



AVANTI SCHOOLS TRUST

Avanti House School Behaviour Policy

December 2020

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CONTENTS

School Behaviour (Behaviour for Learning)	3
1. Statement of Intent	3
2. Context	3
3. Monitoring, Reviewing and Evaluating our Practice	3
4. Principles	4
5. Standards	5
6. School Procedures	6
I) Celebrating Success	6
II) Consequences	7
III) Restorative Justice	7
IV) Behaviour Reports	8
V) Detentions	9
VI) Seclusions (Internal Exclusions)	10
VII) Fixed Term Exclusions	10
VIII) Pastoral Support Plan (PSP)	11
IX) Permanent Exclusion from School	12
7. Behaviour and Conduct Outside of the School Grounds	13
8. Confiscation of Inappropriate Items	14
9. Power to use Reasonable Force	14
10. Pastoral Care for Staff Accused of Misconduct	15
10. Appendix A – Sanctions	16
11. Appendix B – Rewards	17
12. Appendix C – Electronic Devices	18

School Behaviour (Behaviour for Learning)

1) Statement of Intent

The school operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

- Communicate with each other;
- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions.

This statement of intent acknowledges the importance of respect, dialogue, choice and relationships to underpin any approach to promoting good behaviours. It aims to promote the way in which all members of the school community can live and work together in a mutually respectful and supportive way and acknowledges the legal duties the school holds under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities (SEN).

2) Context

The above statement of intent is reflected in our prospectus and this policy should be read in conjunction with other closely associated policies:

Child Protection & Safeguarding
Exclusions
Inclusion Policy - Special Educational Needs Disability (SEND)
Physical Intervention & Reasonable Force
Anti-bullying & Cyber bullying

Our detailed approaches towards behaviour management are also reflected in the following:

- Staff Induction Process
- Student Faith Planners
- Pastoral Meetings
- Pastoral Lead Meetings
- Staff Code of Conduct

3) Monitoring, Reviewing and Evaluating our Practice

This policy and subsequent procedures are reviewed as integral part of our everyday practice and this is reflected in the following:

- SET & Staff Meetings
- Parent/Guardians/Carers Consultations
- Assemblies
- Student Voice

Information from the above will be reviewed on a regular basis and feeds into all aspects of teaching and learning and the continued professional development of all staff.

4) Principles

We believe that to achieve the aims of the School, and to enable effective teaching and learning to take place, good behaviour – self-discipline, respect, empathy and integrity – are to be demonstrated in all aspects of school life. This view is founded in the core values of [The Avanti Way](#).

Avanti exists to help each person become a well-rounded human being through intellectual, moral and spiritual growth, and so make the world a better place. The promotion of equality, the balance of fundamental rights and responsibilities, together with the fostering of a sense of community, all underpin this behaviour policy.

We believe that everyone has the right to:

- Feel safe in the School
- Enjoy and achieve
- Learn/teach without unnecessary interruption
- Be listened to and heard
- Work in a pleasant environment for learning
- Be treated honestly and fairly, with dignity and respect.

The above learning environment is cultivated through consistent modelling and promotion of positive behaviour traits in order to empower our pupils' to:

- Develop in their self-esteem and self-worth;
- Self-reflect and take ownership for changing their behaviour patterns where necessary;
- Form positive relationships based on mutual respect;
- Encouraging consistency of response to positive or negative behaviours.

We seek to support this process of personal development by ensuring we work in partnership with parents/carers and the local community to sustain a shared approach to the development of our pupils' behaviour both within and outside of our school environment.

We recognise that a focus on educational excellence, character formation and spiritual insight within the curriculum will influence learner's behaviour and enable them to gain a deeper understanding of their thoughts and feelings. If learners are to achieve their best, then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

To achieve this, all members of the school community will follow this policy to guide their everyday practice.

5) Standards

We believe that high standards and expectations of behaviour lie at the heart of a successful school and involves all staff, pupils, parents and governing bodies.

