

# Bingley Grammar School



## Behaviour Policy

### Rationale for Policy

As a school community we want to ensure that we have a consistent approach to rewards and sanctions. Through this policy, and implementation of it, we will then ensure we have:

- Highly consistent working practices throughout the school
- Effectively communicated realistic, detailed expectations, understood clearly by all members of the school community
- A clear understanding of what the school culture is - 'this is how we do things around here, and these are the values we hold'
- High levels of staff and parental commitment to the school's vision and strategies • High expectations of all students and staff, and a belief that all students and staff matter equally
- Committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- High levels of support between leadership and staff, for example, appropriate CPD • Attention to detail and thoroughness in the execution of school policies and strategies

### Purpose of the Policy

- For students and staff to understand that their positive behaviour and conduct will allow all to flourish at Bingley Grammar School – showing a **commitment** to the school and their own, success
- To allow the whole school population to work in an atmosphere of **respect** and personal well-being
- To provide students and their families clarity and so we can **collaborate and work together** on ensuring all students excel at Bingley Grammar School

### Aim of the Policy

- To provide a framework that rewards students for making the right choices whilst supporting and challenging those who do not always make the right choices or meet the expectations of positive behaviour at BGS
  - To outline the expectations of our school values – Respect, Commitment, Collaboration.

### Consistent use of this Framework

- Will develop positive relationships between staff and students through the ability to engage in a restorative process
- Will secure personal accountability from all in the improvement of behaviour and learning through a clear framework of rewards and sanctions
- Will develop an environment in the classroom where learning and progress is the focus for all and low level issues do not impede the progress of the students



**Suspension and permanent exclusion**

- Unfortunately at times some students make choices that undermine the school culture and values, therefore the school may use a suspension as a sanction following the statutory guidance from DFE online, in this process Education Bradford is informed of all suspensions
- The appeals process for all suspensions is outlined on Bradford Schools Online website and will be included in all exclusion letters
- The most severe sanction is a Permanent Exclusion and can be used for incidents as outlined in the school's Exclusion Policy
- Other one-off incidents may also lead to permanent exclusion at the Governing Body's discretion

**Reasonable Adjustments**

- Where appropriate, reasonable adjustments will be made to the behaviour policy as outlined in the school's CLA and SEN policies

**External Agencies**

- West Yorkshire Police work closely with all schools and Bingley Grammar School will provide information regarding behaviour of students to the police as appropriate. This can be done without consent.

**Supplementary Documentation**

1. Child Protection and Safeguarding Policy
2. Suspensions Policy
3. CLA Policy
4. SEN Policy
5. Attendance Policy
6. Uniform Policy

**Establishing our Culture**

It is essential that the school's approach to positive behaviour leads to success through nurturing students and establishing a clear set of accepted norms.

Initially in Year 7 and Year 8, an important part of the school's approach to behaviour is developed in through the LORIC initiative, which hones the key skills of:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

This initiative is designed to promote communication between our students thereby developing an understanding about who they are. In turn the school can celebrate individuals' achievements with the aim that students develop a strong sense of belonging to their form, their year, their House and the overall school community thus creating circumstances where forms of good behaviour are encouraged and supported. From Y9 upwards we give students the opportunity to continue this in their own time, as well as giving them opportunities such as the Duke of Edinburgh scheme.



**Consistency**

To support students in their day to day experiences in school we have a code of conduct that we use in each classroom and around school:

1. Be ready (Ready to enter, ready to start tasks, ready to exit)
2. One Voice (Respecting the speaker in the classroom)
3. First time, every time (responding to instructions given by staff both in lessons and around school)

Having a shared code of conduct ensures that students know the expectations across the school.

**Values**

This is all underpinned by the values of Respect, Commitment and Collaboration with these values being central to everything we do as outlined in the 'purpose of the policy' on page one.

**Reward and Sanction - The Process**

The following outlines the step by step process of reward and sanction at Bingley Grammar School.

Within this we have created steps or as determined by Tom Bennett's independent behaviour review (commissioned by the DFE) 'the way we do things around here', to have clarity for students and staff about Bingley Grammar School's expectations both in the classroom, around school and on the journey to and from school. We have also used the training from Paul Dix regarding the power of restorative practices and interwoven this into our practices.

**Rewards - Classroom**

During lessons, students can often have moments of excellence which we wish to reward through the following steps:

**Step One:** Verbal Rewards (Achievement Points 0)

**Step Two:** Arbor points for positive engagement, awarded by classroom teachers

Respect / commitment / collaboration positive point (classroom) (+1)

Students may also be awarded positives in Year 7 and 8 relating to our LORIC initiative under the following headings:

Leadership +3  
 Organisation +3  
 Resilience +3  
 Initiative +3  
 Communication +3



As well as the above there may be occasions when a classroom teacher wishes to award further using other methods of rewards such as phone calls home and postcards of praise which are completed and given out at key points by teachers.

