

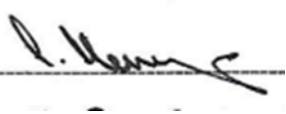

Behaviour Policy and Statement of Behaviour Principles



Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
October 2024	Full Governing Board	October 2025	Annually

Governing Body Approval

Signed	Title
	Chair of Governors
	Headteacher

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1. Key aims of this policy

To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;

To promote an atmosphere where achievement is respected and valued by all;

To establish effective working relationships and encourage mutual respect amongst members of the school community

To secure an environment where effective teaching and learning is able to take place;

To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviour displayed;

To work closely with parents and students to encourage good behaviour and to establish positive patterns of behaviour where there are difficulties;

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Keeping Children Safe in Education 2024](#)

It is also based on the [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 students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

The school motto is "Give and Expect the Best" and this embodies our belief that aspiration, commitment, self discipline and determination will enable all of our students to succeed at school and beyond. Barking Abbey is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.

This policy aims to provide students, staff and parents/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in school and accept that a 'one size fits all' approach will not be sufficient.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. This policy promotes an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

The policy also recognises the diversity in behaviour management styles used by teachers and the differences in behaviour challenges that can be presented by students. Behaviour is never somebody else's responsibility.

Misbehaviour can be defined as but not exclusively considered to be:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Behaviour that brings the school into disrepute, in and out of the school environment.

Serious misbehaviour can be defined but is not exclusive to:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment or abuse, including sexual language, intimidation or coercion, see Safeguarding Policy and Sexual Harassment Policy.
- Peer on peer abuse, see Safeguarding Policy and Sexual Harassment Policy
- Sexting , see Safeguarding Policy and Sexual Harassment Policy
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour, including language, gestures or intimidation ○

Possession of any prohibited items. These include and are not exclusive to:

- Knives or weapons ○ Alcohol ○ Illegal drugs and drug paraphernalia
- Stolen items ○ Tobacco and cigarette papers, cigarettes and lighters ○ Vape pens and e-cigarettes ○ Fireworks ○ Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can include, but is not exclusive to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual See Sexual Harassment Policy	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any disclosures or incidents of bullying are reported and recorded in line with our safeguarding procedures. Staff who observe, witness or receive a disclosure of bullying must record it using the Safeguarding portal; Safeguarding Report for Barking Abbey School (edukeyapp.com)

In 2023-24 there were ... recorded incidents of bullying on the safeguarding portal.

All incidents of bullying are investigated and followed up by the Pastoral Teams. Families of all involved students are contacted, restorative practices are put in place, and sanctions are given in line with this Behaviour Policy.

The school recognises that all parties involved in bullying may be victims, and that sometimes the behaviour of the bully may be a 'cry for help' or an indicator of abuse. If this is the case the school will follow up in line with the Safeguarding and Child Protection Policy.

The school recording and reporting procedures for incidents of bullying can be found in **THE PASTORAL WAY HANDBOOK**.

Details of our school's approach to preventing and addressing bullying are set out in our **Anti Bullying Policy**.

5. Roles and responsibilities

5.1 The governing board

The **Governing Board** are responsible for reviewing and approving the written statement of behaviour principles, **Appendix 1**.

The **Governing Board** will also review this behaviour policy in conjunction with the Headteacher and school leaders.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the **Governing Board** giving due consideration to the school's statement of behaviour principles, **Appendix 1**.

The Headteacher will approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively and timely with poor behaviour, monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

The final decision regarding behaviour, achievement and suspension lies with the Headteacher, and the Headteacher can make decisions regarding students without parental consent. The Head Teacher can direct students to alternative providers if their behaviour is significantly disruptive to the learning of others, or if students pose a significant health and safety risk to themselves or others.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff roles and responsibilities can be found within **Appendix 2**.

BEST Behaviour for BEST Character System

The schools Behaviour for Learning policy includes the BEST Behaviour for BEST Character system, which offers a consistent and structured approach for managing behaviour issues in lessons. This system is built around our character education model, and links with the schools BEST Habits. We believe that behaviour can be improved using positive language and character traits. The language of BEST highlights the BEST character that has been broken, and how it can be remedied. All staff have a responsibility to know this system and to apply its principles at all times.

The **BEST Behaviour for BEST Character System** can be found in **THE PASTORAL WAY HANDBOOK**.

Logging Behaviours

All behaviour events should be logged using the online recording system, ARBOR. All staff are trained to use ARBOR. When logging behaviours staff should provide a clear, concise and accurate account of the behaviour they have witnessed. Behaviours have been tiered and the school expects for teaching staff to take responsibility for their own behaviour management, and ensure that sanctions are timely and appropriate.

Staff are aware that any details regarding a behaviour incident, that is logged on ARBOR, can be viewed by any member of staff, the Headteacher, chair or governors and in some cases parents. The language used must reflect this and avoid opinion, emotive language and slang. Details should be written up verbatim and factual.

Communication with home

It is essential that the school has a clear line of communication with the parents of students at the school. There is an expectation that teachers will contact home to discuss any behaviour concerns they have regarding students.

The school is expected to notify families if a child is kept after school for a reflection, however this is only necessary for a reflection that finishes past 3:30pm. Further details on reflections can be found under **7.3 Reflections**.

5.4 Parents

Parents are expected to:

- Sign and agree to the Home School Agreement, (now called the Character Charter from 2021) **Appendix 3**.
- Support their student in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly

In signing and agreeing to the Home School Agreement / Character Charter 2021, parents are agreeing to the content and application of this behaviour policy.

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The Student Code of Conduct is also reflected within the Home School Agreement / Character Charter 2021,

Appendix 3a.

6.1 Behaviour in lessons

All students are expected to display behaviours which show respect for their own learning and the learning of others. This includes arriving for lessons on time, being fully equipped for learning and having a positive learning attitude which always allows others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display positive learning behaviours will receive praise and recognition.

The school and staff will use positive behaviours and peer modelling as a form of positive reinforcement and as a behaviour management tool, to set and celebrate expected standards.

Details of the school's **Reward and Achievement Systems** can be found in **The PASTORAL WAY HANDBOOK**,

Students displaying negative behaviours will be challenged in line with the school's range of disciplinary sanctions. This includes off task behaviours which interrupt the learning of others and demonstrating challenge or defiance towards members of staff.

For more details see **Section 7 Rewards and Sanctions**.

The **BEST Behaviour for BEST Character** can be found in **The PASTORAL WAY HANDBOOK**

6.2 Behaviour out of lessons

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, the way in which students act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. All students have a community responsibility not to support any inappropriate behaviour and have a responsibility to report any instances to a member of staff.

High standards of presentation are required at all times when wearing the school uniform.

Positive behaviours are expected, including setting high standards in terms of appearance and moving around the school site in a manner which is orderly and respects the health and safety of others. All students are expected to respect their school environment which includes disposing of litter appropriately at all times. Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to correct inappropriate or incorrect items of uniform by confiscating non-uniform items, by contacting parents or by sending students home with notice to change.

6.3 Behaviour outside of school

Students who breach the school's **BEST Behaviour for BEST Character policy** whilst on school business such as trips, sports fixtures will be dealt with in the same manner as if in the incident had taken place at the school.

For incidents that take place outside the school and which are not connected with school business, this policy will still have effect if there is a clear link between the behaviour and maintaining good behaviour and discipline among the student community as a whole. In these cases, students will be sanctioned for **Bringing to School into Disrepute**.

This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some way identifiable as a student of the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

For more details see **Section 7 Rewards and Sanctions**.

6.4 Managing confrontation and aggressive behaviour

In all circumstances when dealing with difficult inappropriate behaviour staff are advised

- to: ○ Remain calm and unemotional; never lose control or appear to lose control
- Avoid confrontational languages, or raising your voice.

Further details regarding the management of difficult circumstances see **Appendix 5, Dealing with Confrontational and Aggressive Behaviours.**

For further details regarding reporting and responding to confrontational and aggressive behaviour see **Appendix 7, Assault by a Student on a Member of Staff Procedures.**

If a child's behaviour poses a risk to themselves or others the Head Teacher and Head's of Campus can request that the child remains at home on safeguarding grounds. This will only be a temporary measure whilst the school puts steps in place to support the child, this may be a formal suspension, Risk and Need Support Plan or explores alternative provisions.

6.5 Creating positive relationships and learning environments

Staff are expected to create and cultivate positive, conducive learning environments within their classrooms and around the school. This is achieved through building positive relationships with students and demonstrating mutual respect. Staff should avoid unnecessarily confrontational behaviour, such as shouting or antagonistic behaviours. Guidance creating a positive learning environment can be found within , **The PASTORAL WAY HANDBOOK.**

6.6 Sexual Harassment.

Barking Abbey School recognises that Sexual Harassment forms part of a wider safeguarding context. These include any form of sexual harassment, sexual violence, peer on peer sexual abuse, or harmful sexual behaviours. This includes the way we act, the way we treat each other, the things we say and how we act online. The school will not tolerate or dismiss any form of sexual harassment or online sexual abuse.

The school will never dismiss sexual harassment as 'banter' 'part of growing up', 'just having a laugh' or 'boys being boys.'

As doing so risks normalising these behaviours.

At Barking Abbey, we have a 'telling' culture and all students and staff are encouraged to Step up and Speak Up if they believe that a young person is or has experienced sexual harassment.

All staff must be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as defined below:

Peer on Peer Sexual Abuse includes sexual violence, sexual harassment, up skirting and sexting (youth produce sexual imagery).

Sexual Harassment is unwanted conduct of a sexual nature that can occur online and offline. Including sexual comments, sexual jokes, physical behaviours / touching and online sexual harassment

Sexual violence are sexual offences of rape, assault by penetration and sexual assault.

Harmful sexual behaviour is an umbrella for problematic, abusive and violent sexual behaviours that are not age appropriate and may cause developmental damage.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media sexual exploitation; coercion and threat. **Up skirting**

The Voyeurism (Offences) Act, which is commonly known as the Up skirting Act, came into force on 12 April 2019. Up skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Anyone of any gender, can be a victim.

Sexting or Youth Produced Sexual Imagery

See **Section 7 of the Safeguarding and Child Protection Policy**.

If a member of staff suspects that any of the above have occurred, they must inform the DSL.

Staff should follow the Safeguarding procedures when recording and reporting incidents of Sexual Harassment. These should be recorded using the school Safeguard Portal [Safeguarding Report for Barking Abbey School \(edukeyapp.com\)](https://edukeyapp.com). Under concerns there are specific Sexual Harassment themes, including Sexual Harassment, Upskirting, Sexting and Peer on Peer Sexual Abuse.

