



POLICY INFORMATION STATUTORY

Name of Policy/Procedure: **BEHAVIOUR POLICY**
inc Statement of behaviour principles

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Reviewed by	Date	Approved
Marcia Garnett	Autumn 2020	FGB 23/11/2020
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Policy Statement and Purpose

At Ruskin Community High School, our primary objective is to ensure the safety, well-being, and success of every student. We recognise that poor behaviour can significantly hinder the ability of both students and staff to achieve these goals. Therefore, our Behaviour for Learning Policy is designed to eradicate disruptive behaviour, allowing everyone to focus on what matters most—learning.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in school
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive interventions, including use of reasonable force, in schools
- Supporting students with medical conditions at school
- Behaviour in Schools 2024

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Inclusivity and Equity

We are a fully inclusive school, where every student, regardless of any barriers to learning, is valued and supported. Our policy is rooted in fairness and equity, ensuring that all students have equal opportunities to succeed. We understand that every child has unique needs, and our approach is to provide tailored support while maintaining high expectations for behaviour. By promoting positive behaviour, we create an environment where every student can thrive and achieve their potential.

This policy is based on statutory guidance from the Department for Education:

Expectations

Ruskin Community High School is underpinned by our Core Values of Respect, High Aspirations, Confidence and We are a Community.

In order to achieve this we have developed our Pastoral Journey which clearly indicates the stages of development throughout your child's journey at Ruskin Community High School, this encompasses both personal development and academic success.

Whether in a lesson, out and about in our local community or during social time or lesson changeover, all students at Ruskin Community High School are expected to demonstrate our Core Values.

Rights and Responsibilities

Our behaviour policy will work best when it is supported by parents, carers and guardians. To create a positive and productive learning environment, we expect all students to follow the behaviour policy. Similarly, we expect parents/carers to support the school's implementation of the policy. We are extremely aware of the need for reasonable adjustments and individual circumstances and therefore it is essential that Home and School operate as a team. If a parent/carer feels we have acted unfairly, we will be happy to discuss this with them privately in a professional and cooperative environment.

Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs
- Recording behaviour incidents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform school of changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

Students are expected to adhere to this policy

Developing Positive Behaviour

Students and Staff will be inducted in the standards and routines of the school shortly after joining the school, and often on their first day in the school. For members of staff this will be done during directed CPD training time, for our students this will be done through assemblies and sessions with their form tutor.

Standards and Routines will be revisited throughout the year, with regular reminders on the expectations of how staff and students should conduct themselves. Through these sessions staff and

students will become confident in how they can positively contribute to a safe and effective learning environment that everyone can flourish in.

Recognition

At the heart of Ruskin Community High Schools ethos is celebration. As such, we not only recognise but promote good behaviour as we believe this is the foundation for success. We may do this through a combination of acknowledging good achievement, positive behaviour and regular attendance to school.

All staff are expected to praise students with frequent use of encouraging language in lessons and around school so that positive behaviour and regular attendance is recognised. All staff are expected to award positive points on Class Charts relating to the school Core Values and also award a 'Star of the Lesson' each lesson.

- Class Charts positive points
- Star of the lesson
- Positive postcards
- Golden Tickets
- Phone calls to parents
- Weekly Celebration during assemblies
- Half termly Celebration assemblies
- End of year/term school 'rewards' trips
- Rewards Trips
- Notice boards celebrate students' successes.

Students' positive behaviours and contributions to wider school life are recognised and celebrated in a variety of ways this may also include;

- The school Newsletter includes reports of positive achievements throughout the school.
- Several celebratory prizes for 100% attendance and improved attendance
- Recognition in our half-termly celebration evenings and coffee mornings where parents are invited to celebrate students' success both academically and through wider school commitments such as extracurricular activities
- Rewards and recognition through House assemblies and competitions through our half termly house weeks
- There are half-termly rewards to recognise achievement, behaviour and attendance.

NB: Eligibility for the rewards trips will be based on attendance, punctuality, behaviour and effort, staff discretion is always used to support this process.

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class on support timetable
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a curriculum leader/YAM

- Letters or phone calls home to parents
- Putting a student 'on report'
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We may use the Inclusion Centre in response to serious or persistent breaches of this policy. Students may be sent to the Inclusion Centre during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention, refuse or walk away from staff will be sent to the Inclusion Centre.

The Inclusion Centre is managed by Stephen Hartley. If students do not meet expectations and poor behaviour persists alternative provision at another school or suspension will be issued. On return from alternative provision or suspension, students will complete a day in the Inclusion Centre.

We may use the Internal Alternative Provision when other sanctions have failed to improve a students' behaviour and they are at risk of permanent exclusion from the school. More information regarding the Internal Alternative Provision can be found in the **Alternative Provision Policy**.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site or brought the schools reputation into disrepute when representing the school, such as on a school trip or on the bus on the way to or from school.

