

# Behaviour Policy

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## Linked Policies

- Child Protection Policy
- Bullying Policy
- Phone Free Protocol
- Exclusions and suspensions policy
- SEND Policy

# Behaviour Policy

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022.](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Incorrect equipment for lessons
- Not following the school rules on hair and make-up (see uniform policy)
- Refusal to follow instructions from a member of staff
- Not following the school's Phone-Free School Protocol

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse or swearing to staff
- Verbal abuse or swearing to a pupil
- Physical abuse to staff
- Physical abuse to a pupil
- Deliberate unwanted physical contact with a teacher
- Indecent behaviour
  - Use language that is profane or indecent
  - Act in a manner that is indecent (exposing oneself, act out sexualised behaviour)
  - Filming, photographing, distributing images of a person not fully dressed
- Graffiti
- Misuse of illegal drugs or other substances including supplying
- Encouraging others to fight (including being part of a crowd to watch a fight)
- Videoing and/or posting or forwarding videos of poor behaviour
- Videoing others so as to cause upset or embarrassment
- Posting offensive images or comments on the internet
- Threatened violence against another pupil or a member of staff
- Abusive or offensive language or images posted on the internet about pupils or teachers
- Cyber crime on any of the school's internet systems
- Carrying an offensive weapon.
- Arson
- Bringing the school into disrepute
- Offensive language or behaviour to local residents on the way to or from school
- Damaging or attempting to damage local houses/property
- Spreading illness or disease deliberately or causing upset about disease
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments

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- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or damage to property
- Theft
- Fighting
- Smoking, vaping
- Chewing gum
- Bringing chewing gum into school
- Not following the school's ICT Code of Conduct
- Repeatedly refusing to follow staff instructions
- Antisocial behaviour outside of school that could bring the school into disrepute
- Racist, sexist, homophobic or discriminatory behaviour
- Online bullying
- Being out of bounds
  - Being in a room or area of the school that is not permitted
  - Going off the school site without permission
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Balcarras considers any behaviour deemed illegal to be serious misbehaviour.

Balcarras places great emphasis on pupils always telling the truth and being open and honest when they have made a mistake. Pupils who lie or obscure the full truth when asked about an incident will have any sanction increased.

## Prohibited Items

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Chewing gum
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- Anxiety Breathing devices (or any similar breathing devices)
- Associated drug or smoking paraphernalia

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause harm or personal injury to, or damage to the property of, any person (including the pupil)

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## Artificial Intelligence (AI)

Artificial Intelligence (AI) tools may only be used by pupils when a member of staff has explicitly stated that their use is permitted for a specific task. Where work is intended to assess a pupil's own knowledge, understanding, or skills, AI must not be used. Submitting work that has been generated, rewritten, or substantially shaped by AI and presented as a pupil's own will be treated as serious misbehaviour and dealt with in line with the school's Behaviour Policy.

The use of AI in Non-Examined Assessment (NEA) or any work that contributes directly to an examination result is strictly governed by JCQ and examination board regulations. Any use of AI beyond what is permitted by these regulations will be treated as a serious breach of examination rules. In such cases, the school will follow required exam board procedures and may report the incident to the examination board, which may result in loss of marks, disqualification from a component, or failure of the qualification entirely.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

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TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school's bullying policy details the school's approach to preventing bullying. Balcarras School take very seriously any incidents of bullying and will issue firm sanctions for pupils who bully.

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## 5. Roles and responsibilities

### 5.1 The governing board

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

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the CPOMs is reviewed regularly

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior management team (SMT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

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- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending meetings whenever the school requests one, following behaviour interventions)
- Raise any concerns about the management of behaviour promptly with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School Behaviour Code of Conduct

We have an agreed Code of Conduct that sets out the **expected behaviours** for pupils. It is summarised as follows:

- Come to school on time, ready to learn, dressed appropriately and properly equipped.
- Treat others with kindness and respect and listen to their opinions.
- Behave in an orderly and self-controlled way
- Take personal responsibility for our actions.
- Show respect to members of staff and each other
- Follow the school rules about mobile phones
- Move quietly and sensibly around the school
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (see uniform policy for details)
- Look after your own property and that belonging to others and the school.
- Accept sanctions when given

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- Always follow all staff instructions, promptly and without complaint
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6.1 Mobile phones

Balcarras is a “Phone-Free School”. Phones must be turned off and kept at the bottom of pupils’ bags. Headphones and earphones must be kept out of sight, in pupils’ bags. Further information can be found in the school’s Phone-Free School Protocol (appendix 5).

