



*“For this we stand;
To search for truth.
To live in love.
To grow together”.*

BISHOP WORDSWORTH’S SCHOOL

BEHAVIOUR POLICY

Date	Amendments	Next Review
3 rd September 2026	Notable amendments in-line with new Headteachers approach to behaviour. See Appendix 1 for the proposed mobile phone policy which will commence in January 2027.	September 2027
25 th February 2026	Addition of Annexe for Mobile Phones and BYOD (Bring Your Own Device) following changes to government guidance	
20 th November 2025	Searches, exclusions, vandalism and HSB sections considerably reworked alongside other minor changes and redrafting.	
25 th February 2025	Substantial redrafting and removal of obsolete annexes	
19 th February and 18 th March 2024	Additions to mobile phone appendix in light of DfE guidance	

Inclusion by design	3
Legislation, statutory requirements and statutory guidance	3
Roles and Responsibilities.....	4
Expectations of students.....	5
Equipment expectations	5
Uniform and appearance expectations.....	5
Other important expectations of students.....	5
Promoting good behaviour: rewards.....	7
Reward 1: House Points.....	7
Reward 2: Gold Tie.....	8
Reward 3: Subject, House, Half-School and Full School Colours.....	8
Reward 4: The Veritas in Caritate - VIC - Award.....	9
Reward 5: The Silver Cross Award	9
Reward 6: Prize Giving Day Awards	9
Reward 7: Other awards.....	9
Addressing poor behaviour: maintaining high expectations	10
Support for students who behave poorly	10
Addressing poor behaviour in the classroom	11
Addressing poor behaviour beyond the classroom	12
The points-based tariff system	13
Suspension and Permanent Exclusion.....	14
Poor behaviour online.....	14
Bullying and intolerance	14
Other behaviours which constitutes a safeguarding concern.....	15
Sexual behaviour.....	15
Malicious allegations	16
Behaviour which may be illegal	16
Banned items.....	16
School actions to support this behaviour policy.....	18
Investigations and Procedure.....	18
Searches.....	18
Physical intervention/Restraint	19
Home-School liaison.....	19
Monitoring under the Equality Act 2010 and legislation	19
ANNEXE A - Rules for the use of mobile phones.....	21
ANNEXE B - RULES FOR BRING YOUR OWN DEVICE (BYOD)	25
Appendix 1 - Proposed new Phone Policy.....	27

Inclusion by design

1. At Bishop Wordsworth's School we are committed to creating a safe and supportive environment in which all students can achieve academically and socially. We achieve this by creating a learning environment that is, from its starting point, ***inclusive by design***. This means designing and implementing a behaviour system through the lens of supporting the most vulnerable to fulfil their potential, knowing that great pastoral and academic support for our vulnerable students is also beneficial to students for whom barriers to success may be less prominent. The aims of this Policy are;

- To ensure that all our students have the opportunity to learn to the best of their ability in a respectful environment which promotes excellent behaviour
- To establish a whole-school approach to maintaining behaviour consistently, and in a manner which reflects the values of the school
- Outline the expectations and consequences of behaviour
- To articulate clearly the importance of each individual's role in achieving high behavioural standards.

Legislation, statutory requirements and statutory guidance

2. Schedule 1 of the Education Regulations 2014; paragraph 9 requires the school to have a written behaviour policy. This policy is based on legislation and advice from the Department for Education (DfE) on;

- Behaviour in schools: advice for headteachers and school staff 2024
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Searching, screening and confiscation: Advice for schools 2022
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Supporting pupils with medical conditions at school 2015
- Use of reasonable force in schools 2013

3. This policy operates alongside:

- Student Code of Conduct
- Substance Use and Misuse Policy
- Checks and Searching Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Health and Safety Policy

- Staff Code of Conduct
- Home-School liaison Policy

Roles and Responsibilities

4. All staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear expectations of student behaviour
- Implementing the behaviour policy and practices consistently
- Upholding the School's routines, values and expectations through all interactions with students
- Modelling expected behaviour and positive relationships
- Working towards a consistent approach to behaviour while being aware of individual needs and circumstances
- Reporting and recording behavioural incidents promptly using the School protocols
- Challenging students who are not meeting expectations

5. The Leadership Team is additionally responsible for:

- Supporting staff with the above responsibilities, including inducting new staff into the school's behavioural culture and practices, monitoring and reviewing practice and procedure, reviewing this policy
- Monitoring the implementation of this policy
- Regularly reviewing data from behaviour logs, identifying trends in data and ensuring that no groups of students are disproportionately impacted by this policy

6. The Head is additionally responsible for:

- Ensuring the school's vision and ethos support and encourage excellent behaviour
- Ensuring that data is effectively reviewed and reported on
- Ensuring that staff understand behaviour expectations and deal effectively with behaviour
- Providing governors with regular reports on behaviour management
- Ensuring that this policy works alongside the Safeguarding and Child Protection Policy to offer both sanctions and support where necessary

7. Governors are responsible for:

- Reviewing and approving this policy
- Monitoring the implementation of this policy
- Holding the Head to account for its implementation
- Monitoring the effectiveness of this policy

Expectations of students

8. Students are expected to abide by the School rules as set out in the Student Code of Conduct. A copy of this is made available to parents and students via the School website.
9. The Student Code of Conduct and expectations outlined in this behaviour policy applies to all students when they are on School premises, in the care of the School, wearing School uniform, or otherwise representing or associated with the School. Even beyond these parameters, it is the expectation that students behave in a way that is in accordance with the Code of Conduct and other relevant school policies. Failure to do so may result in disciplinary action should it be legal and appropriate for the school to do so.