Expectations Around the School

Essential Items:

In order for students to attend school each day ready for learning, they must bring with them their 'essential items' as detailed below. This is an expectation of every item, every lesson, every day. Failure to come to school with a full basic kit will result in behaviour points and sanctions. Many of our essential items are able to be purchased at student services.

- School bag (black rucksack where possible)
- A pencil case which includes:
 - Black pen
 - Green pen
 - Pencil
 - Ruler
 - Highlighter
- Mathematical calculator
- Student Handbook
- Core Knowledge Questions where needed (KS4 for some subjects)

Our student Code of Conduct outlines students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

School Uniform

We place great emphasis on the appearance of our students and uniform is an integral part of the custom and character of the school. Our expectation is that students not only wear school uniform but look smart when they are doing so.

Students are expected to always wear full school uniform and ensure they adhere to uniform guidelines. Refusal to follow school uniform rules may result in the student being placed off timetable with their Form Tutor or in the Inclusion Centre for persistently not adhering to uniform expectations. Students who repeatedly fail to meet the school's uniform expectations are at risk of suspension.

Please consult the Ruskin School Uniform Policy for all information regarding uniform.

Transitions around School

We believe that orderly and purposeful corridors are the most effective way to ensure our students are happy and safe when in school. They are an important part of our ambition for our students to get the best possible outcomes as they ensure a minimum amount of learning time is lost through students travelling between lessons and around the school. We therefore expect our students to be courteous to others in lessons when travelling around our school building and students who fail to meet this expectation will be sanctioned with a detention.

Mobile Phones, Smart Devices and Headphones

Mobile Phones, Smart Devices (including watches) and headphones are not allowed to be seen on the school site at any time of the day and must be placed in a phone pouch given to the students by the school.

Please see the appendix at the back of this policy, giving all information regarding mobile phones and the use of phone pouches at Ruskin Community High School.

Punctuality

Punctuality is essential for the success of all our students and therefore if a student arrives late to school, after 8.40am they will be issued with a sanction. This will be a 10 minute detention held at breaktime the same day for students who arrive after 8.40am but before 9.09am. Students who arrive after registration closes at 9.10am will receive a 30 minute same day detention to be complete at 3.00pm. Parents/carers will be informed if your child is issued a late detention before 12.40pm, if students fail to attend their detention the sanction will escalate to a day in the Inclusion Centre.

If a student has two or more late to lessons in one day, they will receive a 30 minute after school YAM detention the following day.

Inappropriate items brought into school

Ruskin Community High School has a zero tolerance policy towards any weapons being brought onto or into our school site. This for example, could be any type of knife. Any child who is suspected of

having brought a dangerous item onto school premises will have their belongings searched. Students who have brought any type of weapon onto school premises are likely to be permanently excluded.

Drugs

Drugs, cigarettes, vapes and any associated paraphernalia or dangerous items are banned from school. If a student endangers the welfare of our students and staff by bringing drugs or dangerous items onto our school site or if a student is found to be supplying or distributing illegal substances and/or any items deemed to be drug paraphernalia, there will be a significant sanction, including potentially permanent exclusion, and the police informed. Students are reminded about this rule throughout the year. Any concerns that staff and/ or parents have regarding students using drugs outside of school will be referred to the Safeguarding team.

The police may be informed in all cases where reasonable suspicion of possession or use of illegal substances has taken place. The school may take advice from the LEA and the Cheshire Healthy Schools Partnership. (see policy on Illegal Drugs, Solvent Misuse and Drugs Education)

Sexual Abuse and Harassment

Sexual harassment of any kind will not be tolerated at Ruskin Community High School. This includes all 'Non – contact' and 'Contact' forms as outlined by the 'Review of Sexual abuse' Ofsted June 2021. Allegations of sexual harassment will be fully investigated by either YAM/SLT and where necessary seriously sanctioned. This may result in a suspension and possibly a permanent exclusion.

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Homophobia and Transphobia

Homophobia and Transphobia are a hate crime and will not be tolerated at Ruskin Community High School. Allegations of homophobia and transphobia will fully be investigated by either YAM/ SLT. If it is decided that a student has made homophobic or transphobic comments or who is found to be promoting any type of homophobic or transphobic bullying, they will be seriously sanctioned. This may result in a fixed term exclusion and possibly a permanent exclusion.

Racism

Racism is a hate crime and will not be tolerated at Ruskin Community High School. Allegations of racism will fully be investigated by either HOY/ SLT. If it is decided that a student has made racist comments or who is found to be promoting any type of racist bullying, they will be seriously sanctioned. This may result in a suspension and possibly a permanent exclusion.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. If a student is found to have made a malicious allegation against a member of staff, then the parents/carers of the students will be invited to a meeting to discuss the details leading up to it and a sanction may be issued.

