are handed in at the beginning of the school day and returned to the student at the end.

## 6.7 Police Involvement

In cases when a member of staff or Headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, schools will work with police to ensure that further action taken does not interfere with any police action taken. We retain the discretion to continue investigations and enforce consequences according to our Behaviour Policy so long as it does not conflict with police action.



## 6.8 Reasonable Force

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

## 6.9 Searching / Screening Students and Confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (and vaping products)
- 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 the property of, any person (including the student)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

- Bangers
- Items that are deemed dangerous
- Items that are considered for 'sale' in school
- Energy / stimulant drinks with negative effects on concentration

School does not require formal written consent from the student for this sort of search. It is enough for the member of staff to ask the student to turn out their pockets or ask to look in the student's bag or locker and for the student to agree. If the student refuses, a consequence will follow.

Consent is not necessary. In cases where a student doesn't give consent, searching can still take place if the search is undertaken by a member of staff of the same sex as the student being searched; and there is a witness (who, if possible, should also be the same sex as the student being searched).

There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Where possible searching students without consent should take place with at least one member of the Safeguarding Team present.

### **Screening**

The school have a duty as an employer to manage the safety of staff, students and visitors. This enables the school to impose a requirement that students undergo screening. Students can undergo screening by a hand-held metal detector (arch or wand) without their consent, even if they are not suspected of having a weapon. Any member of school staff can screen students, but where possible, screening students should take place with at least one member of the Safeguarding Team present.

### **Confiscation**

The school can request any prohibited item found as a result of a search, and seize any item considered harmful or detrimental to school discipline.

- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- The current legislation protects school staff from liability for damage to, or loss of, any confiscated items.
- Students are not permitted to sell unauthorised items, prohibited or otherwise, on the school premises. If items are found, they will be requested.
- Items that present a safeguarding risk should be referred to the Safeguarding Team who may alert the police.

### **6.10 Uniform**

Year 7 to 11 students wear uniform items conducive to a successful learning environment. It is important that our students feel a sense of belonging, pride, and community through a smart and practical uniform. All staff ensure that uniform is correctly worn following the school's Uniform Policy. Uniform shortcomings are recorded. Poor choices around school uniform will incur a Community Consequence.

## **7. Relevant Policies**

- Drug Education and the Misuse of Drugs Policy
- Dignity and Respect Policy
- Electronic Device Policy
- Equality and Diversity Policy
- SEND Policy
- Attendance Policy

- Uniform Policy
- Sixth Form Behaviour Policy
- Complaints Policy
- Exclusions Policy
- Security Policy