Equipment expectations

10. Exercise books, text books and specialist equipment are generally provided by the school however all students are expected to carry a standard pencil case of supplies to all lessons. Revision books for use at GCSE and A-level can often be purchased through the school at discounted prices and will be free to students in receipt of Pupil Premium.

Standard BWS equipment for students in Years 7-11 is outlined in the student code of conduct and on the school website.

Uniform and appearance expectations

11. In all years, students are expected to wear their uniform smartly and correctly and without other non-uniform items. There may be times when, as a result of extremely hot weather, these uniform expectations are relaxed. In such a situation, the expectations around Summer Uniform will be communicated to students and families. In Years 7-11 the uniform expectations are outlined in full in the student code of conduct and on the website. For Years 12-13 this will be communicated through the school website.
12. On days with timetabled PE/Games lessons students may arrive in kit. This does not apply for extracurricular or after-school sport. The full list of PE kit is in the student code of conduct and on the website.
13. The appearance of students must, at all times, be professional with the full expectations outlined in the Uniform Policy on the school website.

Other important expectations of students

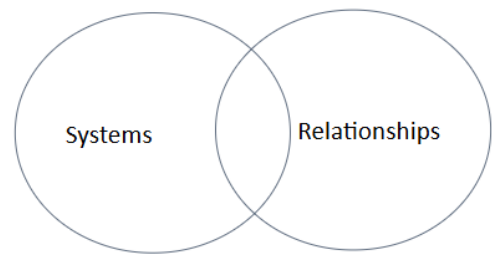
14. Students are expected to respect the physical environment of the School by leaving classrooms and communal areas tidy, by picking up stray litter around the school site, and by respecting buildings and equipment.
15. Students are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) respectfully.
16. Students are expected to follow the rules set for the use of mobile phones and devices, as laid out in both Annex A and B of this policy, and restated in student friendly language in the Student Code of Conduct. Note that Appendix A of this document is the proposed Mobile Phone policy for Years 7-11 to commence from January 2027.

17. Students are expected to give due time and diligence to the completion of work in class and homework. Deadlines must be adhered to.

18. Students must abide in full by the rules for acceptable use of ICT.

Promoting good behaviour: rewards

19. Underpinning the behaviour policy will be a commitment across the school to embed systems that support excellent behaviour alongside the nurturing of excellent relationships between staff and students and between students themselves. Bishops staff will aim to operate within the intersection of these two important areas, where excellent relationships with students meet high adherence to the behaviour policy.



20. In the promotion of good behaviour, the consistent application of a well-articulated rewards system is essential. To this end, staff will;

- Be consistent in their approach to good behaviour, being mindful that some approaches may need to be adapted for individual needs
- Teach students what good behaviour looks like, highlight good behaviour, and model good behaviours and positive relationships themselves
- Maintain good routines which create an environment which supports good behaviour
- Praise good behaviour in line with the behaviour system; verbally and in the giving of appropriate rewards
- Celebrate individual successes, both academic and non-academic
- Communicate with parents when a student has done well
- Display excellent work in classrooms

Reward 1: House Points

21. House points are given to students who show the school's values in any area of the school's ecosystem. The values stem from the Schools motto; "To search for truth, to live in love, to grow together." The awards will be given at the discretion of each member of staff who are expected to give between 10 and 50 points a week.

Truth awards are for actions that display academic endeavour, ambition or success or other similar behaviours

Love awards are for actions that display kindness, duty, community service, leadership or other similar behaviours

Growth awards are for actions that display resilience, the overcoming of obstacles, the exploration of new opportunities or other similar behaviours

Reward	Typical behaviour that might lead to this reward
Truth 1 Love 1 Growth 1	Displaying notable behaviour in one instance . <i>E.g. A 'Growth 1' may be awarded to a student who worked particularly hard in class on a new concept they had initially struggled to grasp.</i>
Truth 2 Love 2 Growth 2	Displaying notable behaviours over a sustained period . <i>E.g. A 'Truth 2' may be awarded to a student who came top, or is most improved, in a recent summative assessment.</i>

House points accumulate over the academic year, such that when certain thresholds are met students receive formal recognition for their achievement.

- 50 points = Bronze certificate and badge presented by Tutor in form time
- 100 points = Silver certificate and badge presented by Head of Year in Section Assembly
- 200 points = Gold certificate, badge and gold tie presented by the Head in a Whole School Assembly. The students name will be printed in the Prize Giving Day brochure and they will be invited to an end of year lunch with the Head.

Reward 2: Gold Tie

22. At line up on every Monday the Head of Year will award the Gold Tie. This will go to a student who, the previous week or over a sustained period, has lived the school's values. The gold tie recipient will wear the tie for a week and present it to the student who wins it the next week. When wearing the Gold Tie, the student may jump both the break and lunch queues for that week.

Reward 3: Subject, House, Half-School and Full School Colours

23. Students who display sustained excellence will, from Year 8 onwards, be considered for Subject/Sport, House Colours, Half-School, and then School Colours. These will typically be awarded for significant achievements (e.g. representation level sports/music or leadership of notable productions etc...) or for sustained excellence over a long period of time.