Isolation in the Inclusion Centre or suspensions will be used as sanctions for malicious allegations, however where staff agree, restorative meetings will take place. Decisions will be made by the Headteacher once they have considered issues of severity, previous similar behaviours and safeguarding.

Please refer to our policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

Drinks Policy

Due to the high level of sugar contained in fizzy drinks/energy drinks/sports drinks and the impact this can have on a student's behaviour, these drinks are not allowed on the school site. If found, they will be confiscated. Ruskin Community High School encourages a water only approach to drinks and water fountains are placed around the site to support this. Students must bring a suitable bottle to use these fountains as cups and bottles are NOT provided for them.

Selling

Selling items to other students is illegal. If students are found to be doing this, the items will be confiscated and the profits given to a selected charity.

Expectations outside of School

At all times when students are wearing our school uniform (or can be identified as a Ruskin student) they are ambassadors for the school and must act; accordingly, this includes trips and visits, sporting fixtures and also when travelling to and from school.

Misuse of Social Media

Students are regularly informed and reminded about the dangers of social media and their responsibilities in using and accessing it. Therefore, it is assumed that any student who is responsible for any type of misuse of social media is fully aware of their actions, even though they may have carried it out when at home or at the weekend. Students will therefore be sanctioned accordingly if 'Restorative Justice' is not appropriate. Misuse of social media includes but is not restricted to the following;

Cyberbullying

- Sexting
- Verbal abuse of students and/ or staff
- 'Liking' any image or post which causes upset

- Posting any image which causes upset
- Posting any image without a person's knowledge and/ or consent
- Posting images and comments which demonstrate illegal and/ or inappropriate activity

Ruskin Community High School has the legal power to sanction students whose behaviour outside the school premises disrupts the learning environment in school or brings the school into disrepute. For example, using Social Media at home, may cause upset to someone in school during the day.

Consequences

Although at Ruskin Community High School we do everything we can to mitigate the need for consequences and sanctions, we know that students do make mistakes. If a student's conduct falls below the expectations laid out in this policy (including expectations inside and outside school) the following consequences would apply:

The school will work tirelessly to ensure every possible option of support is offered and provided to our students who are struggling to be the best version of themselves. However, we will take difficult decisions where the common good of our students is compromised. There are a variety of sanctions which may be used for any student depending on the severity of the situation. These sanctions are listed below and a guide to when they may be applied.

Behaviour points: These are issued via the Class charts system and are monitored by Form Tutors, Year Achievement Managers and Heads of department. Some behaviour points are also issued with a sanction depending on the specific behaviour.

Detentions: These are issued for breaktimes, lunchtimes or after school depending on the seriousness of the incident. These will run every day, unless notified in advance. It is school policy to try to give fair notice for after school detentions; however, the Headteacher reserves the right to issue no notice detentions in specific cases.

NB. Teachers will not adjust detention times to suit the student's 'after school' availability. Students must rearrange their after-school commitments to ensure they can serve any detentions incurred. If students fail to attend detentions further escalation will occur and may result in working in the Inclusion Centre.

The Inclusion Centre: This is an internal exclusion unit where a student will work in silence and not be allowed out during break and lunchtime. The Inclusion Centre is also used following a suspension or period at an alternative provision as part of their reintegration back to school.

Suspensions: Only the Headteacher, or acting Headteacher, can suspend a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. A reintegration meeting will also take place between the parent/carer, student and Year Achievement Manager or SLT. More information about when a suspension may be issued can be found below. Please refer to the Exclusion Policy for more information regarding suspensions and permanent exclusions from school.

Permanent Exclusion

Permanent exclusion is a last resort. A Headteacher may decide to permanently exclude a student for persistent disruptive behaviour, where despite the school's best effort, a student insists on breaching the school's behaviour policy. A permanent exclusion could also be the consequence for a first 'one off' offence, based on the severity of the behaviour. One off offences may include:

- Serious actual or threatened violence against another student or member of staff (including online threats or abuse)
- Assault on a student or member of staff
- Sexual abuse or assault
- Supplying or using an illegal drug
- Carrying an offensive weapon (including any article made or adapted for causing injury)
- Serious one off incidents including 'Hate' incidents / crime or bullying

Further information on permanent exclusions can be found in the Exclusion policy.

Further Intervention and Support

We recognise that some students may require a higher level of support to enable them to 'get it right'. These students will have been given the same chances and support as other students but continue to disrupt the school community either in or outside of lessons. Students who fit into this category may be directed to one or more of the following;

Behaviour and intervention reports: Due to the many individual circumstances that can affect a student's behaviour, the decision to place a student on a behaviour and intervention report, remains at the discretion of the student's Year Achievement Manager, or a member of the Senior Leadership Team. However, as a guide, students who accrue more than 20 behaviour points in a 3-week period are highly likely to be placed on a Stage 1 report. Students returning from a suspension are also highly likely to be placed on a Stage 2 report for a two-week monitoring period.

