



Person Responsible for Updating Policy:	Assistant Principal (Behaviour & Culture)
Date Policy Approved:	July 2026
Date of Next Review:	July 2027
Effective Date:	September 2026

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Part 1: Behaviour

1. ***Principles***

At The Magna Carta School, we are committed to fostering a respectful, inclusive, and challenging learning environment where every student and staff member feels valued and supported.

We believe that 'learning shapes lives' and encourage high aspirations through clear expectations rooted in mutual respect, courtesy, and cooperation. Our behaviour principles, outlined in The Magna Carta Way, were developed collaboratively by staff and students to uphold the school's core values.

Consistency from staff in reinforcing standards, modelling positive behaviour, and building strong relationships are central to maintaining discipline and supporting students in becoming confident, responsible members of the school and the wider community.

This policy sets out our expectations for behaviour, rewards for positive conduct and guidance for addressing issues, all with the shared goal of ensuring a productive and supportive educational environment.

2. ***Aims***

This policy aims to:

- i. Create a positive culture that promotes kindness and encourages excellent behaviour for learning, ensuring that all pupils can learn in a calm, safe and supportive environment
- ii. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- iii. Outline the expectations and consequences of behaviour
- iv. Provide a consistent approach to behaviour management

3. ***Legislation, statutory requirements and statutory guidance***

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

- i. Behaviour in schools: advice for headteachers and school staff
- ii. Searching, screening and confiscation: advice for schools
- iii. The Equality Act 2010
- iv. Keeping Children Safe in Education
- v. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- vi. Use of reasonable force in schools
- vii. Supporting pupils with medical conditions at school
- viii. Special Educational Needs and Disability (SEND) Code of Practice
- ix. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

4. **Definitions**

Negative / Anti-Social Behaviour includes, but is not limited to:

- Disruption within a lesson
- Disruption within corridors, between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Displaying a poor attitude to learning
- Incorrect uniform
- Failure to follow instructions

Serious Negative / Serious Anti-Social Behaviour includes, but is not limited to:

- Repeated breaches of school rules
- Any form of bullying
- Sexual violence and misconduct
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Any form of discriminatory behaviour (e.g. racism, sexism, homophobia, ableism)
- Making serious unfounded allegations against staff
- Distributing images, videos, or other media of staff on social media platforms (e.g. TikTok, WhatsApp) or via email/text without permission
- Possession of any prohibited or banned items, including (but not limited to):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property (including the pupil's own property or that of others)

Such behaviours are taken extremely seriously and will result in firm sanctions, which may include suspension or permanent exclusion, depending on the severity of the incident.

5. **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power and is not tolerated at The Magna Carta School.

Our anti-bullying procedures can be found at part 3 of this document.

6. Roles and responsibilities

6.1 The Local Governing Council and the Board of Trustees are responsible for:

- i. Ensuring that the school has a robust behaviour policy in place to enable all students to thrive

6.2 The Principal is responsible for:

- i. Reviewing and approving this behaviour policy
- ii. Ensuring that the school environment encourages positive behaviour
- iii. Ensuring that staff deal effectively with poor behaviour
- iv. Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- v. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Vi 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
- vii. 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
- viii. Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ix. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 All staff are responsible for:

- i. Helping pupils to be the best they can be
- ii. Establish clear expectations of pupils within the classroom
- iii. Creating a calm and safe environment for pupils
- iv. Establishing and maintaining clear boundaries of acceptable pupil behaviour
- v. Implementing this behaviour for learning policy consistently
- vi. Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with our pupils
- vii. Modelling expected behaviour and positive relationships
- viii. Providing a personalised approach to the specific behavioural needs of pupils
- ix. Considering the impact of their own behaviour on the school culture and how they can uphold our school rules, expectations, ethos and values
- x. Recording behaviour incidents promptly
- xi. Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and Carers, where possible, should:

- i. Get to know the school's behaviour for learning policy and reinforce it at home where appropriate
- ii. Support their child(ren) in adhering to the school's behaviour for learning policy
- iii. Inform the school of any changes in circumstances that may affect their child's behaviour whilst in school
- iv. Discuss any behavioural concerns with the class teacher, SSA or SLT member promptly
- v. Take part in any pastoral work following a behaviour incident e.g. review meeting
- vi. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- vii. 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 behaviour that challenges.

6.5 Pupils will be made aware of the following during their induction into the behaviour culture of our school:

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

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.

7. *School behaviour curriculum*

Pupils at The Magna Carta School are to show kindness and do things the “Magna Carta way”. This means:

- i. We are on time, every time
- ii. We are well presented and wear our uniform with pride
- iii. We walk quietly on the left in the building
- iv. We follow instructions promptly
- v. We are ready to learn
- vi. We know learning shapes lives
- vii. We are kind to others and ourselves
- viii. We keep our school clean and tidy

Within the classroom:

- i. We sit according to the seating plan
- ii. We take our planner, pencil case and books out
- iii. We remove our coats and place our bags under the desk
- iv. We don't call out
- v. We respect everyone's right to learn
- vi. We work hard for the whole lesson
- vii. We listen
- viii. We don't leave the room without permission
- ix. We leave learning spaces clean and tidy

Teachers will set the tone for the lesson ahead by using clear and consistent 'lesson entry and exit' routines. These routines provide students with a clear framework of how we expect them to behave whilst also preparing students for their next lesson or upcoming social time. Teachers use clear, shared inter-lesson routines which familiarise and automate processes that create space for learning and provide a consistent experience for all students.

We believe that all stakeholders have their part to play in this process and all staff, parents and carers should support their child to be successful within the classroom and wider school environment. Students' behaviour should enable both themselves and others to take part in the lesson and allow the teacher to deliver the curriculum free from distraction.

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

8 Responding to behaviour

8.1 Mobile phones

Please see Appendix 5 for further details.

Important Note for Parents/Carers: If you need to contact your child during the school day, you must do so by calling the school reception. It is not appropriate to communicate with your child via mobile phone during school hours, and doing so undermines the school's policy and expectations.

We are preparing students for future expectations in school and beyond, where responsible and focused behaviour is essential. As such, we will continue to review our approach to mobile phone use and make changes where necessary to maintain the highest standards.

8.2 Morning Registration Routines

A calm and consistent start to the school day is essential for setting high expectations and ensuring students are ready to learn.

The first bell sounds at 8:35am, prompting all students to line up in silence in their designated area of the playground, organised by form group. At 8:40am, the second bell signals the official start of morning registration. At this time, form tutors will meet their groups and conduct an initial uniform and equipment check.

- **Uniform:** All students must be in full, correct uniform. Any non-uniform items (e.g. hoodies, jewellery) will be confiscated and stored securely for collection on Fridays at 3:15pm from a member of SLT. Students not in correct uniform may be sent to the supervision room. Parents/carers will be contacted and asked to bring the appropriate uniform into school. Where possible, students may be sent home to change and return promptly. If this is not feasible, they may be placed in internal isolation until the issue is resolved.
- **Medical exemptions:** If a student has a medical condition preventing them from wearing the standard uniform, this must be discussed with the SENCO/pastoral team in the first instance. The SENCO/pastoral team may then give authorisation for an adjustment to uniform expectations.
- **Equipment:** Every student must bring a pencil case containing the required equipment. Any student without their equipment may also be sent to the supervision room. Parents/carers may be contacted and asked to deliver the missing items if possible. Students may be issued with temporary equipment at the school's discretion.

Once inside the tutor room, form tutors will conduct a more detailed daily equipment check to ensure students are fully prepared for learning.

These routines are in place to reinforce high standards, personal responsibility and pride in appearance, and to ensure every student is ready to engage with the school day effectively.

8.3 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school and within their own classroom environment.

They will:

- i. Create and maintain a stimulating environment that encourages pupils to be engaged
- ii. Display and implement classroom rules in line with the schools behaviour curriculum and the Magna Carta Way
- iii. Develop a positive relationship with pupils, which should include:
 - Greeting pupils throughout the day and at the start of lessons
 - Establishing and following clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or support with something going on within their life

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 children's social care is appropriate.

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

8.5 Responding to positive behaviour

At The Magna Carta School, we are committed to creating a behaviour culture that supports personal growth, academic excellence, and community responsibility. Positive behaviour for learning will be achieved when:

- i. There is a shared awareness and consistent reinforcement of high behavioural expectations by both students and staff, underpinned by our core values.
- ii. The personal development, behaviour and welfare of every student are prioritised and actively supported by the whole school community.
- iii. Praise and rewards are applied consistently, fairly and meaningfully to celebrate appropriate behaviour, reinforce school routines, and motivate students.
- iv. Sanctions are used fairly and proportionately when behaviour falls short of expectations, with a focus on reflection, restoration and learning from mistakes.
- v. A positive, active and reflective educational environment is maintained - one that is designed to meet individual aspirations and support a broad range of student needs.

- vi. Each student is empowered to reach their full potential by embracing the values, knowledge and skills necessary for long-term self-development and contribution to the school, community and wider society.
- vii. Relationships between all members of the school community, including parents/carers and external stakeholders, are positive, respectful, and based on accountability and mutual trust.

8.6 Recognition, Celebration and Motivation

At The Magna Carta School, we believe that recognising and celebrating success is essential in sustaining a positive behaviour culture. Informal praise and formal recognition are embedded in everyday practice to ensure students feel valued and inspired.

i. Achievement Points

Our core daily reward system recognises a wide range of positive behaviours, including academic effort, improvement, resilience, kindness, and community involvement. Points contribute to individual, tutor group, and House totals.

Students receiving the most points are celebrated weekly through *Student of the Week* certificates.

ii. Commendations and Reward Trips

Students who consistently demonstrate excellent behaviour and accrue the highest achievement points are invited to attend reward trips. At the end of the academic year, students are awarded *Gold, Silver, or Bronze Commendations*. Exceptional contributions are acknowledged through the *Principal's Commendation*.

iii. Verbal Praise and Parental Communication

Teachers use verbal praise frequently to encourage effort and reinforce expectations. Positive behaviours are shared with parents/carers through phone calls, postcards, letters and emails.

iv. Displays and Excellence Boards

Student achievements are showcased on boards around the school, featuring:

- High achievement point scores
- 100% attendance and punctuality
- Charity work and extracurricular involvement
- Teacher nominations and student leadership roles

v. Curriculum and Tutor Group Celebrations

Subject areas and tutor teams run their own recognition strategies, including:

- Certificates, badges, subject-specific prizes
- Classroom displays and published praise lists
- Letters/postcards home
- Trips, small group celebrations and assemblies

vi. Whole-School Celebration Events

Each year, deserving students are nominated for awards in formal school-wide events where excellence, progress and character are recognised across curriculum and pastoral areas.

vii. **Additional Rewards and Opportunities**

To encourage ongoing motivation and engagement, students may also receive:

- Participation in *Hot Chocolate Fridays*, *Tea with SLT* or *SLT Lunches*
- House competition prizes and tutor attendance draws
- Recognition on plasma screens and school social media
- Books, stationery, certificates and subject awards
- Student leadership roles such as prefect team membership
- Public commendation in assemblies and publications

By embedding these systems within our daily practice, we ensure that all students are recognised for their efforts and achievements, contributing to a culture where positive behaviour is the foundation for personal and academic success.