Learners:

It is expected that all pupils will:

- Demonstrate strength of character by upholding the Avanti values of self-discipline, gratitude, respect, courage, integrity and empathy
- Respect all life - human, animal and plant and live in a way that causes the least harm
- Demonstrate that they serve a higher purpose by practising ethical and compassionate acts of contribution
- Aspire to achieve educational excellence by being ready for learning and attending school regularly
- Show a willingness to listen to others with an open mind and to speak sincerely
- Question their own assumptions and engage in empathetic dialogue
- Learn with inquisitiveness and humility
- Utilise the ever-increasing opportunities to develop their leadership and learner voice
- Develop meaningful and personal relationships that fulfil their need to love, and be loved, therefore encouraging them to be the best that they can be

To support pupils in taking full ownership of their behaviour, practical examples of how our pupils can ensure that they meet the standards are described and displayed within the different learning environments.

The School:

At the heart of education is a positive relationship between the teacher and the pupil. It is expected that all teachers will create an environment for learning which will:

- Enable pupils to express loving relationships through practical action and good character
- Model the abilities and qualities they wish to cultivate in learners
- Enable pupils to develop keen powers of observation, reasoning and dialogue.
- Nurture joyful pupils and nourish their innate passion for learning
- Create a culture of intellectual curiosity.
- Teach by modelling the Avanti values that are underpinned and guided by the principles in the Avanti Way.
- Maintain a climate where all accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.
- Give parents regular constructive and positive feedback on their child's work and behaviour
- Endeavour to foster a positive home/school relationship by promoting a welcoming environment within the school
- Ensure that the policies and procedures are followed consistently and fairly applied.
- Maintain clear and consistent systems of behaviour management that are communicated with all stakeholders
- Support staff to empower them to deal effectively with challenging behaviour in a restorative manner

Parents:

Avanti House School recognises parents and carers as co-educators and value their role in promoting excellence in school.

It is expected that all parents will:

- Support the principles of the Avanti Way.
- Support pupils to take ownership of their behaviour both inside and outside the school and model the expected behaviours
- Work in partnership with the Avanti House School in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles.
- Familiarise themselves with the School policy, procedures and expectations.

School Stakeholder Committee:

- Support the principles of the Avanti Way.
- Support and collaborate with the leadership team of the school in developing and implementing the Trust principles of behaviour
- Work in partnership with Avanti House School in maintaining high standards of behaviour and raise any issues arising with the operation of the behaviour principles.
- Familiarise themselves with the School policy, procedures and expectations.

6) School Procedures

I. Celebrating Success

Celebrating success is an integral part of our school system. Pupils are encouraged to take ownership of their behaviour at both an individual and whole class level.

Success is celebrated as follows:

- Recognition/mentions in assemblies and bulletins.
- House points (**Appendix B**)
- Reward Badges
- Reward Trips

The pastoral team should regularly review the opportunities to celebrate success and engage with the School Council (Student Voice) to identify opportunities for development.

At all stages our extended community will be invited to celebrate these successes with the pupils as an integral part of increasing community cohesion.

II. Consequences

The school has a set of approved sanctions or consequences (**Appendix A**), which can be used to respond to any incidents of unacceptable behaviour. These consequences will enable pupils to develop their moral literacy and give opportunities for introspection.

The School will examine each incident on an individual basis, however, staff will be consistent in their approaches at all times. Staff will demonstrate the ability to listen with an open mind and will engage in empathetic dialogue when discussing incidents with pupils. The School will consider very carefully the implications of any action it may take when a more serious incident occurs. It seeks to balance the interests of the pupil involved, the other School members and the local community.

Where unacceptable behaviour patterns take place, the following sequential steps are taken by staff:

- Pupils are reminded of the school's standards and encouraged to reflect on their actions and the impact they have on others. This should be done by giving the pupil a choice and making it clear what will happen if they make the wrong choice *e.g. "If you choose to continue to disrupt the learning then you will be given a C2."*
- If the pupil does not change their behaviour patterns as a consequence of the above reminder, this triggers a set of responses based upon the consequences outlined in **Appendix A**.

At all levels of the above system, if a member of our school community disrupts learning and presents with unacceptable behaviour, that particular member will be encouraged to reflect on their actions and will work through a restorative justice approach where appropriate. Open minded and empathetic dialogue is a key element of the Avanti Way to approaching behaviour.

III. Restorative Justice

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that students have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

All discussions with pupils about their behaviour should be focussed on a restorative approach and should give pupils the opportunity to reflect on the reasons for their behaviour, the impact of this on themselves and others, and should then focus on strategies to help develop the skills required to avoid repeating this behaviour by developing a sense of responsibility, empathy and resilience.

Staff who have received the relevant training may lead on Restorative Justice Conferences between pupils who are having issues. Conferencing is a meeting which not only allows the pupil to see the negative impact of their behaviour but also allows the other parties the opportunity to see if they contributed to the conflict in any way by their own behaviour. All participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract.

IV. Behaviour Reports

Pupils are to be placed on behaviour reports where necessary to enable their behaviour to be monitored by both staff and parents. This also gives the pupils the opportunity to reflect on their behaviour. Parents must be informed of any behaviour reports used to monitor the behaviour of their child. Failure to demonstrate significant improvement will result in further sanctions, as per the flow chart in Appendix A. The type of report will be dependent on the type of behaviour and will be escalated when needed. Pupils on a behaviour report should be monitored for at least 2 weeks. If there is no improvement after the first week then the pupils can be escalated to the next level of report.

Behaviour reports can take the form of physical paper reports or online forms.

Type of report	Colour (if on paper)	Reason for Report
Form Tutor / Subject Teacher Report	Green	<ul style="list-style-type: none"> • Repeated Lateness • Repeated Lack of Equipment • Repeated Incorrect Uniform • Repeated C2 behaviour across multiple subjects (Form Tutor) • Repeated C2 behaviour in one subject (Class Teacher)
Head of Year / Head of Department Report	Yellow	<ul style="list-style-type: none"> • Repeated C3 behaviour across multiple subjects (HOY) • Repeated C3 behaviour in one subject (HOD)
Senior Pastoral Lead (SET) Report	Red	<ul style="list-style-type: none"> • Student has a C4 internal seclusion • Student has a C4 external fixed-term exclusion
Praise Report	White	<ul style="list-style-type: none"> • Where a learner's behaviour is linked to a lack of self-esteem or negative relationships with teachers

V. Detentions

The length of a detention, and the strategies/tasks employed, will be dependent on the type of behaviour demonstrated. Please see the table below:

Behaviour	Detention Length	Strategies / Tasks
Disruptive or disrespectful behaviour	1 hour	<ul style="list-style-type: none"> • Restorative justice – to include: <ul style="list-style-type: none"> ○ Role-plays ○ Discussions ○ Reflective activities
Lateness (morning and afternoon registration time) <ul style="list-style-type: none"> • Arriving up to 10 minutes late <u>more than once</u> in a week • Arriving more than 10 minutes late <u>once</u> • Repeated lateness to lessons or afternoon registration 	20 minutes	<ul style="list-style-type: none"> • Reflecting on underlying issues • Developing organisational skills • Exploring current morning routines and where these can be changed to improve punctuality
Lack of homework or equipment (repeated)	20 minutes	<ul style="list-style-type: none"> • Reflecting on underlying issues • Developing organisational skills • Producing homework timetables
Incorrect uniform (repeated)	20 minutes	<ul style="list-style-type: none"> • Checking uniform • Reflecting on underlying issues • Identifying any support needed

If a detention is issued to a pupil, the following steps must be taken:

- 1) Formally record the detention on Arbor.
- 2) Inform the parent(s)/carer(s) through Arbor:
 - a. the reason for the detention;
 - b. the date and time of the detention;

When logging a detention on Arbor it will allow an email to be automatically sent to parent(s)/carer(s). It is the responsibility of the member of staff to ensure that this has happened. A pupil should not attend a detention if the parent(s)/carer(s) have not been informed.

A telephone call, in addition to the email to the parents, will be necessary in some cases where the incident needs to be explained in more depth.