**Step Three:** Subject Reward for above and beyond, including a written postcard of praise to take home (+5)

**Step Four:** Faculty Reward - Public recognition award, including a phone call home from the class teacher (+5)

Particular aspects that may lead to rewards (this is a non-exclusive list):

| Positive Behaviour                                                                                                 | Reward                                                                             |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Being on time for lessons                                                                                          | Verbal Rewards                                                                     |
| Listening to others with respect                                                                                   | Verbal Rewards                                                                     |
| Positive contributions to the lesson                                                                               | Arbor Reward (Respect / commitment / collaboration positive point (classroom) (+1) |
| Being polite to all and celebrating any success no matter how small                                                | Arbor Reward (Respect / commitment / collaboration positive point (classroom) (+1) |
| Working well within a group task                                                                                   | Arbor Reward (Respect / commitment / collaboration positive point (classroom) (+1) |
| Helping others with their own learning, therefore extending your own and others learning.                          | Subject Arbor Reward for above and beyond                                          |
| Extra and wider study being completed as well as homework                                                          | Subject Arbor Reward for above and beyond                                          |
| Consistently high levels of work completed where the student strives to continually stretch themselves and improve | Faculty Arbor reward - Public recognition award                                    |

These are the minimum rewards for each behaviour and these can be reviewed by the Senior Team at any point.

### **Rewards – Around School**

We have endeavoured to ensure a clear mix between the academic and social aspects of student involvement in school.

Below outlines the additional rewards students can achieve, as well as Arbor points:



**Respect / commitment / collaboration positive point (around school)** - for showing respect / commitment / collaboration to other members of our school community (+1)

**Well Done Wednesday** (Weekly) - Nominations from staff members each week for a Friday early lunch pass (+6)

**Unsung Heroes** (Once every half term) - Using Arbor data and wider staff voice we select students that have a good behaviour record, but may be 'flying under the radar'. They will be given an early lunch pass. (+6)

**BGS Award** (Once every half term) Nominations come from members of staff for students who have exceeded expectations in showing kindness and supporting our community. (+10)

**SLT Breakfast** (Twice every half term) Nominations come from members of staff for students who have exceeded expectations in showing kindness and supporting our community. There is a breakfast for KS3 students and a breakfast for KS4 (+10)

**Tutor Group Reward** (Twice a year) – The year teams run two competitions through the year and this results in prizes & a celebration event for the winning group. The requirements are set by the year teams.

**End of Term Rewards** (Three times a year) - End of term rewards led by the Year Team. This involves prizes given in the year group assembly.

**Achievement Point Certificates** – As and when they are achieved:

250 - Bronze  
500 - Silver  
750 - Ruby  
1000 - Gold  
1500 - Emerald  
2000 - Diamond  
2500 - Platinum

**Diamond Award** - An award for students who achieve 2000+ achievement points

**Platinum Winners** – An award for those who achieve over 2500+ achievement points

### **Sanctions - In the Classroom**

Students can sometimes make poor behaviour choices. However, at Bingley Grammar School we want to ensure students are given a choice to change their behaviour through a consistent restorative process.

To support students in their learning, staff should use the following steps:



| <b><u>Choice</u></b>                                                                            | <b><u>Conversation</u></b>                                                       | <b><u>Behaviour Detention</u></b>                                                                                   | <b><u>Room Removal</u></b>                                                                                                                                        |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Verbal choice given within the classroom to allow students the opportunity to change behaviour. | Takes place discreetly within the lesson<br><br>Logged on Arbor by class teacher | Student informed in the lesson<br><br>Logged on Arbor by class teacher.<br>Issued 30 minutes after school detention | Student collected by a member of SLT and taken to an alternative room with work.<br><br>Logged on Arbor<br>Issued 60 minute after school KS Leadership detention. |

**Step 1: Verbal Choice**

– e.g. *You are talking when we are working in silence, you now have the choice to change this current behaviour*

**Step 2: Restorative conversation (-1)**

e.g. *You have not taken your first choice therefore you need to reflect on this and make a change moving forward, deciding to commit to your learning/your behaviour around school*

These will be recorded on Arbor by the class teacher

**Step 3: Detention for behaviour issued (-3)**

– e.g. *I have noticed that you have not taken the opportunities given to you to make a change to your behaviour, which means I will have to issue you with a detention, as this is stopping you (and others) from committing to their learning.*

On Arbor these will be recorded as

- Not allowing the lesson to progress -3
- Not respecting the speaker in the classroom -3
- Not responding to direction given by the member of staff -3
- Not completing the work set to the best of their ability -3

Teachers may also add a written description of the behaviour.