8.7 Uniform and Equipment

All students must attend school in full, correct uniform each day. For full details, please refer to the Uniform and Equipment list on the school website.

Students are also expected to bring a suitable school bag and be fully equipped for learning each day. This includes a fully stocked pencil case containing essential items such as pens, pencils, a ruler, calculator, and student planner.

Please note: For health and safety reasons, items such as scissors, sharpeners, and correction fluids (e.g. Tippex) are not permitted in school.

8.8 Responding to negative and/or anti-social behaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviours arising.

Restorative conversations between pupils and staff will always take place after a behaviour incident to help both parties with understanding, this is subject to the willingness of the pupil to engage in this.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered to help support them in moving forwards.

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

If the behaviour is during a lesson, the response will be as follows:

1st warning – A verbal warning that specifically identifies the behaviour that needs to stop. The student is reminded of the behaviour we would like to see

2nd warning and/or move - Repeat the warning and remind the student about the consequences of a further breach.

Remove – Email to on call and the student is removed from the lesson with work to complete.

In addition to this, the school may use one or more of the following consequences at any time in response to negative behaviour:

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

Detention at break or lunchtime, or after school

Loss of privileges

School-based community service, such as tidying a classroom, litter picking

Letter or phone call home to parents/carers

Agreeing a behaviour contract

Putting a pupil 'on report'

Suspension or permanent exclusion, in the most serious of circumstances

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

8.9 Removal from Classrooms

In response to serious 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. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only 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:

- i. Restore order if the pupil is being unreasonably disruptive
- ii. Maintain the safety of all pupils

- iii. Allow the disruptive pupil to continue their learning in a managed environment
- iv. Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised within the supervision room and will be removed until the end of that lesson, at which point they will return back to their normal timetable.

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

Parents/carers will be informed on the same day that their child is removed from the classroom and that they have been set a 30-minute detention for doing so.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- i. Pastoral Support Plans
- ii. Referral to learning support
- iii. Referral to our in-house alternative provision
- iv. Mentoring
- v. Restorative conversations and meetings
- vi. Use of teaching assistants
- vii. Short-term behaviour report cards
- viii. Long-term behaviour plans
- ix. Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.10 Sanctions

Pupils can be issued with detentions during break or after school.

The following kinds of detentions may be issued to pupils

- 20-minute lunchtime detention
- 30-minute after school detention
- 60-minute detention
- 2hr SLT detention

During the detention pupils will complete restorative tasks such as worksheets and conversations with the teacher who issued the detention.

Parents and carers need to work in partnership with the school to ensure their child attends detentions if set. Persistent failures to attend will involve escalation to internal and external suspension and this will be discussed during parental meetings and pastoral support planning meetings.

Once a detention has been issued, the student is required to attend without exception or negotiation. The school will also confiscate the student's mobile phone (and Yondr pouch) until the detention has been completed. This is not an additional sanction, but forms part of the school's arrangements for administering and securing compliance with behaviour sanctions. The mobile phone (and Yondr pouch) will be returned to the student at the end of the detention.

For persistent poor behaviour and failure to adhere to the school's behaviour policy, the school may enact the following measures of support:

Pastoral Support Plans (PSPs)

PSPs are structured interventions designed to support students whose behaviour is causing significant concern and putting them at risk of exclusion. These plans are developed collaboratively with the student, parents/carers, and school staff, and outline specific targets, strategies, and support mechanisms to help the student improve their behaviour and engagement in school life.

Governors' Disciplinary Panel

In more serious or persistent cases, students and their families may be invited to a Governors' Disciplinary Panel. This panel, made up of members of the school's Local Governing Council, reviews the concerns and the steps taken so far, and may issue a formal warning regarding the consequences of continued poor behaviour. The panel aims to reinforce the seriousness of the situation and to help the student make positive changes before more severe actions, such as permanent exclusion, are considered.

8.11

Expectations of students: conduct and behaviour around the school site

- i. Students must move around the school in a sensible, calm, courteous and appropriate manner. They should keep to the left of the corridors and stairways and keep moving. Students should not run around the school site (except in the playground or field areas). Students should not shout or make other loud noises;
- ii. Students should be polite and helpful to any visitors in school;
- iii. Students are expected to respect the rights of others to use shared areas and facilities;
- iv. Never drop litter. Always keep the school site, canteen, theatre, classrooms and corridors tidy;
- v. Students are not allowed to enter a toilet cubicle together. Students who breach this expectation will have a bag and blazer search by an authorised member of staff.
- vi. Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas;
- vii. All accidents must be reported immediately to a member of staff;
- viii. For those students who cycle to school the wearing of a cycle helmet is recommended. Bicycles should not be ridden in the grounds.

The school will apply appropriate sanctions to regulate conduct and behaviour around the school site whenever there is a need.

8.12 Expectations of students: conduct and behaviour outside the school premises

The school has high expectations of students regarding their behaviour off the school site. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events, behaviour on the way to and from the school and behaviour when wearing the school uniform in a public place.

The school will apply appropriate sanctions to regulate off-site behaviour whenever there is a need. Where there is a concern about student behaviour off-site in situations other than school arranged activities, the school will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions.

These factors will include:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- related to this, whether the student(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g., bullying another student, insulting or intimidating a member of the staff)
- whether the misbehaviour in question was on the way to or from the school, outside the school gates or otherwise in close proximity to the school.

8.13 Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of the school.

- Smoking/vaping is not permitted on the way to or from the school
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners
- Cycling/Walking - sensible use of roadways and pavements is expected and ensures safer journeys
- Language - the use of loud and inappropriate language is unacceptable.
- Students must always be aware of other members of the school community and members of the public.
- We will respond in the school to any complaint received about unreasonable behaviour in the community.

