St Aidan's Church of England High School
Behaviour Policy
Behaviour Management Policy

SCHOOL'S EXPECTATIONS

It is the responsibility of all members of staff to promote good behaviour in school. Pupils must never be allowed to flaunt school expectations in front of a member of staff. A situation where some staff enforce expectations and others turn a blind eye to misbehaviour is a recipe for deteriorating standards.

Aims

This Policy embraces the school's aims of ensuring that its Christian tradition is expressed in the values it upholds, in the whole curriculum, and in its daily living. St Aidan's has a behaviour policy because it believes that pupils learn best in an ordered environment. The whole school's policy is informed by basic principles to which the governing body is fully committed based on Christian values and which allow every child to feel safe, secure and 'loved'. The expectations and ethos of the sixth form are no different to those of the other year groups at St Aidan's. (Appendix 1)

As a school we endeavour to protect children and young people from harm and help them achieve in life. We will seek to ensure that through the consistent application of this Policy that all students will see the benefits of true relationships between themselves and all people working within the school community.

- **Christian Ethos**
  Given its foundation, the school endeavours to encourage all people working within the school to treat each other in the light of the Christian Gospel.
      Staff ←→pupils   staff←→staff   pupils←→pupils

This foundation does not sit easily with a rigid view of behaviour reinforced by routine sanctions. The school sees as many dangers as virtues in tightly written rules and/or systems of automatically applied punishments. However pupils should understand the CODE for learning is expected to be followed by all. (Appendix 2)

The ethos of the school depends upon a sophisticated understanding of the different needs of children who are moving through the complexities of adolescence.

- Accordingly, the following are guidelines within which staff should work. Staff are encouraged to seek discussion or help within departments and year groups and always to ask for advice or refer difficulties or issues that they cannot resolve themselves.

Inclusion

The school extends a welcome to children who, for whatever reason, are disadvantaged by their personal circumstances. There are a number of students in school with complex social, emotional or behavioural needs. For the vast majority of our students, the guidelines that follow are appropriate but there are a very small number for whom a different approach is necessary. The school recognises that these students do not respond to sanctions and need a more therapeutic approach from a small group of staff. The Learning Support and Inclusion Departments should be approached for advice in these cases.

Parents and Pupils are reminded of the behaviours expected through the **Home-School Agreement** (Appendix 3) issued to new pupils, the **Pupil Planner** and the constant reinforcement of the basic principles in everyday life of the school.
Pupils attending St Aidan's have a right to expect a well-ordered, caring environment conducive to study. This right can only be provided where all individuals accept their obligation to the ethos of the school and in particular to each other.

Management of the classroom

Effective classroom management includes adherence to the general principles of behaviour outlined above. Good behaviour in school relies on Routines, Responses and Relationships. Good classroom management incorporates all of these factors. This section makes some suggestions about successful conduct in the classroom and gives an outline of how a teacher can interpret and respond to behaviour that needs correcting.

Required Routines

- Use seating plans for all groups
- Outdoor coats and all hoodies removed
- Line up outside classroom in organised manner
- For KS3 groups begin with pupils standing and with all groups a uniform check ie top buttons fastened, shirts tucked in.
- Organised beginning for all groups – eg formal taking of register/activity to start as soon as pupils arrive; display homework on desk, while registering
- Planners should be open and ready on desks at all times
- Staff should use planners to comment on behaviour, lack of equipment and missed homework using the codes B, E and H. (Form tutors and Heads of Year will monitor these and respond when necessary)
- Share objectives and aims of lessons with pupils in the most appropriate manner
- Insist on structured contributions – no shouting out; silence while listening to the teacher's instructions; polite listening to other's contributions
- Ensure instructions are clear about tasks and deadlines and that pupils record them in planners
- Variety of tasks; shorter tasks for groups that have shorter concentration spans
- Frequent reminders of expectations of work and behaviour
- Use praise and rewards
- Leave room tidy for next class
- Organised dismissal – standing still, leaving by rows
- No chewing or eating in class
- Never ignore bad language – always challenge sexist/racist comments

Further Elements of good practice:
If it is your classroom please keep it tidy with appropriate and attractive displays.
Be on time yourself – if possible be there to greet the pupils.
Use the child's name when talking to them.
Be prepared for all your lessons.
Establish regular and understood routines for work and homework.
Have regular and reliable routines for yourself for marking and responding to pupils' work.
Be consistent with pupils at the same age and level as each other.
Use humour.
Always be polite.
Build communication/relationships with pupils.