**Step 4: Room Removal (-4)**

- *SLT will be called out and the student will be placed in another classroom or Reflection.*

On Arbor this will be recorded as

- Room Removal -5

Teachers will also add a description of the behaviour. If a detention has already been set in the lesson this will be deleted and the description added to the overall 'Room Removal'. This Room removal will result in a 60 minute Leadership detention.

Particular behaviours that might initiate the classroom sanction procedure are (this is a non-exclusive list):



| Negative Behaviour                                                                           | Sanction                                                           | Recorded               |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------|
| Chewing                                                                                      | Verbal Choice                                                      | Not recorded on Arbor  |
| Eating of food in lesson                                                                     | Verbal Choice                                                      | Not recorded on Arbor  |
| Lack of suitable class work                                                                  | Verbal Choice                                                      | Not recorded on Arbor  |
| Talking over teacher or peers                                                                | Verbal Choice                                                      | Not recorded on Arbor  |
| Off task behaviour or not completing work right away                                         | Verbal Choice                                                      | Not recorded on Arbor  |
| <b>If student does not rectify behaviour move onto the next step</b>                         |                                                                    |                        |
| Chewing and continued defiance                                                               | Conversation - reminded they should respond first time, every time | Recorded on Arbor (-1) |
| Continued talking over teacher or peers                                                      | Conversation - reminded they should respond first time, every time | Recorded on Arbor (-1) |
| Lack of suitable class work                                                                  | Conversation - reminded they should respond first time, every time | Recorded on Arbor (-1) |
| <b>If student does not rectify behaviour move onto the next step</b>                         |                                                                    |                        |
| Continued talking over the teacher therefore stopping the learning of others                 | 30 minute Behaviour Detention issued                               | Recorded on Arbor (-3) |
| Continued talking over peers therefore stopping the learning of others                       | 30 minute Behaviour Detention issued                               | Recorded on Arbor (-3) |
| Continued lack of suitable class work and therefore hindering their own learning and success | 30 minute Behaviour Detention issued                               | Recorded on Arbor (-3) |

The above steps are designed to allow adults in schools to manage behaviour in the classroom, however, **certain** behaviours will result in this system being bypassed to ensure the safety and learning of other students.

This may result in an immediate room removal. In this incidence a report will be sent via email to the respective year team who will then contact parents to discuss next steps.

Examples of where this would happen are:



| <b>Behaviours that may bypass the classroom sanction system</b> |                                               |                                                                                                                                                      |
|-----------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rudeness/aggression to a member of staff                        | SLT Call Out -<br>Room removal<br>from lesson | SLT called to room remove student and an email is sent to the Year Team, who then investigate and action.<br>Minimum reflection whilst investigated. |
| Swearing at a staff member                                      | SLT Call Out -<br>Room removal<br>from lesson | SLT called to room remove student and an email is sent to the Year Team, who then investigate and action.<br>Minimum reflection whilst investigated. |
| Using hate speech within the lesson                             | SLT Call Out -<br>Room removal<br>from lesson | SLT called to room remove student and an email is sent to the Year Team, who then investigate and action.<br>Minimum reflection whilst investigated. |
| Dangerous Behaviour                                             | SLT Call Out -<br>Room removal<br>from lesson | SLT called to room remove student and an email is sent to the Year Team, who then investigate and action.<br>Minimum reflection whilst investigated. |
| Child on child abuse                                            | SLT Call Out -<br>Room removal<br>from lesson | SLT called to room remove student and an email is sent to the Year Team, who then investigate and action.<br>Minimum reflection whilst investigated. |

Above are minimum sanctions for each behaviour and can be reviewed by the Senior Team at any point.

### **Sanctions - Around School**

To support students in their behaviour around school, staff should use the following steps:

| <b><u>Choice</u></b>                                                                                          | <b><u>Conversation</u></b>                                                                | <b><u>Behaviour Detention</u></b>                                                             | <b><u>Reflection</u></b>                                                                                                                            | <b><u>Suspension</u></b>                                                                                                     |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Verbal choice given within around school in that moment to allow students the opportunity to change behaviour | Takes place at that moment by the staff member<br><br>Logged on Arbor by the staff member | Logged on Arbor by the staff member involved.<br><br>Issued 30 minutes after school detention | If behaviour is persistent or requires further sanction, email sent to the Year Team with information.<br><br>Reflection issued by Year Team / SLT. | If behaviour is persistent or requires further sanction, email sent to the Year Team with information.<br><br>Decided by SLT |