Reports last two weeks in the first instance but may be extended by one week if the Student's Head of Year feels it is appropriate. Students who fail to meet the targets agreed at the start of the reporting process, will be escalated to the next stage of report.

A list of our reports can be found below;

- Stage 1 Report to Form tutor
- Stage 2 Report to Head of Year
- Stage 3 Report to a member of the Senior Leadership Team
- Positive Report Card – usually triggered to support a student in shifting their focus from defiance and poor behaviour to celebration and success as appropriate
- Subject Reports – led by Heads of Departments for behaviours in a specific subject area

We expect students who have successfully passed a behaviour report to continue to meet our school rules for a sustained and continuous period and they will therefore be monitored closely by their Year Achievement Manager/SLT.

Short Term Alternative Provision: These involve a student continuing their education in a supervised setting at an offsite location for up to a maximum of 5 days within the local area. Students will be placed at other schools in the local authority. If a student does not attend the Alternative Provision, they will be marked as unauthorised absence.

Behaviour Panels: These are formal meetings held with the SLT, YAM and Governors on specific issues in school. If a student is persistently failing to meet our school rules and/or has acted in a way that causes concern, they may be requested to attend a panel to discuss the behaviour or incident. Parents

will be invited to these panel meetings in order to discuss the student's future at Ruskin Community High School.

Long-Term Alternative Provision: Where there is the option to use an alternative provision to further support a student's welfare and behaviour, then this will be fully explored. Additionally, the Headteacher reserves the right to direct alternative provision as an alternative to a permanent exclusion or by way of respite provision for students who are risk of permanent exclusions.

Parental Meetings: Where there is a lack of improvement in a student's behaviour, parents will be invited to meet with their Year Achievement Manager or a member of the Senior Leadership Team. This will be an opportunity to explore if there are any barriers to the students being able to meet the school behavioural expectations and whether there is any further reasonable support that can be made by the school.

Everyone who attends a meeting in school is expected to act in a professional and reasonable manner during meetings. Whilst there may be challenges of decisions made, this must be done in a courteous and respectful way. All parties are expected to act with the best interests of the child. Swearing, intimation, verbal or physical aggression will not be tolerated by Ruskin Community High School staff. If this occurs the meeting will end immediately, and parents/carers must leave the school site without delay. They will be contacted via telephone to discuss a way forward; this may involve another meeting when tempers have calmed, or it may involve a ban from the school site for an individual.

The school does not allow parents/carers or third parties to record parental meetings. Anyone secretly filming or recording a meeting will be banned from attending the school with immediate effect.

Supporting Students with SEND

Our inclusive policy ensures all students have the opportunity to learn in a safe environment, rules and strategies are clear to avoid ambiguity. Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carers and student.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Child on Child Abuse

Ruskin Community High School is committed to ensuring a climate of safety for all students by challenging inappropriate behaviour between peers. We have a zero-tolerance approach of all forms of child-on-child abuse. For more information of Child-on-Child abuse, please see page 37 of the Child Protection and Safeguarding Policy.

Searching, Screening and Confiscation

The Headteacher and staff have a statutory power to search students and possessions if there are reasonable grounds to suspect students have prohibited items. All authorised staff will be up to date with screening and searching procedures as laid out in government guidance. When conducting searches, the Headteacher will consider the age and ability of students and make reasonable adjustments where necessary. Where possible searches will be conducted with the student present

and away from other students (unless there is reason to believe that significant harm could happen if we wait).

The school can search a student for any item with their consent and in their presence (e.g. turning out pockets / looking in bags). Staff have the power to search (without consent) if they have reason to believe a student possesses any of the following items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes
- e-cigarettes
- lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Searches will be carried out by two authorised members of staff of the same gender as the student, and with the student present as a witness. We will not complete searches that require physical contact or use of force and will contact parents/carers or the police if we feel this is required. In all cases, only outer clothing will be searched (pockets, bags, shoes etc). No member of the school community will conduct a search that reveals a student's underwear or skin (beyond shirt sleeves). Students will be asked to take all items out of pockets, bags, shoes etc. The member of staff will only look in items off the students' body, e.g. bag or blazer. If there is still concern, parent/carers will be called.

Staff will confiscate and retain a student's property if it is a banned item or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal, the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson
- returning the item to the student at the end of that day
- escalating the issue to a member of the year team / senior leadership team
- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

If a student refuses to be searched, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Power to use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a student from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among students at the school, whether during a teaching session or otherwise

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school have a duty to record any incidents of a member of staff using force on a student. Staff will be required to do this on CPOMS, our safeguarding record keeping system. This must include the time, location, approximate duration, an account of the incident, an account of what type of reasonable force was applied, the degree of force, details of any physical injuries sustained, why the use of force was assessed as necessary and any post incident support, e.g. if medical treatment needed.

The school also must ensure the parent/carer of the student involved is notified as soon as practicable after the incident. This should happen on the same day. They must give the following information:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

Seclusion - a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such

circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in the same way as any incidents of a member of staff using force on a student, as above.

Staff understand the importance of minimising the need to use restrictive interventions, such as through prevention and de-escalation. Staff should consider the following whole school approaches:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Staff should also consider the following Individual approaches:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers
- giving pupils time, space and strategies to calm down before their behaviour escalates

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.
- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, students who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Ruskin staff will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, we will consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

This information should form part of the students SEND Plan and shared with students. Staff who know individual students well should be utilised to manage the risk of challenging behaviour occurring, reducing the likelihood of restrictive interventions being used.

The school should provide support to both students and staff if an incident has occurred where restrictive interventions has been used.

Behaviour Procedure – Sanctions

To ensure that behaviour is managed appropriately and consistently all incidents regarding students not meeting expectations will be investigated and appropriate sanctions will be given.

Behaviour	Sanction
Abuse to staff - Verbal abuse including, personal comments, derogatory comments, inappropriate comments and swearing. - Threatening behaviour directed at staff - Using violence with intent to harm	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre - Alternative Provision - Suspension

<i>(NB includes: loud enough for staff to hear or directly towards staff)</i>	
Abuse to peer - Verbal abuse including, personal comments, derogatory comments, inappropriate comments and swearing. - Threatening behaviour directed at staff - Using violence with intent to harm <i>(NB includes: loud enough for staff to hear or directly towards staff)</i>	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension
Bullying - Calling other names - Taunting/pushing - Using physical violence as part of bullying This is recorded as a separate incident.	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension
Sexual Misconduct Includes verbal comments, humiliation, threats and physical sexual misconduct	Scale 1-5 days Suspension <i>Permanent Exclusion</i>
Smoking/Vaping/Alcohol - Smoking/vaping on school site - Consumption of alcohol on school site (possession and or drinking)	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension
Drugs - Possession on school site - Supplying of drugs on school site	Scale 1-5 days Suspension <i>Permanent Exclusion</i>
Racist/Sexist/Homophobic/Transphobic - Comments towards peers and staff - Behaviour/incitement towards others	Scale 1-5 days Suspension <i>Permanent Exclusion</i>
Dangerous Behaviour Including any form of behaviour deemed to cause concerns for safety of themselves or others - Unsafe behaviour in lessons - Unsafe behaviour at social times NB: Including being physical towards other students	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension
Weapons Any object or item that could be perceived as a weapon bought on school site but also includes: - Air rifle (in school) - BB gun (in school) - Knives (in school)	Scale 1-5 days Suspension <i>Permanent Exclusion</i>
Mobile phone use and electrical devices including - Smart watches - Air pods <i>School operates mobile phone pouch policy (see Appendix 2) All students should place their</i>	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension

phone and other electrical devices in a Yondr pouch at the start of everyday and should not remove them until they go home. A student will receive a sanction if: - They are seen using their mobile phone at any point of the day - Their phone pouch is damaged or has been tampered with (through damage to the case or trying to unlock with magnets not from school) - They repeatedly forget their pouch or lose it - They bring in another mobile phone or use another device to mimic their mobile phone The student will go immediately to the Inclusion Centre if a phone is seen or heard or repeatedly forgotten/lost <i>NB: Refusal to follow requests to hand over items will result in suspension from school. Parents will be asked to pay a £15 replacement fee for any damaged or lost pouches</i>	
Refusal to follow instructions - Walking away from staff - Refusal to cooperate - Refusal to go to Support Timetable	Scale 1 day Inclusion Centre 2-5 days Inclusion Centre Alternative Provision 1-5 days Suspension

Incidents must be written up on Class Charts by the end of that school day at the latest.
For action by: Year Achievement Manager (YAM)

NB: Only YAM's or SLT can put students into the Inclusion Centre. This is important to maintain consistency and liaison with Steve Hartley should take place by 4pm. Parents will be contacted by YAM following any incidents where students are placed in the Inclusion Centre, alternative provision has been found or a suspension has been issued.