The key to good behaviour in lessons is the setting up of good working habits and routines.

Practices to avoid:
Shouting, as this diminishes the sense of control.
Over-reacting as it escalates problems; if you need support from a colleague, send down to reception.
Humiliating pupils or using sarcasm as it will damage the pupils' image of you.
Blanket punishments: these are unfair and breed resentment.
Comparing children to their sibling.

BEHAVIOUR MANAGEMENT RESPONSES

The classroom teacher holds the main responsibility for developing the Routines, Responses and Relationships in their classroom. They set the tone for the behaviour by their expectations *and* by the way in which they respond when those expectations are not met. However, behaviour cannot be the sole responsibility of classroom teachers and there are structures in place whereby the classroom teacher can call on the support of middle and senior leaders.

Where there is persistent misbehaviour, or very serious misbehaviour or for continuing poor achievement or effort, or concern about a pupil's well-being, it is important that the subject teacher should <u>always refer</u> the matter to their Head of Department.

The response to poor behaviour in the classroom should follow this pathway:

Teacher → HoD → HoY → SLT

For use by the teacher

All sanctions should be based on the professional judgement of the member of staff taking into account the nature of the situation and pupils concerned.

- Verbal warning (this may be done discreetly outside the classroom but pupils should not remain outside a lesson for more than 2 minutes).
- Note/code in planner
- Detain pupil at end of lesson for more formal warning
- Move pupil to a different seat
- Refer to HoD and inform pupil
- Remove pupil to assigned safe room
- Detention by teacher at break/lunchtime
- Detention by teacher after school (after discussion with HoD)
- In cases of serious or dangerous behaviour send to reception for SLT

If a child's behaviour is disrupting the learning of others in that class then the HoD should be involved.

For use by HoD

- Removal of pupil to other classroom/assigned safe room
- Lunchtime detention
- After school detention
- Contact home
- Hotspot referral

If the HoD is not happy that behaviour is now more acceptable, or if they suspect this is more widespread then the HoY should be involved.

For use by the HoY

- After school detention
- Lunchtime detention
- Contact home/parent meeting
- Hotspot referral
- Child on report
- Behaviour plan

For use by Deputy Headteacher/SLT

- Internal exclusion
- Hotspot referral
- Mentor support -checking on behaviour in lessons, regular meetings with individuals
- Removal of privileges, school trips, representing school in sport, music etc.
- Exclusion

The school reserves the right to withdraw pupils from trips or excursions when it is considered that poor behaviour could put the safety of the venture and other children at risk.

The exclusion of any pupil can only be the decision of the Headteacher, following NYCC guidelines, and according to the correct procedures.

Hot Spots

What is a Hotspot?

Hotspot is the generic term used to describe an identified lesson where additional support is needed within the behaviour Pathway. This may be in response to a student or class and linked to learning behaviours that need improving.
The response to a Hotspot request is to determine the wave of intervention and any necessary progression through the Pathway, ensuring that all available strategies have been actioned.

Hotspot Requests:

When a request for support is made the following information is considered to plan intervention and ensure that the Pathway has been followed.
- Focus: pastoral or academic
- Owner: HoY or HoS
- SLT responsibility
- Previous Pathway actions
- Timescale and schedule
- Intervention requirements, eg. checking books, classroom expectations talk, observation, removal of student

Lesson drop-in:

Lesson drop-in occurs in support of the behaviour Pathway and the type of intervention strategy that is under consideration, as follows:
- Wave 1: short-term lesson visits by the Head of Subject
- Wave 2: a series of visits by middle or senior leaders
- Wave 3: as part of an authorised academic or behaviour plan

Wave 1 drop-in may be required as an initial response to a behaviour or learning concern; in this case the drop-in will be used to gather evidence. Drop-in at this stage is not intended to provide active intervention, although can raise awareness of issues with pupils.