## 6.2 Covert recording

Pupils and parents are not permitted to covertly record (video and audio). Pupils cannot covertly record conversations with staff or other pupils in school, or while involved in a school activity. Parents and carers are not permitted to covertly record conversations, phone calls other interactions with staff or other pupils.

## 6.3 Freedom of Speech

Under Article 10 of the Human Rights Act 1998, “everyone has the right to freedom of expression” in the UK. The law goes on to say that this freedom “may be subject to formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society.”

These may be “in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, for maintaining the authority and impartiality of the judiciary.”

### Hate Speech

A number of different UK laws outlaw hate speech. For example, section 4 of the Public Order Act 1986 makes it an offence for a person to use “threatening, abusive or insulting words or behaviours that causes, or is likely to cause, another person harassment, alarm or distress”. This law also includes language that is deemed to incite “racial and religious hatred” as well as “hatred on the grounds of sexual orientation” and language that “encourages terrorism”.

### Balcarras Freedom of Speech

Balcarras believes that freedom of speech must always be balanced by the requirement to never cause upset or offense to others, in line with UK law as summarised above.

Pupils must express their beliefs considerately and be always mindful of the feelings of others in the community.

When discussing sensitive issues such as religion, belief, consent, sexuality, culture, race, appearance, mental health, and other challenging issues, pupils are required to speak considerately and always be aware that others in the group may have personal circumstances that make them

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particularly aware of the issues being discussed. Where a pupil's speech does cause offense, teachers will intervene and make clear that a pupil's speech needs to be moderated or stopped entirely to avoid further upset. Pupils may be guided about what is acceptable and what is not acceptable before an issue is discussed as part of a lesson. Pupils must listen carefully to the advice given and respond accordingly.

A failure to follow teacher recommendations given prior to a sensitive issue being discussed, or a continuation to make comments that cause offense after being warned, will be treated as serious misbehaviour.

## 7. Responding to Behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Make clear their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to outside agency is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions may be delayed while the school carries out a careful investigation of an incident. The school believes that it is better to get the sanction correct, even if this takes a little time, rather than rush a decision and potentially make a mistake.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- **Tutor Slip** – use to alert tutors to problems with a pupil
- **Additional Work Slip** – pupils are set additional work to complete in their own time
- **Detention Slip** - Detention at break or lunchtime, or after school
- **Head of House Detention** - over seen by Head of House during a lunchtime.
- Loss of privileges – for instance, the loss of prefect status, or position of responsibility
- Loss of activities during activities week
- Loss of permission to attend special events, such as variety show, end of term assembly etc.
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil '**On Report**'
- Removal of the pupil from the classroom for a series of lessons
- Removal of the pupil from the classroom for one whole day
- Suspension
- Sending a pupil to an alternative provider for an extended period of time
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. The school may ask parents to come in to school to have the items returned to them. If the school judges items to be dangerous, illegal or harmful, the items may be passed to the police or disposed of safely by the school, and not returned to the pupil.

Pupils not following the Phone-Free School protocol will have phones or earphones confiscated.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;

**or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head of house (or headteacher, DSL or deputy head ), to try and determine why the pupil is refusing to comply.

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The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

## Sanction for Refusal of Search

Where the school believes the pupil to be in possession of a prohibited item (e.g. drugs, drug paraphernalia, a knife or weapon, vapes, smoking paraphernalia or other prohibited item (see section 3) ) and the pupil refuses to be searched, the school will impose an equivalent sanction as if the suspected item were found in the possession of the pupil.

## Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

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- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded fully on CPOMs.

## Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## 7.7 Off-site misbehaviour

Pupils must behave themselves as they travel to and from school. We expect all pupils to adhere to the following while commuting to school:

- Their uniform is worn correctly

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- They behave courteously to members of the public
- They are polite and show respect for their fellow pupils
- They do as they are asked by staff
- They do not have on them any prohibited items (see section 3)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## 7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It is intimidating or bullying towards any member of the school community
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- It propagates inflammatory or offensive messages
- The pupil is identifiable as a member of the school

## 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head of house (or assistant head or deputy head or headteacher) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

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The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These are detailed in the school's child protection and safeguarding policy.

## 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## 8. Serious Sanctions

### 8.1 Detention

A detention can be set by any teacher in the school. Schools do not legally have to give parents notice of after-school detentions or tell them why a detention has been given.

Pupils can be issued with detentions during break, lunch or after school (or on an INSET day) during term time.

A House Head detention takes place during a lunch time.

The school will decide whether it is necessary to inform the pupil's parents. Generally, the school will try and contact parents and inform them if a pupil has been given an after school detention. Sometimes, where communication is difficult, this will not be possible.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety

# Behaviour Policy

- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## 8.2 Removal from classrooms

In response to serious misbehaviour (listed as serious misbehaviour at the start of this policy) or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an identified teacher, and will be removed for a maximum of 1 day (or a maximum of two weeks from a particular subject lesson).

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Writing a My-Plan
- Short term behaviour report cards
- Long term behaviour plans
- Support from outside agencies

Staff will record all incidents of removal from the classroom on CPOMS along with details of the incident that led to the removal.

## 8.3 Suspension and permanent exclusions

# Behaviour Policy

The school's suspension and exclusion policy details the school's approach to suspension and exclusion.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The school may decide to reduce the sanction or offer an alternative sanction that takes into account the pupil's needs.

### 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

# Behaviour 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a My-Plan and review it on a regular basis.

## 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may often involve a meeting with parents, or a phone call conversation with parents. The head of house will meet with the pupil and discuss support strategies, which may include:

- Going on report
- Further meetings with HoH or DHoH
- Implementing a My-Plan
- Involving outside agencies

## 11. Pupil transition

### 11.1 Inducting incoming pupils

All Year 7 pupils, when they start at Balcarras, will have the behaviour policy explained. Tutors will spend time with the pupils talking through the school's expectations and discussing how pupils can ensure that their behaviour meets the expectations of Balcarras school.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Classroom management
- The behaviour policy and use of sanctions
- Use of positive feedback and rewards
- How SEND and mental health needs may impact behaviour

## 13. Monitoring arrangements

Balcarras school records all behaviour and sanctions on the CPOMS database. These include:

- Behavioural incidents, including removal from the classroom

# Behaviour Policy

- Attendance, permanent exclusion and suspension
- Use of alternative provision and managed moves
- Incidents of searching and confiscation

The CPOMs data will be analysed by the schools SMT, to identify patterns and put in place any mitigation measures that are needed.

The schools Community Governors will have a summary of the CPOMS incidents presented to them annually.

## 13.2 Monitoring this policy

This behaviour policy will be reviewed regularly by the headteacher and the school's SMT. The Community Governors have responsibility for overseeing any changes to this policy.

# Behaviour Policy

## Appendix 1: Classroom Covenant

- **I have a right to be treated with kindness and respect.**

This means no-one will laugh at me, ignore me or hurt my feelings.

- **I have a right to be treated as an individual in this room.**

This means that no-one will treat me unfairly because of my age, appearance, race, colour, beliefs, accent, sex or ability.

- **I have a right to be safe in this room.**

This means that no-one will hit me, push me, taunt me or hurt me in any way.

- **I have a right to learn about myself in this room.**

This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.

- **I have a right to be valued and respected.**

Regardless of culture, race, gender or background

# Behaviour Policy

## Appendix 2 - Code of Conduct

At Balcarras we have high expectations of each other's behaviour on or off the premises. This helps us to work together. Full details can be found in the school's behaviour policy.

