



BIRKENHEAD SCHOOL

Behaviour Management Policy

Introduction

At Birkenhead School our community is based upon our School values of respect, responsibility, resilience, integrity, inclusivity, compassion and courage. The School aims to encourage students to adopt the highest standards of behaviour and values, and to respect the ethos of the School. Promoting the emotional well-being of all of our students is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all students in the School including those in our Early Years Foundation Stage (EYFS). Our designated staff member responsible for behaviour management in EYFS is Steph Ford (Head of Pre-Prep and Little School).

Whole-School Approach to Behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of School life including the culture, ethos, and values of the School, how students are

taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.

The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and applied fairly. The School recognises that behaviour may be linked to mental health needs, trauma or safeguarding concerns. Likewise, poor attendance and persistent lateness will be considered when reviewing poor behaviour.

Code of Conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents/guardians (referred to collectively as 'parents' throughout this policy), and students are expected to adhere to an established code of conduct.

Respect for Self

- All students should take responsibility for their own academic performance by completing all homework on time.
- All students should respect themselves and the community by adhering to the Uniform Rules at all times. When School Uniform is worn it should be worn properly both inside and outside School. The uniform booklet is available on the School website, and must be followed.
- No students should attend lunch or lessons in anything other than school uniform or a full School tracksuit. No skorts or shorts should be worn outside of Games or sports fixtures. When in Games kit around School, the Gilbert kit should be worn, not any other brand of clothing.
- Students must bear in mind their 'digital footprint' and protect themselves by not posting anything online which could be harmful or compromise them in years to come. The online policy is known to staff and students and is available to members of the wider community on request.
- Smoking, the consumption of alcohol and the use of any illegal substances, along with the possession of any associated items, are forbidden at any time when under School discipline and whilst on the way to and from School. Any consumption of illegal

substances, both on and off site, which affects behaviour or performance could result in permanent exclusion.

Respect for Others

- All members of the Birkenhead School community should demonstrate respect towards other members of the community, treat them with courtesy and be prepared to listen to their views, even views contrary to their own.
- The School is committed to eliminating bullying in all its forms and expects every member of the community to contribute to this by avoiding bullying behaviour and reporting bullying if it occurs; everyone should be familiar with the School's anti-bullying policy which is displayed prominently around the School. This includes cyber-bullying and the sending of inappropriate images or messages.

The wi-fi is monitored for harmful internet activity. Students must not use VPNs, proxy services, hotspots, mobile data connections or other methods to bypass School filtering and monitoring systems. Attempts to circumvent safeguarding controls will be treated as both a behavioural and safeguarding concern. The School's mobile phone-free arrangements for Years 7 to 11 form part of its wider safeguarding and behaviour strategy and must be followed at all times.

- The School is committed to fostering a safe community for all. As such, misogynistic, racist or any other pejorative language is forbidden, and is not considered banter. Any incidence of this will be dealt with robustly and all members of the community are asked to stand against such language at all times, and to report appropriately.
- All members of the community have a duty to act in a manner which does not endanger the safety of themselves or others; this includes leaving School during the School day or driving carelessly on or near School property.
- The neighbours of the School should be treated respectfully, and consideration of disruption when arriving and leaving School is paramount.

Respect for Authority

- Students should respect the authority of Staff and Prefects.
- Disrupting learning is unacceptable; students should listen in silence when a teacher is speaking and all should listen to and respect constructive contributions from others.
- All students have the same right to learn and receive attention.
- Books and all equipment required for the lesson should be on students' desks before the lesson is started. This includes an appropriate device.
- Lessons should end on time, thus enabling the next lesson to start promptly; it ought to be possible for the next period to start within five minutes of the bell; where appropriate, homework should have been set before the bell.
- Homework should be set and completed according to the published timetable and available on Firefly.

- Members of Estates, Support staff and Catering staff should be treated with the same respect as Teaching staff.
- We will support the atmosphere of good conduct and respect using our behaviour management systems and will never threaten or use any corporal/physical punishments or sanctions.

Respect for the Community

- Visitors to the School should be treated with particular courtesy. Visitors should have right of way on pathways and into buildings and should be greeted appropriately.
- The use of offensive language is not acceptable; this includes any sexist, racist or gender-offensive language.
- All students of Birkenhead School will observe the fundamental British Values: democracy, the rule of law, individual liberty and mutual respect for all.