8.14 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and/or interventions.

The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our Exclusions Policy in Part 2 of this policy for further information.

8.15 Restrictive Interventions and Reasonable Force

Restrictive interventions are measures used to prevent a pupil from causing harm to themselves or others. These may include physical contact or restriction of movement.

Staff will prioritise de-escalation strategies and preventative approaches before any restrictive intervention is used.

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:

- i. Causing disorder
- ii. Hurting themselves or others
- iii. Damaging property
- iv. Committing an offence

Incidents of reasonable force must:

- i. Always be used as a last resort
- ii. Be applied using the minimum amount of force and for the minimum amount of time possible
- iii. Be used in a way that maintains the safety and dignity of all concerned
- iv. Never be used as a form of punishment
- v. Be recorded on CPOMS and reported to parents/carers without delay
- vi. Be reviewed by senior leaders to monitor patterns and reduce future use

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.

8.16 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.17 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Trust. These are the following persons:

- i. All members of the Senior Leadership Team
- ii. All members of the Pastoral Team (Year Team Leads and SSAs)
- iii. Special Educational Needs Co-ordinator
- iv. Designated Safeguarding Lead
- v. The Director of Education
- vi. The Chief Executive Officer
- vii. Any other member of staff authorised by the Principal or CEO

All searches will be recorded on the schools safeguarding system, CPOMS.

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. Where possible, searches will take place underneath, and in clear view of, CCTV cameras.

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:

- i. 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**
- ii. 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**
- iii. 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 the Principal and ensure that CPOMS reflects this appropriately.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Principal, 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:

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

If the pupil refuses to agree to a search, the member of staff must refer to an SLT member for further guidance on next steps and any sanctions or consequences. The aim of the referral to SLT is to understand why a pupil may not be willing to comply and to support in determining the risk to others if the search is not conducted.

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 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, desk or locker.

'Outer clothing' includes:

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

8.18 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.

8.19 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL, or nominated deputy, and provide a report on CPOMs 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
- 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 also be recorded in the school's safeguarding system, CPOMs.

8.20 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 consequences that have been applied to their child

A log of this call must be recorded with the search record on CPOMs

8.21 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) or nominated deputy. They will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.22 Confiscation

The school can seize, retain, or destroy any 'prohibited item' found following a search. The school can also seize any item found in any circumstances which is considered harmful or detrimental to the school and/or Trust, or any item which is evidence in relation to a criminal offence. In addition, a school can confiscate, retain, or dispose of any item belonging to a pupil/student as a disciplinary sanction for misconduct by the pupil/student, where reasonable to do so.

Where the member of staff is not sure whether a substance found is illegal or not but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

In determining whether there is a "good reason" not to hand items over to the police, or for not erasing data or files from electronic devices, the member of staff will consider all relevant circumstances and use their professional judgement, including considering the value of a stolen item, and whether an item can be safely disposed of by the school.

Abusive or racially inflammatory images or texts	These will either be handed to the police or destroyed. If the image or text is electronic, it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Acids or toxins	Where acids or toxins are found, these will either be handed to the police or destroyed.

Alcohol	Where alcohol is found, the school will seize and dispose of it. Alcohol will not be returned to the pupil/student, their parents, or any other person.
Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others	Any item falling into this category will be seized and handed to the police.
Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student/pupil themselves).	Any item falling into this category may be delivered to the police or returned to the owner. It may also be retained or disposed of.
E-cigarette or vaping items	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Mobile phones that have contravened school rules	Where mobile telephones or electronic devices are seized, the Principal, or authorised member of staff may search the device if they reasonably suspect that there is data or a file on the device which contravenes the school rules and which has been, or could be, used to cause harm, to disrupt teaching, to break the school rules or to commission a crime. They can delete the data/file including from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it
Fireworks/caps	Where fireworks are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Controlled substances (including illegal or prescription drugs and associated paraphernalia)	Where controlled drugs are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution. Where there is a good reason for doing so, the school may dispose of the controlled drugs instead of handing them over to the police.
Knives/blades or weapons	Where knives/blades or weapons are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution
Laser pens or similar	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Legal highs	Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline (for example "legal highs" or acid), the school will dispose of them. They

	will not be returned to the pupil/student, their parents, or any other person
Literature or images considered to be purporting extremist views	These will either be handed to the police or destroyed. If the image or text is electronic it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Pornographic images	Where pornographic videos or images are found, the school will seize these and dispose of them. Electronic Images will be permanently deleted from the device and from cloud storage. Where the pornography is extreme or involves children, the school will hand the video/images over to the police and co-operate fully with any subsequent investigation or prosecution. They will not be returned to the pupil/student, their parents, or any other person.
Replica or toy weapons	These will either be handed to the police or destroyed. They will not be returned to the pupil/student, their parents, or any other person
Stolen items	Where items which are believed to be stolen are found, the school will seize these and hand them over to the police as evidence as soon as possible and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where there is no criminal investigation), the school may return the stolen items to their rightful owner instead of handing them over to the police.
Tobacco products, lighters/matches, and cigarette papers	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

8.23 Liability for Confiscated Items

Members of staff who have seized a “prohibited item” have a defence to any proceedings brought against the School or Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy. Whilst the School will ensure that reasonable care is taken of seized items, the school will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

8.24 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.

8.25 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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.

8.26 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:

- i. 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**
- ii. 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:

- i. Act to safeguard the rights, entitlements and welfare of the pupil
- ii. Not be a police officer or otherwise associated with the police
- iii. Not be the Principal
- iv. 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.

8.27 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 whether, 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.