- In any year Subject/Sport Colours may be awarded, at the discretion of the Head of Department, up to a total of 10 awards that year.
- In Years 8 and 9 – House Colours can be awarded + Tie
- In Years 10 and 11 – Half-School Colours can be awarded + Tie
- In Years 12 and 13 – Full School Colours can be awarded + Tie

It is typically expected that House and School Colours will be awarded at the end of each full term in assembly with up to 5 winners at each level each whole term. Nominations for winners of colours will be made by any member of staff to Heads of Year who, alongside their LT line manager, will make these recommendations to the wider LT to sign these off at the penultimate LT of each term.

Reward 4: The Veritas in Caritate - VIC - Award

24. The school motto is *Veritas in Caritate* meaning Truth in Love/Charity. On a half-termly basis every member of staff may nominate one student for the prestigious VIC Award. This award is for students who have consistently demonstrated the values of the School and are a role model to others. All nominations will result in a letter home from the Head and will correlate to 5 House Points. Every half-term a maximum of two students will win the VIC, decided by the Leadership Team, from the pool of nominations across the staff body. VIC winners will:

- Be announced during half-termly whole school assemblies
- Be invited to have a lunch of their choice with four friends in the Head's office
- Be awarded the prestigious VIC tie
- Have their name entered into the ledger for VIC Recipients
- Write in the ledger for future VIC winners to be able to read and learn from

Reward 5: The Silver Cross Award

25. A Silver Cross Award is made to students who have gone far above and beyond in their representation of the school in the wider community. These are rarely given and are a recognition of truly outstanding service to others. Examples might include someone who acts to save the life of another human, or someone who has supported a wholly worthwhile endeavour for a sustained period to the betterment of humanity. Winners will:

- Be announced during half-termly whole school assemblies
- Be invited to have a lunch of their choice with four friends in the Head teacher's office
- Be awarded the prestigious Silver Cross Badge and Tie
- Have their name entered into the ledger for Silver Cross Recipients
- Write in the ledger for future Silver Cross winners to be able to read and learn from

Reward 6: Prize Giving Day Awards

26. A number of prizes are awarded each year at Prize Giving Day, which include academic prizes in each subject based on the following criteria:

- **Growth:** Growth reflects the effort, perseverance, and commitment that students demonstrate in their learning journey, despite any personal or academic challenges, recognising the value of hard work and resilience.
- **Truth:** Truth encompasses a student's attainment, the progress they make from their starting point, and their wider personal development, reflecting both academic success and overall accomplishment.

Reward 7: Other awards

27. Whilst reward types 1-6 will represent the majority of rewards over the course of the year, individual teachers and departments may develop lower-level rewards outside the remit of those above to recognise achievement in line with the school's values.

Addressing poor behaviour: maintaining high expectations

28. Bishop's staff recognise that students live up to the expectations that are consistently set for them. Therefore the best way to avoid poor behaviour from happening is through the collective pursuit, by all staff, of a high expectations culture. That said, when poor behaviour presents itself, it is incumbent upon staff to address this promptly so as to continually promote the high expectations that we know our students are capable of meeting. It is typically the immediacy and consistency of the staff body in responding to adverse student behaviour - as opposed to the severity of the sanction - that has the most notable impact of promoting positive student behaviour.

Support for students who behave poorly

29. Consistently implementing the behaviour policy is one of the best ways to support students who might behave poorly. Having said that, some students who behave poorly may need support beyond the behaviour policy to help them get back on track. Staff need to be aware of the need to help students and should try to understand what might be driving their behaviour and how to make improvements. Examples of support strategies the school may employ include:

- Pastoral conversations may be held involving staff, tutors, Heads of Year, Heads of School and even LT
- Reparative conversations may be had between peers or even students and staff to understand and repair relationships following an incident
- Restorative sanctions may be given to help students understand the impact of their behaviour on themselves and others
- Report Cards may be issued to help a student stay on track with good behaviour and to highlight the areas where behaviour is successful and less successful
- Pastoral Support Plans may be used when a student needs more guidance and support to behave well. This will usually involve setting some targets, identifying areas for support and attending regular meetings.
- ELSA support may be appropriate to help students talk about any matters that might be driving their behaviour.
- External organisations may be signposted for extra support outside school.
- Referrals may also be recommended to families should the behaviours be potentially linked with an unmet need.

Addressing poor behaviour in the classroom

30. Given the specific environment of the classroom, and the fact that students will typically have at least five different teachers a day, it is imperative that teachers provide a consistent and fair environment so that students do not have to manage different behavioural expectations from one class to another. This consistency is central to our inclusive by design approach as our most vulnerable students, in particular, benefit from this consistency. One element of this is consistency of language by all staff across all classrooms enabling students to understand what is expected of them.

31. Whilst teachers are trained to minimise the likelihood of behaviour issues occurring at times behaviour will either be repeated or reach a point whereby clear consequences are required to refocus the student(s) and maintain an optimal learning environment. In these instances, the staff member will consistently use the following escalation process with students being aware of the consequence of each stage.

Stage	Suggested language	Consequence
Warning	<i>“NAME that is your warning for... To avoid escalation you must... Thank you.”</i>	No formal follow up, but a verbal Warning has been issued.
Behaviour Point 1	<i>“NAME, this is now a Behaviour Point for... To avoid being On Called you must... Thank you.”</i>	B1 - Repeat poor behaviour in class - is logged after the lesson (unless escalated)
On Call	<i>“NAME, you are now being on called for... Please remain in your seat. Thank you.”</i>	B2 - On Call from class - is logged after the lesson. The student is picked up and parked in another lesson, or as appropriately decided by ON CALL.