Emergency Support:

In extreme circumstances, it may be necessary to send down to reception for a member of SLT. These include:
- A student is violent or abusive to another student
- If a colleague feels threatened by the language or behaviour of a student
- If a student is going to cause damage to themselves or to the school
- If a student is required to be removed from the room

School Trips

School trips including residential visits form an important part of the curriculum offered at St Aidan's. When accompanying children on a school trip, staff are acting

in loco parentis, just as they do in school. However, trips away from the normal school environment involve taking into account different routines and environments that demand that pupils are able to show an increased level of responsibility and maturity. In order to participate in any trip the school staff have to be confident that a pupil will be able to cope with the challenges that the trip presents.

The school will look at the behaviour, the attendance and the well-being of a pupil and decide whether they are able to cope with these demands *before* accepting the pupil onto any trip out of school. The decision to allow a child to participate will be taken between the trip leader, the head of year and senior staff. Once a pupil has been accepted onto a trip then, if in the time between gaining a place on the trip and the departure, staff have concerns again about the pupil's participation in the trip, the school reserves the right to withdraw the pupil's place.

Break and Lunchtime

It is the responsibility of all staff, not just those on duty or senior members of staff, to maintain high standards of behaviour and dress as we move around the school. Pupils should walk about the school in an orderly fashion, sticking to the left hand side of corridors when possible. Food should be consumed only in the dining areas, never in form rooms. Pupils are permitted to sit on chairs, not tables, in their form rooms to socialise at breaks and lunchtimes but the form rooms are not for play and should be left ready for the next lesson at the end of break or lunch.

Children moving around the school between lessons and at breaks and lunchtimes should be challenged on poor behaviour and standards. Form tutors should set the standard expected in their form rooms; it is appropriate to ban individuals from using the form room for a short period of time. Form tutors should refer persistent misbehaviour to the Head of Year.

Staff on duty should attend the duty promptly and move about the area supervising behaviour. Duty staff should walk around the area, they should go into form rooms (it is good practice to wedge doors open) and check that pupils are not sitting on the desks, eating or using their phones. It is a safeguarding requirement that children are supervised while in our care therefore staff must treat attendance at a duty with the same commitment they would show a lesson. Duty team leaders are required to account for the attendance of staff in their duty team.

After School Detentions

- Parents must be given at least 24 hour notification of detentions held after school

- A generic detention letter is available from the staff room; this must have the Head of Year's signature and be signed by a parent.

- Staff should give a copy of the detention notice to the main office. This is so that school is aware of where pupils are being detained.

- For obvious reasons pupils must be supervised during detention. If a student disrupts the detention, another detention will be issued.

- Any student who does not attend an after school detention will normally be given an internal exclusion the following day.

- The Head's detention is for persistent offenders who will be supervised by the head after school. This punishment should only be used in agreement with the Head of Department or Head of Year.

Exclusions

- It is hoped that the measures outlined above will be adequate to ensure appropriate work and behaviour in School; reprimand, detention and referral to the Head of year (who may interview parents) are normally sufficient. It should be clear, however, that the Head retains the right to exclude pupils at any time, according to the agreed procedures. These procedures follow the guidelines set out by North Yorkshire County Council.

- **Internal Exclusions**
If an internal exclusion is given then students will be in a room in the Inclusion unit for the whole day, supervised by a member of the inclusion team. The student will be notified of their internal exclusion the day before. A request for appropriate work for the student will be made the evening before to the student's subject tutors via email. Subject tutors will bring work to the Inclusion unit at the start of the day when a student is placed in internal exclusion. There will be a bank of materials provided by departments for such occasions when this is not possible
Students will be permitted lunch and break but at a different time to the rest of the school. Students will be escorted to the toilet and lunch breaks. They will not be permitted to socialise and will be expected to work effectively in the designated room with the work being provided by their subject teachers.

- **Fixed Term Exclusions**
Will be the normal sanction for serious one off incidents such as substance abuse, physical assault or verbal abuse directed at a member of staff. They may also be used as a response to an accumulation of incidents and persistent disruption to the learning in school.