Further details regarding Sexual Harassment can be found within the **Sexual Harassment Policy**.

Any disclosures of Sexual Harassment will be formally investigated by Pastoral Teams and the Senior Leadership Team. The Head Teacher will always be made aware, and the school will liaise with families, social services and the police.

The school will also sanction in line the details in **Section 7 Rewards and Sanctions** within the policy.

For any formal investigation, including sexual harassment, physical / verbal abuse, or any behaviours linked to the BEST Behaviour for BEST Character, the school will use the **Balance of Probability** when making formal decisions and sanctions.

6.7 The Use of Mobile Phones

Barking Abbey School does not allow the use of mobile phones in school. The school takes no responsibility for lost or stolen mobile phones or accessories, this extends to students and staff. If a student is found to be using the Mobile Phones or accessories inappropriately staff should follow the mobile phone procedures as set out within the **Mobile Phone Policy**. If a student displays defiant, non-compliant or confrontational language or behaviours they should be sanctioned in line with the **The PASTORAL WAY HANDBOOK**,

If the school believes that a student has inappropriate content on their mobile phone, the phone can be seized without consent. If there are allegedly images of a sexual or inappropriate nature this must be referred to the Designated Safeguarding Lead on the relevant campus. Staff should not investigate these concerns themselves.

Seized mobile phones may also be handed over to the police for further investigation.

Students in possession of inappropriate content may be charged for possession or distribution of inappropriate content, and may risk criminal prosecution.

If a student distributes sexual or inappropriate content they will be sanctioned in line with the school's behaviour policy and will be referred to the police or the Safer Schools Officer.

Mobile phones can be confiscated by staff. If this happens mobile phones must be handed into main reception, where they will be locked in a safe. Mobile phones can be kept in school at the discretion of middle and senior leaders, and can only be collected by a parent or carer.

Mobile phone procedures are shared with students via assemblies, and school displays.

Consent

Students do not have the consent to take pictures or recorded images of a peer or member of staff. If a student takes an image or records a video of a peer or a member of staff it must be deleted immediately. Failure to comply will result in the student being sanctioned in line with the **BEST Behaviour for BEST Character Policy**.

6.8 Access to the internet and the use of ICT

Upon induction to the school all students and parents must sign that they agree to abide by the terms of the **Acceptable ICT Usage Policy**. This outlines the school standards and expectations around the use of ICT and the internet. Any breaches of this agreement should be followed up in line with the **BEST Behaviour for BEST Character Policy**.

The school's Head of Operations and ICT team actively monitor student ICT usage and filters and blocks are in place to limit access to inappropriate sites.

Monitoring and filtering of 4G and 5G services

The school does not have the capability to monitor or control the access to 4G and 5G services as they bypass the school network. However, the school safeguards access to the sites through the guidance laid out within the **Mobile Phone Policy** and the ban on the use of mobile phones in school. Students who are found to be using mobile phones and accessing social media site / uploading content are sanctioned in line with the **BEST Behaviour for BEST Character Policy**.

Access to the school Wi-fi

School Wi-Fi access is only granted to staff, and in some circumstances sixth formers for school related purposes. Access is controlled by access groups, and is only accessible by using a user account which has been granted

access upon signing the school's **Bring your Own Device Policy**. All internet access on the wi-fi is filtered by the school.

6.9 Warn, Move Remove and Emergency Procedures

The school operates a three stage warning process for disruptive classroom behaviour. This is designed to de-escalate behaviour issues and give students the opportunity to correct their behaviour choices. If a student continues to make poor behaviour choices they will be removed and sent to the Pastoral Support Room. Details of this can be found within

The PASTORAL WAY

6.10 Pastoral Support Rooms and On / Off Campus Exclusions

Each Campus has a Pastoral Support Room (PSR). These rooms are available to support any child in need of any pastoral support, but also if a child is causing significant disruption to the learning of others. Once a teacher has followed the Warn, Move, Remove Procedures a student can be sent to their Pastoral Support Room. Once there they will be supervised by a member of staff, complete a reflection form and be given an opportunity to correct the behaviour. Students will be expected to remain in the PSR until the end of their next break or lunch has ended. In the case of a student being sent to the PSR during lunchtime or after school, students will remain in the PSR until 3.30pm. Students can be kept in the Pastoral Support Room longer at the discretion of the Pastoral Team. Staff may also choose to keep students in for break and lunchtime. If a child poses a threat to themselves or others, they can also be kept within the Pastoral Support Rooms as a safeguard measure.

Students will be provided with work whilst they are in the Pastoral Support Room.

The Pastoral Support Rooms are also used for On and Off Campus Exclusions, details of which can be found within

The PASTORAL WAY

6.11 Serious Breaches of Behaviour

Students and staff are informed during the Operational Updates presentation at the start of the academic year about Suspension Level Behaviours. These are significant breaches of the BEST Behaviour for BEST Character Policy. Any suspension level behaviour will be formally investigated by Pastoral Teams and SLT. Students may be kept out of circulation whilst this investigation takes place, students may be housed in the Campus Pastoral Support Room or the alternative Campus Pastoral Support Room, if the behaviour poses a risk to themselves or others.

Families will be notified about serious behaviours and will be kept informed during the investigation. Formal statements must be taken from all students, staff involved and student, and staff witnesses. If a child refuses to write a statement, that is their choice but this will be reflected on the statement form, that they were given an opportunity to share their side to the story. Details from these formal statements will be used to decide on sanctions. The school uses 'The Balance of Probability' when making formal decisions. This is different to the police who use 'Beyond Reasonable Doubt'.

Following any formal suspension parents will be notified by letter, the Local Authority will be notified, and parents will be invited to meet with the school before the student returns to lessons. This meeting must take place before a student returns to lessons and failure for parents to meet with SLT or Pastoral staff will see a student placed in the PSR until a meeting can be held.

The final decision ultimately lies with the Head Teacher, but if they are unavailable the Senior Deputy Head Teacher and Heads of Campus can make the final decision on a suspension.

6.12 Serious Incident Procedures for students

Should there be a serious breach of the school's code of conduct or behaviour policy, e.g. a fight or threatening behaviour towards a member of staff, the following procedures should be followed.

- A senior member of staff should be immediately contacted, and the students involved should be removed and isolated from the location of the incident. If the incident involves more than one student, they should be isolated in different locations.
- Any potential victims need to be removed from the location and offered medical support, should they need it.
- Victims should be isolated in a secure location and remain supervised at all times; this may be with a member of the pastoral team or senior leadership team.
- If the incident has led to staff being harmed emotionally, mentally or physically they should be supported in line with the HR Response to a serious incident.
- Support for staff should be offered in line with **Appendix 7, Assault by a Student on a Member of Staff Procedures.**
- Relevant members of staff should be contacted to support, Head of Year / Assistant Head / Deputy Head / Headteacher.
- All students involved, and any witnesses must complete a full written statement. This must be completed in the presence of at least one member of staff, signed and dated.
- Any staff witnesses must complete a written account of the incident. This should be done as soon as possible. Statements must be factual, verbatim and absent of personal opinion or emotion.
- Students should remain in school but be off timetable and supervised by the Pastoral Team / Assistant Head / Deputy Head. If appropriate the student can be placed within Internal Exclusion, however this must be agreed by the Deputy Head.
- The pastoral teams will contact the parents of those involved.
- If necessary, students will be collected from school by parents, or escorted off site. This must be agreed with parents.
- The school will not dismiss students, as this would be an unofficial suspension.
- If being in school puts the student / s at risk, or at increased risk of safeguarding concerns they can be told to go or remain at home. However, this must be done in agreement with parents and the Headteacher, or in the absence of the Headteacher the Head of Campus / Senior Deputy Head.
- Where possible the school will decide on a sanction, and this will be in line with the **Suspension Policy**. If a decision has yet to be made, the student will be placed within Internal Exclusion whilst the matter is investigated. Parents should be communicated with appropriately throughout an investigation.
- Before the Headteacher takes a final decision about any formal sanction, the school will collate a suspension pack, outlining the incident and including all necessary statements.
- Serious incidents may be referred to the police or the Safer Schools Police Officer.
- Certain incidents may result in a referral to Social Services or the Multi Agency Safeguarding Hub.
- Issues regarding **Sexual Harassment** must be raised with the Designated Safeguarding Lead police or the Safer Schools Police Officer. This should be done in line with the **Safeguarding Policy**.
- If the incident results in a suspension or direction of site a formal return from suspension meeting with the student and their parents must take place prior to the student returning to mainstream lessons. A student will remain in the Pastoral Support Room until this meeting has taken place.
- Following a suspension or direction off site, a student may be placed on an Individual Behaviour Plan, Behaviour Contract, Final Warning Contract and placed on Report to Head of Year / Assistant Head / Deputy Head.

Dependent on the incident, a **Risk and Needs Support Plan** will be put in place. If a student receives more than one suspension their place at Barking Abbey is at risk. More details can be found within the **Exclusion Policy**.

For further details regarding reporting and responding to confrontational and aggressive behaviour see **Appendix 8, Assault by a Student on a Member of Staff Procedures**.

6.13 Reporting Serious Concerns

If a member of staff has experienced or witnessed a **Serious Incident** this must be reported to the relevant Head of Year / AHT / DHT. If the student / s is not known it should be reported to the AHT for Behaviour on the relevant Campus. Staff should make this referral in writing via email.

In the event of a serious concern being reported the school will follow the guidelines set out in **6.10 Serious Incident Procedures**.

6.14 Student Conduct during school closure

In the event of a whole or part school closure this Behaviour for Learning policy will remain in place. This policy will be applied for any issues that occur in live or remote lessons, more details can be found within the CP and Safeguarding Policy.

7. Rewards and sanctions

At Barking Abbey School our pupils are encouraged to work and study hard and achieve all they are capable of academically and equally importantly, we believe that they should become well-rounded citizens, who demonstrate good character habits in all aspects of their life, personal and professional. Standards and expectations are high, we lead a distinctive learning community, and we purposefully and explicitly prioritise the development of students' character and academic accomplishments in equal measure, so that they flourish as socially aware, skilled citizens equipped to take their place on the world stage. Central to our ethos are the school's 4 character strengths, they represent the core values that we are committed to developing at our school, Bravery, Excellence, Self-Discipline and Teamwork, underpinned by our motto: To Give and Expect the Best. Our bespoke programme of character education provides students the space to practise these positive character habits alongside their academic study, balancing the two elements to create a full and rounded educational experience. We believe that when we understand what a good life looks and feels like, when we value others enough to purposefully enable their own character development, then together, we'll flourish.