### Come to school ready to learn, dressed appropriately and properly equipped.

<ul style="list-style-type: none"> <li>• Arrive on time for school and lessons.</li> <li>• Wear the correct uniform neatly with shirt tucked in, top button done up and no make-up.</li> <li>• A maximum of one stud per ear, worn in the lobe, is the only acceptable jewelry.</li> <li>• Coats should only be worn at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for lessons and bring a full pencil case and all you need for them.</li> <li>• Stay in the correct areas of the school grounds.</li> <li>• Behave politely and respectfully when travelling to and from school.</li> <li>• Always do as teachers ask.</li> </ul>
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### Treat others with kindness and respect and listen to their opinions.

<ul style="list-style-type: none"> <li>• Speak and act towards others in a way that will not offend.</li> <li>• Listen to others' opinions- everyone is an individual.</li> <li>• Treat others the way you would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the feelings and property of residents when travelling to and from school.</li> <li>• Promptly report any unkindness to your tutor or Head of House.</li> </ul>
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### Take personal responsibility for your actions.

<ul style="list-style-type: none"> <li>• Deal with conflicts without violence.</li> <li>• Keep promises.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the truth - own up if you do something wrong.</li> </ul>
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### Follow the school rules about mobile phones

<ul style="list-style-type: none"> <li>• Phones must be turned off and kept at the bottom of pupils' bags</li> <li>• Headphones and earphones must be kept out of sight, in pupils' bags.</li> </ul>	<ul style="list-style-type: none"> <li>• Always get permission from a teacher before contacting home</li> </ul>
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### Move around the school in a careful and considerate way.

<ul style="list-style-type: none"> <li>• Be calm around the school grounds and keep to paths.</li> <li>• Go to lessons promptly.</li> <li>• Open doors for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on the left-hand side of the corridors and obey any one-way system.</li> <li>• Be safe.</li> </ul>
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### Look after our own property and that belonging to the school and others.

<ul style="list-style-type: none"> <li>• Respect and take care of other peoples' work on display.</li> <li>• Return anything that you borrow.</li> <li>• Hand anything you find to the office.</li> </ul>	<ul style="list-style-type: none"> <li>• Put all rubbish in a bin and recycle wherever possible.</li> <li>• Do not bring chewing gum into school.</li> <li>• Only eat in the dining room or outside the buildings.</li> </ul>
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We are committed to being a safe and healthy school where anything unlawful is also unacceptable.

### Return from Suspension meeting:

If deemed necessary, the pupil will be asked to sign again the code of conduct, to reaffirm a commitment to the school rules and values.

Pupil (signed):

Parent (signed):

Date:

# Behaviour Policy

## Appendix 3 – Uniform, hair, make-up

### Uniform Hair and Make-up Requirements

All pupils must wear the correct school uniform and follow the school rules on hair and make-up.

Most uniform can be bought from any high street (or internet) shop. However, the tie, badge, skirt and trousers must be bought from Monkhouse.

**Monkhouse**  
(previously School Togs)  
[monkhouse.com](http://monkhouse.com)  
252 High Street, GL50 3HF,  
(opposite Wilkinsons)

Blazer	Black with school badge in House colour. <b>NOTE:</b> Blazers should be worn during the school day and to and from school except on the school field at lunchtime and in lessons at teachers' discretion.
Shirt	White collared, long sleeved shirt with top button. Must be smartly tucked in. <b>NOTE:</b> High round collar, long or short sleeved T-shirts (coloured or printed) should not be worn under shirts. If T-shirts are worn in cold months then they must be plain white and not visible under the shirt.
School Tie	Regulation blue/silver/red/yellow Balcarras school tie. The front (large part) of the tie must be worn longer than the back of the tie and both parts must not be tucked into shirt button hole.
Jumper	Black or grey V neck jumper <b>NOTE:</b> A jumper is an optional additional garment, and certainly not an alternative to the blazer. Jumpers must not be tied at the back. <b>NOTE:</b> Cardigans, hoodies, sweatshirts and round-necked jumpers are not acceptable as part of school uniform and they may not be worn as an alternative to outer coats.
Trousers	Regulation Balcarras school black trousers available only from Monkhouse.
Skirt	Pupils joining the school after Sept 2021 will wear a tartan pleated grey skirt, manufactured by Trutex. It is officially called the "Trutex castle senior tartan pleated skirt", and our school supplier will stock the correct design. Pupils who joined the school before Sept 2021 will have the option to wear the old style regulation grey skirt, supplied by the school's supplier. Skirts must be knee length. <b>NOTE</b> Skirts and Trousers will be the only uniform items we insist come from our recognized supplier, so there can no longer be any dispute about their conforming to the school uniform rules. The websites are given at the top of this page.
Socks	Grey or black socks (girls socks must be ankle length but they may wear grey or black tights in cold weather).