8.28 Off-site negative and/or anti-social behaviour

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

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

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

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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.29 Online misbehaviour

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

- i. It poses a threat or causes harm to another pupil or member of staff
- ii. It could have repercussions for the orderly running of the school
- iii. It adversely affects the reputation of the school
- iv. The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.30 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 appropriate member of staff dealing with the incident, such as an SLT member, DSL or DDSL 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 consequences, as long as it does not conflict with police action.

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

The police report must be logged on CPOMs with the crime reference number.

8.31 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- i. Proportionate
- ii. Considered
- iii. Supportive
- iv. 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 include clear processes for:

- i. Responding to a report
- ii. Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

8.32 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 implement a consequence to 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Any staff that have a concern about another staff member should inform the Principal without delay.

9. Responding to negative behaviour 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 negative and anti-social behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND need. 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- i. Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- ii. Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- iii. 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

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- i. The pupil was unable to understand the rule or instruction
- ii. The pupil was unable to act differently at the time as a result of their SEND
- iii. The pupil was likely to behave aggressively due to their particular SEND

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.

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/carers to create the 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 will be adhered to within the best of our ability 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Information and support for young people with an EHC Plan can be found on Surrey County Council's website and within their local offer web page.

10. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school and a range of pastoral support will be implemented to support young people to engage in this policy and understand the expectations of them. Examples of support are as follows:

- i. Pastoral support meetings
- ii. Pupil report cards
- iii. Reintegration meetings
- iv. Parent meetings
- v. 1:1 meetings
- vi. Daily 'check-ins'
- vii. Personalised Timetables
- viii. Access to SEND Support and AP

11. Training

As part of their induction process, and ongoing CPD our staff are provided with regular training on managing behaviour, this is tailored depending on cohorts and the needs of the wider school and Trust.

12. Monitoring arrangements

The school will collect data on the following:

- i. Behavioural incidents, including removal from the classroom
- ii. Attendance, permanent exclusions and suspensions
- iii. Use of alternative, off-site directions and managed moves
- iv. Incidents of searching, screening and confiscation

- v. Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- i. At school level
- ii. By age group
- iii. At the level of individual members of staff
- iv. By time of day/week/term
- v. By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The school will also monitor the use of restrictive interventions to ensure they are appropriate and reduce the likelihood of reoccurrence.

Appendix 1: Written statement of behaviour principles

- i. We promote kindness in everything we do
- ii. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- iii. All pupils, staff and visitors are free from any form of discrimination
- iv. Staff and volunteers always set an excellent example to pupils
- v. Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour for learning policy
- vi. The behaviour for learning policy is understood by pupils and staff and CPD and training is adequate to enable this
- vii. The suspensions and exclusions policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- viii. Pupils are helped to take responsibility for their actions
- ix. Families and carers are involved, and are supported to be involved, in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governing Council also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

THE MAGNA CARTA WAY		
	We are on time , every time	
	We are well presented and wear our uniform with pride	
	We walk quietly on the left in the building	
	We follow instructions promptly	
	We are ready to learn	
	We know <i>learning shapes lives</i>	
	We are kind to others and ourselves	
	We keep our school clean and tidy	

Appendix 3 – Classroom Expectations

Classroom Expectations <i>We aim to be the best we can be and know learning shapes lives, so</i>		
	We sit according to the seating plan	
	We take our planner, pencil case and books out	
	We remove our coats and place our bags under the desk	
	We don't call out	
	We respect everyone's right to learn	
	We work hard for the whole lesson	
	We listen	
	We don't leave the room without permission	
	We leave learning spaces clean and tidy	

Appendix 4 – Home-School Agreement

As a school we will:

- Provide a safe, secure, nurturing and welcoming environment.
- Encourage all students to always try their best.
- Provide a broad, balanced and knowledge-rich curriculum.
- Work to instil a sense of awe and wonder in students about the world around them.
- Ensure that your child has access to great lessons, every day.
- Support your child to develop and understand positive behaviours that lead to success.
- Keep families informed about school activities and communicate effectively.
- Help your child to develop a sense of responsibility and moral purpose, be kind and make the right choices.
- Encourage excellent attendance and punctuality and celebrate this.

As a parent/carer/guardian I will:

- Ensure that my child attends school regularly, is punctual and properly equipped for learning.
- Provide an explanation if my child is absent and know that I must do this on each day of absence.
- Support the school to ensure that my child meets our expectations. This includes making sure that my child completes any sanctions that are put in place for not meeting our expectations.
- Ensure that my child wears the correct school uniform and brings their PE kit to school when required.
- Ensure that my child behaves well and adheres to the school's rules, policies and procedures.
- Encourage my child to always do their best.
- Take an active interest in my child's learning journey at school.
- Ensure that my child's homework is completed and submitted on time.
- Treat all members of our school community with respect and kindness.
- Discuss any concerns directly with the school so that they can be addressed appropriately and not use social media as an outlet to share concerns.
- Work in partnership with the school to ensure that my child is successful.

As a student I will:

- Always try my best and work hard to learn every day.
- Attend school every day and be on time.
- Behave well, be kind to others and follow all school rules.
- Complete any sanctions, such as detentions, when they have been set.
- Take responsibility for my actions.
- Bring all the equipment I need for school with me every day so that I am ready to learn.
- Wear the correct school uniform and bring my PE kit to school when required.
- Take good care of the school's environment and any equipment that I use.
- Take an active part in school life, including attending extra-curricular and enrichment activities.
- Aim to improve on my previous best in all areas.

Appendix 5: Mobile Phone Expectations (Yondr Programme)

1. Purpose

This appendix sets out the school's expectations and procedures regarding mobile phones. It should be read in conjunction with the rest of the Behaviour Policy.

The school operates a phone free school day to support a calm, focused and distraction free learning environment.

