



# THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

## Behaviour 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                              |
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| <b>Committee</b>                 | Students                                   |

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# 1 Policy Aims

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

## 1.1 Statement of Intent

Our school vision 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, our core values and a rich set of opportunities. Students achieve academically whilst growing personally and spiritually. Through their engagement in society at Bishops' and beyond our students make a positive difference through wise action, resilience and a sense of responsibility. Our community is enabled to live a life guided by Jesus, to flourish and have 'life in all its fullness.' (John 10:10)*

Our Behaviour Policy is rooted in the Christian values of love, respect, forgiveness, and reconciliation. It reflects our dedication to fostering a school community that upholds the dignity of every individual and promotes positive relationships.

The policy aims,

- **To create a positive culture that promotes excellent behaviour**, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment so students can achieve their full potential.
- **To develop students' understanding of their own behaviour** and its impact on others, encouraging self-discipline and accountability.
- **To foster a culture of mutual respect** where positive behaviour is recognised and rewarded.
- **To provide clear expectations and consistent consequences** for behaviour, ensuring fairness and transparency.
- **To support students in developing the social and emotional skills** necessary for lifelong learning and positive contributions to society.

## 1.2 Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'.
- DfE (2022) 'Searching, Screening and Confiscation: Advice for Schools'

- DfE (2023) 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement'.
- DfE (2026) 'Mobile Phones in Schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'.

*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](#)

### **1.3 Our Policy and its Christian Context**

Life in all its fullness is about living a varied and full life. Jesus showed that flourishing and having 'life in all its fullness' presented opportunities to love, support and serve one another and grow closer to God. This inspires the Church of England vision for education and our shared purpose at Bishops'. The wider scripture of John 10 talks about Jesus being the Good Shepherd, reminding us how like a shepherd who cares for his sheep, Jesus knows us, loves us, and wants to nurture and inspire us to be become better versions of ourselves. Our school badge with the shepherd's crook reminds us of this.

At the heart of our whole school community lies the belief 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.

Rooting our school in this vision for education means that:

- We treat everyone in our community with dignity and respect including ourselves.
- We value learning and opportunities to develop wisdom, knowledge, and skills.
- We bring hope to others through service, kindness, forgiveness, and love.
- We aspire to be the best version of ourselves.

## **2 Behaviour Expectations – Bishops' Expected Standards (BESt)**

DfE Behaviour in Schools 2024 states, *'the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment'*.

Bishops' Expected Standards (BESt) outline our high expectations of student conduct and behaviour. BESt focusses on three key principles

- Pride in our efforts
- Positive choices
- Respect for all members of the community

It is our expectation that these standards will be known and put into practice by all our students and fully supported by parents and carers, and staff.

## **2.1 Student Responsibilities**

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.

Students will show:

### **Pride**

- By being equipped and ready to learn.
- By wearing correct uniform according to our uniform policy.
- By making an effort with presentation of work, keeping books and resources in a school bag.

### **Positive choices**

- By attending school on time (School starts at 8.45am) and arriving at lessons on time for a sharp start to learning.
- By engaging with an academic, spiritual and personal learning journey, engaging with opportunities to learn and progress.
- By following the ICT acceptable use protocol, ensuring electronic devices are off and away during learning time (including movement bells).

### **Respect all members of the community**

- By treating everyone well showing dignity and respect and not harming others through words or actions.
- By being upstanders, not bystanders and reporting harmful behaviour to a trusted adult.
- By respecting school resources, environment and local community ensuring that the school remains a respected and valued member of the community.

## **2.2 Staff and Parent Responsibilities**

All parents receive regular updates on their child's behaviour in Progress Reports, and where necessary further communication from teachers, tutors, and pastoral staff.