Addressing poor behaviour beyond the classroom

32. How staff respond to poor behaviour from students will be influenced by the severity of the behaviour. In the initial stage, when the poor behaviour does not meet the threshold for the below chart, the member of staff will speak to the student about the school's expectations and insist that they do not repeat the poor behaviour. The following behaviours will result in the following being logged on the school's MIS system, with comments added for all B2/B3 incidents added.

B1 – Low-level issues	B2 - Mid-level issues	B3 - Significant Issues*
Examples of lower level issues include: •Banned items (perishables will be disposed of - see banned list below) •Bringing the school into disrepute (low-level) •Eating in the wrong location •Graffiti on any item (including hands/body) •Inappropriate use of school equipment (low level) •Incorrect/untidy uniform •Late to school/class •Littering •Line-up infringement •Missing equipment/uniform (without a note from home) •Out of class without a note from staff member •Physical contact that irritates •Poor transition to lesson •Repeat poor behaviour in class •Unruly behaviour •Unsatisfactory/incomplete classwork OR homework <i>Any other behaviour that may reasonably be seen as low-level.</i>	Examples of mid-level issues include: •Bringing the school into disrepute (mid-level) •Cheating/plagiarism •Dishonesty - One off •Fraudulent/dishonest activity – low level •Gambling (low-level) •Lost/incomplete report •Malicious behaviour - low level •On Call from class •One-off defiance (refusal to follow a reasonable request after a reminder) •Poor one-off unkind behaviour towards another student (but not bullying) •Physical contact that is dangerous •Problematic sexual behaviour •Rudeness/Answering Back •Swearing (any, but not at a teacher) <i>Any other behaviour that may reasonably be seen as mid-level.</i>	Examples of significant issues include: •Banned item (more significant) •Bringing the School into disrepute (high-level) •Bullying •Damage beyond graffiti •Dishonesty - Repeated/Significant •Drugs •Failure of any detention (after Warning) •Fighting/Physical contact causing harm •Harmful sexual behaviour •Malicious behaviour - high level •Missing any detention •Prejudiced/offensive language •Repeated issues/defiance •Selling items without school permission •Smoking/vaping •Swearing at a member of staff •Theft •Threatening/aggressive behaviour •Truancy (10+ minutes) •Weapons related offences <i>Any other behaviour that may reasonably be seen as high-level</i>

*Whilst a B3 sanction will typically lead to sanctions/consequences in-line with the points-based tariff system below, depending upon the severity of the B3 incident the school will consider all sanctions available up to and including Permanent Exclusion.

The points-based tariff system

33. The behaviour points given contribute towards the points-based tariff system. These are applied on an escalating scale which is reset each half term and monitored on a daily basis.

BPs	Intervention
3	•The tutor speaks to the student about their behaviour and calls home outlining that three BPs have been logged for their child; a fourth will trigger a report and lunch detention. •This conversation is logged on BromCom.
4	•The student has a lunch time detention (13:00-13:30) •The student is placed on report to the tutor for one week.
10	•The student has an after-school Head of Year detention from 16:00 - 16:45 •The student is placed on report to the Head of Year for one week. •The Head of Year calls home. This conversation is logged on BromCom.
15	•The student has an after-school Leadership Team detention, typically on a Friday from 16:00 - 17:30. •The student is placed on report to the LT link to the Year Group. •The LT link calls home and a parental meeting face-to-face is arranged.
20	Once 20 BPs are reached in a half-term, depending upon the nature of the behaviour incidents to this point, additional escalations will be considered. The HoY and LT link member will decide upon these and consult with the Deputy Head or even the Head if suspension is required. The likely sanctions including, but are not limited to; •Notable community service •Removal of all break/lunch freedoms •Agreement of a behaviour contract •Removal from lessons for a sustained period •Suspension

34. Failure to attend a sanction without a valid rationale will normally result in an escalation in sanction. E.g. failure to attend a lunch detention may result in a Head of Year's detention, LT's Detention etc... Failure to attend a LT's Detention will normally result in an suspension (internal or external) and a re-sitting of the LT detention.

35. Whilst the points based tariff system outlines the sanctions that will be applied following the escalation of behaviour points, the school may also use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as reflection of their behaviour and the impact
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges
- School-based community service, such as tidying a classroom or picking up litter
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers

- Agreeing a behaviour contract
- Direction to an off-site provision or provider
- Suspension
- Permanent exclusion, in the most serious of circumstances

Suspension and Permanent Exclusion

36. In the most serious of cases, or when repeat issues persist, the Head will consider suspension and even permanent exclusion. At all times the Head will act in line with relevant legislation on this matter.

37. These sanctions will only be applied for serious breaches of school rules and/or repeated breaches of a less serious nature. Permanent exclusion is only applied as a last resort and, in such cases, the school will work closely with parents and external agencies (e.g. Wiltshire Council, pupil support services, police, social care), where relevant.

38. The decision to permanently exclude will be made on a case-by-case basis by the Head considering the student's behaviour, need, age, stage of development and any other relevant contextual factors. The Head will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

Poor behaviour online

39. Whilst the school will work hard to educate students on the potential issues associated with online behaviours, the school can also issue sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student and/or
- It could have repercussions for the orderly running of the School and/or
- It adversely affects the reputation of the School

Bullying and intolerance

40. Bullying and intolerance of any kind is not tolerated at the school and all reports of unkindness, whether physical, verbal or non-verbal are taken seriously and explored. All staff are aware that any kind of bullying or intolerance could meet the threshold for a safeguarding concern. All incidences of bullying or intolerance are recorded in CPOMS and reviewed by the Designated Safeguarding Lead and pastoral staff. Further clarifications can be found in the Anti-Bullying Policy.