- **Permanent Exclusions**
Permanent exclusions will only be used as a last resort or if serious breaches of the school disciplinary code have taken place. Included in this definition would be students who have sold, supplied or repeatedly used illegal substances on the school premises or who have risked the safety or the well being of staff or students by bringing onto the school premises any form of offensive weapon or item that that could be used in such a manner.

Mobile Phones

The school has a mobile phone policy (Appendix 4). Mobile phones belonging to students in years 7-11 should be switched off and kept out of sight during the school day (including break and lunch). A member of staff may give permission to pupils to use a phone for learning purposes.

Smoking/Vaping

Students are not allowed to smoke/vape at any time either on the school grounds or near the school site. If students are caught smoking then a letter will be sent to parents and a lunchtime detention issued. If they are caught a second time then another letter will be sent informing of an after school detention. If they are caught a third time parents and pupil will be asked to come in to school and a further sanction will be imposed.

Uniform

Students are expected to conform to the standards of the uniform policy at all times. If a student is wearing inappropriate uniform, staff may ask for the item to be removed, take possession of it and then hand it in to reception where it can be collected at the end of the day. Repeat offenders will be given either a lunchtime or after school detention depending upon the seriousness of the defiance.

Searching Students

The Headteacher is able to authorise a search of students or their possessions without their consent and there are good reasons for doing so. This particularly applies to searching for weapons, alcohol, controlled drugs and stolen property.
The Police should be called when there is potential danger or risk to the personal safety of the teacher, the student or others.
Teachers can ask students to turn out their pockets if there is a good reason for this.

Use of Restraint

It is hoped that this will never be necessary but it is our duty to prevent harm and maintain a safe environment for all students/staff and therefore as a last resort the school may need to physically restrain a student for his/her safety or the safety of others. The force used would be the minimum necessary to achieve an appropriate outcome and would be mindful of any SEN/learning disability that a student may have. Wherever possible more than one member of staff should be involved and preferably with one of them being of the same sex as the student. If physical restraint is used then the Head must be informed and a record kept of what took place.

Rewards

When pupils do well they should receive oral and written praise. But the school also has a more formal Credit System which aims to encourage and positively reward students at St. Aidan's for academic achievement and effort as well as good behaviour and contribution to school life.

KS3 – Years 7 and 8

Each department has credit stamps or stickers for work to be used in the Pupil Planners. For every six credit marks received a pupil will be issued with a Certificate signed by the Form Tutor, Head of Year and Deputy Head. The certificate will be laminated before being taken home by the pupil.

In order that the system is fair and all pupils have an opportunity to be rewarded and recognised, Heads of Department should recommend a quota to subject staff and insist that all staff follow this: eg subject teachers to award 3 Credit Stamps per teaching group each week / homework in KS3. As the credits are to reward effort, contribution, improvement, attainment etc. then all children should have the opportunity to be rewarded. *Form Tutors can also use the system to reward contributions made by pupils to school life.*
Certificates to be awarded for six credits for KS3. The Head of Year will log pupils' certificates.

Year 9 and KS4 – Years 10 and 11

Pupils can receive <u>Department Postcards</u> for work/effort from individual staff, thus also notifying the pupils' parents. The postcard should be filled in and taken to the office for posting.

Appendix 1

Behaviour Management Policy for the Sixth Form

The Sixth Form is an important period of transition between school and university or employment and the management of behaviour in Years 12 and 13 will reflect the students' developing maturity and the need to prepare them for post-18 destinations. However, the expectations and ethos of the Sixth Form are no different from those of the other year groups of St Aidan's and St John Fisher. All members of staff are therefore responsible for the promotion of good behaviour among Sixth Form students both in lessons and around each site, mindful in particular that these students are seen as role models for younger pupils. Often there is a perception that relationships between staff and students in Years 12 and 13 are more informal but it is important to remember that the relationships need to build over a period of time and expectations of students should not be relaxed – after all, the Sixth Form is a period of transition and students returning after Year 11 do not become accomplished independent learners overnight. Thus, as with Years 7 to 11, teachers must practise effective classroom management, enforce good working habits and establish clear routines with Sixth Form classes.