Incident Statements

When required, students will be asked to provide an incident statement giving their version of events that have occurred. Students do not have to do this, but incident statements from students directly involved and those who have witnessed events give all students the opportunity to have their say and they also support staff in determining what has happened.
Statements will be kept for the following period:

Sanction	Period Statements Kept
Detention	Until the end of the half term
Day in the Inclusion Centre	6 months
Day at Alternative Provision	6 months
Suspension	Kept on the student file for the duration of their time at Ruskin

Permanent Exclusion	Kept on the student file for the duration of their time at Ruskin until Permanent Exclusion finalised
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Classroom Strategies and Expectations

In the classroom students are expected to treat everyone with respect. To support students to do this the following strategies are in place

1. Teachers will make clear to all students the learning expectations of the classroom; independent silent study, respectful whole class listening and quiet partner work
2. Teachers will use non-invasive methods to correct poor behaviours before directly speaking to individuals through our choice, chance, consequence system.
3. A verbal warning will be given to students before any sanction is given
4. Students who continue to disrupt the learning environment will be removed from the lesson*

* students who create a serious risk to the learning or safety of other students or themselves will be removed from the classroom immediately

Ruskin Community High School Behaviour Systems are based on the Ruskin Core Values.

Ruskin CORE Values



Our students demonstrate **respect**, **kindness** and **tolerance** of people from all beliefs, cultures and backgrounds. All areas of our school life are designed to **educate**, **celebrate** and **appreciate** our diverse school community and beyond. By promoting **independence**, we empower our students to build high levels of **self-respect**, allowing them to recognise and value their own **strengths**, and also to accept and act upon any areas of **development** that they have.



Through all of our lessons, we facilitate students to retain **deep knowledge and understanding**, thus enhancing students' confidence in their own abilities.

We consistently provide support to develop our students into **confident communicators and readers**.

Our students are encouraged to be **inquisitive**, **self-assured** learners who value and are **actively involved** in their education and development.



Through embedding **careers** and **work-related learning**, we promote a **value of education** and an understanding of its context for our students' futures both in a local and national context.

We want our students to demonstrate **ambition**, **adaptability** and **resilience** in all aspects of life

We encourage students to **be the best that they can be** and offer students a **multitude of opportunities** to maximise their potential.



Within our caring and **supportive** learning environment, we focus on **building strong relationships** between staff and students, meaning that all students **thrive and develop**, both inside and outside of the classroom.

Effective classroom management

Lessons at Ruskin are sacrosanct and are to be protected from disruption.

To implement our school behaviour policy, we all strive to further improve students' behaviour for learning by: -

1. Placing an emphasis on attendance in lessons, learning and progress (every member of our community has a responsibility for this).
2. Use lesson monitor data and other key indicators of under-performance such as behaviour and attendance records to intervene early to prevent regression in progress.
3. Rigorously and consistently apply the school behaviour policy and consequences/rewards.
4. Reward good learning behaviour and celebrate academic success and progress of individuals.
5. To meticulously monitor the progress of all students and intervene when any student is making less than expected progress to ensure appropriate action is taken to get them back on track.

Ruskin behaviour expectations are posted in all classrooms and are in the school planner. The Core Values are in the planner, displayed around the school and communicated in assemblies, through PSHCE and all aspects of school life.

All teaching staff are expected to follow the 'Chance, Choice, Consequence' system in lessons and adhere to the following classroom routines:

Teacher Classroom Routines

- Line students up outside the classroom.

- In silence, students should enter the classroom and stand behind their chairs.
- Check uniform – including chewing gum and jewellery (you may have done this outside your classroom depending on space).
- Ask students to get their equipment out in silence and complete an equipment check.
- Students should sit down in silence and complete the retrieval task you have set for them.
- Monitor behaviour and expectations closely in lessons, following the **Chance/Choice/Consequence** system.
- At the end of the lessons, award one student the '**Star of the Lesson**'. Ask students to stand in silence behind their chairs.
- Dismiss students in silence from your door and see them onto the corridor. All staff must step out onto the corridor at lesson change over.

Star of the Lesson

- At the end of every lesson, one student should be awarded the 'Star of the Lesson'.
- Class Teachers should inform their class or who this is and award it using the 'Star of the Lesson' button on Class Charts.
- 'Star of the Lesson' is worth 5 points of Class Charts. Please only award one 'Star' each lesson.

Form Tutor Routines

As well as the Teacher classroom routines, form tutors should:

- Meet students on the yard and ensure they are lined up in silence. Take students into school, collecting the black folders from outside the main office.
- Check students have all of the correct equipment for the day and complete a thorough uniform check.
- Give daily reminders about behaviour and uniform expectations and also reminders about toilet use and filling up water bottles (break/lunch only).
- First point of contact with parents/carers. Please liaise with YAMs for further support/guidance.

Using Code 1 / Support timetable

For low-level disruption students **must** be given the opportunity to correct their behaviour before using the Support Timetable, using the **Chance/Choice/Consequence** system. Only if the student fails to respond should further action be taken.

Where reasonably possible, for low level disruption, **support from Curriculum/Subject Leader or a colleague from within the department should be sought**. If staff know they have a troublesome student in their class, **a pre-arranged plan of departmental support should be used**. Parents/carers must be informed of this.

If no other support is available and the low-level disruption continues, Code 1 should be called and the Support Timetable should be used.