Respect for Property

- All members of the School community should help to create and maintain a tidy and litter-free environment. All members of the community who see litter, should pick it up, regardless of whether it is theirs or not. Chewing gum is banned.
- Permission must be sought before using any item belonging to the School or to others.
- Graffiti and deliberate damage are not acceptable and should be reported to a member of staff.
- All damage, whether deliberate or accidental, will be the responsibility of the perpetrator of the damage.

Respect for Birkenhead School

The School reserves the right to permanently exclude students for breaches of this code of conduct. This includes deliberately endangering members of the community, or behaviour that brings the name of the School into disrepute.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

The School reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals.

Behaviour Management

Any contravention of the Code of Conduct will be addressed using the Stages of Behaviour Management flowchart which is prominently displayed around School, and available to parents on request.

Involvement of Parents and Guardians

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Conditions of Admission.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, co-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue, the School will liaise closely with parents where practical and, if relevant, other support agencies. The School welcomes feedback from parents on the effectiveness of the behaviour management measures and all other aspects of this policy. Where a parent has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

When a student is absent without prior explanation, we will call parents on the first day to determine the student's whereabouts, in accordance with the School's safeguarding obligations, and the School's Children Missing in Education Policy.

Please note that it is the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

Involvement of Students

All students deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where students treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them in assemblies and during Form time,

via Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Students are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour. Students may report behaviour or safeguarding concerns to trusted adults, Heads of Year, the DSL, Deputy DSLs, CEOP, Report Remove or through School safeguarding reporting systems.

The School supports all students as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new students (including EYFS students) understand their duty to follow the school's policies, uphold the School rules and contribute to the School culture. Where necessary, extra support and induction will be provided for students who are mid-term or academic year arrivals.

Promoting Good Behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and co-curricular achievements from our students by:

- Positive Day Book entries
- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Celebration assemblies

The School selects Prefects in Years 6, 8 (Overdale Prefects) and Upper Sixth (Senior Prefects). They assist the School in promoting and demonstrating good behaviour at all times. They should set the standard by which other students measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

Responding to Misbehaviour

When a member of School staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's priority will be to ensure the safety of students and staff.

The School's aim in any response to misbehaviour is to restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School
- **Protection** – a protective measure in response to inappropriate behaviour; this may be immediate or after an assessment of risk
- **Improvement** - supporting students to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

Sanctions

It is hoped that students will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from students.

The School undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of School. There may also be occasions when the behaviour of a student raises concerns about their participation in a School trip or event. On these occasions, the member of staff should raise their concerns with a member of the School management or leadership teams who will make a decision in the best interests of the safeguarding of students and staff and the reputation of the School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at the School. The School does not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection/Safeguarding Policy.

School sanctions are laid out in the Stages of Behaviour Management flowchart, available on Firefly.

In applying sanctions, especially those with serious consequences, staff undertake reasonable steps to avoid placing students with special educational needs and disabilities (SEND) or a

particular vulnerability at a particular disadvantage compared to other students, in accordance with the School's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection & Safeguarding Policy and consider if pastoral support, Family Help, Early Help intervention, targeted safeguarding support or referral to Children's Social Care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the student's name and year group, the nature and date of the offence and the sanction imposed.

Supporting Students Following a Sanction

Following a sanction, the School will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- A targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- A phone call with parents.
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- Inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

Removal from Classrooms

Removal is where a student is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed

from the classroom. The School's use of removal will allow for a meaningful continuation of the student's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- To enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- To allow the student to regain calm in a safe space.

The School's arrangements when a student is removed from the classroom include

- Removing the student to the room of a teacher nearby, preferably within the same subject area
- Removing the student to the workroom in the Lodge
- Discussing the reasons for removal with the student at the next lesson, and reiterating the expectations

Serious Misbehaviour

The School's Suspension and Exclusion Policy is available on Firefly, and all parents and students should be aware of the more serious sanctions, including suspension and exclusion, that the Heads of Seniors/Prep can impose for serious breaches of the School Rules, including but not limited to:

- Criminal behaviour
- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child-on-child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;

- Creation, possession or distribution of AI-generated sexual imagery, deepfakes, impersonation content or other AI-generated harmful content;
- Misuse of artificial intelligence tools to harass, bully, intimidate, deceive, discriminate against or exploit others;
- Damage to property; and
- Persistent disruptive behaviour

Serious sanctions in accordance with the School's Suspension and Exclusion policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.