Aristotle once wrote "We are what we habitually do." The habits that children learn and practice when they are growing up follow them through into adulthood. Just as a school can be a place where each student can flourish academically, we believe that a school can also be a place where a child practises habits of Bravery, Excellence, Self-Discipline and Teamwork to enable them to make the right choice at the right time for the right reason. Our core purpose of developing character is planned and active.

7.1 List of rewards

The school has a thorough and in-depth reward system, designed to recognise students' academic progress, as well as their character and conduct. The reward system has been updated so that recognition is in line with the school pastoral system.

Positive behaviour will be rewarded with:

- Verbal praise
- Classroom recognition

- Celebration of progress amongst peers
- Achievement / Conduct Points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Positive postcards home
- Certificates and awards
- Recognition of achievements in assembly
- Recognition of achievements in termly celebration assemblies
- Nomination as Star of the Week
- Nomination as Star of the Half Term

Details of the school's **Achievement Systems** can be found in **The PASTORAL WAY**.

7.2 List of Sanctions

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

- Verbal Warning
- Restorative Conversations
- Short Length Reflection-break/lunchtimes
- Longer Length Reflection-after school
- Departmental, Form Tutor, and Pastoral report.
- Extra work or repeating unsatisfactory work until it meets the required standards
- Supporting within the community of the school, this may include litter picking at lunchtime, or at Faircross Parade after school.
- Removal from lesson to work under supervision in partner classroom
- Removal from lesson to work under supervision with middle or senior leadership ○ Student placed in an on campus removal room for a set period of time.
- Student placed in an off campus removal room for a set period of time
- Governor Disciplinary Panels
- Behaviour Contracts
- Final warning contracts
- On / Off Campus Exclusion
- Internal or External Managed Moves
- Off-site respite
- Direction to college or another educational provider.
- Fixed Term Suspension
- Permanent Exclusion

This list is not exhaustive but serves as an illustration of sanctions used.

The Headteacher can direct students to alternative provision for a fixed period of time without consent from the parents / carers of the student.

7.3 Reflections

What the law allows:

All members of staff have a power to impose Reflections on students outside school hours and parental consent is not required for Reflections. School hours are officially 8.25 a.m. to 3.00 p.m. Reflections can be during breaks or between 3.00pm - 4.00pm.

School staff should not issue a Reflection when they know that doing so would compromise a student's safety. School staff do not need to obtain parental permission to keep a child in an afterschool reflection until 3.30pm.

When ensuring that a Reflection is outside school hours is reasonable, staff issuing Reflections should consider:

- Whether the Reflection is likely to put the student at risk.
- Whether the student has known Carer responsibilities which mean that the Reflection is unreasonable.
- Whether the parents ought to be informed of the Reflection (this will depend on the circumstances as it may not be necessary for a short after school Reflection, where a student can go home safely)
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- For Reflections which are outside normal school hours, parents will be informed and 24 hours' notice given.

Students who do not attend a given reflection will be sanctioned with an escalated reflection. Reflections can increase in length if a student does not attend. Persistent failure to attend reflection will result in a referral to On Campus Exclusion.

Details of the **Reflection Escalation process** can be found in **The PASTORAL WAY Handbook available to staff.**

7.3 On and Off Campus Exclusions

We may use an **On Campus Exclusion** in response to **exclusion level behaviours** of this policy. Students may be sent to the Pastoral Support Room during lessons if they are disruptive, and they will be expected to complete work booklets.

A student can only be sanctioned with an On Campus Exclusion once it has been agreed by the Assistant Head Teacher or Head of Campus.

The school does not need to give notice to parents, nor does it require parental consent for a student to be placed within a Pastoral Support Room for an On Campus Exclusion. The length of an exclusion will vary from one day up until a fixed period, however the school will endeavour to limit excessive time spent out of lessons.

An exception to this would be in the event of a student receiving an On Campus Exclusion whilst a suspension or permanent exclusion is being considered.

For certain behaviours the school will consider an Off Campus Exclusion. This is when a student is referred to the Pastoral Support Room on the alternative campus.

For both On and Off Campus Exclusions, students must come with a packed lunch as they will not be able to access the school canteen. Students should report to main reception at 8:25am and will be dismissed at 4.00pm.

7.4 Suspension level behaviours

While the school will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate any behaviour which does not show due regard for the safety, well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the school's **Exclusion Policy**, off site direction, managed moves, suspension or permanent exclusions whether may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the **Behaviour for Learning Policy**:

- Serious violence which creates fear and anxiety amongst staff or students;
- Possession of an offensive weapon on the school site;
- Dealing drugs on or within close proximity to the school site;
- Persistent defiance of school authority or disruption to teaching and learning;
- Persistent refusal to follow the rules of internal exclusion;
- Persistent bullying, harassment or abuse; including Cyber Bullying
- Sexual abuse or harassment; peer on peer abuse; sexting;
- Serious breaches of the school's Behaviour for Learning Policy;
- Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In line with the **Suspension Policy**, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the school. Parents, Governors, external agencies or appeal panels, may read them. It is therefore very important that the reports are written in an objective and professional way. All staff are regularly reminded about the importance of avoiding stating any personal expressions or opinions that may be mis-interpreted by a reader.

7.5 Permanent Exclusion

For certain behaviours, highlighted within **Exclusion 7.4**, the Headteacher may decide to recommend a Permanent Exclusion from school. This will normally only be sanctioned once all other strategies and support have been unsuccessful, however a recommendation to permanently exclude a student may be made for a serious isolated incident.

Further details regarding Permanent Exclusions can be found within the **Exclusion Policy**.

7.6 Off-Site Direction

The Headteacher alone has the authority to formally direct a student off site. This may include a respite at one of the Local Authority's recognised Alternative Provisions or to an alternative education setting, Barking and Dagenham College, BEP.

This decision will only be taken if the student's behaviour is persistently disruptive, disturbing the learning of others, or posing a safety risk to peers or staff. The Headteacher does not need parental consent or agreement to make an offsite referral, but the school will always try to reach an agreement between school and home.

Details regarding the Safeguarding of students at Alternative Provisions can be found within the **Safeguarding Policy**.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The school considers this to be 'bringing the school into disrepute' and sanctions are applied in line with the Behaviour for Learning Policy, **Appendix 3**

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Refer to our **Safeguarding and Child Protection Policy** for more information on responding to allegations of abuse.

The Headteacher will also consider the well-being needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greet students in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the day positively and start the next day afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use **reasonable force** to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- **Staff should not put themselves in a position they are not comfortable with or one that puts their own safety at risk.**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded within the **Restraint Log**.

Further guidance regarding the use of Physical Restraint can be found within **Appendix 4 Searching and Screening Policy**.

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful, illegal or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

For further information refer to the **Searching and Screening Policy** found in **Appendix 4**.

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

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's SENCOs will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

8.5 SEND Students and behaviour

The school recognises that nationally SEND students are more likely to present with behavioural issues. In response to this, the school will always carefully consider the SEN status and needs of students when applying this policy. To support teachers of SEND students, behaviour management profiles are created, which offer staff a range of strategies and techniques that can be applied when teaching specific SEND students.

When sanctioning students, each student's SEND profile and specific circumstances is always considered.

Further information can be found in the school's **SEND Policy**.

8.6 Additional Resourced Provision (ARP)

Students who are based within the ARP follow a modified version of this **Behaviour Policy**, which is reflective of their individual needs and teaching contact. Further details can be found within the school's **ARP and SEND policy**.

8.7 Behaviour reporting

The school will place students on behaviour reports, should their behaviour present as being concerning or as disrupting the learning of others.

When being placed on report, the student's family should be consulted, but do not need to give permission. Failure of behaviour reports will lead to sanctions, and could result in an escalation in the severity of the report.

Further details of Behaviour reporting can be found in **The PASTORAL WAY Booklet available to staff**

9. Safeguarding and behaviour

The school recognises that changes in behaviour may be a response or trigger of an underlying safeguarding concern, or that a student is potentially at risk.

When investigating and responding to behaviour concerns all staff must be mindful of this. All staff have completed appropriate Safeguarding and Prevent training and are aware of potential signs of abuse. Should staff have a concern a Safeguarding referral will be completed and followed up by the school's Safeguarding Team.

Further details can be found in the **Safeguarding and Child Protection Policy**.

If a student's presence on site puts them at an increased safeguarding risk, the Headteacher may direct students off site. This would not be considered an suspension and would be an authorised absence. This should only be used after serious incidents, where the potential safety of students and staff could be at risk.

10. Sexual Harassment

The school will not accept or dismiss any behaviours that fall under the umbrella of Sexual Harassment. The BEST Behaviour for BEST Character explicitly refers to inappropriate sexual behaviours, which are logged and recorded on ARBOR. If a member of staff believes that child has or is experiencing Sexual Harassment, it should be logged and recorded in line with the **Safeguarding and Child Protection Policy**.

Further details can be found within the **Sexual Harassment Policy**.

11. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Ongoing Behaviour Management training is also available throughout the year to all staff, and a Behaviour Management handbook has been produced for all staff.

Further guidance around managing behaviour can be found within the **Appendices**.

12. The PASTORAL WAY HANDBOOK/BFL HANDBOOK

To support all staff, the school has collated all relevant behaviour systems, policies and procedures into The PASTORAL WAY. This is available to all staff.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and **Governing Body** annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles, **Appendix 1** will be reviewed and approved by the **Governing Body** annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child Protection and Safeguarding policy
- Child Protection and Safeguarding Policy COVID Addendum
- Sexual Harassment Policy
- Searching and Screening policy
- Mobile Phone Policy
- Positive Handling policy
- Anti-bullying policy
- SEND Policy
- ARP Policy
- CCTV Policy

Appendix 1: Written Statement of Behaviour Principles

Barking Abbey School

Give and Expect the BEST.

Belong, Aspire and Succeed



The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy:

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our students and parents feel safe, nurtured and respected.

The school motto is "Give and Expect the Best" and this embodies our belief that aspiration, commitment, selfdiscipline and determination will enable all of our students to succeed at school and beyond. Barking Abbey is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. These principles promote an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- We seek to eliminate all forms of discrimination, harassment and bullying.
- The policy will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When students do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the student what is expected, without humiliation or in public view. At these points, we will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.

- Sanctions should be known and understood by all staff and students and applied fairly, consistently, proportionally and reasonably.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, students and parents when considering measures to manage unacceptable/challenging behaviour.
- For those students with special educational needs, physical or mental health needs, and/or Looked After students experiencing particular difficulties with behaviour, the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student community as a whole is paramount.
- The Governing Body support the school's authority to consider all suspensions, particularly permanent exclusions, as the very last resort and expect students and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep students safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including students, their families and staff.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- We will always work with parents and carers to understand their students and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti- bullying and exclusions) applies to all students when in school, when travelling to and from school, and when engaging in extra-curricular activities such as educational trips and visits (residential and non- residential).