# Behaviour Policy

Shoes	<p>In the interests of safety all pupils are expected to wear sensible footwear on the school premises. Black leather, low-heeled (no more than 1 inch high), lace up or slip on shoes with strap and enclosed heels and toes. No trainers, boots or canvas shoes.</p> <p><b>NOTE:</b> you must be able to polish the shoes, therefore no patent leather please.</p> <p><b>NOTE:</b> Some shoe shops (Clarks, JD Sports and others) are putting shoes in their “School Shoes” section that do NOT meet the requirements for Balcarras. Please check with your House Head if in doubt. Black trainer-like shoes are not permitted at Balcarras.</p>
Coat	<p>A plain coat can be worn outside the school buildings but not in lessons. It may be worn over school uniform jumpers, but not in place of them.</p> <p><b>NOTE:</b> coloured or highly patterned hooded sweatshirts, camouflage parkers, denim or leather jackets are not allowed.</p> <p><b>NOTE:</b> Cyclists only – for pupils cycling to school a brightly coloured cycling jacket is essential, especially during the winter months.</p>
Hair	<p>Hair should not be dyed. It should be smart, tidy and appropriate for school. There should be no braids and extreme hairstyles are not allowed. Hair should not have “tram lines”, extreme changes in length or be shaved shorter than a number 2.</p> <p>Pupils who choose to wear a hijab, the hijab must be plain black, with no tassels, patterns or other colours.</p>
Make-up	<p>Make up, nail varnish and false nails should not be worn by any student. False eye lashes or eye lash extensions are NOT permitted.</p>
Pierced ears	<p>Students with pierced ears are permitted to wear one small stud in the lower lobe of each ear. No sleepers.</p>
Jewellery	<p>One watch with a plain strap maybe worn. No other jewellery is permitted.</p> <p><b>NOTE:</b> The following are not permitted. Any facial piercings, including nose studs. Stretch earrings or pins. Bangles, beaded, plastic or loom band bracelets. Festival or charity wrist bands. Any type of rings, bracelets or necklaces.</p>
School Bag	<p>All pupils must bring a school bag to school with them each day, containing all of their school equipment. A pencil case with all of the necessary stationery for lessons is compulsory for all pupils.</p> <p>School bags should be sensible, able to carry all of the necessary equipment and not have any slogans, messages or symbols on them (a discrete manufacturers logo or sports logo is acceptable). Some pupils may also need a separate sports bag for their PE kit, which must follow the same regulations.</p>
Summer Uniform	<p>The school summer uniform may be worn from the start of each Summer Term. Both boys and girls will be able to wear polo shirts, which have the house colours piped on the collar and sleeves and are available from our recognized supplier. This polo shirt should always be worn with the school</p>

# Behaviour Policy

<p>blazer unless permission is granted otherwise. Shirts should not be tied at the back.</p> <p>From Easter 2024, pupils (boys and girls) will also have the option to wear school shorts during the summer term. Shorts must be the Balcarras shorts, bought from Monkhouse, with the school badge clearly visible on the bottom of the leg.</p> <p>Pupils will also be able to continue to wear winter uniform if they prefer to do so but they must conform to the standard winter uniform rules. We hope this makes clear our uniform expectations..</p>
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Please may we remind you, part of the Home-School Agreement is that pupils and parents agree to conform to the uniform requirements of the school. Therefore, if you are in doubt about whether or not a particular article of clothing is suitable or before making any decisions about altering hair colour or style, please contact a Head of House prior to any change

# Behaviour Policy

## Appendix 4 - CPOMS

Balcarras School uses the software package “CPOMS” to record all incidents of poor behaviour and pastoral support.