41. Where an incident of unkind or intolerant behaviour has been investigated but not found to constitute bullying, the behaviour is recorded as an incident in CPOMS or BromCom as appropriate and monitored for repeated or escalated behaviour. A consequence may also be applied for unsatisfactory behaviour.

42. The use of discriminatory language including racist, sexist, homophobic, disability based etc. will be treated with a zero-tolerance approach. In most cases language/behaviour of this form will result in at least an internal exclusion, but most likely a suspension.

Other behaviours which constitutes a safeguarding concern

43. There may be occasions where misbehaviour constitutes a confirmed or suspected safeguarding concern. In such cases, the behaviour will be recorded on the School's safeguarding system, CPOMS and discussed with the DSL. The safety and well-being of our students is paramount and will be prioritised over the need to sanction, however safeguarding concerns do not automatically mean sanctions will not apply. Where appropriate, the DSL, or other senior staff, will conduct a risk assessment and may refer the case to Children's Services. All such action will be recorded in CPOMS. Refer to the Child Protection and Safeguarding Policy for further details.

Sexual behaviour

44. Harmful Sexual Behaviour (HSB) is defined as developmentally inappropriate sexual behaviour displayed by young people which is harmful, abusive or coercive, whether towards oneself or others. This encompasses sexual harassment, sexual violence and child-on-child sexual abuse.

45. Problematic Sexual Behaviour (PSB) sits within a broader continuum of HSB. It describes sexual behaviours that may be less obviously harmful, but which are developmentally inappropriate, socially unexpected, intrusive and/or unsolicited. The School recognises that PSB may sometimes reflect gaps in understanding, unmet needs, or emerging sexual development, correspondingly it may be appropriate to deal with such behaviours as either/both misbehaviours within this policy and/or safeguarding concerns which will be addressed accordingly.

46. In all cases HSB is not tolerated at Bishop Wordsworth's School. HSB is never ignored and all incidents will be investigated without delay and will be responded to robustly. The School will conduct a risk assessment for any student who is involved in an incident of HSB, alleged or confirmed, and this will consider the age, nature of concern, as well as contextual information regarding the student. Where a risk assessment demonstrates an ongoing and/or unacceptable level of risk to individuals or the wider school community it may be necessary for the student to be placed outside of normal lessons and/or break and lunchtimes. This act is considered neutral and will only last for the period of the investigation, although it may also form part of later sanctions. The school's response to HSB will be proportionate, considered, supportive and decided on a case-by-case basis although it is understood that in most cases a serious sanction will apply.

Malicious allegations

47. Any student found making malicious or deliberately invented accusations against staff, students, or others within the school community will face sanction. Depending upon the nature of the accusation this may merit serious sanction. Students accused of malicious poor behaviour will be entitled to support which will be actioned through the relevant pastoral office.

Behaviour which may be illegal

48. If there is suspicion that a student may have acted illegally or a crime has been committed against a student, the School will make an initial assessment of whether to report the incident to the Police. Where Police involvement is necessary the School will not interfere or conflict with any Police action however the School may continue to investigate the incident and apply sanctions where appropriate and legal. Behaviour sanctions are issued according to a civil burden of proof (balance of probabilities) rather than a criminal burden of proof (beyond reasonable doubt) meaning there may be occasions when the school may investigate and conclude the sanction on a matter that continues to be a police investigation.

Banned items

49. To maintain healthy lifestyles, good order and safety in our community, certain items are banned from the school site. Low level banned items may be possessed outside the school premises and beyond school hours, however for high-level banned items the prohibition applies to journeys to and from school, educational visits (including trips and sport fixtures), and at all times in school uniform or when undertaking any act related to the school.

Banned items include, but are not limited to:

B1 - Low level banned item If perishable, these items will be disposed of. If non-perishable these items will be confiscated for one week and returned to the student.	B3 - More significant banned items These items will be confiscated and are unlikely to be returned to the student or their family.
• Any item that is sharp/potentially dangerous, not essential and not possessed with intent to harm (e.g. spray deodorant cans, metal combs etc..) • Banned/prohibited items of clothing • Chewing gum • Headphones that are visible beyond permitted areas (including 6th Formers) • Large packs of unhealthy foods i.e. multi packs of chocolate, family sized bags of crisps • Processed confectionary that is more than 30% sugar (many cereal bars are just below this, hence 30%) • Processed fizzy drinks (any fizzy drink) • Processed sugary drinks (more than 5% sugar)	• Alcohol, paraphernalia indicative alcohol consumption and 0% alcohol imitations • Any item which is stolen or obtained illegally • Drug, smoking or vaping paraphernalia (e.g. lighters) • Fireworks, flares or similar • Illegal Drugs • Offensive materials, including digital formats • Other items raised ad-hoc during the school year and communicated • Pornographic materials, including digital formats • Vapes, Cigarettes and products containing tobacco or nicotine including snus and nicotine pouches

<i>Any other item that may reasonably be seen as low-level.</i>	• Weapons, imitation weapons, or any item designed or carried with the intention to cause harm <i>Any other item that may reasonably be seen as significant.</i>
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School actions to support this behaviour policy

Investigations and Procedure

50. In some cases it will be necessary for staff to conduct an investigation into an incident. This may include interviews with witnesses, CCTV footage, written statements and other investigations as required. When making a decision on a sanction following an investigation, a member of staff will decide, in conjunction with the school offices or the Leadership Team, and based upon the evidence gathered and on the balance of probability, what they believe to be the true account of what happened.