If a pupil fails to attend a detention they will be given one further opportunity to attend. Failure to attend this detention will result in the pupil receiving a C4. Parents must be informed if their child misses a detention, and the consequences of them failing to attend the second opportunity.

VI. Seclusion (Internal Exclusion & Alternative Strategies)

When a pupil is subject to a behaviour report and/or their behaviour patterns are not changing and/or interventions are not having the desired impact, they may be placed for an agreed time scale outside of the classroom setting. The following criteria will be applied when considering such a placement:

- to keep a pupil out of circulation while an incident is investigated, pending a decision about appropriate action
- persistently poor behaviour in a number of lessons
- failure to comply with reporting requirements to a senior member of staff
- serious misdemeanours
- infringement of School uniform code that cannot be rectified by sending the student home to change.

A seclusion means that the pupil does not attend lessons, and does not mix with the other students during break times. During the seclusions the pupils complete work provided by the classroom teachers, as well as completing reflective tasks based on restorative justice. The pupil will usually be supervised by a member of SET or a middle leader.

When the decision has been made to internally exclude a pupil, the following steps must take place:

- 1) Formally record the seclusion on Arbor.
- 2) Inform the parent(s)/carer(s) in writing providing the following information:
 - a. the reason for the seclusion;
 - b. the period of the seclusion;
 - c. details of any provision/arrangements for education during the seclusion;
 - d. that the pupil will be placed on a behaviour report for a fixed period after the seclusion.

Alternatively, the decision may be made by the senior pastoral leader that the pupil does not need to be removed from lessons. In this case alternative strategies may be implemented:

- Weekend projects
 - Pupils are given a project to complete. This is linked to the school value most appropriate for the negative behaviour demonstrated.
 - The project should take approximately 3 hours to complete.
 - The project is given to the pupil on the Friday afternoon and must be submitted to the Progress Leader on the Monday morning.
 - Projects not completed, or demonstrating little effort, will result in the sanction being increased accordingly.
- Break and lunchtime activities
 - Pupils who demonstrate negative behaviours outside of the classroom may benefit from being given directed activities during their break and lunchtimes for a set period of time.
 - These activities should be reflective in nature and can also include elements of restorative practice.

VII. Fixed Term Exclusion

Where a decision is taken to exclude a pupil, it is on the grounds that the pupil's behaviour constitutes such a serious challenge to the good order of the school that other consequences are not sufficient. The following criteria will be applied when considering a fixed term exclusion:

- to keep a pupil out of circulation while a more serious incident is investigated, pending a decision about appropriate action. This may include investigations involving external agencies such as the Police.
- persistently poor behaviour resulting in multiple seclusions.
- a serious misdemeanour where the pupil being in school would have a significant impact on others.

During a fixed term exclusion, the pupil will be expected to be at home and should not be in public during school hours. This is the responsibility of the parents/carers. Work will be provided for the student to complete. Before returning to school a parent or carer must attend a return to school meeting. This will usually take place in the morning of the day the pupil is due to return to school.

If the decision is taken to exclude a pupil, the following steps must be taken:

- 1) Formally record the exclusion on Arbor
- 2) Inform the parent(s)/carer(s) in writing providing the following information:
 - the reason(s) for the exclusion;
 - the period of the exclusion;
 - right to make representations to the School Stakeholder Committee (SSC) and how the student may be involved in this;
 - how representations should be made;
 - right to attend the SSC review meeting and to be represented at that meeting;
 - the fact that the pupil must not be seen in a public place and the consequences of non-compliance;
 - details of any referral to alternative provision/arrangements for education during the first five days of exclusion;
 - relevant sources for free independent information.
- 3) Notify the SSC, Avanti Schools Trust and Local Authority (LA) of:
 - any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
 - any exclusion which would result in the pupil missing a public examination or national curriculum test.
- 4) Notify the Local Authority (LA) for the area in which the pupil lives if they do not live the Local Authority area for the school.

Fixed term exclusions can be for up to 45 days in a school year.