Incidents that are entered into the system are circulated amongst staff who need to be kept informed of the incident. The pastoral team will use the following list when deciding which incidents to circulate to which staff:

### **Major behaviour incidents, suspensions, permanent exclusions.**

All of SMT  
All Heads of Houses  
SENDCO  
Deputy Head of House  
Pupil’s tutor

### **Child Protection Incidents**

Headteacher  
Deputy Head (Pastoral)  
Designated Safeguarding Lead  
Deputy Designated Safeguarding Lead  
Pupil’s tutor

### **Major incident involving Sixth Form Student**

Head of Sixth Form  
All of SMT  
Heads of Year Sixth Form  
Student’s tutor

### **Minor incidents (mobile phone, uniform, other minor issues)**

Head of House  
Deputy Head of House  
Pupil’s tutor  
SENDCO

## Appendix 5 – Phone Free School Protocol

### Main School Protocol (Yrs 7 to 11)

Balcarras believes that, while mobile phones can be used positively, their use by children with developing minds should be carefully limited. Excessive use of mobile phones can lead to:

1. A reduction in face-to-face interaction between children.
2. A loss of good conversation skills
3. Additional stress in pupils, as they interact with social media
4. The increased risk of bullying, through social media



By becoming a phone-free school, Balcarras hopes that we are educating our pupils positively, to interact politely and confidently, whilst also reducing the additional stress on our pupils. A phone-free school will hopefully be more relaxed, more inclusive and promote important communication skills in all of our pupils as they grow up.

The following rules apply:

1. All mobile phones must be turned off as pupils **enter the school gate** in the morning.
2. Phones must remain off until pupils **exit the school gate** at the end of the day.
3. Phones must **remain off** throughout the time while pupils are in the school, even when attending an extra-curricular club or helping-out at a school event (e.g. Open Evening) outside of normal school hours.
4. Phones must be **out of sight**, turned off, and kept in pupils' bags.
5. No phone must be visible in pupils' pockets.
6. **Headphones** and **earphones** must also be kept out of sight in pupils' bags.

### **Sanctions**

Pupils who have their phone visible in a pocket, or leave their phones turned on during school time, or use their phone to contact anyone while in school, will have their phones removed and not returned until the end of the day. For repeat offences parents will be required to come to school and collect the phone at the end of the school day or (for continued phone use) at the end of the week, or if a sanction has been given after the sanction has been completed. Sanctions will be applied in line with school procedures. Pupils who repeatedly break the rules or refuse to hand over their phone when asked, will be ordered to leave their phone at home for a set period of time or hand their phone into the HoH office at 8:50am each morning and collect at the end of the day (usually 2 to 6 weeks in the first instance, longer for repeat offences).



# Behaviour Policy

## Expensive phones

Parents must be aware that the school's insurance does not cover pupils' personal property. The school recommends that, should a pupil wish to keep a phone at school in their bags, it should be a cheap, basic phone and not an expensive smart phone, as this will reduce the risk of theft and minimise the cost to parents should the phone be stolen or damaged. If a pupil insists on bringing in an expensive phone to school, then parents should make sure their home insurance covers the phone and be prepared to cover the cost of any damage or loss. Lockers are available to all pupils for safe storage of equipment.



## Emergency Contact

If parents need to contact their child in an emergency, then parents can call the school office. Main reception is always staffed from 8:00am until 3:45pm and in the event of an emergency reception can always contact a pupil.

## Trips and After School

For trips out of school, the teacher leading the trip will make clear the expectations about phone use before the trip departs from school.