Particular behaviours that might initiate the around school sanction procedure (this is a non-exclusive list):

| <b>Negative Behaviour</b>             | <b>Sanction</b>   | <b>Recorded</b>       |
|---------------------------------------|-------------------|-----------------------|
| Not following the one way system      | Verbal Choice     | Not recorded on Arbor |
| Being Out of Bounds                   | Verbal Choice     | Not recorded on Arbor |
| Consuming high-caffeine energy drinks | Verbal Choice and | Not recorded on Arbor |



|                                                                                                                        |                                                                    |                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (examples are Red Bull, Monster, Relentless, Prime Energy and others containing more than 150mg of caffeine per litre) | items taken to Student Reception for collection later that day     |                                                                                                                                                                     |
| <b>If student does not rectify behaviour move onto the next step</b>                                                   |                                                                    |                                                                                                                                                                     |
| Sprinting down the corridor and endangering the safety of others                                                       | Conversation - reminded they should respond first time, every time | Recorded on Arbor, Restorative conversation -1<br>The Year Team may be emailed to review CCTV footage and a further sanction be set                                 |
| Not moving to the correct area straight away                                                                           | Conversation - reminded they should respond first time, every time | Recorded on Arbor, Restorative conversation -1<br>The Year Team may be emailed to review CCTV footage and a further sanction be set                                 |
| <b>If student does not rectify behaviour move onto the next step</b>                                                   |                                                                    |                                                                                                                                                                     |
| Continuing to not follow staff instructions around school first time, every time                                       | 30 minute Detention issued                                         | Recorded on Arbor, Not responding to direction given by the member of staff -3<br>The Year Team may be emailed to review CCTV footage and a further sanction be set |
| <b>Minimum Immediate sanctions</b>                                                                                     |                                                                    |                                                                                                                                                                     |
| Rudeness/aggression to a member of staff                                                                               | Minimum Reflection while investigated                              | Not recorded on Arbor, Year Team emailed to investigate and then action                                                                                             |
| Dangerous Behaviour                                                                                                    | Minimum Reflection while investigated                              | Not recorded on Arbor, Year Team emailed to investigate and then action                                                                                             |
| Child on child abuse                                                                                                   | Minimum Reflection while investigated                              | Not recorded on Arbor, Year Team emailed to investigate and then action                                                                                             |

Above are minimum sanctions for each behaviour and can be reviewed by the Senior Team at any point.

### Truancy

It is important that all students are in lessons promptly, to maximise their learning time. This also allows us to keep all students safe and know their whereabouts.



Truancy from a lesson is when a child has missed a significant amount of the lesson input with no justifiable reason provided by another member of staff.

Students are made aware which areas are out of bounds to their year groups, and should not be in these areas at any point.

Below are minimum sanctions for each behaviour. These can be reviewed by the Senior Team at any point.

| Minimum Immediate sanctions                                                 |                                       |                                                                |
|-----------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------|
| Negative Behaviour                                                          | Sanction                              | Recorded                                                       |
| Truancy from a lesson                                                       | 60 minute Leadership detention        | Recorded on Arbor by class teacher or staff member             |
| If a student is found outside of lesson/truancy twice in a day              | Minimum 0.5 Suspension                | Year Team emailed to investigate and then action alongside SLT |
| If a student is found outside of lesson/truancy twice in one week           | Minimum 0.5 Suspension                | Year Team emailed to investigate and then action alongside SLT |
| A student runs away from a member of staff or refuses to go to room removal | Minimum Reflection while investigated | Year Team emailed to investigate and then action alongside SLT |
| A student runs away from a member of staff or refuses to go to detention    | Minimum 0.5 day Suspension next day   | Year Team emailed to investigate and then action alongside SLT |
| Student absconds from school                                                |                                       | Meeting with parents and sanctions to be discussed             |

### Lateness to Lesson

If for any reason a child leaves the previous lesson late they should ask the staff member they were with for a note or to email to the next teacher explaining the lateness. Where there is no reason for lateness the following will be followed.

| Overview                                                    | Sanction                                                                               | Recorded |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------|----------|
| 1 late to any lesson                                        | 30 minute Detention                                                                    | On Arbor |
| Regular lates to lessons                                    | Email to Parents to raise issues, raise awareness of missed learning and offer support |          |
| Persistent lates to lessons (15 lates over 10 school weeks) | Meeting with Parents and student punctuality monitored for 10 weeks                    |          |
| If lates continue                                           | Referral to the Local Authority                                                        |          |



Failure to attend 30 minute detention will result in an escalation to a 60 minute detention.

A student who arrives at a lesson after the teacher has started the lesson is counted as late to the lesson.

### **Lateness to School**

If for any reason a child is late to school the parent/carer should let the school know. This will ensure that no unnecessary sanctions are put in place and support can be offered.

