

Date: March 2024

Next Review date: August 2024

Responsibility: MW/KB/JL/MRE/RH/HB/AP



Bishop Challoner School

Behaviour Management Policy



Bishop Challoner School

BEHAVIOUR MANAGEMENT POLICY

*The Behaviour Policy applies to the whole school including the Early Years Foundation Stage.
This should be read in conjunction with a separate EYFS Behaviour Management Policy.*

Please also refer to 'Whole School Anti-Bullying Policy and Procedures', 'Whole School Equal Opportunities Policy' and 'Pupil Code of Conduct'.

This policy has been drawn up with regard to:

Behaviour and Discipline in Schools 2013 updated 2022

Preventing and Talking Bullying 2014 updated 2017

Education Act 1996

School standards and framework Act 1998

Education and Inspections Act 2006

Education Act 2011

Equality Act 2010

At Bishop Challoner School, we believe that teaching and learning is most effective and beneficial when there is a calm, happy and safe environment. The Behaviour Management Policy has been introduced to support learning and promote and reward achievement. The purpose of this policy is to ensure that when behaviour problems occur, all staff, pupils and parents have a clear understanding of the procedures and sanctions that will ensue to deal with negative behaviour. We are committed to developing a culture of cooperation and consideration through an approach where encouragement, praise and motivation are demonstrated so that pupils and staff can work together in a happy, positive and safe environment.

The School believes that, by working closely in partnership with parents, most behavioural issues can be resolved. If parents feel that the School has not resolved a problem satisfactorily, they are entitled to follow the 'Complaints Procedure for Parents' which is located on the School website. Any kind of bullying is unacceptable and severe and persistent bullying may result in exclusion. The Deputy Headteacher manages CPOMs and this is monitored regularly to identify any patterns. The results are discussed at SLT meetings.

In practice, our Codes of Conduct and Rewards and Sanctions Systems are designed to help all members of our community to value and appreciate one another, irrespective of age, gender, creed, race or sexual orientation and to acknowledge that everyone has an important role to play within and beyond School.

The Codes of Conduct ('Golden Rules' for Pre-Preparatory Pupils in EYFS, Years 1 and 2, 'Preparatory School' Code of Conduct' for Preparatory Pupils in Years 3 to 6 and 'Senior School Code of Conduct' for Senior School Pupils) clearly outline our expectations and gives positive guidance as to the expected standards of behaviour.

Through the Codes of Conduct, we aim to:

- Promote positive behaviour throughout our Catholic ethos, values, mission statements and whole school aims;
- Establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood;
- Promote the concept that all pupils are individuals whose needs must be considered at all stages;
- Promote the concept that all individuals have responsibilities to others within the School community;
- Promote the concept that the best learning opportunities occur in a positive and structured environment;

- Ensure that all pupils respect each and every member of our community (as outlined in our Mission Statement);
- Ensure that bullying in any form is unacceptable and will always be taken seriously;
- Promote self-esteem, self-discipline, respect and positive relationships including care for others;
- Ensure fair treatment for all;
- Encourage consistency of response to both positive and negative behaviour;
- Promote early effective intervention;
- Provide a safe, happy and secure environment free from disruption, violence, bullying and any form of harassment;
- Encourage a positive partnership with parents in order to develop a shared approach to the implementation of this policy and associated procedures;
- Prepare pupils for higher education and employment, and to equip them to become responsible adults and active citizens;
- Ensure that any behaviour issues are communicated, and management strategies already in place from a child's previous school, are maintained and evaluated. Similarly, communication regarding behaviour with the appropriate staff member responsible, is vital for any child moving from Preparatory School or between Key Stages

Objectives

There is a clear understanding that everyone in the school has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so. We aim to recognise every individual as a unique part of God's creation and respect the human dignity of all members of our community. We aim to create a learning environment that is characterised by respect – for ourselves and for each other, responsibility for our own actions, belongings and surroundings and co-operation by learning to work with others, being part of a team and reaching full potential. All members of Bishop Challoner community are expected to show courtesy and consideration towards others.

Codes of Conduct:

In EYFS and Prep-Preparatory School, children follow the 'Golden Rules':

- 1) Treat others as you would like to be treated;
- 2) