



The Magdalen Church of England / Methodist Primary School



Whole School Relationship and Behaviour Policy

September 2025 - September 2028

Behaviour – Linconshire Anglican Academy Trust statement of principles

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, below, is our blueprint for what we expect in our schools and our approach to supporting an inclusive and kind experience for pupils.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

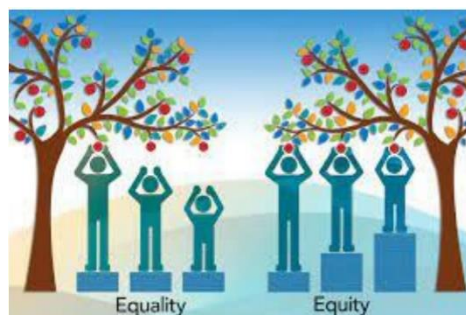
In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of self-worth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.



Vision:

‘Inspired by William Waynflete and John Wesley, we have a vision to be an **aspirational** school delivering excellence in learning by being **creative, inclusive** and **resilient** so that we can all serve in God’s world to the best of our ability.’

“She gave this name to the LORD who spoke to her: “You are the God who sees me,” for she said, “I have now seen the One who sees me.” (Genesis 16.13).

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. At The Magdalen Church of England / Methodist Primary School our Behaviour code is based on our Vision and Christian Values. We expect all members of our community to be polite, cooperative and considerate of others following our school values of:

Peace
Humility
Forgiveness
Friendship
Trust

Hope
Service
Thankfulness
Compassion
Justice

Positive reinforcement is used when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.

We are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. We have high expectations of behaviour and our policy is designed to ensure that everyone has a safe and happy environment to learn, achieve and be successful.

Aims

This policy aims to:

- Encourage good behaviour and mutual respect for others
- Secure an acceptable standard of behaviour of pupils.
- Promote, among pupils, self-discipline, and proper regard for authority.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Create an inclusive culture that empowers pupils to have positive attitudes towards learning, so that they are able to succeed.
- Ensure that the school community is safe and pupils take responsibility for their actions.
- Ensure that all members of the school community are seen and they are given the support they need to flourish. "You are the God who sees me," for she said, "I have now seen the One who sees me." (Genesis 16.13).

Integrating Maslow's Hierarchy of Needs into Behaviour Management

Our approach to behaviour management is grounded in **Maslow's Hierarchy of Needs**, which emphasises the importance of meeting children's fundamental needs before they can achieve higher levels of learning and personal development. This framework supports our commitment to fostering a positive and inclusive school environment.

Understanding the Hierarchy

Maslow's Hierarchy of Needs is typically represented as a pyramid, with five levels of needs:

- **Physiological Needs:** Basic needs such as food, water, warmth, and rest.
- **Safety Needs:** Security and safety, including emotional safety in the school environment.
- **Love and Belongingness Needs:** Relationships, friendships, and a sense of belonging within the school community.
- **Esteem Needs:** Recognition, self-esteem, and respect from others.
- **Self- Actualisation Needs:** Achieving one's full potential and personal growth.

Application in Behaviour Management

- **Meeting Basic Needs:** We ensure that all children have access to basic physiological and safety needs. This includes providing a safe and nurturing environment where children feel secure and supported.
- **Building Relationships:** We focus on fostering strong relationships among children and staff, promoting a sense of belonging. This is crucial for children to feel valued and understood, which can significantly reduce behavioural issues.
- **Encouraging Self-Esteem:** By recognising and celebrating achievements, we help children develop self-esteem and confidence. This can motivate them to engage positively with their peers and the learning environment.
- **Facilitating Self-Actualisation:** We encourage children to pursue their interests and passions, supporting them in reaching their full potential. This includes providing opportunities for leadership and responsibility within the school community.

Creating a Supportive Environment

- **Predictable and Secure Environment:** Establishing a predictable and secure environment is essential for meeting children's safety needs. We implement consistent routines and clear expectations, which help children feel safe and supported.
- **Emotional Support:** Recognising that emotional well-being is vital, we provide resources and support for children to express their feelings and develop emotional regulation skills. This aligns with the understanding that emotional safety is crucial for effective learning.
- **Tailored Approaches:** We acknowledge that each child's needs are unique. Our behaviour management strategies are adaptable, ensuring that we can meet the diverse needs of our children, particularly those who may require additional support.