Parents will

- Ensure that their child attends school and is punctual.
- Abide by the Home-School Agreement - 'Our shared purpose'.
- Ensure the necessary equipment is brought to school by their child.
- Encourage good behaviour in line with the Behaviour Policy by supporting school expectations including the acceptable use of ICT and electronic devices.
- 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.
- Support their child's independent learning.
- Ensure that their child correctly presents themselves as a student of The Bishops' Blue Coat CE High School, in accordance with the school's Uniform Policy.
- Support good progress through attending parents' meetings and celebrating positive behaviours.

All staff receive regular updates on behaviour and training on behaviour for learning.

Staff will:

- Implement the school's Behaviour Policy and relevant practice clearly and consistently.
- Expect the BESt of students at all times.
- Build positive relationships with students to help create a strong school culture built on high expectations.
- Use a language of choice and consequence to reinforce positive behaviour.
- Implement agreed routines for learning.
- Plan lessons that engage, challenge, and meet the needs of all learners.
- For every lesson, use a central recording system to record attendance and behaviour promptly.
- Raise any concerns regarding students' behaviour with their head of department in the first instance. Persistent issues may be escalated.
- Ensure learning conversations take place to support learners to change their learning behaviours.

### **3 Promoting BESt – Rewards and Consequences**

#### **3.1 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.

Assemblies, Celebration Evening, Awards Events and Awards Evening are all seen as opportunities to celebrate the achievements of our students.

#### **3.2 Consequences**

We believe strongly in the power of building positive relationships between staff and students. Staff will ensure that following an incident with a student, there is opportunity for a restorative conversation prior to the next lesson.

During a lesson, staff will use their expertise to positively manage behaviour, this may include students being:

- Spoken to by the teacher (outside the room)
- Given time to do what has been asked of them (Trauma Informed Practice)

If despite these intervention a student's behaviour continues to fall below expectations, then the following escalating steps can be applied.

##### **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 (remove to step-out room) 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 language of Community Consequences. Staff can enter a Community Consequence when students are failing to meet BESt in corridors, recreational times and before and after school. Examples for Community Consequences include:

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

| Language of BESt                                                           | Classroom Consequences will apply when: (list not exhaustive)                                                                                                                                                                         | Community Consequences will apply when: (list not exhaustive)                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C3</b><br>opportunity for correction only escalates with non-engagement | Reaching a C3 in a lesson<br>Lack of equipment<br>Incomplete homework                                                                                                                                                                 | Incorrect uniform (prohibited)<br>Poor language in corridor<br>Littering<br>Poor choices with community behaviours at breaktimes or traveling to and from school                                                                                                                                                                                   |
| <b>C3</b><br>10 min breaktime detention                                    | Late to school/late to lesson                                                                                                                                                                                                         | Late to school/late to lesson                                                                                                                                                                                                                                                                                                                      |
| <b>C4</b><br>20-minute ASD detention                                       | Student has reached a C3 and refused step out.<br>Student disrupts the step out room – On Call involved.<br>Persistent Truancy - as identified by the pastoral team.<br>Missed C3 break detention                                     | Poor behaviour in C3 detention<br>Non-attendance at C3 detention<br>Persistent noncompliance with standards                                                                                                                                                                                                                                        |
| <b>C5</b><br>Senior Referral                                               | Extreme defiance<br>Behaviours that fall seriously short of BESt<br>Poor behaviour in C4 detention<br>Non-attendance at C4 detention<br>Year Leader/Senior Leader/SLT referral<br>Electronic device on/visible during the school day. | Smoking/vaping (or in company of) when in school uniform<br>Two or more students in a toilet cubicle<br>Extreme defiance<br>Behaviours that fall seriously short of BESt<br>Poor behaviour in C4 detention<br>Non-attendance at C4 detention<br>Year Leader/Senior Year Leader/SLT referral<br>Electronic device on/visible during the school day. |

## Detentions

- 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.

**1. C3 detentions: 10-minute detention for lates**

**2. C4 detentions: 20-minute detention**

students complete a reflection sheet to support restorative conversations with staff)

**3. C5 detentions: 60-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.

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.