51. Students have a right to expect fair and consistent procedures in response to poor behaviour. Staff are trained to follow consistent protocols, taking into account students who may require an adapted approach due to personal circumstances, age and stage of development and/or SEND needs.

Searches

52. A search can be carried out if there are reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the Behaviour Policy or Student Code of Conduct. This includes searches of digital devices and phones.

53. All searches, screening and confiscation relating to banned items will be carried out in line with the statutory guidance: *Searching, screening and confiscation: Advice for schools, July 2022*. The Head, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. See the school's Checks and Searching Policy for further information.

54. In undertaking a search;

- The staff member must record in each case what constitutes reasonable grounds for suspicion (e.g. they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to be suspicious)
- A search can be made if the pupil has agreed to it, or, on the direction of the Head without consent where the evidence for possession means there is a significant risk to the education and wellbeing of the student involved or others
- A search may be conducted of a pupils' possessions including bag(s), locker and phone. A search may also involve searching a pupil's outer clothing and pockets. Outer clothing refers to garments which can be safely and appropriately removed in public without exposing underwear or may reasonably make the student feel uncomfortable.
- All searches are to be conducted in the presence of at least one member of staff who is acting as a witness meaning that at least one of the staff members present is of the same sex as the student. In the event that the search is of the pupils outer clothing the search must be performed by a member of staff of the same sex. The only exceptions to this is where the authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and there is insufficient time available to locate a member of staff who is the same sex as the

pupil.

- An appropriate location for the search will be found. Wherever possible this will be away from other pupils. The search will only take place on the school premises or, if on an off-site activity, when the student is under the legal control of School staff.
- The staff member who carried out the search must inform the DSL without delay of any incidents necessitating a search. All searches, including incidents where no items were found, will be recorded in the School's safeguarding system C-Poms.

Physical intervention/Restraint

55. Physical intervention/restraint is only to be used when all other options for de-escalating a situation have failed or when there remains a likely risk to the education/wellbeing of the student themselves, other people, or damage to property. Staff will try negotiation, diffusion and de-escalation strategies and containment in a safe area, without needing to hold, before intervention when possible. All physical intervention is to be carried out in such a way as to safeguard the student and staff's well-being and be used for the minimum amount of time possible in order to bring the situation under control. Restraint will typically be used to prevent damage to school items/premises, to prevent self-harm to the student or to prevent harm to other members of the school community.

56. The use of physical intervention in response to a foreseeable risk (e.g. physically dangerous behaviour previously exhibited by the student) will typically be used as part of a support plan drawn up in conjunction with the parents and the student. Students are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the DSL and SENCO where appropriate. Parents are informed of any use of physical intervention/restraint on the same day with every matter also being logged on the schools safeguarding system, C-POMs.

Home-School liaison

57. The School relies on the support of parents in ensuring the effectiveness of this behaviour policy. The communication and co-operation of parents and staff is vitally important in supporting and promoting good behaviour. Parents are typically informed of high-level rewards and sanctions when they are issued to students, although parents will have access to the MIS system used for day to day monitoring. Parents are usually informed by telephone or email when their child has been the subject of a behavioural investigation, and parents will be informed when a more serious sanction is to be applied. Parents may also be invited into the School to discuss the most effective approach to their child's behaviour and whether the parents can play any role in supporting their child.

Monitoring under the Equality Act 2010 and legislation

58. The school will collect data on behavioural incidents, including removal from the classroom, attendance, permanent exclusions, fixed term suspensions and internal exclusions, incidents of searching, confiscation, detentions and other sanctions. The perceptions and experiences of the school behaviour and culture for staff, pupils, parents and governors are recognised as important, and senior staff will undertake termly analysis of the monitored incidents. This analysis will include consideration of school level, age group, individual members of staff, time of day/week/term and any protected

characteristics of students. In doing so the School will meet its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them. Governors will review this policy annually.

If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

ANNEXE A - Rules for the use of mobile phones

This Annexe was created in the academic year 2025/26 and has only been amended very slightly for the 2026/27 behaviour policy. It is a temporary policy, with a full review being implemented from January 2027.

Definition: 'Mobile phone' refers to all portable electronic devices that can be used for communication [e.g. send and receive messages], access to the internet, listening to music, gaming, photography or other recording. This policy covers smart phones and 'brick' phones. It will be the Heads decision as to whether any new device is a 'mobile phone' for the purpose of this Policy. For rules regarding use of laptops or other devices refer to Annex B.

1. Aims

- Teaching and learning must take place in an environment free from unnecessary distraction or disruption. The aim of this policy is to establish the School, years 7 to 11, as a mobile phone free environment while setting out any exceptions relating to wellbeing and student safety.
- In setting these expectations, the School recognises the well-evidenced risks associated with excessive and unregulated mobile phone use, including addiction to screens, the damaging impact of social media on mental health and social relationships, the potential for theft, loss and damage, and the developmental harms caused by asynchronous, one-to-many digital communication.
- This policy therefore seeks to promote healthy boundaries around technology use and align the School with the Department for Education guidance Mobile phones in schools (19 January 2026).