This written statement of behaviour principles is reviewed and approved by the **Governing Body** annually.

Appendix 2: Staff Roles and Responsibilities

<i>The Governing Body</i>	<ul style="list-style-type: none"> ○ Ensure a Behaviour for Learning Policy is in place and is implemented ○ Monitor and review the effectiveness of the Behaviour for Learning Policy ○ Convene disciplinary panels where necessary ○ Support rewards and celebration events
<i>Headteacher</i>	<ul style="list-style-type: none"> ○ Establish the Behaviour for Learning Policy ○ Establish and manage the Exclusion Policy
<i>Senior Leadership Team</i>	<ul style="list-style-type: none"> ○ Support and advise staff in upholding the Behaviour for Learning Policy ○ Monitor and analyse behaviour data and prepare relevant reports
<i>Heads of Department and Key Stage Leaders</i>	<ul style="list-style-type: none"> ○ Support all staff in their department in managing behaviour and administering rewards and sanctions ○ Support staff in meetings with students, parents and carers ○ Liaise with Pastoral Teams as appropriate managing reintegration procedures for students in lessons
<i>Pastoral Teams</i>	<ul style="list-style-type: none"> ○ Support staff and students on a day today basis ensuring the highest possible standards of behaviour ○ Provide students with strategies to enable them to take responsibility for their own behaviour ○ Manage the staged report monitoring system (FT, HOH, AHT, DHT) within the year group ○ Manage restorative justice meetings with students and staff ○ Liaise with Subject Departments about individual students causing concern
<i>Classroom based Staff</i>	<ul style="list-style-type: none"> ○ Take daily responsibility for the management of student behaviour and associated follow up actions as appropriate ○ Ensure that the Behaviour for Learning Policy is followed and applied consistently and fairly ○ Record rewards and sanctions using ARBOR ensuing all the necessary follow up actions take place ○ Communicate regularly with parents/carers
<i>Form Tutors</i>	<ul style="list-style-type: none"> ○ Work to create a cohesive group and a positive ethos. ○ Monitor the rewards and sanctions of each student in tutor group. ○ Implement and track intervention strategies. ○ Monitor students who have placed on Report and give feedback on the progress a student is making to the relevant Pastoral Team. ○ Communicate regularly with parents/carers.
<i>Inclusion Staff</i>	<ul style="list-style-type: none"> ○ Provide input for students who need intensive and more specialised support.
<i>Parents / Carers</i>	<ul style="list-style-type: none"> ○ Support the school with behaviour concerns inside the school and to and from the school. ○ Adhere to the Home School Agreement / Character Charter 2021
<i>Students</i>	<ul style="list-style-type: none"> ○ Adhere to the Home School Agreement / Character Charter 2021 ○ Take responsibility for their own actions. ○ Follow instructions in school. ○ Be respectful towards all students and staff.

Appendix 3: Home School Agreement

STUDENT NAME: THE BARKING ABBEY SCHOOL HOME-SCHOOL AGREEMENT

Barking Abbey recognises that the successful development of our students depends on an effective partnership between school, learners and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

Barking Abbey School will:

Support the school's philosophy in developing The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.
Provide a challenging curriculum that motivates
Ensure opportunities, support and guidance for all to achieve their full potential
Offer extracurricular activities to provide enrichment
Use regular assessment to track progress
Contact you on first day of unknown absence/ refer to Education Welfare where attendance is a concern
Contact parents of children who arrive late
Have a behaviour policy that creates a safe and caring environment for everyone
Make sure that all staff, pupils and parents know what behaviour is expected
Keep parents informed about home learning
Make sure that parents have information about their child's progress, behaviour and general school matters
Make sure they listen to parents' concerns and do their best to help
Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility
Record and reward good progress and performance
Keep back your child until 3.40 pm where necessary if a reflection period is required

Signed

As a parent carer, I/we will:

Take an interest in what my child is learning
Support the school's philosophy in developing The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.
Encourage my child to work hard and support them in homework
Ensure that my child will attend school every day and on time, to meet the 100% target
Inform the school as soon as possible about any absence and the reason for it
Avoid taking children on holiday during term time
Give praise at home for good behaviour and attitude at school
Work with the school to find solutions in cases of unacceptable behaviour and agree to the behaviour policy of the school
Encourage my child in home learning
Encourage my child to read every day
Allow my child to attend off-site visits
Encourage my child to participate in the extracurricular opportunities offered by the school
Attend parent evenings
Make sure my child wears the correct uniform every day
Make sure my child comes to school with equipment and books
Agree to the confiscation of banned items, e.g. mobile phones

Signed

Name:

Date:

As a student, I will:

Develop The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.
Be an ambassador for Barking Abbey School
Work hard in class and at home, so that I can achieve my full potential
Treat others, as I would wish to be treated.
Put the needs of others before my own
Be proud of my school
Attend the school in correct uniform, be on time and be properly equipped
Behave responsibly in the BA Way, be polite to others in the school and in the wider community
Understand that any misbehaviour whilst wearing Barking Abbey School uniform will be dealt with as if the incident occurred at school
Take part in extra-curricular activities offered by the school
Care for the environment – in and out of school
Complete homework on time and to the BEST
Attend reflections
Talk with parents and teachers about any worries in school

Signed

Name:

Date:



Appendix 3a, The Character Charter

The BA Character Charter

Doing the right thing. At the right time. For the right reasons.

At Barking Abbey we feel very strongly about supporting families and we know that children achieve more when schools and parents work together in partnership. The following home - school agreement helps to clarify the basis of this partnership with regards to our aims, values, responsibilities, and expectations.

As a pupil of Barking Abbey I will:


- Demonstrate **BRAVERY** by being courageous and honest and tell an adult if someone in our community isn't safe or needs help making the right choices.
- Strive for **EXCELLENCE** by making the right choices in lessons by being focused and engaged in all learning opportunities and find opportunities to be rewarded for my effort and achievement.
- Prove **SELF DISCIPLINE** by coming to school every day that I can, attending all my lessons on time, and persevering with the hard work needed to do my best.
- Show **TEAM BA** by practicing teamwork and ensure my behaviour helps others to learn too.
- Follow school policies such as the BFL, Mobile Phone Procedures and Warn Move Remove; ensuring that my behaviour is not a barrier to my own or others learning.
- Show kindness and empathy to all members of my community and make sure no one feels like an outsider, treating everyone with dignity, respect and tolerance.
- Show respect for my teacher by entering their classroom quietly and calmly with a greeting, starting the 'Do Now' task promptly. Showing respect for my own learning and others by following the rules of the BA Way.
- Show good citizenship and help to keep our building beautiful, never defacing school property, dropping litter, or damaging any part of our building.
- Be proud of my uniform and what it represents and wear it correctly to, from and around school.
- Always be a positive ambassador for Barking Abbey School.

As a parent of a Barking Abbey pupil, I will:

- Support Barking Abbey's core values and philosophy, encouraging students to develop the BEST Habits in learning; **BRAVERY, EXCELLENCE, SELF DISCIPLINE and TEAM BA**.
- Encourage my child to work to the best of their ability and support them with the completion of homework and remote learning.
- Ensure my child will attend and be on time every day that they are able to; reporting any reasons for non-attendance to the school.
- Agree to the implementation of school behaviour policies; particularly in the event of behaviour that causes disruption to others, or puts the safety of my child, other children or staff risk. I understand that the behaviour policy is used as a tool for character growth, developing self-regulation and respect for others.
- Demonstrate respect and tolerance when dealing with school staff and will communicate with the school in a timely and polite manner, in line with the school's character values.

Barking Abbey School will:

- Work with students and families to embed the schools core values and philosophy, developing the BEST Habits in learning; **BRAVERY, EXCELLENCE, SELF DISCIPLINE and TEAM BA**.
- Create an environment that is safe and welcoming for students, allowing for knowledge, character and aspiration to be nurtured and developed.
- Provide opportunities for pupils to become young leaders.
- Provide a diverse and challenging curriculum that meets the needs of all pupils; encouraging progress, resilience and aspirational attitudes.
- Have policies in place that creates positive and dynamic learning environments, where behaviour is not a barrier to learning.
- Work collaboratively with parents and families to ensure the development of young people, maintaining positive and respectful relationships.

Signed: 
Head Teacher of Barking Abbey

Signed: _____
Parent of Barking Abbey Student

Signed: _____
Student of Barking Abbey School

screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to health and safety risks and this would include making reasonable rules as a condition of admittance.

- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

Appendix 4: Search and Screening Policy

Screening

What the law allows:

Barking Abbey School can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Any member of school staff can screen students.
- If a student refuses to be

- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with Consent

Schools' common law powers to search:

School staff can search students with their consent for any item.

Also note:

Barking Abbey School is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or ask if the teacher can look in the student's bag or locker and for the student to agree.

- If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a Reflection or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school will apply an appropriate sanction .

Searching without Consent

Establishing grounds for a search

Members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. A member of staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- A member of staff can search a student without consent if they believe they have a banned item as identified in the school's Behaviour Policy.
- Authorised school staff can view CCTV footage in order to decide as to whether or conduct a search for an item. The school has a CCTV Policy which lists the staff authorised to view CCTV footage in school when investigating an incident.

During the Search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets. It does not give the power for a more intimate search to take place as only a person with more extensive powers (e.g. a police officer) can conduct.

- 'Possessions' means any goods which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Use of force

Members of staff can use such force as is **reasonable** given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. See **Use of Reasonable Force Guidance**, below.

After the Search

The power to seize and confiscate items – general

What the law allows:

A member of staff, as set out in Section 91 of the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary sanction, where reasonable to do so.

A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

A member of staff carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified under the header **SCREENING, SEARCHING AND CONFISCATION**) or is evidence in relation to an offence.

- If a member of staff conducting a search finds **alcohol**, they may retain or dispose of it and not return it to the student.
- Where a member of staff finds **controlled drugs**, these must be delivered to the police as soon as possible.
- Where a member of staff finds **other substances**, which are not believed to be controlled drugs these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them.
- As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.

- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or student pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass item to the police.
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item, which is banned under the school rules** they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

School staff should deliver stolen items, weapons or controlled drugs to the police.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

Statutory guidance for dealing with electronic devices

Where the member of staff conducting the search finds **an electronic device** they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an **electronic device**:

“In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.”

If inappropriate material is found on the device it is up to the member of staff to decide whether they should **delete** that material, **retain** it as evidence (for a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

Staff at Barking Abbey School are **not** required to inform parents before a search takes place or to seek their consent to search their student.