2. Aims

Mobile phones can negatively impact attention, learning, social interaction and safeguarding. This approach ensures that:

- i. Students can focus fully on their learning
- ii. Staff do not have to compete with mobile devices for attention
- iii. Social interaction is prioritised during the school day
- iv. Safeguarding risks linked to mobile phone use are reduced

To support this, the school uses the Yondr pouch system.

3. Expectations

All students:

- i. Will be issued with a Yondr pouch
- ii. Must bring their pouch to school each day
- iii. Must secure their phone and any wearable technology in the pouch on arrival
- iv. Must keep their phone secured for the duration of the school day

Students remain in possession of their device but it must not be accessed during the school day.

4. Daily Routines

Start of the Day

Students must:

- i. Switch their phone off or place it on airplane mode
- ii. Place their phone and wearable technology into their Yondr pouch
- iii. Lock the pouch in the presence of staff
- iv. Store the pouch securely in their bag or locker

End of the Day

Students will:

- i. Unlock their pouch at designated stations
- ii. Remove their device
- iii. Reclose the pouch

Late Arrival and Early Departure

Students must pouch or unpouch their device via main reception.

5. Procedures and Sanctions

All sanctions are applied in line with the Behaviour Policy.

5.1 Forgotten Pouch

- i. Phone confiscated and stored securely

- ii. Returned at the end of the school day
- iii. Parents or carers informed
- iv. Repeated incidents treated as loss of pouch and new pouch charged at £15

5.2 Phone Use During the School Day

If a student is found with a phone outside of their pouch:

- i. Phone confiscated and taken to reception
- ii. Removal from lessons (ISR)
- iii. Same day detention (60 mins)
- iv. Phone returned at 4.00 pm

Repeated breaches will result in internal suspension.

Searches may be conducted where there is reasonable suspicion of unpouched phone possession, in line with the Behaviour Policy.

5.3 Damage or Tampering

Tampering with the pouch or attempting to bypass the system is a serious breach of the Behaviour Policy.

This includes:

- i. Interfering with the locking mechanism
- ii. Use or possession of magnets
- iii. Deliberate damage

Sanctions may include:

- i. Confiscation of phone and pouch
- ii. £15 replacement charge
- iii. Internal suspension

Where deliberate damage is confirmed, students will be required to hand in their phone daily for a two week period.

Failure to report damage may result in it being treated as deliberate.

Indicators of tampering may include:

- i. Torn or cut fabric
- ii. Damaged locking mechanism
- iii. Evidence of forced opening

6. Safeguarding and Communication

Contact During the School Day

Parents or carers should contact the school office if they need to pass a message to their child.

Medical Needs

Where a student requires access to their phone for medical reasons, appropriate adjustments will be made.

Emergency Procedures

In an emergency, students must follow staff instructions.

Unauthorised phone use may:

- i. Delay response
- ii. Spread misinformation
- iii. Increase risk

All communication will be managed by the school.

7. Monitoring

This appendix will be implemented and monitored by the Senior Leadership Team as part of the Behaviour Policy.

8. Final Note

Consistent implementation of these expectations is essential in maintaining a calm and purposeful environment for all students.

Part 2: Exclusions

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

The school follows statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

Our school aims to:

- i. Ensure that the exclusions process is applied fairly and consistently
- ii. Help governors, staff, parents/carers and pupils understand the exclusions process
- iii. Ensure that pupils in school are safe and happy
- iv. Prevent pupils from becoming NEET (not in education, employment or training)
- v. Ensure all suspensions and permanent exclusions are carried out lawfully

Suspensions and permanent exclusions will only be used as a last resort, where all other appropriate interventions have been considered.

1.1 A note on off-rolling

‘Off-rolling’ is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- i. Remove a pupil from the school roll without a formal, permanent exclusion, or
- ii. Encourage a parent/carer to remove their child from the school roll, or
- iii. Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on the grounds of behaviour that falls short of our Behaviour for Learning Policy, and will not be made:

Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or

Due to a pupil’s poor academic performance, or

Because the pupil hasn’t met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as ‘off-rolling’.

1.2 Safeguarding Separation

In exceptional circumstances, a pupil may be required to remain away from school or parts of the school site for safeguarding reasons. This is not a suspension and will not be recorded as such. Safeguarding separations will only be used where:

- There is risk to the safety or welfare of pupils or staff
- A safeguarding investigation is ongoing
- It is not possible to safely manage the risk within the usual school environment.

Any decision to implement safeguarding separation will:

- Be based on a clear risk assessment
- Be time-limited and kept under regular review
- Be proportionate to the identified risk
- Include consideration of the pupil's needs, including SEND and vulnerability

Where a pupil is subject to a safeguarding separation, the school will ensure that:

- Appropriate alternative education is provided
- Contact is maintained with the pupil and their family

The decision and rationale are clearly recorded and shared with the Local Governing Council

2. The Principal's Role

Deciding whether to suspend or exclude

Only the Principal, or Acting Principal (in the Principal's absence), can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Principal will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- i. In accordance with the school's behaviour policy **and/or**
- ii. To provide a clear signal of what is unacceptable behaviour **and/or**
- iii. In response to serious or persistent breaches of the school's behaviour for learning policy, **and/or**
- iv. If allowing the pupil to remain in school would seriously harm the education or welfare of others

Where suspensions have become a regular occurrence, the Principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour challenges.