2. Scope & Limitations

- The school recognises that students may be required to carry a mobile phone to facilitate parental contact in travel arrangements, determining travel-disrupted travel plans, making payments for travel or other items etc. for these reasons the School does not prohibit the carrying of phones outside of the site while in uniform.
- These rules do however apply to all students while on the School site, or while undertaking school activities including educational visits.
- The rules established differ for sixth form, as well as to certain educational visits. Expectations for sixth form reflect the increased independence and responsibility expected of them.
- Other exemptions exist for reasons of practicality where the health, personal safety, and/or security of students is a prime consideration.

3. Responsibilities

- Staff: All staff are responsible for consistently enforcing this policy.
- Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.

- Governors are involved in the monitoring and reviewing of this policy.
- Students: Expectations set out in the following paragraphs.

4. Liability

- The School does not accept responsibility for any loss or damage to a student's equipment, including mobile phone - this includes circumstances in which a student may ask a member of staff to 'hold' it for safe keeping; for example during sports.
- It is not recommended that students bring expensive technology to the school site and traditional 'brick' phones are recommended.

5. Parental Contact. Parents are reminded that contact with their child for urgent matters while on the School site will be via Reception. This is true for all academic years including sixth form.

6. Medical Exemptions. Some students may require a mobile phone to assist in the management of particular medical conditions. In these circumstances an individual plan for mobile phone use will be approved by the School and communicated with parents.

SCHOOL RULES FOR USE OF MOBILE PHONE

7. Years 7 to 11 - "off and out of sight"

- Students in years 7 to 11 must switch their phone off at the school gate and are not permitted to have an "on" mobile phone on the school site, or within school hours, except under the direct supervision of staff and when requested to do so.
- Mobile phones are to be kept out of sight while on the School site and should be stored in a bag or locker. Phones must not be on a students' person including blazer or trouser pocket.
- Devices which have the potential for communication such as laptops and tablets may be used under direct staff supervision when educationally necessary or required to meet a particular need.

8. Year 12 and 13. Sixth Form students may use mobile phones during break times and free periods. At all other times their mobile phones are to be switched off and kept out of sight. Mobile phones must only be used in sixth form spaces such as the study rooms or common room; they are not to be used in the yard or canteen.

9. Smart Watches. Specific rules for 'Smart' Watches are as follows:

- Smart Watches with cameras are not to be brought onto the School site.
- Smart Watches without cameras are permitted on the School site provided the associated device and 'smart' functions are switched off in accordance with paragraphs 7 or 8 above. If a text or similar alert is received on a watch during the

School day the watch will be confiscated, the students phone checked to ensure it is off, and a sanction will be applied in accordance with this policy.

- The wearing of any type of Smart Watch in either internal or external examinations is forbidden.

10. Photographs. Students may not use a mobile phone (or any other device) to take photographs or videos on the School site unless explicitly requested by a member of staff.

11. Misuse. Misuse of mobile phones will not be tolerated. A non-exhaustive list of misuse is provided below, and these include actions initiated outside the School site:

- Failure to adhere to the “off and out-of-sight rule”
- The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass or intimidate
- Publishing screenshots, copies of communication, photographs or video taken on School site or of members of the school community without their consent to a wider audience either on social media, or using platforms such as YouTube.
- Bullying by text, image, social media, email etc.
- The use of a mobile phone for ‘sexting’ (the deliberate taking and sending of provocative images or text messages), this includes soliciting ‘sexting’ images from others.
- Students posting material online, even their own, which might cause risk to their personal reputation or with the intention of causing harm or distress to other people.
- Making disrespectful comments, or defamatory remarks, about the School or members of the School community including staff, students, parents, governors etc.
- Deliberately misrepresenting events.

12. Use for Teaching and Learning. No student is to be disadvantaged by not having a mobile phone in school. The school has a number of ICT classrooms where all students can have access to computers which will be booked to ensure equitable access if online material is required, e.g. in the event of interactive quizzes. Teachers may allow students to use laptops and tablets under direct supervision to aid their learning, where such provision is required to meet the needs of the student.

13. Headphones. Headphones are banned on the School Site for years 7-11 unless explicitly part of an SEND profile of needs. For sixth form headphones may be used in-line with locations for mobile phones but should not be worn on the School Site while outside a School building.

SANCTIONS FOR MISUSE OF MOBILE PHONES

12. Any staff who become aware of a switched-on mobile phone are required to confiscate the item and pass it to the relevant pastoral office - based on the students’ year group. Students will be able to collect the phone at the end of the day and will receive a negative

behaviour point.

- In the case of a second offence of para 12, during the academic year; in addition to the steps above the pastoral office will communicate with home and the student will be required to hand their phone in to the pastoral office at the start of the school day and to collect it at the end for one day.
- On a third or subsequent offence, the number of days that the provisions of 12a will apply, will increase by two days each time. The following table gives further detail:
- Escalating sanctions for pre-emptive confiscation

No. of offences	Confiscation (collect at end of school day)	Device to be given to pastoral office daily for:
2nd	Y	1 day
3rd	Y	3 days
4th	Y	5 days
Greater than 4	Y	Half-term

13. Misuse as defined in para 11b-h will be dealt with as a behaviour matter and the behaviour policy applied.

ANNEXE B - RULES FOR BRING YOUR OWN DEVICE (BYOD)

Definition: *'Device' refers laptops, Chromebooks, MacBooks, netbooks, tablets, eReaders, USB storage devices and any other type of device capable of connecting to the internet or School network. For rules on Mobile Phones refer to Annexe A.*