Once a student has been removed due to poor behaviour/low level disruption, **it is the teacher's responsibility to apply a curriculum area sanction** which should involve contacting parents. The incident must also be logged in Class Charts by that member of staff and copied to the Curriculum Leader.

For incidents of a more serious nature Code 1 should be called immediately

Code 1 Response

When Code 1 arrive at a classroom, at least one of the following actions will take place:

- Removal of the student to another classroom on Support Timetable.
- Removal of the student to YAM or SLT if on YAM/SLT report.
- Removal of the student to the Remove Room.
- If a student refuses to leave the classroom, Code 1 has the authority to ask the rest of the class to leave the classroom and ask for the class teacher to take them to the nearest free classroom. Code 1 may then request further support from the Curriculum Leader or SLT if the student they are called for persistently refuses to leave.

Chance, Choice & Consequence System

Chance (warning)	Choice (second warning)	Consequence
Student: I am not following the Core Values and need to change this. Teacher will inform the student that their behaviour is not following the Core Values (explain which one) and why, and inform them that this needs to be changed.	Student: I am still not following the Core Values and it is disrupting my learning/the learning of others/impacting on the social time of others Teacher will explain to the student that they have a choice to either improve their behaviour/attitude relating to the Core Values or be given a consequence. Make it clear that they have now been given a choice. Negative 'Choice' point to be awarded.	Student: I have been unable to follow the Core Values and I therefore will have a consequence for this. The student will receive either: An Immediate Sanction: This could be a detention set for that day, removal to Support Timetable, removal to the Remove Room, removal to a designated member of staff (e.g. YAM/SLT) A Delayed Sanction: Detention set for another day, a phone call home, meeting with parent/carer More serious consequences as always will be time in the Support Centre, a suspension, a period of time at another school (alternative provision).
Everything MUST be logged on Class Charts using the correct Core Value		

Examples of next steps to improve behaviour in lessons and build positive relationships:

- Move student seat/change seating plan
- Phone call home
- Detention (Break/Lunch/Afterschool)

- Discussion with Curriculum Leader
- Use of Support Timetable
- Parental Meeting
- Temporary removal to another class within the department
- Class/student report

Positive	Negative
Confidence	
Excellent Participation Excellent Perseverance Courageous Verbal Participation	Insolence
High Aspirations	
Outstanding Contribution Good piece of classwork/homework Above and Beyond Outstanding Contribution Ready to Learn Excellent Progress Using Initiative Excellent Effort	Lack of Homework Lack of Effort Lack of Equipment Late to Lesson Incomplete Classwork Uniform Issue No PE Kit PE Kit Fault Missed Detention YAM Report Targets not Met YAM Report Lack of HOmework
Respect	
Helpful Excellent Uniform Correct Equipment Polite Caring	Not Meeting Expectations (Add comment) Dangerous Behaviour Physical Aggression to Peer Physical Aggression to Staff Verbal Abuse Peer Verbal Abuse Staff Disrespectful Behaviour Threatening Behaviour Refusal to Follow Request Fighting Rude Truancy

	Poor Behaviour Inappropriate Actions
Community	
Kindness Good Citizenship Random Act of Kindness Excellent Team Work Extra-Curricular Participation Community Events House Point Ruskin Expectations	Poor Behaviour to/from School Poor Behaviour Educational Trip/Visit Poor Behaviour Extra-Curricular Bullying Incident Racist Incident Sexual Harassment Smoking / Vaping Use of Mobile Phone Damaged Phone Pouch Lost Phone Pouch Tampering with Phone Pouch Chewing Vandalism to School Site Theft Homophobic Incident Transphobic Incident Sexist Remarks Disruptive Behaviour Sexual Assault Possession of Illegal Substances
 Star of the Lesson	Star of the Lesson must be awarded at the end of each lesson.
 CHOICE	If a student gets to the 'CHOICE' stage, they must be awarded a 'CHOICE' negative with a reason why.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. See the school Mental Health and Wellbeing Policy.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Regular monitoring through Class Charts by Year Achievement Managers and SLT ensure they are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching, with bespoke mentoring sessions on targeted behaviour areas
- Short-term behaviour report cards
- Long-term behaviour plans
- Use of the Inclusion Centre
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. All staff will be completing the Trauma Informed Schools training during the 2023/24 academic year, as the school

works towards becoming a Trauma Informed School. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

Training

Behaviour management also forms part of continuing professional development throughout the academic year.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing body every year. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti Bullying
- Equality Statement and Objectives
- Health and Safety
- Child Protection and Safeguarding
- Special Educational Needs
- Student Mental Health and Well-Being
- Suspension and Exclusion Policy
- Alternative Provision

Appendix 1. Written Statement of Behaviour Principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2 – Mobile Phone Free School – Yondr Pouches

Background

At Ruskin Community High School, we are committed to creating a learning environment where every student can thrive. Our young people are growing up in an increasingly complex world, living their lives on and offline. This presents many exciting opportunities - but also academic, emotional and social challenges. Our goal is to promote a focused and distraction-free learning environment whilst encouraging responsible use of technology. To support this, we have introduced a mobile phone pouch to ensure we have a mobile phone free school.