**Removal/Step Out**

Removal from the classroom should be considered a serious consequence 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.

**Step-Out room**

A step-out room system is organised in all departments. If a student acts in a way that is disruptive to learning or the learning climate during a lesson, they will be given opportunities to improve their behaviour. The language of C1, C2, C3 will be used. If a C3 is reached in a lesson, then the student will be stepped out to a step-out room. This is an opportunity for correction and will escalate if there is non-engagement.

**On Call**

An On Call system operates during every lesson. Occasionally On Call might be requested to support learning or remove a student from a Step-Out.

**Reflection Room**

The Reflection Room is used by students who have been removed. On Call staff are usually SLT or a member of the pastoral team. On Call staff have the authority to place a student in the Reflection Room. Students cannot self-refer to the Reflection Room. 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 team and

SLT will consider referrals 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 student 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 a 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.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Child on child abuse (eg; bullying)
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Being found in possession of/supplying a prohibited substance
- Persistent disruptive behaviour

The school also reserves the right to involve the Police should evidence of a criminal act be discovered.

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'

## **4 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.

### **4.1 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 individual 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.

## **4.2 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/carers 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 student is being supported to improve their behaviour and reduce the likelihood of exclusion.

## **4.3 Preventing Recurrence of Misbehaviour**

Reports maybe 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.

## **4.4 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 of the parties involved. The school values restorative approaches as they maintain the dignity of those involved in conflict, restore relationships, and encourage forgiveness.

# **5 Key Points**

## **5.1 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.

## **5.2 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
- travelling to or from school
- wearing school uniform
- they are in some other way identifiable as a student at the school
- it impacts on peer relationships or affects a member of staff in school
- it poses a threat to another student; or
- it could adversely affect the reputation of the school.

## **5.3 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.

#### **5.4 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.

#### **5.5 Use of Personal Electronic Devices**

The Department for Education (DfE) guidance, Mobile Phones in Schools, states: "All schools should be mobile phone-free environments by default; anything other than this should be by exception only." At The Bishops' Blue Coat Church of England High School, this expectation applies to mobile phones and to personal electronic devices more broadly.

Our approach is simple: personal electronic devices must be off and away at all times during the school day. This supports a calm, purposeful learning environment, reduces digital distraction, protects students and staff, and helps students to build positive habits.

##### **Definition**

For the purposes of this policy, a personal electronic device means any digital or electronic device brought into school by a student, including but not limited to:

- mobile phones
- smartwatches
- tablets, including iPads
- earphones, earbuds or wireless earphones
- personal laptops or other internet-enabled devices
- any device with communication, internet, photography, video, audio-recording, gaming or similar functionality

This definition is intended to cover associated or linked devices as well as the phone itself. School-owned devices issued or supervised by staff for learning are not covered by this definition.

##### **Core principle: phone-free and device-free school day**

Students must not access, use, display, wear or otherwise have visible any personal electronic device at any point during the school day. The school day starts at 8.40am and ends at 3.15pm.

During this period, all personal electronic devices must be:

- switched off, not simply placed on silent
- stored securely out of sight, for example in a bag

- not accessed, checked, used, worn or handled anywhere on the school site, including lessons, corridors, breaktime, lunchtime and private spaces such as toilets or changing areas

Students who need to contact home during the school day must speak to a member of staff and use the school's agreed communication systems. Parents and carers who need to contact their child during the school day should contact the school office.

### **Use outside the school day during school-led activities**

Before 8.40am and after 3.15pm, the use of personal electronic devices is subject to the direction of staff and the expectations of the setting or activity.

For revision sessions, clubs, fixtures, performances, trips, visits and other school-led activities, the member of staff responsible for the activity will determine whether personal electronic devices may be used, and if so, when and how. Any use must be lawful, safe, respectful and consistent with the school's safeguarding and behaviour expectations.