1. The School recognises that staff and students require access to an online environment and ICT infrastructure which may not be affordable or practicable in all circumstances. BYOD can provide flexibility to the user and resource benefits to the School but must be managed securely.
2. The School allows access to Wi-Fi by personal devices (BYOD). Personal devices must not be connected to the "wired" network without explicit permission of the Network Manager.
3. The use of personal devices is always at the discretion of the School. Where personal devices are used for educational purposes, students must use such devices as directed by their teachers. Usage should not interrupt or distract from educational activity for the student, or for others using the same learning or communal space.
4. Anyone bringing their own device is expected to understand how to operate it, and any installed software. Staff should not be expected to give instructions on usage of personal devices.
5. The use of personal devices is covered by the School's Acceptable Use Policy (AUP) in the Code of Conduct.
6. Users agree not to attempt to circumvent the school's network security and/or filtering policies. This includes attempting to setup proxies and downloading programs to bypass security.
7. Any personal device used on the School premises, using the School network or accessing School resources must ensure the following to minimise risks to cyber security:
 - a. all hardware is supported by the manufacturer.
 - b. the device is running the latest supported operating system.
 - c. the device has the latest security and critical updates applied
 - d. the device is running a firewall and antivirus applications where possible
 - e. the device is not running inappropriate software running such as crypto miners, malware etc.

Any device that does not comply or poses a security risk will be denied access until it is made compliant to meet the below criteria
8. Users bring their own personal devices at their own risk and responsibility. It is their duty to be responsible for the upkeep and protection of devices.
9. The School is not responsible for:
 - a. charging of personal devices or any suspected damage caused by charging.
 - b. personal devices which are broken, damaged or malfunction while at the School or during School-related activities.

- c. storage/security of a personal device.
- d. personal devices that are lost/stolen/damaged at the School or during School related activities.
- e. maintenance or upkeep of any personal device including software updates, hardware upgrades or compatibility issues.
- f. any possible charges to an account that might be incurred during School-related activities e.g. data usage.
- g. lost or corrupted data on a device or in any server or cloud storage areas.

BYOD IN THE CLASSROOM

- 10. Use of devices in the classroom is always subject to the requirements of the specific lesson/activity and use is at the discretion of the supervising member of staff. Where devices are causing disruption to learning, even if the device has been issued by Learning Support, supervising staff are expected to request the device be switched off. Failure to comply with a request to turn off devices will be dealt with as a behaviour incident.
- 11. Students must ensure that devices are visible to staff on request and wherever possible should be flat to the table (e.g. tablets).
- 12. Students must ensure devices are used only educational purposes, aligned with the learning context set by supervising staff.

WI-FI

- 13. The school's wireless internet connection is secure and all devices connected run through the School's filtering and monitoring. These are subject to regular testing and review. Live reporting is enabled to the DSL and ICT staff for immediate review.
- 14. There are 3 separate VLANs for Wi-Fi connection; fixed staff devices, student BYOD and Visit BYOD. All are subject to the same filtering and monitoring.
 - a. Student BYOD has 100% site coverage for all student devices and any devices, including mobile phones in SF, must be connected through the Student BYOD, not on mobile data. Access to the Student BYOD is managed by radius authentication.
 - b. Staff network has 100% site coverage. Fixed devices connect to StaffNet have staff level access via Smoothwall. BYOD devices are restricted to student access filtering and monitoring.
 - c. Visit BYOD has 100% site coverage. All devices are restricted to student access filtering and monitoring.

Appendix 1 - Proposed new Phone Policy

Throughout the Winter Term 2026/27 the school will consult with families on a new phone policy, building upon the consultation work undertaken in the Summer Term 2025/26.

The policy will look to differentiate between smartphone and non-smart mobile devices, with the aim of moving students away from smartphones.

This consultation will likely result in a 'phased' ban on smartphones, rolling up over a number of years until students at least in Years 7-9 are smartphone free. That said, there are a number of considerations relating to transport that will need to be well thought through before any ban is implemented.

The Head will present the proposed policy to the Chair of Governors in November, following the consultation, with the plan to adopt this from January 2027.

Below is ***an example*** of what may be contained within the new phone policy;

	Year 7/8/9	Year 10/11
What type of phone is allowed?	From January 2027, Year 7s will be allowed a simplephone. This will be rolled up over 3 years such that by September 2028, students in Year 7, 8 or 9 will only be allowed a simplephone. At this time, we will then re-consult with Year 9 parents on continuing this into Year 10 and 11 or not. Upper years may continue to have the phones they have always had, however they are encouraged to have a simple phone as this type of phone will never be confiscated overnight.	
Where can this phone be used?	At no time may their phone be used, or seen, on the school site.	A phone may be used in Photography or Art if directed by the teacher. No other subjects. At no time may their phone be used, or seen, on the school site.
Where should the phone be stored throughout the school day?	The phone must be off and placed in the provided school phone wallet. The wallet must be out of sight and placed in either the student's bag or inside their blazer pocket. If the phone wallet is seen, the teacher will check that the phone is inside and turned off.	
What happens if the phone is confiscated? Reasons for this will be: 1/ It is seen/heard 2/ It is ever 'on' 3/ It is ever found outside the provided wallet	Simplephone: returned the same day. Smartphone: 1 week confiscation even if this disrupts travel plans for the student; they and their family must seek to make reasonable adjustments. No smartphone will be given back to any parent/carers or student until the full week confiscation has occurred.	