However, it is a legal requirement for the school to mark all students as late ('L') on the register if they arrive after 8:30am (register opening) regardless of information received from a parent / carer.

| <b>Overview</b>                                            | <b>Sanction</b>                                                     | <b>Recorded</b> |
|------------------------------------------------------------|---------------------------------------------------------------------|-----------------|
| 1 late to school                                           | 30 minute Detention                                                 | On Arbor        |
| Regular lates to school                                    | Email to Parents to raise issues and offer support                  |                 |
| Persistent lates to school (15 lates over 10 school weeks) | Meeting with Parents and student punctuality monitored for 10 weeks |                 |
| If lates continue                                          | Referral to Local Authority                                         |                 |

Failure to attend 30 minute detention will result in an escalation to a 60 minute detention.

Students who arrive in school after 8:30am will be classed as late to school and awarded an 'L' registration mark by the attendance team. This will be visible in Arbor.

Students who arrive in school after 9am must, by law, be awarded a 'U' mark by the attendance team. Please note that this means that the student has been registered as 'Unauthorised Absence' for that morning. This will be visible in Arbor.

10 unauthorised absences in 10 weeks could result in a local authority fine



## Uniform and Equipment

For a more detailed overview of uniform and equipment required please see the policy on the school website.

|                                                                               |                                                                                             |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Missing Equipment - including student planner<br><br>(Addressed in form time) | Note provided by the form tutor.<br><br>Student issued spare pencil case in lesson          | Recorded on Arbor by the form tutor<br><br>2 x missing equipment in a week = issued 30 minute detention by form tutor                                                                   |
| Incorrect Uniform<br>(Addressed on arrival to school)                         | Checked by duty staff on the way in to school<br><br>Student issued with a note for the day | Recorded on Arbor as Incorrect uniform (SLT only) - 1<br><br>2 x missing lanyard in a week = Leadership detention<br><br>2 instances of missing uniform in a week = 1 day in reflection |

Each morning the uniform and equipment of students will be checked.

If an item of uniform is missing or not worn correctly and cannot be solved students will be provided with a note for the day.

Where needed contact with parents will be made by the year team to bring in a replacement item or if needed send a student home to change.

Where students continually struggle to have the correct uniform the school will work with families to provide support where possible.

If there is no reason for incorrect uniform the sanction system will be used:

- Missing equipment 2 x in a week = 30 minute detention
- Missing lanyard 2 x in a week = 60 minute Leadership detention
- Incorrect uniform 2 x in a week = 1 day in reflection

With regards to equipment; teaching staff have spare pencil cases and therefore will hand out and collect loaned equipment each lesson. Where students continually struggle to have the correct equipment the school will work with families to provide support where possible.

## Homework

We know at times that students can struggle to complete homework therefore we allow students an opportunity to rectify any issues with homework before issuing a sanction.

**Step 1:** -1 negative is logged on Arbor as a reminder

**Step 2:** When homework is missed for the second time, a -3 negative is logged on Arbor and a 30 minute detention is set



## **Mobile Phones and Head Phones**

From September 2026, Bingley Grammar School must fully implement the Department for Education's statutory regulations banning mobile devices in schools.

To ensure our classrooms remain distraction-free environments focused on learning, we require the **collaboration** of all parents and students in upholding these rules:

- **Switch Off & Pack Away:** Pupils must ensure that mobile phones are switched off before entering the school premises. Phones must remain out of sight in bags or blazers at all times. Year 7 will be provided with a phone pouch upon arrival at school each morning.
- **Not Seen, Heard, or Used:** Phones must not be used, seen, or heard anywhere on school premises—this includes during breaktimes, lunchtimes, and while entering or leaving the school site.
- **Sanctions for Non-Compliance:**
  - **First Instance:** The phone will be confiscated and the student will need to collect from student reception at the end of the day.
  - **Second Instance:** The phone will be confiscated, and a parent/carers will be required to collect the device from the school office.
  - **Persistent Issues:** If a student repeatedly breaches this policy, they will be required to hand in their phone or place it in a secure, lockable mobile phone pouch each day.
  - Pupils who fail to cooperate with these rules will be subject to the school's standard behaviour policy.

### **Why are we doing this?**

This national directive aims to improve the following:

- **Focus on Learning:** Mobile phone use is a massive disruption to the classroom, with **58%** of pupils nationally reporting that phones are used without permission during lessons. National Behaviour Survey Findings, (2025)
- **Social and Physical Development:** Limiting screen time actively encourages face-to-face interaction, physical activity, and healthier social development during break and lunch times. Department of Health and Social Care, (2019)
- **Online Safety:** With **31%** of children reporting that they have experienced hurtful behaviour online, removing constant access to social media during the school day helps us protect our pupils from digital harassment. Children's Media Report, (2025)

We fully understand that parents may want their children to carry a phone for safety on the journey to and from school. The DfE has provided guidance on how schools will need to manage this and so if you need to contact your child urgently during school hours, **please call the main school office** and our administrative team will ensure a message is passed to them promptly.