VIII. Pastoral Support Plan (PSP)

Where a pupil has received multiple detentions, seclusions and possibly fixed-term exclusions, it may be decided by a senior pastoral leader to place them on a Pastoral Support Plan. This is a supportive measure but can also constitute the final opportunity for a pupil to demonstrate improved behaviour before a permanent exclusion is considered. At this point a multi-agency assessment should be considered as part of the support.

A Pastoral Support Plan is an agreement between the school, pupil and parent. There will be clear targets set for the pupil to meet, along with details of the support the pupil will receive from the school. A date to review the plan will also be agreed.

The Pastoral Support Plan can be ended at any point if it is clear the pupil will not meet the targets set. At the point the plan is ended the decision can be made to either amend the targets and support as part of a new Pastoral Support Plan, or recommend to the Principal that permanent exclusion is considered.

IX. Permanent Exclusion from School

A permanent exclusion will be put into effect strictly within the terms set out in current educational law. Permanent exclusions will only be recommended for serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises;
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other pupils from learning;
- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances;
- attending School under the influence of alcohol, illegal drugs or volatile substances;
- acts of major and/or malicious damage;
- actions likely to cause significant disruption to the orderly running of the School;
- being in persistent or serious breach of a previously drawn-up contract of behaviour such as a Pastoral Support Plan (PSP).

Only the principal, or an acting principal, can make the decision to permanently exclude a pupil. The decision must be lawful, rational, reasonable, fair, proportionate and non-discriminatory. The decision must also take into account the duty of care to those in the school community.

The following factors must be taken into account when deciding whether to exclude:

- representations from the pupil;
- mitigating circumstances e.g. bereavement, mental health issues, bullying, domestic circumstances;
- whether appropriate provision is in place to support any SEN or disability a pupil may have;
- whether a multi-agency assessment is necessary in cases of persistent disruptive behaviour;
- whether the pupil is from a group at greater risk of permanent exclusion;
- whether the pupil has SEND or is a looked after child;
- any alternatives to exclusion;
- balance of probabilities test – is it more likely than not that the pupil breached the behaviour policy.

If the decision is made to permanently exclude a pupil, the following steps must take place:

- 1) Formally record the exclusion;
- 2) Inform the parent(s)/carer(s) in writing without delay providing the following information
 - a. the reason(s) for the permanent exclusion;
 - b. right to make representations to the SSC and how the pupil may be involved in this;
 - c. how representations should be made; and
 - d. right to attend the SSC review meeting and to be represented at that meeting.
- 3) Notify the SSC, Avanti Schools Trust and Local Authority (LA) of:
 - a. the permanent exclusion (including where a fixed-term exclusion is followed by a decision to permanently exclude);
- 4) Notify the Local Authority (LA) for the area in which the pupil lives if they do not live in the Local Authority area for the school.

The SSC will review the decision to permanently exclude a pupil. They will decide if the breaches of the behaviour policy leading to the exclusion can be substantiated on the evidence available to them. Based on the information provided to them, including representations made to them on behalf of the pupil, the governors will decide whether to support the decision to permanently exclude the pupil.

7) Behaviour and Conduct Outside of the School Grounds

The School strives to ensure that our pupils are able to make conscious choices to care for and respect all life. We want this to continue outside of the confines of the school gates.

We recognise that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate learners' behaviour in these circumstances "to such extent as is reasonable."

All non-criminal and bullying behaviour outside of the school gates which is witnessed by a member of staff will initiate a consistent approach which adheres to our agreed set of consequences. A teacher may initiate

such consequences when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school;
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of our community.

8) Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils. These are referenced in the guidance found in [‘Behaviour and Discipline in Schools Advice for Headteachers and School staff’](#), Department for Education January 2016.

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) Power to search without consent for “prohibited items” including:
 - a. knives and weapons
 - b. alcohol
 - c. illegal drugs
 - d. stolen items
 - e. tobacco and cigarette papers
 - f. fireworks
 - g. pornographic images
 - h. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9) Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers 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.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in [‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’](#) Department for Education July 2013.