A decision to permanently exclude a pupil will be taken only:

- i. In response to serious or persistent breaches of the school's behaviour policy, **and**

- ii. If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Principal will, if appropriate:

- i. Take the pupil's views into account (such as through a statement), considering these in light of their age, understanding and capacity, unless it would not be appropriate to do so. The pupil will in these circumstances be informed about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.
- ii. Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- iii. Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- iv. Consider early intervention to address underlying causes of challenging behaviour, including liaising with external agencies, to assess pupils who consistently fall short of the schools behaviour policy
- v. Consider whether the pupil has special educational needs (SEND)
- vi. Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- vii. Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- viii. Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for within the school's behaviour policy
 - For exclusions, off-site direction or managed moves
- ix. Consider whether the behaviour is linked to safeguarding concerns or underlying vulnerability and whether alternative support is required.

Where a pupil has a social worker or is looked-after or previously looked-after, the Principal will ensure that the relevant professionals, including the social worker and Virtual School Head (VSH), are involved at the earliest possible stage.

This will include situations where the pupil is identified as being at risk of suspension or permanent exclusion, in order to support early intervention and avoid exclusion wherever possible.

Should a suspension or permanent exclusion be required for a looked-after or previously-looked after pupil, the school will continue to work closely with these professionals to support successful reintegration.

Cancelling suspensions and permanent exclusions

The Principal may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the Local Governing Council. Where there is a cancellation:

- i. The parents/carers, Local Governing Council and LA will be notified without delay
- ii. Where relevant, any social worker and VSH will be notified without delay
- iii. The notification must provide the reason for the cancellation
- iv. The Local Governing Council's duty to hold a meeting and consider reinstatement ceases
- v. Parents/carers will be offered the opportunity to meet with the Principal to discuss the cancellation, which will be arranged without delay
- vi. The pupil will be allowed back in school without delay

Any days spent out of school because of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the Principal will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

3. Off-Site Direction and Managed Moves

3.1 Off-Site Direction

The school may use off-site direction as a supportive measure for pupils whose behaviour places them at risk of suspension or permanent exclusion.

Off-site direction is not used as a punishment but as a supportive intervention to improve future behaviour and engagement.

Where off-site direction is used:

- The placement will be appropriate, safe and suited to the pupil's needs
- The school will ensure that the provision is of suitable quality and is monitored regularly
- A written agreement will be in place outlining expectations, duration and review arrangements.

- Parents/carers will be informed and involved in the decision
- The placement will be reviewed regularly to assess the impact and determine next steps.

3.2 Managed Moves

A managed move is a voluntary process whereby a pupil transfers to another school with the agreement of all parties. Managed moves will only be considered where it is felt to be in the best interests of the pupil and where it offers a realistic opportunity for a fresh start.

The school will ensure that:

- Managed moves are conducted with the full knowledge and informed consent of parents/carers
- The pupil's views are considered, where appropriate
- The receiving school is suitable to meet the pupil's needs

Managed moves will not be used as a disciplinary sanction or as a means to avoid permanent exclusion. Pupils and parents/carers will not be pressured to accept a managed move.

4. **Grounds for suspension or permanent exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible consequences and appropriate interventions have been considered, as detailed in the school's Behaviour Policy. The following are non-exhaustive examples of anti-social behaviour that falls short of the school's behaviour policy expectations that may warrant the decision to suspend or exclude a pupil:

- i. Physical assault against a pupil
- ii. Physical assault against an adult
- iii. Verbal abuse or threatening behaviour against a pupil
- iv. Verbal abuse or threatening behaviour against an adult
- v. Use, or threat of use, of an offensive weapon or prohibited item
- vi. Bullying
- vii. Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- viii. Sexual misconduct
- ix. significant involvement by a student with items or substances that should not legally be in their possession at school.
- x. refusal to accept the normal discipline of the school
- xi. serious harm to the reputation of the school through behaviour outside the school:
- xii. persistent bullying or intimidation of another student (refer to the Anti-Bullying Policy)

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the Principal will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

Permanent Exclusion

The school will only consider permanent exclusion as a last resort, where it is absolutely necessary. This may be in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others. Extension efforts will be made to support pupils to improve their behaviour and avoid permanent exclusion, including the use of appropriate interventions and support strategies where required.

The school may consider a permanent exclusion in response to a single serious incident where it is deemed absolutely necessary, particularly where the safety or welfare of pupils or staff is at risk. In such cases the school will carefully consider all available evidence and individual circumstances before making a decision. While the opportunity for prior interventions may be limited, the school will always consider whether any additional support or alternative arrangements are appropriate. This approach will be used rarely. Examples of behaviour that may meet this threshold include, but is not limited to:

- threatening behaviour with, or use of, weapons
- the distribution of drugs
- large scale theft of property from the school site
- acts of violence against a member of the school community

5. CCTV and witness evidence

The school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a consequence. If CCTV is relied upon for a decision on a suspension or exclusion, then **may** be shown in some format (redacted as necessary) at any governors' pupil disciplinary committee meeting.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governors' pupil disciplinary committee meeting. All statements will be signed and dated unless the Principal has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Statements may be taken from staff and pupils in relation to incidents in line with the school's behaviour policy.

6. Returning from a suspension

6.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- i. Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school

- ii. Daily contact in school with a designated pastoral professional
- iii. Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- iv. Informing the pupil, parents and staff of potential external support

Reduced hours timetables will not be used as a behaviour management tool. They will only be implemented as a supportive, time-limited intervention where it is in the best interests of the pupil, such as to support reintegration or meet identified needs.

Where used, any reduced timetable will:

- Be clearly justified and agreed with parents/carers
- Be in place for the shortest possible period
- Be subject to regular review with a clear plan for return to full-time education

6.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before, or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff and professionals will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

7. Remote access to meetings

Parents/carers can request that a Local Governing Council meeting, reintegration meetings or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person. In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

If there are issues with IT or access to the meeting, there may also be a requirement to hold the meeting via telephone.