Another important contextual factor to be considered is the likelihood that each Sixth Form class will include students who have joined the Association from many different schools and therefore bring a range of experiences and expectations with them. Staff should use strategies to integrate new students

into the class from the outset such as varying seating plans or using group discussion tasks. Again, setting out routines and expectations of behaviour and work and employing these consistently are important in helping these students to feel secure in their new environment.

Management of the Classroom

As with other year groups, the classroom teacher holds the main responsibility for developing the routines, responses and relationships in their classroom. The good practice outlined in the two schools' Behaviour Policies is again relevant and all teachers should begin lessons by checking that students are appropriately attired and are wearing their ID lanyards. Students without lanyards should be sent to collect a sticker from Reception or the Sixth Form Office on either site and this must be worn visibly.

Attendance and Punctuality

Attendance will be monitored closely by Senior Tutors and Form Tutors and there will be regular monitoring by the Sixth Form team as indicated in the Attendance Policy. Low rates of attendance will be addressed via the process shown in the Attendance Flow Chart within this policy but if subject teachers are particularly concerned about patterns of absence or specific incidents of suspected truancy they should use the e-form referral system.

To assist with attendance monitoring and for safeguarding purposes registers must be taken at the beginning of each lesson. Whilst it would be appropriate to show flexibility with regard to punctuality if students are moving across sites between Period 1 and 2 or Period 4 and 5, especially early in the year, students should not be allowed to take advantage of this by consistently arriving later than their peers and if this is perceived to be a problem caused by late release from a previous lesson then an e-form should be sent to the teacher of that lesson. In general, there is no reason for late arrival to Period 1 (unless assembly overruns), 3 or 4 and students should be challenged for lateness.

Behaviour Management Responses

With any transgression of expectations, regarding behaviour, punctuality or attitudes to work, the classroom teacher is responsible for dealing with the student in the first instance. Any sanctions should be based on the professional judgement of the member of staff taking into account the nature of the situation and the student concerned. Departments may have their own policies for sanctions but as a general guide Sixth Form students should respond to a verbal warning within the lesson or a more formal warning at the end of the lesson. If an issue recurs, it is acceptable for the teacher to detain the student at break or lunchtime: again, Associated departments may

have their own policies or arrangements for this but in any case it is important that frequent misdemeanours do not go unchecked and the classroom teacher is best placed to address the concern.

If a student's behaviour is a persistent concern and he/she has not responded to requests for co-operation, whether or not the teacher implements a sanction such as detention it is good practice to inform the student's Senior Tutor of the situation. The Senior Tutor's role is to monitor, support and challenge the student and, while he/she will not take on the responsibility for discipline in the classroom, information about the situation allows him/her to gain a picture of the student's attitude and progress across all areas.

Where there is persistent misbehaviour, very serious misbehaviour, continuing poor achievement or effort, or concern about a student's well-being, it is important that the subject teacher refers the matter to his/her Head of Department and the student's Senior Tutor. The Head of Department may escalate sanctions or contact home after consultation with the Senior Tutor. In some cases it is the Senior Tutor who should make contact with parents, especially if there are concerns about the student in more than one subject area or the Senior Tutor is aware of pastoral difficulties which may be contributing to the situation.

Rewards

As with any students, Sixth Form students respond well to praise and staff should use the e-form referral system to inform Senior Tutors of praiseworthy effort, achievement or behaviour. Associated departments may also have systems for recognising positive achievement for Sixth Form students and consistent application of such systems will be another effective form of classroom management.

Mobile Phones

Students should not use mobile phones in lessons unless the teacher gives permission for students to use a phone for learning purposes. It is good practice to ensure that mobile phones are put away at the start of each lesson. Inappropriate uses of mobile phones in lessons should be dealt with in the same way as other behavioural indiscretions as indicated above; staff are not required to confiscate phones from students in Years 12 and 13.

Sixth Form students have their own social areas on both sites and these are the most appropriate places for them to use mobile phones when not in lessons. Given the scale of the Sixth Form and the need for new students in particular to feel secure in their developing friendships, staff should be flexible if encountering students using phones around either school site, although students are asked to be discreet where possible in the light of the policy on mobile phones for students in Years 7 to 11.