10) Pastoral care for school staff accused of misconduct

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Principal will follow the [‘Keeping Children Safe in Education’](#) statutory guidance (part 4) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Appendix A – Sanctions

*post-Covid



Appendix B – Rewards

R1	R2		
Good contribution to learning Good effort Helpful behaviour Work displayed in classroom	Outstanding contribution to learning Outstanding effort Voluntary community service Correction of previous behaviour		
R3	R4		
Leadership of peers Presenting to peers Supporting a school event	Leading a school event Representing the school		
<table border="1" style="margin: auto;"> <tr> <td style="background-color: #c06060; text-align: center;">R5</td> </tr> <tr> <td style="text-align: center;"> Student of the week (awarded by the Progress Leader) </td> </tr> </table>		R5	Student of the week (awarded by the Progress Leader)
R5			
Student of the week (awarded by the Progress Leader)			

House points given as above – To be used as a guide. Use professional judgement but should aim to not give more than 1 reward point per lesson for the same positive behaviour. Must be logged on Arbor.

House points = Reward badges & termly reward trips (post-Covid). House points will also feed into the School Colleges competitions.

The below table outlines the number of reward points required for each reward badge (Bronze, Silver, Gold & Platinum).

	Form Tutor 100
	Progress Leader 150
	SET 225
	Principal 325

Appendix C – Electronic Devices

For the purpose of this policy, the electronic devices covered are mobile phones, tablets, e-readers and any wearable technology, including smart watches, which connect to the Internet without the use of a mobile phone.

At Avanti House School we understand the importance of pupils carrying a mobile phone during their journey to and from school. Parents need to know that their children are safe and able to contact someone during an emergency.

It is the recommendation of the school that if a pupil requires a mobile phone for contacting parents/guardians then they should purchase a non-Smart device with a value of less than £25.

Whilst children are in school it is imperative that mobile phones and other electronic devices do not hinder the learning environment. Therefore, the expectation is that:

Post-Covid

- Before pupils enter the school gate, their electronic devices must be turned off. It is not acceptable for devices merely to be put on silent mode.
- Once the pupils are in school their electronic devices must be stored in their own locker and not kept on their person or in their bags.
- The security of the phone will remain the pupil's responsibility throughout the school day. The School will endeavour to maintain a secure environment at all times, however by bringing their phone or other devices onto School premises the pupil accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results.
- CCTV has been installed across the school and all lockers are covered.
- Electronic devices are not to be used in lessons. If the learning requires students to carry out research then the teacher should book a computer room.
- If an electronic device is seen by a member of staff, during the school day, then the pupil will be issued a C3 detention. The device will be confiscated immediately by the member of staff and taken to reception, at the first suitable opportunity, where it will be held securely until a parent or guardian is able to collect it.
- If a pupil breaches this policy, resulting in their device being confiscated, they must accept that whilst the School will take reasonable steps to ensure the item is held securely, it cannot absolutely guarantee the security of the item and that the School cannot be liable for any consequential loss or damage to the device.
- The member of staff who confiscates the phone must log the C3 on Arbor and ensure the parents/guardians are contacted on the same day.

During-Covid

- Before pupils enter the school gate, their electronic devices must be turned off. It is not acceptable for devices merely to be put on silent mode.
- Once the pupils are in school their electronic devices must be stored in their bags.
- The security of the phone will remain the pupil's responsibility throughout the school day. The School will endeavour to maintain a secure environment at all times, however by bringing their phone or other devices onto School premises the pupil accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results.
- Electronic devices are not to be used in lessons. If the learning requires pupils to carry out research then the teacher should book a computer room.
- If an electronic device is seen by a member of staff, during the school day, then the pupil will be issued a C3 detention. The device will be confiscated immediately by the member of staff and taken to reception, at the first suitable opportunity, where it will be held securely until the end of the school day. For the remainder of the week the pupil should hand in the device to reception each morning when arriving to school.
- If a pupil breaches this policy, resulting in their device being confiscated, they must accept that whilst the School will take reasonable steps to ensure the item is held securely, it cannot absolutely guarantee the security of the item and that the School cannot be liable for any consequential loss or damage to the device.
- The member of staff who confiscates the phone must log the C3 on Arbor and ensure the parents/guardians are contacted on the same day.