By grounding our behaviour management approach in Maslow's Hierarchy of Needs, we create a holistic framework that prioritises the well-being of our children. This not only supports their emotional and social development but also enhances their ability to engage meaningfully in their learning experiences. This approach aligns with best practises in education and reinforces our school's vision of being an aspirational and inclusive environment where every child can thrive.

Integrating the Philosophy of 'Connection Before Correction' into Behaviour Change

We also use "Connection Before Correction" philosophy, which emphasises the importance of empathy, trust, and collaboration in addressing behaviour.

Prioritising Empathy and Understanding

- **Listening to Children:** Staff are encouraged to take the time to listen to children's feelings and perspectives. This practice not only validates their emotions but also fosters a sense of belonging and acceptance within the school community.
- **Understanding Individual Needs:** Recognising that each child has unique experiences and backgrounds allows staff to tailor their responses to behaviour, ensuring that interventions are relevant and effective.

Building Trust

- **Creating a Safe Environment:** We strive to create a warm and respectful atmosphere where children feel safe to express themselves. This includes:
 - Consistent application of routines and expectations.
 - Providing emotional support and reassurance, especially for children who may face challenges in self-regulation.
- **Positive Reinforcement:** Our behaviour policy incorporates positive reinforcement strategies that celebrate successes and encourage children to engage in desired behaviours, enhancing their self-esteem and motivation.

Addressing Behaviour Collaboratively

- **Collaborative Problem-Solving:** We focus on working together with children to find solutions to behavioural issues. This collaborative approach encourages children to take ownership of their actions and understand the impact of their behaviour on others.
- **Involving Parents and Carers:** We actively involve parents and carers in the behaviour management process, fostering a home-school partnership that supports children in developing positive behaviours. Regular communication and collaboration help reinforce the values we promote at school.

Fostering Emotional Safety and Belonging

- **Emotional Regulation Skills:** By prioritising connection, we help children develop emotional regulation skills, which are essential for their success in school and beyond. This aligns with the understanding that a predictable and secure environment benefits all pupils, particularly those with special educational needs.

- **Nurturing Healthy Relationships:** Our behaviour policy promotes healthy relationships among children, encouraging them to cooperate, collaborate, and resolve conflicts positively. This is crucial for building a supportive school community where every child feels valued.

By embedding the "**Connection Before Correction**" philosophy into our behaviour policy, this reinforces our commitment to creating a compassionate and effective learning environment. This approach not only nurtures healthy relationships but also promotes positive behaviour, ultimately supporting our children in their social and emotional development.

Roles and Responsibilities

Role of Designated Staff and Leaders

The leadership and management of behaviour in our school are crucial to maintaining a positive and productive environment. Designated staff and leaders play a pivotal role in implementing and upholding our behaviour policy. Their responsibilities include:

1. **Governors and Trustees**
 - Regular review of behaviour data and reports from the Headteacher.
 - Conducting school visits to observe the implementation of the Behaviour Policy.
 - Involvement in the formulation and revision of the Behaviour Policy.
 - Ensuring the policy aligns with the school's strategic objectives and legal requirements.
 - Providing support to the school leadership in managing behaviour.
 - Challenging the school leadership to ensure high standards of behaviour are maintained
2. **Headteacher:**
 - Overall responsibility for the implementation and monitoring of the Behaviour Policy.
 - Ensuring the policy aligns with the school's vision and values.
 - Reporting to the governors/trustees on behaviour-related matters.
3. **Deputy Headteacher and Senior Leadership Team (SLT):**
 - Overseeing the consistent application of the Behaviour Policy.
 - Supporting staff in managing behaviour effectively.
 - Leading by example and promoting positive behaviour.
 - Analysing behaviour data to identify trends and areas for improvement.
4. **SENDCO:**
 - Coordinating the implementation of the Behaviour Policy and Behaviour Curriculum.
 - Providing training and support to staff on behaviour management strategies.
 - Acting as a point of contact between the school, external agencies, and parents to ensure a cohesive support system.
 - Liaising with external agencies and professionals as needed.
 - Identifying pupils with additional needs through observations, assessments, and liaising with teachers and parents.