The Local Governing Council and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- i. All the participants have access to the technology that will allow them to hear, speak, see and be seen
- ii. All the participants will be able participate fully

- iii. The remote meeting can be held fairly and transparently
- iv. Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, if they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- i. Compromise the ability of participants to contribute effectively, or
- ii. Prevent the meeting from running fairly and transparently

In the event of unresolved technical issues that compromise the ability of participants to contribute effectively or undermine the fairness or transparency of the meeting, the meeting will be rescheduled and held in person without delay.

Parents/carers and all participants are not permitted to record meetings, including remote meetings, without prior written permission from the school or Local Governing Council.

Additionally, during remote meetings, participants must confirm that no unauthorised individuals are present in the room and that the meeting is taking place in a private and appropriate setting.

These measures are in place to ensure confidentiality, uphold procedural integrity, and maintain the trust of all involved parties.

1. Statement of Intent

The Magna Carta School is committed to providing a caring and safe environment for all pupils so that they can learn in a place where they can achieve their full potential. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should feel able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

The Magna Carta School, and Unity Schools Trust, takes all forms of bullying and harassment seriously and is particularly concerned to take action in relation to any incidents which involve identity-based bullying – relating for example to race, culture, country of origin, sexism, disability, giftedness, homophobia or circumstance (e.g. Young Carer, Adopted, LAC). In such cases these issues will be specifically addressed with the bully (and their parents where appropriate) in the course of post incident management.

The Anti-Bullying Procedures have been drawn up with reference to the DfE publication: Preventing and tackling bullying advice for headteachers, staff and governing bodies and The Equality Act 2010.

2. Definitions

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is to intentionally cause harm either physically or emotionally. Bullying is, therefore:

- i. Deliberately hurtful
- ii. Repeated, often over a period of time
- iii. Difficult to defend against

Bullying behaviour may be direct or indirect. Direct forms include: physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact.

Examples of indirect forms of bullying include: ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying and sexting).

Harassment is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Harassment is direct and includes spoken or written words or abuse, offensive emails, text messages or comments on social networking sites, images and graffiti, physical gestures, facial expressions, jokes.

3. Rationale

There is no justification whatsoever for bullying or harassment and it will not be tolerated in any form. Prejudice and discrimination of any sort is absolutely not tolerated. Bullying, or harassing, behaviour is a problem for both the perpetrator and the victim and is addressed in positive and constructive ways which provide opportunities for growth and development for the bully and target alike (see Appendix 1)

We believe that taking proactive, preventative action is key. This is best done through the development of a school ethos based on mutual respect, dignity of the individual, inclusion, fairness and equality.

Effective management of bullying and harassment is a shared responsibility, and strategies involve school staff and parents working together (sometimes with other professionals) with students who are the targets or perpetrators of bullying or harassment.

4. Principles

All members of staff and all students have a right to carry out their work in a supportive, safe and positive environment. Every student has the right to learn, to experience success and fulfil their potential. Every teacher has the right to teach, to experience success and fulfil his/her potential.

Every member of the school community has the right:

- i. To feel valued
- ii. To feel supported
- iii. To feel safe and secure and protected from harm, humiliation and abuse
- iv. To work and learn in a healthy, pleasant environment
- v. To be treated with respect
- Vi To be treated with dignity
- vii. To be treated fairly

5. Aims

- i. To promote an atmosphere in which there is a respect for others, recognition of others' achievements where individual differences are valued.
- ii. To promote an atmosphere which is conducive to learning.
- iii. To promote behaviour which is in the best interests of all members of the school.
- iv. To promote good manners towards all members of the school community, to visitors and to members of the community outside the school.

- v. To eliminate intimidating and aggressive behaviour in line with our ethos of providing a secure, caring community where bullying and harassment is not tolerated in any form.
- vi. To clarify to stakeholders our methods for responding to incidents of bullying and harassment and for fulfilling our statutory responsibility to respect the rights of students and to safeguard and promote their welfare

6. Scope

This document applies to incidents of bullying and harassment which take place on school premises, on the journey to and from school (while students are in uniform), on off-site activities organised by school and while using school equipment.

Unity Schools Trust, and The Magna Carta School, will respond positively to any information they receive about bullying or harassment outside school thus:

- i. If a student is responsible for bullying or harassing other students outside school, including cyber-bullying, then this matter will be investigated. The student's parents will be informed so they can take appropriate action. The school will consider whether it is appropriate to notify the police.
- ii. If a student is found to be the target of bullying or harassment outside school then help and support will be offered and advice given on how to avoid further incidents in future. The target's parents will be informed so they can take appropriate action.
- iii. If there are more general concerns about student safety outside school then the local police will be contacted, and their help sought in making the area around the school premises more secure.
- iv. If information is received that a student is being bullied by a sibling outside school this will usually initially be discussed with the parents. If concerns persist then the matter will be referred to the Children's Services.
- v. If a student is being bullied by students of another school the Headteacher of that school will be informed and asked to deal with the matter.

Unity Schools Trust, and The Magna Carta School, recognises that staff can be the target of bullying or harassment. If a member of staff is the target of bullying or harassment by a student, then the same protocols and procedures will apply. If they are targeted by a parent, then this will be dealt with in line with the home/school agreement.

In the event that the perpetrator is a member of staff this will be raised with Human Resources who will conduct an investigation.

7. Monitoring and Evaluating

Each incident of bullying or harassment falling within the school's definition will be recorded on CPOMs.

Any incidents involving race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia will be identified, and logged.

A termly report will be made to the Principal and the Local Governing Council, indicating the numbers of bullying incidents and any trends which may have emerged.

Senior staff and members will evaluate the effectiveness of our policies and anti-bullying response and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents and students via appropriate channels.

Appendix 6 – Bullying Allegation Flowchart