### **Exceptions**

Any exception to the device-free school day must be authorised by the school. Exceptions will be considered where necessary to meet the school's duties under the Equality Act 2010, the Children and Families Act 2014, safeguarding requirements, medical needs, JCQ access arrangements or other exceptional circumstances.

An exception will only be approved where the school determines that it is necessary and in the student's best interests. Approval of an exception does not create general permission to use a device. It applies only to the agreed circumstances.

### **Sixth Form**

Sixth Form students are expected to support the school's phone-free and device-free culture. They may use personal electronic devices only where this is expressly permitted by a member of staff for educational purposes or in any designated Sixth Form area.

Sixth Form students must not use personal electronic devices in ways that undermine the whole-school expectation for younger students or compromise safeguarding, privacy and learning.

### **School trips and visits**

The Trip Leader will set the expectations for personal electronic devices for each trip or visit. This may include requiring devices to remain at home, requiring devices to remain switched off and away, or permitting limited use at designated times. Expectations will be communicated to students and parents/carers before the visit wherever practicable.

### **Responses to breaches**

The purpose of the staged response is to uphold the policy consistently while giving students reasonable opportunity to learn and embed new habits. The mobile phone/electronic device log resets each full term.

| Stage                       | Response                                                                                                                                                                                                                    |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Breach 1</b>             | The device will be confiscated and returned at the end of the school day. Parents/Carers will be notified by SatchelOne.                                                                                                    |
| <b>Breach 2 (same term)</b> | The device will be confiscated and returned at the end of the school day. A C5 Senior referral consequence will be recorded. Parents/carers will be contacted by a member of the school.                                    |
| <b>Breach 3 (same term)</b> | The device will be confiscated and securely stored. Parents/carers will be required to collect the device. A C5 Senior Referral will be issued and a five-school-day phone/device hand-in requirement will be put in place. |

If parents/carers choose to keep the device at home during a hand-in period, this must be communicated clearly to the school. Where a student is permitted to access a device as an agreed exception, this will be recorded centrally.

### **Failure to comply**

If a student refuses to follow a reasonable instruction relating to a personal electronic device, including refusing to switch off, put away, hand over or stop using a device when directed by a member of staff, this will be treated as defiance and failure to follow a reasonable instruction. A C5 Senior Referral will be issued and further sanctions may be applied in line with the Behaviour Policy.

## **5.6 Inappropriate use of Electronic Devices**

Standards of behaviour expected offline apply equally online. Inappropriate use of a personal electronic device is a serious breach of school expectations. Examples include, but are not limited to:

- bullying, harassment or discriminatory behaviour, including online activity
- sharing, viewing or attempting to share inappropriate content
- taking, storing or sharing photographs, videos or audio recordings without permission
- recording staff or students
- accessing inappropriate, restricted or age-inappropriate material
- using a device in a way that gives rise to a safeguarding, privacy, welfare or criminal concern

Where electronic device use raises a safeguarding concern, staff will follow the school's safeguarding procedures and consult the Designated Safeguarding Lead (DSL). Behaviour sanctions may be applied alongside safeguarding actions.

### **Search, screening and confiscation**

In line with DfE statutory guidance, Searching, Screening and Confiscation, authorised staff may search pupils and their possessions without consent where there are reasonable grounds and where it is lawful and proportionate to do so. This may include personal electronic devices where they are prohibited, where there is a suspected breach of this policy, or where their use raises safeguarding, welfare or safety concerns.

Parental consent is not required for lawful searches carried out in accordance with statutory guidance. Where misuse is suspected, authorised staff may examine a device where there is a good reason to do so and where this is lawful, proportionate and in accordance with DfE guidance. A screening wand may be used where necessary and proportionate; it is not a routine or default part of the school's approach.

Where a device may contain evidence of an offence, the device must be passed to the police and the Safeguarding Team must be consulted. Data may be reviewed or deleted only where there is a good reason to do so and where this is lawful, proportionate and in accordance with DfE guidance.

## **5.7 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. This initial investigation 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, school 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.