Outside Lessons

It is expected that standards of behaviour around the schools should also meet our high expectations. Students should move around in an orderly fashion and should be challenged on poor behaviour and standards, including non-observance of the smart dress code or not wearing ID lanyards. Form Tutors in particular are required to establish standards at the start of each day. Food and drink should be consumed only in the dining areas. There should be no 'café break' mid-lesson in a double lesson.

Sixth Form students represent the Association in the school and local communities and they are required to be mindful of this responsibility at all times, paying particular regard to the impression they create and respecting the rights of members of the public living in the areas around each school. Misdemeanours in respect of litter, behaviour and smoking or vaping will be referred to Senior Tutors who will challenge students and contact parents as appropriate; recurrent disregard of the Association's anti-smoking policy will lead to a fixed term exclusion.

Appendix 2

CODE -Pupils are reminded of the St Aidan's Code for Learning through the planner and the posters in each classroom.

Community

Work together cooperatively

Have respect for others

Engage positively in their learning

Organisation

Plan and reflect

Meet deadlines

Be ready to learn

Determination

Focus on the tasks

Be resilient in their learning

Be prepared to work hard

Enterprise

Take the initiative

Use the resources available independently

Think independently and set goals

Appendix 3

2018

The Home School Agreement

The starting point for pupils is the **Home School Agreement** that they receive when they enter the school. The key points of this are as follows:

SCHOOL
Agrees to:
- Foster the stated ethos of St Aidan's.
- Contact parents if there is a significant problem with attendance or punctuality.
- Inform parents when it has significant concerns about the child's work or behaviour.
- Send home regular Progress Reviews.
- Ensure that staff set, mark and monitor homework at reasonable levels.
- Arrange an annual Parents' Evening when progress will be discussed.
- Keep parents informed about school activities through the website, and emailed letters home, the Causeway and notices about special events.

PARENT(S)
I/We agree to:
- Support the ethos of St Aidan's.
- See that our child goes to school regularly, on time and properly equipped.
- Abide by Government regulations that holidays are not sanctioned during term time.
- Let the School know about any concerns or problems that might affect my/our child's work or behaviour.
- Support the School's policies and guidelines for behaviour as outlined in the Pupil Handbook.
- Support the School's Homework Policy.
- Attend Parents' Evenings and discussions about my/our child's progress.
- Inform St Aidan's if my/our child is absent from school.
- Give permission for my son/daughter to use the internet at school to support his/her learning, education or research and understand that students will be accountable for their own actions (specific details are set out in the pupil handbook).

PUPIL
I agree to:
- Support the ethos of St Aidan's.
- Attend School regularly and on time.
- Bring all the equipment I need everyday.
- Keep my phone switched off and in my bag during the school day
- Wear the School uniform appropriately at all times and have a tidy appearance.
- Do all my homework and classwork as well as I can.
- Be polite and helpful to others.
- Look after the school environment.
- I understand that I must follow the guidelines set out in the pupil handbook for using the Internet and School Network

The Pupil Planner

This agreement is then developed through the **Pupil Planner** with advice and codes of behaviour for lessons and general conduct. It contains advice about how to use the planner, attendance, term times, holidays, lost property, uniform, bullying, behaviour, use of computers and mobile phones and support that is available to pupils. Pupils who have forgotten their planner should be sent to Reception for a Green Slip to record homework.

The key pages in the planner about behaviour and proper use of electronic equipment are reproduced (as they appear in the planner) below:

BEHAVIOUR

Everyone attending St Aidan's has a right to expect a well-ordered, caring environment that encourages them to do their best. This can only be achieved when everyone accepts their obligation to the ethos of the school and in particular to each other. The following are codes of behaviour for lessons and around the school.