- Creating and implementing individualised behaviour management plans for pupils exhibiting challenging behaviour.
 - Developing, monitoring and reviewing IEPs tailored to meet the specific needs of pupils.
 - Referring pupils to external support services when necessary, such as mental health services or social care.
 - Keeping detailed records of incidents and progress, and reporting to relevant stakeholders.
- 5. Pastoral Manager**
- Coordinating the implementation of the Behaviour Policy and Behaviour Curriculum.
 - Providing training and support to staff on behavior management strategies.
 - Acting as a point of contact for behaviour-related issues and concerns.
 - Liaising with external agencies and professionals as needed.
 - Identifying pupils with additional needs through observations, assessments, and liaising with teachers and parents.
 - Running targeted intervention programs to help pupils develop social, emotional, and behavioural skills.
 - Providing emotional and social support through ELSA and support programs.
 - Assisting in crisis situations and de-escalating conflicts involving pupils with behavioural challenges.
 - Creating and implementing individualised behaviour management plans for pupils exhibiting challenging behaviour.
 - Referring pupils to external support services when necessary, such as mental health services or social care.
 - Keeping detailed records of incidents and progress, and reporting to relevant stakeholders.
- 6. Teachers and Support Staff, including Lunchtime Supervisors:**
- Implementing the Behaviour Policy and Behaviour Curriculum in their classrooms and areas of responsibility.
 - Consistently applying behaviour management strategies.
 - Promoting and reinforcing positive behaviour.
 - Developing expectations and routines to teach and reinforce the behaviours expected of all pupils. These routines should be simple for everyone to understand and follow.
 - Use of consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
 - Developing a calm and safe environment for pupils, establishing clear boundaries of acceptable behaviour.
 - Model expected behaviours and positive relationships.
 - Communicating with other teachers, leaders, parents/carers about a child's behaviour and any concerns.
 - Adapting practices to meet the needs of pupils with additional needs.
 - Observing pupil behaviour and providing feedback to the SENDCO and Pastoral Manager.
 - Creating and/or implementing individualised risk assessments for pupils exhibiting challenging behaviour.
 - Developing, monitoring and reviewing IEPs tailored to meet the specific needs of pupils.
 - Engaging with parents to provide guidance and support in managing their child's behaviour at home.

Systems Used

To support the effective management of behavior, we utilise several systems:

1. **Behaviour Management Software:**
 - Tracking and recording incidents of behaviour.
 - Analysing data to inform interventions and support.
 - Communicating with parents/carers about behaviour incidents and progress.
2. **Restorative Practices:**
 - Encouraging accountability and reconciliation between affected parties.
 - Facilitating restorative meetings and conversations.
 - Training staff in restorative approaches to manage conflicts and build relationships.
3. **Support**
 - Developing individualised plans including PSPs, TAC plans, IEPs for students with specific needs.
 - Involving parents/carers, and where appropriate, the students themselves in the planning process.
 - Regularly reviewing and updating plans to ensure they remain effective.
 - Working collaboratively with outside agencies to provide the most effective support.
 - Accessing training and coaching to develop strategies to promote positive behaviour and relationships.

By clearly defining roles, utilising effective systems, allocating appropriate resources, and engaging governors/trustees, we strive to create an environment where positive behaviour is consistently promoted and maintained.

Consequence Systems

To ensure that rules and routines are followed, The Magdalen School employs a structured consequence system that is fair, consistent, and focused on learning from mistakes. Our consequence system includes:

1. **Verbal Warnings:** For minor infractions, teachers will issue a verbal warning to remind the student of expected behavior.
2. **Reflection Time:** Students may be asked to take a short break to reflect on their behavior and consider how they can make better choices.
3. **Parental Involvement:** this could include a phone call home. For repeated or serious infractions, parents will be contacted to discuss the behaviour and collaborate on a plan to support the student in making positive changes. It may be appropriate to begin a home-school diary sheet for school and parents to work together to improve behaviour.
4. **Loss of playtime:** for behaviours that disrupt the learning environment or pose a safety risk.
5. **Suspension:** For severe violations, such as violence or bullying, a student may be suspended from school. During this time, the student is expected to complete work and may be required to attend a reintegration meeting with parents and school staff.