Although there is no legal requirement to make or keep a record of a search, the school believes that this should be good practice in all search cases.

Barking Abbey School will inform the individual student’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school’s **Complaints Procedure**.

Use of Reasonable Force

The term ‘reasonable force’ covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- Schools do not require parental consent to use force on a student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so; and their remaining in the classroom poses a significant risk to peers or staff.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Searching procedures.

In the event of a student being searched, with or without consent the school will follow the **Searching Procedures, Appendix 4.A.**

Sanctioning students

Students found in possession of a banned item will be sanctioned in line with the **Behaviour Policy**. This may lead to a formal suspension, off site direction or a permanent exclusion from Barking Abbey School.

Appendix 4a: Searching Procedures



BARKING ABBEY SCHOOL

SEARCH PROCEDURES

Before a search can be conducted, there must be reasonable grounds that the pupil is in possession of a banned item.

This form should be completed during a search and details must be logged on the Safeguard portal under 'Student Search Conducted No Banned Item Found' or 'Student Search Conducted Banned Item Found'.

Reason for Search

Name:

Year Group:

Gender:

Does the pupil give consent to be searched?

YES

NO

If NO, please request a member of SLT.

If pupil continues to resist call 101.

If pupil poses an immediate threat call 999.

The search should be conducted by a member of the same sex, and a witness must be present.

The pupil should remove any outside clothing, including coats and blazers.

Does the pupil have anything on them that they should not have?

YES

NO

Does the pupil have anything on them that could cause harm to themselves or others?

YES

NO

If YES to either of the above what is the item?

Outer clothing search.

Details of any banned items found.

Bag and other possessions search.

Details of any banned items found.

Person search.

Details of any banned items found.

Has the Metal Detector Wand been used?	YES	NO
Have any banned items been found?	YES	NO
What was found?		
If item found what were the reason for possession?		
Are there any Safeguarding concerns?	YES (Complete Referral)	NO
Follow up: If found in possession of a weapon / offensive item the police must be informed, contact SSO or call 101. Head Teacher to be notified. Risk Assessment of the pupil. Are they safe to be in lessons? Should they remain in isolation whilst this a decision is made? Record and upload details to the Safeguarding Portal. Parents should be informed that the search has taken place and of any follow ups. School based sanction to be agreed.		
Search conducted by :	Date:	
Witnessed by :	Date:	
Pupil signature :	Date:	

Search Checklist

When searching, start with outer clothing, the bags and then the person.

Outer clothing search.

- Coats and blazers should be removed by the pupil.
- Check all pockets, removing any items in the pockets. Place items on a flat surface, and explain what has been found to the pupil and the witness.
- Check the lining of any coats, and any sleeves.
- Once the search of outer clothing is complete, communicate this to the pupil and witness.

Bag and possession search.

- Ask pupil if there is anything in the bag that could potentially cause harm.
- Remove all items from the bag and place them on a flat surface.
- Check all pockets of the bag, and any lining.
- Go through any items removed from the bag, making sure to check through any pencil cases or additional clothing.
- Once the search of the bag is complete, communicate this to the pupil and witness.

Person search.

- The pupil should have removed any outer clothing.
- Ask pupil to untuck their shirt, and show the top of their trousers.
- Ask pupils to empty their pockets, and place any items on the desk.
- Pupils to remove shoes, and shoes to be checked for any items.
- Top of socks to be checked.

Deep Search.

- If you suspect that the pupil is withholding an item, please request additional support or call 101.

Appendix 5: Dealing with Confrontational and Aggressive Behaviour

In all circumstances when dealing with difficult inappropriate behaviour:

- Remain calm and unemotional; never lose control or appear to lose control
- Avoid confrontational language, or raise your voice.

Physical contact with a student or restraint of a student should never take place when the purpose is to enforce discipline. Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others
- Causing damage to property
- Committing a criminal offence

In these situations, only reasonable force should be applied.

The following are examples of actions which must not be used with a student. All are likely to inflame and escalate a situation and will undermine your authority:

- Using the body, or putting an arm to prevent a student from leaving a classroom;
- Physically pulling, pushing or moving a student in order to make a student obey an instruction;
- Physically removing a hat or other items, when a student refuses to hand them to you;
- Invading the personal space of a student by standing very close and talking/shouting loudly in the face of the student
- Pushing a student with an object e.g. door, ruler
- Making personal criticisms, sarcastic comments, making inappropriate threats, shouting angrily or aggressively;

Any member of staff must be mindful that if they place their hands on a child, or are abusive and aggressive towards a child the incident will need to be formally investigated by a senior member of staff and could lead to a referral to the Local Authority Designated Officer, LADO.

When faced with a situation where a student disobeys an instruction, walks off/pushes past you, the appropriate action which puts you in control of the situation is to:

- Remain calm and let the student go;
- Make a clear and calm announcement to students in the vicinity that you will not tolerate such inappropriate behaviour and will follow up the incident later; ○ Follow up the incident using the appropriate channels.



BARKING ABBEY SCHOOL

BEHAVIOUR FOR TEACHING AND LEARNING

Appendix 6:

The most effective behaviour management strategy is high quality teaching and learning, where all learner's needs are met through differentiation and challenge.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Bravery, Excellence, Self-Discipline and Team work, must be referred to in conversations around conduct.

Behaviour Management Consistencies

Meet and greet students at the door.	Model and scaffold to provide support.	Plan challenging and engaging lessons.	Use positive recognition in lesson.	Stretch and challenge more able.
Model and use BEST if addressing behaviour.	Use de-escalation <u>strategies and</u> remain calm.	Give students time to respond to requests.	Control your own classroom climate.	Never ignore poor behaviours.

Strategies to support Behaviour Management

Allow students take up time between strategies. Allow students the opportunity and time to correct mistakes in behaviour. Removal should always be the last resort, and all of strategies must have been applied first.

1. Redirection Gentle encouragement, 'nudging' behaviours, nonverbal cues and reminders, Drive <u>By</u> , classroom positioning.	2. Reminder Clarify expectations and BEST Habits, give student choices and consequences, model positive behaviours as good examples.	3. Warn A clear verbal caution delivered, making student aware of their behaviour and outlining the consequences if behaviour does not improve.
6. Removal Enforce that you will not accept undesired behaviours anymore, record details on SIMS, refer child to Pastoral Room.	5. Move Change the student's seat or address them privately outside. This should be a brief reminder of expectations and consequences of continued behaviours.	4. Last Chance Be very clear with student that behaviour has not improved. Can modifications to practice be made, differentiated or more challenging work?
7. Sanction Removal from lesson is not the sanction. Classroom teacher must take ownership of the behaviour. Make contact home, set and agree a sanction. If the student does not <u>attend</u> follow up and reset. Where possible avoid passing issue on, as this can be <u>disempowering</u> and student may lose respect for you.	8. Repair The most important aspect of the process. Find the time to resolve and repair the issue with the student. Explain the reasons for your decision, keeping them learning focused and not personal. Allow student time to respond and to reflect on their own behaviours. Start each lesson with a 'clean slate'. Use Restorative Conversation strategies.	

Strategies for Promoting Positive Behaviour

Appendix 7: Assault by a Student on a Member of Staff Procedures



BARKING ABBEY SCHOOL **GIVE AND EXPECT THE BEST**



Assault by a student on a member of staff.

Barking Abbey School takes the safeguarding of all students and staff seriously, however, there may be incidents where a pupil is aggressive towards a member of staff, be it directly or indirectly.

Preventing the risk of assault by a student on a member of staff.

The school has taken appropriate measure to ensure that the risk to staff is as unlikely as possible; however the following strategies are applied.

- The school has a robust and structured behaviour policy, which outlines expected behaviours as well as sanctions for poor and challenging behaviour.
- Any students who are known to be violent or aggressive towards staff will have a completed Risk and Support Management Plan.
- Staff must be familiar with a student's SEN need, and have read through SEN Student Profiles, as this will support with the management of student.
- The school has On Call and Emergency Procedures in place, which staff should follow.
- All teaching staff are expected to have a non-confrontational approach to managing poor behaviour, focusing on de-escalation of a situation. It is advisable that staff should not shout and avoid confrontational behaviour towards students.
- A knowledgeable and understanding pastoral support system, allowing students who are at risk with staff who know their needs and have experience with managing them.
- The Safer Schools Officer is in regular contact with the school, and can be contacted with concerns. If the SSO is unavailable the school will contact 101 or 999.
- A structured recording system in the event of incidents. All poor behaviour must be logged and actioned on SIMS. Formal written statements completed by any involved students or staff.
- The powers to search with or without consent, if the school believes a student has a banned or inappropriate item on them.
- All SLT have completed Safer Handling Restraint training in the event of a student needing to be restrained.
- The school Behaviour Policy outlines that staff may use reasonable force to restrain a student.

In the event where a student assaults a member of staff, the following should happen.

- Student / students involved should be isolated from mainstream school, parents contacted and student collected from school (where possible).
- The HT made aware of the incident, and a decision made whether incident warrants a Fixed Term Exclusion, or if student should remain in Internal Exclusion whilst an investigation into the incident is completed.
- If a child cannot be on *either* school site, they will receive a Fixed Term Exclusion.
- CKE will be informed of the incident by the lead Investigating Officer (JGI / SAE at Sandringham. KGI / PEV at Longbridge).
- Member / members of staff involved are taken off timetable (if they wish) and are asked to write a formal statement of the incident. This can be completed off site but should be completed as soon as possible.
- Member / members of staff are offered restricted duty, either off site or on site in a communal workspace, i.e. Staff room or communal office space.
- If necessary the school Police Officer will be contacted to offer further advice.
- Formal investigation launched into the incident. Statements taken from all witnesses, staff and students.
- *HR to follow Staff Well Being Toolkit.*

- Lead Investigating Officer will present findings to the Head Teacher, where a final decision on a sanction is agreed.
- Details of the investigation shared with parents via letter from the Head Teacher and parents invited in for a formal meeting, if necessary.
- Staff member informed of the outcome of the investigation by the lead Investigating Officer.
- Student incident tracker updated by HR, including follow up actions.
- ***Staff member continued to be support by HR, following Well Being Toolkit.***

Following a serious incident involving an assault by a student on a member of staff the school could take the following precautions.

- Formal meeting arranged with the student's family and a member of the Senior Leadership team.
- Student placed on a Final Warning Contract, highlighting that any repeated behaviours could lead to a permanent exclusion from Barking Abbey School, or a managed move / college referral.
- The Head Teacher has power to direct the student to an alternative provider.
- A Risk and Support Management Plan will be completed, with the student and family. This must be signed and agreed by the student, family and the school.
- A Restorative Conversation should be offered to the staff member, but this will be at the discretion of the staff member.
- The student may be placed on a targeted behaviour report, Head of House / Individual Behaviour Plan / Pastoral Support Plan.