The School may be required to exclude a student, or to require a student to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious 'one off' incident may justify exclusion even where a student has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection & Safeguarding Policy and Low-Level Concerns Policy.

Should an allegation made by a student against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the student, and manage that misbehaviour in accordance with this policy, the School's Child Protection & Safeguarding Policy and Suspension and Exclusion Policy as appropriate. Students should be aware that malicious allegations of abuse against staff (or indeed other students) may result in the suspension or permanent exclusion of the accuser from the School, and that incidents may also be referred to the Police, where appropriate.

Preventing Recurrence of Misbehaviour

The School uses a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for students who struggle to meet those expectations.

Intervention strategies used in the School include:

- Robust use of the Day Book
- Frequent and open engagement with parents, including home visits if deemed necessary
- Behaviour report cards or longer-term behaviour improvement plans
- A system of behaviour management including intervention in three stages

Contextual Safeguarding

Staff will consider whether behaviour concerns arise from risks within the child's wider environment, including peer groups, online activity, social media, exploitation, serious violence, criminal activity or relationships outside school. Attendance patterns, punctuality concerns and unexplained absences may be considered alongside behaviour concerns when assessing safeguarding risk.

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding & Child Protection Policy and discuss their concerns with the School's DSL, without delay. The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly.

Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for students with SEND or certain health conditions.

Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

We are mindful that not all students requiring support with behaviour will have identified SEND.

Misbehaviour Outside of School or Online

The School has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from School;
- wearing School uniform; or
- in some other way identifiable as a student of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Suspension and Exclusion Policy.

Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all schools, Birkenhead School reserves the right for staff to use reasonable force to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Principal & CEO have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the student themselves);
- Causing damage to the property of any person (including the student themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEND that the student may have.

All staff are trained in the circumstances in which reasonable minimum force may be used, both as part of induction and regular refresher training on managing student behaviour and all staff are aware that corporal punishment of students is strictly prohibited. In particular, staff are advised always to use their voices first and to use the minimum force necessary to restrain a student for the shortest possible period of time. The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the DSL immediately after they have needed to restrain a student physically.

The School has a confidential register which includes the student's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

In addition, the DSL will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between students, or potentially violent behaviour, to minimise the need for restraint.

The School will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that, if necessary, a plan can be agreed for managing their child's behaviour. Parents of EYFS students will be informed of the incident on the same day or as soon as is reasonably practicable.

Searching

The School reserves the right to search students and their possessions. The DSL, or a member of staff authorised by the DSL, may search a student of the same sex provided there is another staff member present as a witness. The School does not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the student to be searched and any SEND or vulnerabilities (including certain health conditions) the student may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding & Child Protection Policy.

The consent of a student will usually be obtained before conducting a search unless the DSL (or authorised member of staff) reasonably suspects that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Vapes or e-cigarettes

- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the student being searched) if the search is not carried out immediately, the DSL (or authorised member of staff) is permitted to carry out a search of a student of the opposite sex. The DSL (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff. When a member of staff conducts a search without a witness they will immediately report this to a senior member of staff.

The School will inform the student's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required. The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the student.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any

proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any student.

Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection & Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of School discipline. They can also decide whether the material is of such seriousness that the Police need to be involved.

In the event that the search highlights a safeguarding concern in respect of any student, the School will follow the procedures set out in the School's Safeguarding & Child Protection Policy.

Teaching and Learning

The School aims to raise the aspirations of all of its students and to help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning appropriate to their age and circumstances. The School celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way within the School. Teaching staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offers every student a high level of individual attention, together with consistent and helpful advice. In return, the School expects every student to cooperate and to work hard.

Complaints

The School intends that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure can be found on the School's website and sets out how parents can raise a

formal complaint and how the School will handle it. A copy of the Complaints Procedure can also be sent on request.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of the policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into students' PSHE/RSE lessons, or amending this policy.

Behaviour data will be reviewed alongside safeguarding, attendance, bullying and online safety information to identify emerging risks, vulnerable groups and areas requiring intervention.

Reviewed: DSL, August 2026

To be reviewed: August 2027