6. **Permanent Exclusion:** In extreme cases, where the safety and well-being of the school community are at significant risk, expulsion may be considered. This is a last resort and involves a formal review process.

Monitoring and Evaluation

We will regularly assess the effectiveness of staff induction, development, and support in managing behaviour and make data-driven decisions for improving these processes. This may include:

1. **Surveys and Feedback Forms:** Regular surveys and feedback forms will be used to gather opinions on the induction, training, and support received.
2. **Performance Reviews:** Behaviour management reviews, ensuring alignment with the school's behaviour policy.
3. **Data Analysis:** Data on behaviour incidents and staff interventions will be analysed to identify trends, gaps, and areas for improvement in training and support.

By investing in comprehensive induction, ongoing professional development, and robust support systems, we aim to empower our staff to effectively manage and promote positive behavior, thereby creating a safe and conducive learning environment for all children.

Pupil Transition: Induction and Re-Induction into Behaviour Systems, Rules, and Routines

To ensure a smooth and effective transition for all pupils, whether new to the school or returning after an absence, by clearly communicating behaviour systems, rules, and routines to foster a positive and respectful learning environment.

Classroom Integration:

- Teachers will introduce new pupils to class routines, seating arrangements, and the classroom code of conduct within their classes.
- Peer buddies will be assigned to help new pupils navigate their first week, to offer support and guidance.
- Regular check-ins will be conducted by classroom-based staff and pastoral manager to ensure the new pupil's smooth adjustment to school life.

Re-Induction for Returning Pupils

a. Reintegration Meeting:

- Pupils returning after an extended absence (e.g., due to illness, family reasons, or disciplinary action) will attend a reintegration meeting with the headteacher or a designated staff member.
- The purpose of the meeting is to welcome the pupil back and review the school's behaviour policy and any next steps that need to be put in place.

b. Classroom Re-Integration:

- Teachers will reintroduce returning pupils to classroom routines and expectations.

- Peer support will be available to help returning pupils reintegrate smoothly into their academic and social environment.

c. Monitoring and Support:

- Pastoral Manager will monitor the progress of returning pupils, providing additional support and guidance as needed.
- Follow-up meetings with pupils and their parents/guardians will be conducted to ensure successful re-induction and address any ongoing concerns.

Transition Between Key Stages or Year Groups

a. Orientation Sessions:

- Orientation sessions will be held for pupils transitioning between key stages or year groups, where they will be introduced to new teachers, classrooms, and routines.
- Pupils will participate in activities designed to familiarise them with new expectations and procedures.

b. Behaviour Expectations:

- Key differences in behaviour expectations between key stages or year groups will be clearly communicated to pupils.
- Workshops or assemblies will be conducted to emphasise the importance of adhering to behaviour standards and understanding the rewards and consequences associated with them.

c. Continuous Support:

- Ongoing support will be provided by teachers and pastoral staff to ensure pupils understand and adapt to new behaviour systems.
- Regular feedback will be sought from pupils to improve the transition process and address any issues promptly.

Communication with Parents/Guardians

a. Information Sessions:

- Information sessions will be held for parents/guardians to explain the behaviour expectations and transition processes.
- Parents/guardians will be provided with resources and contacts to support their child's transition.

b. Regular Updates:

- Parents/guardians will receive regular updates on their child's progress and behaviour during the transition period.
- Open lines of communication will be maintained to address any concerns or questions from parents/guardians.

By implementing these comprehensive induction and re-induction procedures, we aim to support all pupils in understanding and adhering to our behaviour systems, ensuring a positive and conducive learning environment for everyone.

Pupil Support

Roles and Responsibilities of Designated Staff

To ensure that all pupils receive the necessary support to thrive academically, socially, and emotionally, designated staff members are assigned specific roles and responsibilities. These roles are essential in identifying, planning, and implementing support strategies for pupils with additional needs, which may affect their behaviour.