Appendix 8: Barking Abbey School Suspension Policy Procedures



Barking Abbey School Suspension Policy

The Governing Body approved this Policy on: Feb 2024

Review date: Feb 2026

Barking Abbey is committed to instilling the highest possible social and moral values in all its students and to ensure that student behaviour is conducive to learning.

The Governors of Barking Abbey consider that the use of the Headteacher's power to suspend from school can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate.

This policy is intended to give a clear indication to staff, parents and students of typical circumstances within which the Headteacher will use powers to suspend and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Headteacher in suspending students.

It is the policy of the Barking Abbey to avoid suspensions, fixed term or permanent, whenever possible. The school's Behaviour for Learning Policy provides a clear framework which contains a range of constructive sanctions and how students who experience difficulties will be supported.

There are three main reasons for suspension: a serious breach of Barking Abbey's Behaviour for Learning Policy, persistent minor breaches of the Behaviour for Learning policy or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

The decision to suspend a student from school for either a fixed term or permanently is regarded as a last resort, and usually only after a range of these strategies have been undertaken. This includes: contact with family, behaviour report, detentions, department or internal exclusion. Parents will be informed of such decisions at all times.

Power to suspend

The Headteacher is the only member of staff within Barking Abbey who can suspend a student, either permanently or for a fixed term. In the absence of the Headteacher, the Deputy Headteacher may take this role.

Types of Exclusion

On campus/Internal Exclusions

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an on campus/internal exclusions. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an on campus/internal exclusions by completing an on campus/internal exclusion referral form (see Appendix 1). Staff should not threaten a student with exclusion as they have no authority to carry out the threat.

Once the decision to internally suspend the student has been made, the parent should be telephoned and the details of the incident shared. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The on campus exclusion will take place as soon as possible after the incident. Students placed in an on campus exclusion will be expected to follow different school day timings. Their day will begin at 8.25 and will end at 3.45pm. Students should bring in their own lunch for the day but those who do not have a packed lunch will be provided with a baguette if they have money on their account or if they have receive free school meals. Students receiving an on campus exclusion are expected to remain in silence but can ask for help or request the use of the toilet which they will be allowed to use during period 3 and period 5. Students in the room must maintain excellent behaviour and adhere to the rules of the room to ensure they do not need to repeat their on campus suspension. Any student who receives an on campus exclusion will be monitored using a On Campus Suspension Log form. (See Appendix 3).

Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

Before the student returns to lessons parental contact must take place. If appropriate, restorative justice will be organised and future actions and support agreed.

Off campus External Exclusions

Only the Headteacher, Deputy Headteacher or Assistant Headteacher can agree an off campus exclusions. Heads of Year and Pastoral Managers and Pastoral Coordinators can request an off campus exclusion by completing an on/off campus exclusion referral form (see Appendix 1). Staff should not threaten a student with exclusion as they have no authority to carry out the threat.

An off campus exclusion will see a student placed in the Pastoral Support Room at the opposite campus to the campus that the student attends.

Once the decision to set a student an off campus exclusion has been made, the parent should be telephoned and the details of the incident shared. The Pastoral Team will also email any member of staff who was originally involved in the incident so they are made aware of the follow up action that has taken place. The off campus exclusion will take place as soon as possible after the incident. Students placed in an off campus exclusion will be expected to follow different school day timings. Their day will begin at 8.25 and will end at 3.45pm. Students should bring in their own lunch for the day but those who do not have a packed lunch, will be provided with a baguette if they have money on their account or if they have receive free school meals. Students receiving an off campus exclusion are expected to remain in silence but can ask for help or request the use of the toilet, which they will usually be allowed to use during period 3 and period 5. Students in the room must maintain excellent behaviour and adhere to the rules of the room to ensure they do not need to repeat their off campus suspension. Any student who receives an off campus exclusion will be monitored using a On Campus Suspension Log form. (See Appendix 3).

An off campus exclusion may be used;

- To create space between two or more students who have broken the Barking Abbey school rules
- If on campus suspensions have already been tried and students continue to demonstrate the same levels of poor behaviour
- If a student with safeguarding concerns has engaged in suspension level behaviour and the school deems it necessary to keep the child in school

- As a strategy to help students avoid a suspension

Off campus suspensions are a strategy the school can use as an attempt to avoid suspending students. Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

Before the student returns to lessons parental contact must take place. If appropriate, restorative justice will be organised and future actions and support agreed.

Suspensions from school

Suspensions are an extremely serious sanction and should only be considered when all other sanctions have been exhausted. Long external suspensions are rarely effective and removing the student from the school will not solve the behaviour problem. As with all behaviour issues it is important to unlock the problem and seek strategies with the student to solve the problem.

Only the Headteacher can agree an external suspension or the Deputy Headteacher in his absence. This is agreed once a Suspension referral form (appendix 2) has been received.

The full details of the incident should be shared with the parent on the telephone and a suspension letter should, if at all possible be sent home on the same day (usually by email). A copy placed on the student's file. A Return from Suspension meeting (appendix 4) must be held with the parent/carer and student, and the Head of Year before the student is allowed to return to lessons, a member of SLT will join these meetings where possible.

Removing a student from the school site for disciplinary reasons without following formal suspensions procedures is illegal even with the consent of the parent. If whilst investigating an incident a student needs to be isolated from others they should remain with a member of their Pastoral Team, a member of SLT or placed in the Pastoral Support Room (if appropriate). However, requesting that a student be taken home from school for safety reasons, is a rare but necessary step in some occasions. If this is needed, parents/guardians will always be contacted and students will not be allowed to leave until communication is made with home.

Hard and fast rules about the type of incident and the number of days suspension are generally not advisable because each situation and student requires a personal approach.

5 suspensions or suspensions of 15 days or more within an Academic term will be required to attend a Governor's Disciplinary Panel accompanied by their parent.

Whilst having regard to the circumstances of a particular case, the Headteacher will be likely to use suspensions in the following instances:

- Sustained challenge to the authority of a member of staff
- The use of foul or abusive language to a member of staff
- Sustained bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, age, religion, disability or sexual orientation)
- Persistent defiance of a school rule
- Acts of vandalism or physical violence
- Using drugs or alcohol and/or smoking within or in close proximity to the school site
- Conduct that has brought the school into disrepute

- Possession of banned items in school
- False or malicious complaints or accusations against members of staff or the school community.

This list does not note every offence for which a suspension may be used but gives an indication of the behaviour where it will be considered.

Suspension is a very serious punishment. It will usually be of the shortest possible duration to minimise the disruption to learning that extended absence from lessons results in.

We do not operate a fixed tariff system and each incident will be considered on an individual basis. Whilst an suspension may be an appropriate sanction, the Headteacher will make reasonable adjustments and take into account any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered a bereavement, is experiencing a trauma, has mental health issues or has been subject to bullying.

During the first five days of a suspension, the student is the responsibility of the parent/carer, although the school must ensure that adequate work is set. The Pastoral Team will be responsible for the collection of work. It is the parent/carer's responsibility to ensure that the student does not come onto the school site, or is in a public place during school hours without reasonable justification.

On the 6th day of suspension, the school must provide suitable full time education, either on or off the school site. In line with all Barking and Dagenham secondary schools, this will involve the student attending Mayesbrook Park school or and another Barking and Dagenham school for the remainder of their suspension once the 6th day of suspension has been reached.

Governors believe that any student reaching their fourth suspension, during a relevant time period, has almost exhausted the capacity of the school to help them be successful. This will trigger a meeting with the Governor's Disciplinary Committee (referenced in appendix 5).

In exceptional circumstances, for example following a particularly serious incident (that does not merit a permanent suspension) or for rapidly deteriorating behaviour, a Governor's Disciplinary Committee will be convened even if five suspensions have not occurred.

A student can be suspended for an aggregated total of 45 school days in any one academic year.

An suspension may be extended or made permanent where:

It was necessary to suspend the student in order to complete the investigation freely. It is essential that if new evidence has come to light the suspended student is given the opportunity to respond to it before the suspension is extended or made permanent.

If the student has been reported to the police and the result of that investigation provides additional evidence to the school.

Permanent Exclusion

Permanent Exclusion is reserved for offences that would have a seriously damaging effect on the life of the school, the well-being of other students or of staff, or seriously and persistently interfere with teaching and learning in the school. This is not necessarily limited to conduct that has taken place during school time or on/near to the school. The DfE lays out the following criteria for permanent exclusion:

- Serious violence which creates fear and anxiety among staff and students
- Possession of an offensive weapon on or within close proximity of the school site
- Dealing in drugs on or within close proximity of the school site

- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Serious breach or persistent breaches of the school's Behaviour for Learning Policy
- Allowing the student to remain in school would seriously harm the education and welfare of the student or others in the school

A permanent exclusion is a serious step, and will only be taken when all other alternatives have been explored. However, it is clear that for some students, in some circumstances, this is the only available and appropriate option.

In most cases, permanent exclusion will be the final step in a process of dealing with disciplinary offences following the wide range of strategies which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the student and should only be used as a last resort.

There will however, be circumstances where a 'first offence' is so serious that permanent exclusion has to be considered. The school may then also wish to inform the police or other appropriate agencies.

The DfE guidance is clear that we have a statutory duty not to discriminate against students on the grounds of protected characteristics such as disability or race and that we should give particular consideration to fair treatment of students from groups who are vulnerable to exclusion.

The school will work actively to avoid permanent exclusion from school. It is very much a last resort and where possible we will pursue the following before a permanent exclusion is confirmed:

- A campus change to the opposite site to which the student usually attends (can be done once)
- A Managed Move to another local school
- A placement at an alternative curriculum provider
- A highly personalised curriculum programme
- Securing an Education and Health Care Plan and possibly a placement in a resourced provision

Governors Disciplinary Panel- Permanent Exclusion Hearing

- In the case of a permanent exclusion, the Governors' Disciplinary Committee must review the recommendation that the Headteacher has made to permanently suspend a student following representation from the school and parents or carer. The parent/carers may bring a representative to the meeting. The student should also attend the hearing. A Local Authority representative will also attend to advise the Panel as necessary throughout the hearing.
- Parents and the Local Authority will be notified of the decision to permanently suspend in writing setting out the reasons for the decision. The Governors' notification will also include the notice of the parents' rights to ask for the decision to be reviewed by an independent review panel and the date by which an application for a review must be made and to whom.
- In the case of an independent review, parents have the right to appoint someone to make written and or oral representations to the panel. Parents may also bring a friend to the review.