## **5.8 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 students. '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 / vapes, fireworks, pornographic images, or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

## **5.9 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
- Personal Electronic Devices
- 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.

### **5.10 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 monitored by tutors. Poor choices around school uniform will incur a Community Consequence, and escalations for persistent failure to meet standards.

## **6 Sixth Form**

Sixth Form students are expected to be role models for the school and as such their conduct should uphold BSt at all times. On enrolment, students sign the Sixth Form Agreement where they agree to the following:

- Attend all timetabled lessons, form time and enrichment activities and show full commitment to learning in Sixth Form.
- Undertake private study to support my learning beyond lessons.
- Complete all work set by an agreed date and ensure that any work missed through absence is completed.
- Accept support should my commitment require intervention from tutors.
- Behave in a manner which shows consideration for others and act as a role model for younger students.
- Maintain disciplined and controlled behaviour in all areas of the school, in accordance with the Behaviour Policy for Sixth Form.
- Follow the dress code and accept the direction of the Head of Sixth Form.
- Adhere to advice and policies in the Sixth Form Handbook and also to advice given in briefing.

- Maintain an open and honest dialogue with my tutors and reflect on my progress when asked to do so.
- Represent the school in a positive manner on occasions when off-site.
- Inform the Sixth Form team of any significant factors that may affect my ability to follow any of the actions above.”

To support students when they are falling below these expectations around completion of work, students may receive a ‘Supported Study’ session which is 40 minutes after school to complete the outstanding piece of work. In the event of more serious incidences of behaviour, or repeated failures to meet expectations then the ‘Stage Model’ will be used:

**STAGE 1:** A student will be moved to STAGE 1 where some or more of the following are evident:

- A student has wilfully breached the Sixth Form Agreement
- Records from courses show concern, specifically about ‘controllable’ issues such as conduct in lessons and completing work
- Attendance is below 95% and is causing concern.
- Conduct around campus causes concern.

**STAGE 1 MEETING:** A meeting with the student and parents will discuss:

- A review of the evidence causing concern
- Any support that can be put in place.
- An agreed point of reviewing progress

A suggestion that other Post16 options are at least considered.

**STAGE 2:** Student may reach STAGE 2 either as a result of serious misconduct and/or fixed term exclusion or because changes have not been made following the meeting in Stage 1.

**STAGE 2 MEETING or EMAIL NOTIFICATION:** A meeting with the student and parents or an email or call home will discuss:

- An agreement of conditions to be met.
- An agreement of support to be offered by school.
- An agreed point of reviewing progress
- An acknowledgement that STAGE 3 will mean departure.

A statement of evidence from the process so far.

**STAGE 3:** Student may reach Stage 3 either as a result of serious misconduct and/or fixed term exclusion or because changes have not been made following the meeting in Stage 2.

**STAGE 3 MEETING or EMAIL NOTIFICATION:** A meeting with the student and parents or an email or call home will discuss:

- Evidence causing concern since the Stage 2 Meeting (not a full review)
- An agreement of criteria that will result in the student’s departure at the next point of concern.

An agreement that there will be no further opportunities to improve after this stage. There must be no concerns from hereon.

**STAGE 4:** Students may reach STAGE 4 as a result of moving through previous stages or serious misconduct. The student is removed from roll and the Headteacher permanently excludes the student. Parents are informed by telephone and the student is asked not to return to site unless by agreement

Where a student moves through the stages but has been shown to have made sustained improvements, it will be for the Head of Sixth Form to decide to which stage the student returns if concerns arise again. Typically, we would not expect any student to move through Stages 1 to 2 more than twice and a student on Stage 3 would be expected to stay at this level for the remainder of the year.

## **7 Relevant Policies**

- Drug Education and the Misuse of Drugs Policy
- Dignity and Respect Policy
- Equality and Diversity Policy
- SEND Policy
- Attendance Policy
- Uniform Policy
- Complaints Policy
- Exclusions Policy
- Security Policy