We believe that every student deserves the chance to experience a phone-free education. Phone pouches provide a simple and secure way of supporting this approach across our school. This approach provides a balanced solution, ensuring young people retain possession of their phones while minimising distractions during school hours. The pouch helps foster social interaction, improve focus on learning, and reduce stress associated with phone use, all while maintaining communication for families during travel to and from school.

Student Phone Policy & Guidelines

Our school is a phone-free community. Each student will be assigned a personal Yondr Phone Pouch and they are responsible for bringing it to school daily and keeping it in good working condition. **Phones and wearable tech will be secured in the pouch upon arrival and remain there until the end of the school day.**

Daily Process

Upon arrival, students will:

- Turn their phone off.
- Place their phone and any wearable technology inside their Yondr phone pouch and lock it **during the form time line up, in the presence of their form tutor.**
- Keep the pouched phone with them throughout the school day, and store it in their bag.
- At the end of the school day, students will unlock their pouch at one of the magnet boxes by the two exit points, retrieve their phone and tech, and re-close the pouch to protect the locking mechanism from damage. Pouches must be brought to and from school each day.

Note: Students arriving late or leaving early must pouch or unpouch their phones at the main office.

Procedures and Sanctions

Late Arrivals/Early Dismissals

Students arriving late or leaving early must pouch or unpouch their phones and wearable tech at the main school reception.

Forgotten Pouches

If a student forgets their pouch, their phone will be collected and securely stored in the office and parent/carers asked to collect. Parents/carers will be contacted and reminded of the procedures. Repeated instances will result in the pouch being treated as lost and a replacement fee of £15 will be charged and the student will receive a day in the IC.

Phone Use During the School Day

If a student is found in possession of a phone **outside of their pouch** on school site, the phone will be confiscated and stored in the main office. The student will then have to go to the Inclusion Centre for the equivalent of one full day. Parent/carers must then collect the phone from the main office.

If a student refuses to hand their phone over, they will be suspended from school for one day.

Bag searches may be conducted if teachers have concerns that a student has a mobile device on them that hasn't been secured into their pouch. Students will be asked to remove their belongings from their bag and blazer. Any searches by staff will be completed in pairs.

Damaged Pouches

Any attempt to tamper with the phone pouches system, including use or possession of high-strength magnets will be treated as a **serious offence**, potentially resulting in a replacement fee of £15, confiscation of the device until a parent/carers picks it up and suspension.

If accidental damage occurs, students must report it immediately. If damage is discovered during checks and has not been reported, it may be considered **intentional**.



The following may indicate intentional damage:

Ripped or cut fabric

- Bent or cut pin
- Signs of force to the black locking mechanism
- Pen marks inside the pouch
- Pouch opening without a station
- Scuff marks on the black ball

The pouch should not be used as a replacement for a protective case and/or screen protector on mobile device.

School Trips

Handheld unlocking stations will be taken by staff on school trips. This will only be needed in an emergency as unlocking stations will be available at school on arrival back to school.

Students without a Mobile Phone

A log will be kept of all mobile phones and cases for each student. If a student says they do not have a phone, this will be checked by the school contacting parents and requesting for them to sign a declaration that they do not have a phone and will inform the school if they do have one in the future.

Emergencies and Safeguarding

Communications During the School Day

Parents/ carers who need to contact their child during the school day should do so via the **school office** on 01270 560514. We will then pass this message onto your child.

Medical Conditions

Students who require access to their mobile devices for specific medical purposes will be provided with a medical pouch. These medical conditions include but are not limited to: Diabetes type 1, medical impacts and the use of pacemakers.

Emergency Procedures

In an emergency, the priority is for students to follow school safety procedures under staff guidance.

Unauthorised phone use during such situations may:

- Delay emergency responses
- Spread misinformation
- Put students and staff at increased risk
- Disrupt coordinated safeguarding measures

Emergency communications will be managed through the school. When it is safe to do so, students will be able to unlock their pouches, either at the unlocking stations by the exits or using one of the portable unlocking stations that staff will have.

Refusing to Use a Phone Pouch

If a student brings a mobile phone to school and they or parent/carer refuses to use a pouch, they will not be permitted to bring their phone into school. The school will require a signed declaration from the parent/carer to state that this is happening. If they are found to have their phone on them, the phone will be confiscated, parent/carer must collect and the student will go to the IC. If they refuse to hand the phone over, they will be suspended from school. If the student is repeatedly found with a mobile phone on them, they will spend a prolonged period in the IC or they will be suspended from school.