Independent Review Panel (IRP)

This must meet within 15 days of receiving a request and will include 3-5 members including a Lay Chair, School Governor and Headteacher (within the last 5 years), a SEN expert if requested by the parent and the Head/Chair of the Disciplinary Committee. Additional evidence can be heard.

The IRP can uphold the decision to permanently suspend or recommend that Governors reconsider or quash the decision and direct that the decision be reconsidered. The IRP does not re-take the decision. It can only over-turn it on limited grounds, namely if the decision falls foul of judicial review principles i.e. it is illegal, irrational, procedurally improper.

If Governors are directed to reconsider the decision to suspend and do not reinstate the student, the IRP will order the school to make a payment to the Local Authority towards the cost of alternative provision.

Governors Disciplinary Committee-5 exclusions or suspensions for 15 days or more

- Details of the Disciplinary Committee will be communicated without delay by letter and telephone message as appropriate
- It will be clerked and advised by the Clerk to the Governors or a person with experience of clerking such meetings
- The Clerk will ensure all members of the Committee are reminded of the legal framework for their hearing.
- The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any guidance issued by the Secretary of State
- The Governors will discuss the case alone with the Clerk after all parties have had the opportunity to state their case and respond to the points put by the other parties
- For hearings related to 5 separate exclusions, if the Committee agree that there has been a significant and persistent disregard for school discipline then governors will alert the student, and their family, that another similar offence would be likely to lead to a permanent exclusion. In these circumstances, a final warning will be given.
- For exclusions of 15 days or more, the Disciplinary Committee can uphold the exclusion, overturn it but not alter the duration.
- If a suspension of 15 days or more is upheld (or there has been 5 exclusions) governors will alert the student, and their family, that another similar offence would be likely to lead to a permanent exclusion.

Monitoring and Review

The Headteacher will report regularly on the incidence of suspensions and permanent exclusions to the Governors Children's, Families and Community Sub Committee. This group will review the operation of this policy in consultation with the Headteacher and staff, and to recommend any changes to the governing body. National guidance related to exclusion will also be referred to during the exclusion process.

Appendix 9: School Mobile Phone Policy



BARKING ABBEY SCHOOL MOBILE PHONE POLICY

The Governing Body approved this Policy on: date: October 2nd 2024

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1. **Aims and rationale**

The aim of this policy is to ensure that all members of the Barking Abbey community feel safe and are able to focus on work and learning without the distraction of messages and information which comes via phones and online activity while at school.

Our policy:

- Promotes safe and responsible phone use
- Set clear guidelines for the use of mobile phones for pupils, staff, parents/carers, visitors and volunteers
- Support the school's other policies, especially those related to child protection and behaviour

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage
- Appropriate use of technology in the classroom
- Note: throughout this policy, 'mobile phones' refers to mobile phones and similar devices.

Barking Abbey School recognises that mobile phones, tablets, headphones, cameras and digital devices are now a central part of our culture and can be of considerable use, particularly in relation to personal safety. Balanced with this is the need to safeguard students and staff from the impact of cyber bullying, inappropriate use of the Internet and telecommunications and the misuse of social media platforms.

The term 'phone' in this policy refers to mobiles phones (including headphones), apple watches, tablets, iPods, iPads, MP3, MP4 players and any similar portable electronic device.

The term 'parent' refers to any person with parental responsibility.

2. Core principles

This policy meets the requirements of the Department for Education's [non-statutory mobile phone guidance](#) and [behaviour guidance](#). Further guidance that should be considered alongside this policy is [Keeping Children Safe in Education](#).

At Barking Abbey School student phones are banned from school site during the academic day. 'Banned' means that they must be fully switched off and completely out of sight at all times between entering and leaving the school site.

Research shows that the impact on learning of banning phones from school premises adds up to the equivalent of an extra week's learning over an academic year. This is according to research by Louis-Phillipe Beland and Richard Murphy, published by the Centre for Economics Performance at the London School of Economics.

Another piece of research - 'Ill Communication: The impact of Mobile Phones on Student Performance' - found that after schools banned phones, the test results of students aged 16 improved by 6.4%. This is understood to be the equivalent of adding five days of learning to the school year.

3. Responsibility for loss and disclaimer

If parents choose to send their child to school with a phone, we strongly advise that they buy a non-smart mobile phone to use while travelling to and from school so that students have no internet access during the day. Barking Abbey School holds no liability for any phone that is brought into school which is either lost, stolen or damaged or used in a manner which is against the owner's consent, this includes when the phone has been confiscated.

School's advice is that students should leave phones at home - particularly expensive smart phones – and that parents and their children communicate via Reception or Pastoral team offices.

4. Roles and responsibilities

All staff (including teachers, support staff and supply staff) are responsible for consistently enforcing this policy.

Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.

Barking Abbey's Senior Leadership Team is responsible for monitoring the policy, reviewing it when required, and holding staff and pupils accountable for its implementation. The school Governors are responsible for approving the policy.

Staff will address any questions or concerns from parents/carers quickly, and clearly communicate the reasons for prohibiting the use of mobile phones.

5. Use of Personal Mobile Phones and earphones including wireless earbuds for Students in Key Stage 3 and 4

Pupils should not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes.

Barking Abbey School recognises that parents may want their children to have access to a phone to support with effective communication and making sure their child is safe on the way to and from school. Barking Abbey school supports this within the following protocol:

- Students are allowed to bring phones to and from school to ensure their personal safety.
- If a student brings their phone to school, on arrival to school their phone must be fully switched off and stored safely in their bag at all times for the remainder of school day.
- If a student's phone is heard or a student is seen using their phone during the school day, regardless of the reason for using the phone, the phone, along with any headphones, will be confiscated, switched off, and given to reception.
- Confiscated phones will only be returned to parents. Parents will then need to come to the school to collect the student's phone from main reception. Phones will not be returned to students

unless there is a reason provided for this to happen by parents or a significant safeguarding concern. Phones will need to be collected during office hours 8am – 4.30pm on the day of confiscation or at a later date.

- If a student does not hand their phone over to the requesting teacher the student will receive a B4 and be removed to the Pastoral Support Room.
- If a student has their phone confiscated repeatedly in an academic year, the school may choose to confiscate the device until the end of term. If this decision is taken by the school, parents will be asked to attend a meeting where alternative arrangements for storing the student's phone during the school day will be agreed with parents. This could include a longer confiscation, students having to hand in their phone to a member of staff at the start of each day or the student leaving the phone at home.
- If a student's phone is seen by a member of staff e.g. in the student's pocket instead of the student's bag but the student is not using or looking at their phone and it is not making a noise, the student may be asked to put the phone in their bag, ensuring that it is switched off.
- The same confiscation rules apply to any students seen with headphones and earphones, including wireless earbuds. If students are seen wearing earphones or earbuds, this is considered as the student using them and they must therefore be confiscated. If a student has earphones or earbuds visible ie in their pocket or bag but is not using them, the student should be asked to put them away in their bag.
- If a student needs to contact home or a parent needs to contact their child, this must always be done through Reception or Pastoral team offices.
- These rules apply equally to school day trips and residential visits unless a member of staff gives permission for students to use their phones.

6. Use of smart watches by pupils

Barking Abbey school does not accept responsibility for the loss, theft or damage of smart watches. These are worn and brought into school at the user's personal risk.

Smart watches are permitted under the following protocol:

- Smart watches must not disturb the learning of any student
- Smart watches must not be used to record or take images of students or staff on the school premises
- No social media content should be accessed on smart watches
- Music, videos and online content must not be watched on smart watches
- Smart watches must not be worn into formal examinations
- Smart phones will be treated as a mobile phone if they present any safeguard concerns or disrupt lessons or students' school day.

The DfE's non-statutory mobile phone guidance includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in their policy.

Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smart watches have wellness and health-related features.

7. Use of Personal Mobile Phones for Students in the 6th form

We recognise that students in the sixth form are mature enough to have some flexibility around the use of mobile phones, but they must only be used in designated areas.

- Students may use their phones socially in the Sixth Form Study centre. Additionally, students may use their phones for learning purposes in lessons if asked to do so by their class teacher in that lesson.
- Teachers may also give sixth form students permission to use mobile phones in a lesson for teaching and learning purposes e.g. to use Kahoot. This use of mobile phones in lessons is not permitted with Years 7-11.
- Any sixth form students using their mobile phones outside of these designated areas will be asked to put their phones away. If students do not follow these instructions from staff, their mobile phones will be confiscated. Confiscated mobile phones will be taken to reception and must be collected by the student at the end of the school day. (3pm Monday-Friday). These times apply even if a student has a shorter day or needs to leave the site earlier than these times.
- Parents of 6th form students who repeatedly do not adhere to these expectations (more than three times) will be asked to attend a meeting where alternative arrangements for the student's phone during the day will be agreed. This could include a longer confiscation, students having to hand in their phone to a member of staff at the start of each day or the student leaving the phone at home.

8. Phones and exams

Phones and other electronic devices, including all devices with access to the internet, are strictly forbidden in exam rooms. Possession of such a device during exams is a serious breach of exam regulations and can lead to disqualification. It is the student's responsibility to ensure that their phone is locked away or handed in before they come into the exam room.

Student phones, headphones and earphones left in bags during exams remain the responsibility of the student or their family and are left at a student's own risk.

9. Cyber Bullying

In recent years there has been a significant increase nationally in the number of incidents in schools which can be linked to the use of a phone or other electronic device.

At Barking Abbey school we will not tolerate any kind of bullying, including bullying which includes the misuse of electronic devices including phones.

The following are some examples of misuse.

- the deliberate planning of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate the person by publishing the footage to a wider audience such as on TikTok, Snapchat, Instagram or YouTube
- bullying by text, image, or email messaging
- the use of a phone for 'sexting' (the deliberate taking and sending, or sending of sexually explicit photos or text messages via a mobile phone)
- students posting material on social network sites either intentionally with the deliberate intention of causing harm to others or with no thought about the risks to their personal reputation or that of others. This could include making disrespectful comments about any member of school community or giving false information about events. This includes use of phones and digital devices outside of school hours which has a negative impact on any member of school community.
- general disruption to learning caused by students accessing phones in lessons and around school site during the school day
- students phoning parents following an incident so that a staff member's ability to resolve an incident is compromised.

10. Unacceptable use of mobile phones and other devices

School will consider any of the following to be unacceptable use of a mobile phone and a serious breach of school's behaviour policy resulting in sanctions being taken:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation
- Photographing or filming staff or other students without their knowledge or permission
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff

Misuse of a phone will be dealt with using the principles set out in the school Behaviour policy, with the severity of the response matching the level of misuse.

Parents will always be contacted when a student's phone is confiscated. Where the use of the phone has involved a serious offence, this may result in a suspension, or the incident being reported to the police.