Special Educational Needs and Disabilities Coordinator (SENDCO)

- **Identification and Assessment:** The SENDCO is responsible for identifying pupils with additional needs through observations, assessments, and liaising with teachers and parents.
- **Individual Education Plans (IEPs):** Developing, monitoring, and reviewing IEPs tailored to meet the specific needs of pupils.
- **Behaviour Plans/ risk assessments:** Creating and implementing individualised behaviour management plans for pupils exhibiting challenging behaviour.
- **Training and Support:** Providing training and resources to staff to ensure they are equipped to support pupils with additional needs effectively.
- **Liaison:** Acting as a point of contact between the school, external agencies, and parents to ensure a cohesive support system.

Pastoral Manager

- **Emotional and Social Support:** Providing emotional and social support through ELSA and support programs.
- **Crisis Management:** Assisting in crisis situations and de-escalating conflicts involving pupils with behavioural challenges.
- **Intervention Programs:** Running targeted intervention programs to help pupils develop social, emotional, and behavioural skills.
- **Parental Engagement:** Engaging with parents to provide guidance and support in managing their child's behaviour at home.
- **Referral:** Referring pupils to external support services when necessary, such as mental health services or social care.
- **Monitoring and Reporting:** Keeping detailed records of incidents and progress, and reporting to relevant stakeholders.

Class Teachers

- **Classroom Strategies:** Implementing classroom strategies to support pupils with additional needs, such as concise or further instruction, chunking information, visual support to complete tasks, adapted curriculum and positive behaviour reinforcement.
- **Observation and Feedback:** Observing pupil behaviour and providing feedback to the SENCO and Pastoral Manager.
- **Consistent Communication:** Maintaining consistent communication with parents regarding their child's progress and any concerns.
- **Risk assessments:** Creating and implementing individualised risk assessments for pupils exhibiting challenging behaviour.

Support Provided to Pupils with Additional Needs

Pupils with additional needs receive a range of support to help manage and improve their behaviour, ensuring they can fully participate in school life. Support mechanisms may include:

1. Individualised Support Plans

- Tailored plans that outline specific strategies and interventions to support the pupil's behaviour and learning needs.

2. In-Class Support

- Teaching assistants and support staff working within the classroom to provide additional help and maintain a positive learning environment.

3. Small Group Interventions

- Targeted interventions in small groups focusing on social skills, emotional regulation, and behaviour management.

4. ELSA and Mentoring

- Access to school ELSA trained member of staff who can provide regular sessions to address emotional and behavioural issues.

5. Structured Routines

- Implementing structured routines and clear expectations to provide stability and predictability for pupils with behavioural challenges.

6. Sensory and Breakout Spaces

- Providing designated areas where pupils can go to regulate their emotions and take breaks when feeling overwhelmed.

7. Peer Support Programs

- Initiatives such as buddy systems or peer mentoring to provide social support and positive role models.

8. Extracurricular Activities

- Encouraging participation in extracurricular activities to build self-esteem, social skills, and a sense of belonging.

By implementing clear rules, routines, and consequence systems, The Magdalen School aims to foster a respectful, responsible, and safe school environment where all can thrive. The school is committed to ensuring that all pupils, especially those with additional needs, receive the support they need to succeed. By providing a structured and nurturing environment, we aim to help all pupils develop positive behaviour and achieve their full potential.

Child-on-Child Abuse

Introduction

Child-on-child abuse, involves incidents where one child or young person harms another. Such abuse can take many forms, including physical violence, emotional abuse, sexual harassment, or bullying. This section outlines our commitment to preventing child-on-child abuse and provides guidelines for responding to incidents effectively and compassionately.