- School is the place to come to work. Make sure you always do your best
- Do not prevent others from learning. Listen to teachers and other students
- In lessons do not call out or interrupt
- Be punctual to lessons, enter teaching areas when requested and settle quietly to the task in hand as directed by the teacher
- Remember to bring all necessary equipment to each lesson
- Complete all work and homework on time
- Do not abuse your homework diary or other school books
- Treat one another with politeness, courtesy and respect
- Abusive, offensive or rude language will not be accepted at any time
- Think about your safety and that of others
- Wear the correct school uniform and in the designated manner, i.e. shirts tucked in, top buttons fastened and ties of an appropriate length.
- Always behave calmly and respectfully to other students when moving around school corridors. Students should keep to the left, never run and be mindful of those students within the school who have disabilities.

RESPECTING THE ENVIRONMENT

We are fortunate at St Aidan's to enjoy fantastic facilities in a clean and pleasant environment. Litter, damage and graffiti have no place here.

- Eat in the dining areas only – Do **not** walk about with food or eat in classrooms
- Use the recycling bins for bottles, cups and paper
- Do not bring chewing gum into school
- Report graffiti or damage immediately to any member of staff
- Do not bring bags into the restaurant

All of the above rules and expectations are therefore established through the Pupil Planner and can be taken as the basis of acceptable general behaviour and supported by the hierarchies of the school.

Appendix 4

Mobile Phone Policy

Purpose

The widespread ownership of mobile phones among young people requires that schools, students and parents take steps to ensure that mobile phones are used responsibly at schools. This policy is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring that the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Personal Safety and Security

St Aidan's accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about students travelling alone on public transport or commuting long distances to school. It is acknowledged that providing students with mobile phones gives parents reassurance that they can contact their children if they need to speak to them urgently.

Responsibility

It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this document. Parents should be aware if their child is bringing a mobile phone to school. Phones should be labelled with the owner's name.

Acceptable Uses

Mobile phones belonging to students in **Years 7 – 11** should be switched off and kept out of sight during the school day **(including break and lunch)**. A member of staff may give permission for pupils to use a phone for learning purposes.

Parents and students are reminded that in cases of emergency, the School Reception remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Unacceptable Uses

Unless express permission is granted, mobile phones belonging to students in Year 7 to 11 should not be used to make calls, send text messages, surf the internet, take photos or use any other application during school hours. Students in Years 7 to 11 should only use their mobile phones before or after school and not on the school premises. Headphones should not be worn at any time during the school day.

It is forbidden for students to use their mobile phones to take videos and pictures of acts to denigrate and humiliate any member of the School Community, and/or to send pictures to other students or upload them to a website for public viewing. This includes using mobile phones to photograph or film any member of the School Community without his/her consent. Using mobile phones to bully and threaten other members of the School Community is unacceptable and will not be tolerated. It can be a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced. Students using mobile phones to bully any member of the School Community will face disciplinary action and it may be appropriate for the School to consider involving the police. Mobile phones are not to be used in any situation that may cause embarrassment or discomfort to fellow students, staff or visitors to the school.

Students must not use photo or video capability on mobile phones, which could bring the School's name into disrepute.

Mobile phones must not be taken into any exam situation. Any student found to be in possession of a mobile phone during an exam could be prevented from completing that and other public exams as a result.

Theft or Damage

Mobile phones that are found in the School and whose owner cannot be located should be handed in to Reception.

The School accepts no responsibility for replacing lost, stolen or damaged mobile phones.

The School accepts no responsibility for students who lose or have their mobile phones taken or damaged travelling to and from School, during School trips, on residential activities and in extra-curricular time.

Sanctions

Students who infringe the rules set out in this document will face having their phones confiscated by staff. The mobile phones will be taken to the Main Office within the School.

Procedures for Confiscation

The member of staff who confiscates the phone should take the phone and the pupil to reception, place the phone in an A5 envelope, mark this with the student's name and hand this in to Reception. The student may then collect their phone at the end of the school day from Reception. ID will be required.

If a phone is confiscated a number of times, the School will inform home that only a parent/carer can collect the phone from Reception and also that this can only take place at the end of that school day at the earliest. ID will be required.

Any parent/carer collecting the phone from School at the end of the day will sign for the phone acknowledging receipt.

The School will keep a log of phones confiscated by staff and also of subsequent collection by parents/carers.

Any student who refuses to hand over their phone should be directed straight to Reception to see a member of Senior Staff.

GMS September 2018