For clubs after school, including sports matches and drama rehearsals, the teacher in charge will speak to the pupils and if necessary allow pupils to use their phones, should arrangements need changing or parents need contacting about an incident. Pupils needing to contact their parents after school are permitted to come to 1A3 to use their phones or any Head of House office and seek permission to use their phones if they so wish.

## Watches

For organisation and punctuality, students need to know what time of day it is. Without a phone for looking up the time, Balcarras recommends that pupils wear a cheap watch for school. This will ensure that students are punctual to classes and able to plan their time carefully throughout their day at school. As phones should always be turned off when in school, smartwatches should not receive or send messages in school. If a smart watch does receive a message in a lesson, pupils can have their phone removed.



## BYOD

### Bring Your Own Device (Please read the Online Safety Policy)

Pupils will **not** be asked to use mobile phones in school at any time. Mobile phones are **not permitted** as part of the school's Bring Your Own Device (BYOD) arrangements.

The school does operate a BYOD policy which, in limited circumstances, allows pupils to use **personal laptops or tablets** to support learning. This will typically apply where an extended period of independent work is beneficial, for example during revision activities for pupils in Years 10 to 13, particularly in the period leading up to mock or external examinations.

# Behaviour Policy

BYOD lessons will be clearly identified in advance by the teacher or school, and pupils may only use their device for the specific task set as part of that lesson. Use of devices for any other purpose is not permitted and devices will be confiscated where used inappropriately. Furthermore, all devices must be switched off and put away before leaving the classroom at the end of the lesson.

Use of a personal device is entirely optional. Pupils will never be expected to bring a device to school, and no learning activity will rely on a pupil having access to their own device.

Where a pupil does not have a suitable device, they will always be able to:

- access school IT equipment within the classroom, or
- complete the task using alternative methods, such as printed materials, paper-based notes, or past examination papers.

This ensures that all pupils are able to access learning fairly and consistently, regardless of whether they choose to bring a personal device.

## **Contact Home**

On rare occasions, there may be times when a pupil needs to contact home. Good organisation and careful planning by pupils should mean that these occasions are extremely rare. Pupils have various options:

- **Tutor:** Pupils can discuss their emergency with their tutor at am or pm registration, and their tutor can arrange for a message to be sent home.
- **Head of House:** Pupils can see their Head of House and arrange for a message to be sent home.

## Appendix 6 – ICT Code of Conduct

### ICT Code of Conduct

<b>ICT Do</b>	<ul style="list-style-type: none"><li>• Keep my password secret</li><li>• Lock my computer when left unattended</li><li>• Print only when necessary</li><li>• Save work frequently</li><li>• Access only the programmes/websites instructed by the teacher</li><li>• Regularly delete old or unnecessary files</li></ul>
<b>ICT Don't</b>	<ul style="list-style-type: none"><li>• Share my password with another student</li><li>• Leave my computer unlocked when unattended even if only briefly</li><li>• Print excessively</li><li>• Post anything that could be considered embarrassing or offensive on the internet</li></ul>
<b>ICT Never</b>	<ul style="list-style-type: none"><li>• Eat or drink in a computer suite or while working on a computer</li><li>• Attempt to access non-permitted websites*</li><li>• Try to access game websites other than revision sites hyperlinked on the VLE</li><li>• Download music, movies or other media unless instructed to do so</li><li>• Use chat rooms or social media</li></ul>

### BYOD (Bring Your Own Device)

The following rules apply when your teacher allows you to use your **laptop or tablet** in a specially organised lesson. **Phones are not allowed.**

1. Only use your device when permitted	7. Never publish offensive or embarrassing material
2. Never use social media at school	8. Never take photos without express permission from the teacher
3. Never share your device	9. Never use your device for videoing
4. Never share your log in details	10. Use technology responsibly
5. Ensure your device screen is always fully visible (flat on the table)	11. Never mirror your device
6. Charge your device before school	12. Turn off device and put it away when not in use

*\*Non-permitted websites include pornographic, violent, terrorist, drug related, sexual, extremist, misogynist, or any other websites categorised as 18+.*