Prevention Measures

1. **Education and Awareness**
 - **Curriculum Integration:** Include lessons on respect, empathy, and healthy relationships in the curriculum.
 - **Communication Channels:** Ensure open lines of communication where children feel safe to report concerns.
2. **Positive School Environment**
 - **Promoting Inclusivity:** Foster an inclusive school culture that celebrates diversity and promotes mutual respect.
 - **Supervision and Monitoring:** Adult supervision in areas where child-on-child abuse is more likely to occur, such as playgrounds and during transition times.
 - **Clear Rules and Expectations:** Establish and enforce clear rules against abusive behaviour. Ensure all students understand the school's behavior policy.
3. **Support Systems**
 - **ELSA Services:** Provide access to Pastoral Manager/ TAs for students who need to talk about their experiences or feelings.
 - **Peer Support Programs:** Implement peer support systems, such as buddy programs or Mini Police, to help students support one another.
4. **Early Intervention**
 - **Identification and Reporting:** Train staff to identify early signs of abuse and encourage prompt reporting of any concerns or incidents.
 - **Regular Check-Ins:** Conduct regular check-ins with students to ensure their well-being and address any emerging issues.

Response to Incidents

1. **Immediate Action**
 - **Ensure Safety:** Prioritise the immediate safety of all children involved. Separate the alleged perpetrator and victim if necessary.
 - **Support for Victims:** Provide immediate emotional and support to the victim. Ensure they feel safe and heard.
2. **Investigation**
 - **Confidential Inquiry:** Conduct a thorough and confidential investigation into the incident, respecting the privacy of all parties involved.
 - **Fact-Finding:** Gather information from witnesses, staff, and any available evidence to understand the full context of the incident.
3. **Resolution and Consequences**
 - **Appropriate Sanctions:** Implement appropriate consequences for the perpetrator, which may include disciplinary actions in line with the school's behavior policy.
 - **Restorative Practices:** Where appropriate, use restorative practices to help the perpetrator understand the impact of their actions and to facilitate a resolution.
4. **Follow-Up Support**
 - **Continued Support for Victims:** Provide ongoing support for the victim to help them recover from the incident, including counseling and safe spaces.
 - **Rehabilitation for Perpetrators:** Offer support and intervention programs for the perpetrator to address underlying issues and prevent recurrence.

- **Monitoring and Review:** Monitor the situation to ensure the safety and well-being of all involved and review the effectiveness of the response to improve future practices.

Banned Items

The following items are strictly prohibited on school premises. Possession of these items can lead to disciplinary action, including searches of personal belongings and possible suspension or expulsion. This list includes, but is not limited to:

1. **Weapons and Dangerous Objects** - Any object that could be used to cause harm or intimidation.
2. **Drugs and Paraphernalia** - All medication should be passed to an adult if it has been agreed that school are able to administer prescription medication.
3. **Alcohol and Tobacco** – Including tobacco paraphernalia, including cigarettes, e-cigarettes, lighters, papers, filters and vaping devices. Any food or drink containing alcohol.
4. **Hazardous Materials** – Including chemical substances that pose a risk to health and safety or flammable or toxic materials.
5. **Anything that is deemed to be an inappropriate or offensive Item.**
6. **Personal Electronic Devices** – unless already authorised by the school.
7. **Other Prohibited Items** – such as stolen property or any item deemed inappropriate or disruptive by school staff.

Search and Confiscation Policy

To maintain a safe and orderly environment, the school reserves the right to conduct searches of students and their personal property. Searches will be conducted in accordance with the following guidelines:

- **Reasonable Suspicion:** Searches will only be conducted if there is reasonable suspicion that a student is in possession of a banned item.
- **Privacy:** Searches will be conducted in a manner that respects the privacy and dignity of the student.
- **Witnesses:** Whenever possible, searches will be conducted in the presence of a witness, such as another staff member.
- **Confiscation:** Any banned items found during a search will be confiscated and appropriate disciplinary action will be taken.
- **Parental Notification:** Parents or guardians will be notified if a search has been conducted and if any banned items have been found.

The safety and well-being of our students and staff is our top priority. Adherence to these policies ensures a positive and secure learning environment for everyone.

Mobile Phones

To foster an environment conducive to learning and personal development, our school has established a clear policy prohibiting the use of mobile phones during the school day. This policy is designed to minimise distractions and ensure a safe and respectful learning environment.

- **During School Hours:** Students are not permitted to use mobile phones at any time during school hours, including during school times.

Sources

- Maslow, A. H. (1943). A Theory of Human Motivation. Psychological Review.
- EEF - Improving Behaviour in Schools.
- Initial Teacher Training and Early Career Framework (published January 2024).

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff February 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.