For those with medical needs, phones will still be allowed to be accessed.

For non-compliance the following sanctions apply:

|                                                |                          |                              |
|------------------------------------------------|--------------------------|------------------------------|
| Refusal to give in mobile phone or head phones | Minimum 1 day reflection | AHOY/Head of Year/Leadership |
|------------------------------------------------|--------------------------|------------------------------|

This is a minimum sanction and can be reviewed by the SLT team and increased.

## **Searching, Screening, and Confiscation Procedures**



## Our Ethos and Values

At our school, the safety, well-being, and dignity of every child are paramount. We approach all safeguarding and behavior procedures—including searching and confiscation—through the lens of our core school values:

- **Respect:** We treat all children with dignity, empathy, and fairness. Searching and confiscation procedures are always conducted non-judgmentally, preserving a child's self-esteem and ensuring their voice and needs are listened to.
- **Commitment:** We are dedicated to maintaining a safe, calm, and nurturing environment where every pupil can learn and thrive. We are committed to acting swiftly, proportionately, and transparently to protect our school community from harm.
- **Collaboration:** Safeguarding is a shared responsibility. We work in active partnership with students, parents/carers, and external agencies (such as the police) to manage concerns constructively, repair relationships, and prevent future risks.

## Prohibited and Banned Items

To fulfill our **commitment** to keeping all members of our community safe, the following items are strictly prohibited and must not be brought onto the school site:

- Alcohol and illegal drugs
- Knives and weapons (including replica knives and weapons)
- Stolen items
- Tobacco, cigarette papers, and vapes/e-cigarettes
- Pornographic or inappropriate images
- Fireworks and pyrotechnics
- Any article that has been—or is likely to be—used to commit an offence, cause personal injury, or damage property

## Searching with Consent

In line with our value of **respect**, staff will always seek to engage constructively with pupils first. Staff have the statutory power to conduct a non-intimate search (for example, asking a child to turn out their pockets) and to search items such as bags and coats with the child's consent.

- Staff will always take into account the child's age, developmental stage, understanding, and any additional needs (such as SEND).
- While formal parental consent is not legally required for a consensual search, we uphold our value of **collaboration** by ensuring parents/carers are informed promptly whenever a search for a prohibited item takes place.

## Searching Without Consent

Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited or dangerous item, the Headteacher (and staff authorized by the Headteacher) have the legal power to carry out a search without consent.

To maintain **respect** and safeguarding integrity:



- Wherever possible, searches will be conducted by two authorized members of staff, ideally with at least one staff member being the same gender as the child, and in the presence of the child.
- If a search requiring physical contact becomes necessary, this will ideally be carried out by a family member or a police officer.
- **Emergency Interventions:** If time is of the essence and physical intervention/reasonable force is urgently required to prevent harm, maintain good order, or protect health and safety, an authorized staff member may search using reasonable force. Parents/carers will always be notified immediately if any search involving physical intervention or reasonable force takes place.

## Working in Partnership (Parents and External Agencies)

Demonstrating our commitment to **collaboration**:

- **Communicating with Families:** Following any search for a prohibited item, a member of staff will contact parents/carers as soon as reasonably practicable to explain:
  - What happened and the context of the search
  - What was found (if anything)
  - What was confiscated (if anything)
  - What actions or sanctions the school has put in place, alongside any follow-up supportive measures for the child
- **Working with Police:** The police will always be informed following the discovery of any illegal or dangerous item. We will work collaboratively with law enforcement to understand the source of the item and ensure appropriate contextual safeguarding measures are put in place.

## Screening

Screening is a proactive, non-intimate measure used to ensure a safe environment for all pupils and staff.

- **Powers and Practice:** In line with our statutory powers, the school may require pupils to undergo screening for weapons or prohibited items using hand-held metal detector wands or walk-through arches.
- **Respect and Fairness:** Screening will always be conducted in a calm, respectful, and non-stigmatising manner. It may be applied to individual pupils, groups, or whole year groups as a preventative safety measure.

Consent for Screening: Formal consent is not required for screening. However, staff will always explain the procedure to pupils to reassure them and build trust. If a pupil refuses to be screened, staff will work collaboratively with them to understand their reasons, address any anxiety, and determine whether a search or further risk assessment is necessary.

## Confiscation and Property Management

Staff may confiscate, retain, or dispose of a pupil's property if it is a banned item, or if it is being used to cause harm to self/others, damage property, or disrupt learning.

In keeping with our values of **respect** and **commitment**:

- Confiscation is used solely to maintain a safe, purposeful, and respectful learning environment. Retention, damage, or disposal of personal property will **never** be used as an informal punishment or sanction.