If a student commits an act which causes serious harassment, alarm or distress to a student or another member of school community, the ultimate sanction may be permanent exclusion. The Headteacher will consider the impact on the victim of the act in deciding the sanction.

11. Use of mobile phones by parents/carers, volunteers and visitor

Parents/carers, visitors and volunteers (including governors and contractors) must adhere to this policy as it relates to staff if they are on the school site during the school day.

This means:

- Not taking pictures or recordings of pupils, unless it's at a public event (such as a school fair), or of their own child
- Using any photographs or recordings for personal use only, and not posting on social media without consent
- Not using phones in lessons, or when working with pupils
- Parents/carers, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Parents/carers or volunteers supervising school trips or residential visits must not:

- Use their phone to make contact with other parents/carers
- Take photos or recordings of pupils, their work, or anything else which could identify a pupil
- Parents/carers or volunteers supervising trips are also responsible for enforcing the school's policy for pupils using their phones, as set out in section 5 above, but must refer any sanctions to a member of staff, as they do not have the power to search or confiscate devices.
- Parents/carers must use the school office as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

12. Viewing images or footage on a student's phone or device

Where it is necessary to examine the contents of a mobile phone in order to address an issue which has arisen, this will be done by an agreed member of staff in the presence of another member of staff. The viewing of the phone must be recorded with details of the time, who was present, what was viewed, what was found and action taken. Screenshots of objects may be taken or copies downloaded but any viewing of material involving people must not be saved on personal devices. Instead, notes should be made about what has been viewed and, depending on the nature of the material viewed (see Youth Produced Sexual Imagery below), images or video footage on the phone may need to either be deleted or passed to the police. If a decision is made to pass the phone to the police, it should immediately be set to 'Airplane mode' and the police contacted.

Refusal for a phone to be searched in full or refusal to unlock a phone may see a student's phone confiscated and handed over to the police.

13. Youth Produced Sexual Imagery

The UK Council for Child Internet Safety (UKCCIS) guidance for educational establishments is that schools are empowered to respond to Youth Produced Sexual Imagery without referral to police or Children's Social Care. However, the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) must inform the police and/or social care if it is felt that the following 'aggravating factors' may apply:

- There is evidence to suggest coercion, blackmail, or grooming.

- For students above the age of consent, there are concerns about a student's capacity to give consent e.g a student with SEND (Special Educational Needs and Disability)
- Images show sexual behaviour which is not typical for the child's developmental stage.
- Violent acts are depicted.
- An image shows sex acts and includes a child under 13.
- A young person is at risk of immediate harm as a result of the footage becoming public (for example, self-harm or suicide.)

14. Possession of Youth Produced Sexual Imagery without aggravating factors

In cases of Youth Produced Sexual Imagery where a student is in possession of an indecent image of themselves or another child but without any of the above 'aggravating factors' being evident, the school has the power to investigate and deal with images or video footage. This includes being able to seize the device and view and delete the contents without involving the police.

If, however, the case is brought to police attention and devices are not seized by police, the police will give a clear direction to the child and/or appropriate adult in possession of copies of any indecent images to delete them and prove they have done so.

15. Possession of Youth Produced Sexual Imagery with aggravating factors

Where the DSL or DDSL has felt there are aggravating factors present, and has therefore referred the case to the police, the police will always complete an investigation to include the seizure and digital forensic examination of the device (or devices) in question.

16. Use of Personal Mobile Phones for Staff

School expects all staff to use personal phones in a professional manner which not only safeguards students but also protects staff from malicious allegations and/or inappropriate contact from students. School recognises that personal phones have the potential to be used inappropriately. Phones should never be used by staff to take photographs or videos of students.

Personal phones should not be needed or used by staff, except as set out in the guidelines below:

- Best practice is that phones, wherever possible, should not be used in the presence of students
- Staff may need to use phones to access Arbor
- Phones must not be used during lessons either to make or receive calls.
- Staff must never give their mobile phone number to any student including 6th form students. This also includes ex-students under the age of 18 years.
- Staff must never give their personal phone number to parents.
- All phones brought onto the premises (including personal mobile phones) should have a password locking system enabled to ensure that their contents remain secure in the case of loss.
- In the event of circumstances such as coronavirus lockdown where it is necessary for a member of staff to call a parent from their personal mobile phone, the member of staff must ensure that they dial 141 in front of the number they are calling to ensure that their personal mobile number cannot be seen by the parent being called.

17. Advice for parents - Mobile phone safety and supervision

We recognise that managing child use of phones and other electronic devices is challenging for all of us including parents and school seeks to support parents as much as possible with this, including providing training for parents at regular points throughout the academic year.

The NSPCC advises that parents install parental controls on phones or tablets, games consoles, laptops and home broadband. These can also be used to help block or filter the content students see when searching online. If a parent is concerned about their child's phone use or use of other electronic devices and would like support, we encourage them to contact school and speak to their child's Head of Year in the first instance. These details can be found on page 5 of the student planner. Parental controls are also available to help parents to:

- plan what time of day students can go online and how long for
- stop students from downloading apps they are too young for
- manage the content different members of a family can see.

Please see Appendix A for advice for parents on how to keep children safe online and ideas about how families can work together to do this.

Monitoring and review

The school is committed to ensuring that this policy has a positive impact of pupils' education, behaviour and welfare. When reviewing the policy, the school will take into account:

- Feedback from parents/carers and pupils
- Feedback from staff
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority and any other relevant organisations

Appendix A - How to Protect Your Children on Their Smartphone

Smartphones have plenty of apps to entertain children, help them with their homework, and more. But just like anything else that's connected to the internet, parents need to make sure their children are safe while using smartphones and other smart devices. Here are some tips on how they can do that.

Basic Best Practices

The NSPCC, Net Aware and O2 are dedicated to keeping children safe online.

Parents should speak to their children about what other kids are doing with their phones. This will help parents:

- Understand what their children see as social norms
- Better explain to their children what is and is not appropriate

Parents should set clear guidelines for their children regarding certain topics, including:

Sexting

- Sending sexually inappropriate pictures or messages is not only unacceptable, those messages are permanent and can easily be shared with others

Phone-free times

- Consider making certain times, such as family meals or from 9 PM to 8 AM, phone-free times
- Kids can place their phone in a certain area, or parents can restrict phone usage at specific times by managing their data plan

Cyberbullying

- Let children know that they can speak to you if someone harasses them online or through text. Tell them about CEOP and what this organisation does ([link below](#))
- Children should also be aware of the harm they can cause by bullying or abusing others

Sharing their personal information

- Personal information, such as full name, address, or phone number should:
- Never be given out to strangers
- Not be posted online where anyone can see it

Making in-app purchases

- Many apps (not just games) allow users to purchase additional content and features
- Children should know whether they are allowed to make purchases, and if not, the consequences for purchasing things without parental permission

In addition to speaking to their children, parents can go through their service providers and directly manage smartphone usage through their data plan. Many service providers allow parents to:

- Set limits on texts, data, purchases or voice minutes
- Receive alerts on phone activity
- Monitor number of texts and other usage
- Review and block contacts
- Review apps (and add money to be used to purchase apps)
- Lock phone usage on-demand or at specific times

- N.B. Please be aware that children may be able to get around parental settings by accessing public Wi-Fi.

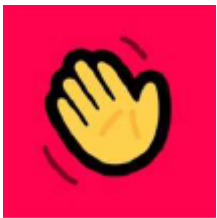
How to Keep Kids Safe on Popular Apps

The UK Council for Internet Safety (UKCIS) was set up to help everyone be safe online and work with services like CEOP and the NSPCC. Facebook and Snapchat require their users to be at least 13 years old and other apps will have the same age restrictions. Parents must be aware that children can lie about their age to access apps that are not within their age group. If parents allow their children to use these apps, they should know the following:

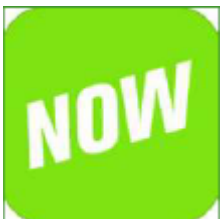
Most popular apps



TikTok is a global video community powered by music. Whether it's dance, free-style or performance, users are encouraged to let their imagination run wild and express themselves as they wish.



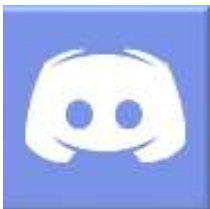
Houseparty is a group chat app. When the user and their friends are in the app at the same time, they'll see each other instantly. One tap and they're in. Users could be in a group chat with their friends and people that they do not know.



On **You Now**, you can tap 'Go Live' and broadcast to a live audience, expand your social media following, comment on videos and buy virtual gifts.



Twitch is a live video game website. Users can watch playbacks of games being played by other people. Users can also live stream their own games.



Discord is the only cross-platform voice and text chat app designed specifically for gamers. It is perfect for chatting with team members and seeing who is playing online. Not all team members would be known to the user.



On **Snapchat**, users can send photos and videos that delete themselves after a few seconds. This may encourage inappropriate content being recorded as users are less concerned because the content will be deleted. However, content can be retrieved.

Most concerning apps



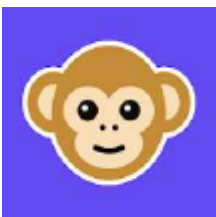
Kik is an instant messaging app which lets users share messages, photos, games and news or organise events. Kik only requires users to provide a username so the actual details of other users would be unknown.



Yubo allows users to meet new people around the world. Make new friends, chat and meet new people. Right to like, left to pass; just like Tinder. If two people like each other's pictures, they can chat live.



Send Safe is a free service which allows you to send a message or photo via popular apps that disappears after seen once.



Monkey allows users to talk to strangers. Users can facetime strangers from anywhere. Monkey stories can be created and viewed by tapping the tree. Users can send a friend request if they like what they hear or see.



Secret Calculator hides photos, contacts and videos behind a calculator icon. If users put in a passcode it will open a private area. Users can browse the internet without the history being saved.

Advice for parents

Advise your child to:

- Use a strong password

- Use a different name and avoid using personal images
- Not include any of their personal information
- Block and report any inappropriate content- show them how to do this
- Use privacy settings- show them how to do this
- Not use apps that are not for their age group- check this with them
- Not accept friend requests from strangers
- Switch off location services
- Think before they post

The NSPCC and Net Aware links below have useful guidelines and advice about the most popular apps.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<https://www.net-aware.org.uk/networks/?order=title>

CEOP is a law enforcement agency and is there to help keep children and young people safe from sexual abuse and grooming online. They help thousands of children and young people every year.

<https://www.ceop.police.uk/safety-centre/>

UKCIS previously known as UKCCIS, now works to provide everyone with guidance about online safety.

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>