- For items that are non-dangerous and legal, staff will make fair, proportionate decisions based on individual circumstances. Options include:
  - Returning the item to the pupil at the end of the lesson.
  - Returning the item to the pupil at the end of the school day.
  - Escalating the matter (and handing the item over) to a Head of Year or Senior Leadership Team member.
  - **Collaborating** directly with the student's family to agree on how best to return or safely dispose of the item.

## **Detentions**

**Behaviour detentions** last for 30 minutes, from 3:00pm to 3.30pm and run Monday, Tuesday, Thursday and Friday. These will be for

- Negative Classroom Behaviour
- Negative Behaviour Around School
- Lateness to school
- Lateness to lessons

On Monday, Tuesday and Thursday these are led by teaching staff. On Friday pastoral staff lead these detentions.

Pastoral Teams will start the detentions with teaching staff then taking over.

**Homework Detentions** last for 30 minutes, from 3:00pm to 3.30pm and run Monday, Tuesday, Thursday and Friday.

**Leadership Detentions** last for 60 minutes, from 3.00pm to 4:00pm and run Monday, Tuesday, Thursday and Friday. Staggered departure will take place from 3:50 based on the work completed in the detention room.

- Missing a 30 minute detention
- Accumulating 2 x 30 minute detentions
- Room Removal
- 1 truancy in one week
- Missing lanyard 2 x in a week

These detentions are led by the Leadership Team.

## **Escalation**

If a student misses a Behaviour Detention it escalates to a Leadership detention.

If a student misses a Leadership detention, they will be placed into Reflection with a late finish of 4pm.

When a student receives multiple detentions in a week the following will apply:

-3 x 30 minute detentions for behaviour = 1 day in reflection with a 4pm finish.

- A build up of detentions over a period of time will also result in Reflection (3 or more Leadership detentions)



Alongside this we also have further measures such as:

- Loss of social times and time spent with pastoral team
- Loss of social times and time spent with SLT or the extended Leadership team
- Meeting with parent/carer, child and member of the pastoral team, SLT or the extended Leadership team

### **Reflection**

When a student has not taken the opportunity to work towards restoring their behaviour, the school will take steps to work with the student with SLT and their pastoral team.

When this does happen students will sit in silence and complete work set by the member of staff on duty. The member of staff supervising will support students with the work where appropriate, therefore again allowing the student to enter into a restorative practice with the school. A number of reflection activities will also be completed and successful completion of these will mean a student is allowed to return to lessons at an allotted time.

Students do have breaks for lunch and drinks, however, this will not be with the rest of the school.

Reflection runs from 8.30am – 4pm – As soon as the student arrives at school they are to go straight to Reflection. Any student who does not will have extra time in Reflection. In some circumstances it may be that the time is changed to ensure that the student does not come into contact with their peers.

Where students have multiple Reflections in a year the following will occur

- Liaison with parents/carers
- Face to face meeting with parents/carers/Head of Year or SLT
- Development of pastoral support plan
- Discussion regarding other educational or social care providers that could offer support

### **Behaviour Interventions**

Negative behaviours normally have a root cause therefore we have a range of interventions that we can employ, monitor and then signpost to further support. **Contact with home (Phone Call)**

If a student is not behaving adequately the class teacher / Year Team will call home and this will be logged. **Contact with home (Face to face)**

If a student is not behaving adequately the class teacher / Year team will call home and book a meeting and this will be logged.

### **Subject Report Card**

Persistent misbehaviour in a **Subject Area** will lead to a student being placed on a **Subject Report Card** for a duration up to **four** weeks. The student will report to the Subject Leader at a pre-determined time set by the Subject Leader.

Subject Leaders will arrange for students to be placed on report with HOY to ensure no



duplication, and subject leaders will contact parents concerned.

At the end of the four weeks the Subject Leader will review the report card and liaise with the HOY regarding next steps.

### **Pastoral Report Card**

Failure on Subject Report can lead to a student being placed on **Pastoral Report Card**. This will happen following a meeting between the subject lead & Head of Year.

Year Teams may also place a student on a **Pastoral Report Card** following persistent poor behaviour across lessons / school.

This report card lasts for a duration up to six weeks. The student will report to a member of the year team at a pre-determined time.

The Head of Year will arrange this with students and invite parents into school for a discussion regarding the student's behavioural progress.

### **Pastoral Support Plan**

It may be that staff decide to support the student with a pastoral support plan with a greater emphasis on around school/outside of school interventions as well as continued Quality First Teaching in the Classroom.

### **Mentoring**

Certain students will be in need of 1 – 1 mentoring to help them achieve success. These will be identified through the above groups.

### **Focus Groups**

From the above we may then feel that a student could do with further support and we have a range of specific focus groups that are facilitated when needed, these include:

- Dealing with family break ups – all students
- Developing Resilience/Mental Health – all students
- Anti – Bullying – all students
- Self-Image and Belonging – Y7/Y8
- Healthy Relationships – Y9/Y10
- LGBTQ – all students
- Drugs Awareness – all students
- Child Sexual Exploitation – all students
- Homework Club – all students

These groups may change based on student need.



**Pastoral Staffing Structure**

Underpinning all of the above is the pastoral team. Below is the pastoral staffing structure, this can change at key points in the year. If this occurs parents/carers and students will be informed of this.

| <b>Mr Matthew Atkinson - DHT/DSL – Behaviour, Character and Culture</b>                                                                                                                                                                                                       |                                                                                    |                                                                            |                                                                                                 |                                                                                        |                                                                                       |                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Mr David Foster – AHT – Attendance and Personal Development</b><br><b>Mrs Deborah Gibb - AHT/DDSL - Behaviour, Character and Culture KS3</b><br><b>Ms Dina Hellewell - AHT/DDSL - Behaviour, Character and Culture KS4</b><br><b>Mr Moore - AHT - Sixth Form (Y12/Y13)</b> |                                                                                    |                                                                            |                                                                                                 |                                                                                        |                                                                                       |                                                               |
| <b>Y7 Red</b>                                                                                                                                                                                                                                                                 | <b>Y7 Purple</b>                                                                   | <b>Y8</b>                                                                  | <b>Y9</b>                                                                                       | <b>Y10</b>                                                                             | <b>Y11</b>                                                                            | <b>Y12/Y13</b>                                                |
| <b>Miss Charlotte Robinson</b><br><br>Head of Y7 Behaviour, Character and Culture (DDSL)<br><br>Transition Leader                                                                                                                                                             | <b>Mrs Adele Roberts</b><br><br>Head of Y7 Behaviour, Character and Culture (DDSL) | <b>Mrs Khadija Raja</b><br><br>Head of Y8 Behaviour, Character and Culture | <b>Mr Nigel Bridge</b><br><br>Head of Y9 Behaviour, Character and Culture<br>(Tuesday - Friday) | <b>Miss Charlotte Day -</b><br><br>Head of Y10 Behaviour, Character and Culture (DDSL) | <b>Miss Jodie Clough -</b><br><br>Head of Y10 Behaviour, Character and Culture (DDSL) | <b>Mr Paul Brown</b><br>- Assistant Head of Sixth Form        |
| <b>Mr Matthew Shuttleworth</b><br><br>Assistant Head of Y7                                                                                                                                                                                                                    | <b>Miss Amie Deakin</b><br><br>Assistant Head of Y7                                | <b>Miss Donna Frankland</b><br><br>Assistant Head of Year 8                | <b>Mrs Anita Fauch</b><br><br>Assistant Head of Y9                                              | <b>Mrs Hayley Hancock</b><br><br>Assistant Head of Y10                                 | <b>Mr Hayder Ali</b><br><br>Assistant Head of Year Y11                                | <b>Mrs Anita Bradley</b><br><br>Assistant Head of Year (DDSL) |
| <b>Mrs Emma Pearson – Medical Officer</b><br><b>Mrs Danielle Bairstow – Behaviour administrator</b>                                                                                                                                                                           |                                                                                    |                                                                            |                                                                                                 |                                                                                        |                                                                                       |                                                               |
| <b>DHT/DSL – Deputy Headteacher/Designated Safeguarding Lead</b><br><br><b>AHT – Assistant Headteacher</b><br><br><b>DDSL – Deputy Designated Safeguarding Lead</b>                                                                                                           |                                                                                    |                                                                            |                                                                                                 |                                                                                        |                                                                                       |                                                               |

The above year groups and staff are also supported by:

KS3 PSHE - **Mrs Emma Cartledge**

KS4 PSHE - **Mrs Anne Wentling**

Student Voice and Student Council - **Mrs Spence**

Attendance and Safeguarding – **Mrs Nicola Botka**

Attendance - **Mrs Bobby Kitson/Mrs Jane Davidson**



## Well Being and Children Looked After – **Miss Diana Belwood**

### **The Role of the Form Tutor**

This is all underpinned by the form tutor who will see their tutees for 30 minutes each day. They will monitor uniform and equipment as well as the well-being of the tutees. This will be done through a morning check in and then also through delivered lessons such as PSHE and RSE.

They will make contact with you if there is anything you need to be aware of.

### **Policy Review**

This policy is also available in the following formats: email, enlarged print version and other formats by arrangement.

The efficacy of this policy will be reviewed every year by the Governing Body.

Originator: MMA / DXG / DHL

Partner Governor: DMN

To be ratified by Full Governing Body:

Date of Review: September 2026

Next review: September 2027



| Date of Review | Name of Reviewer | Changes to Policy |
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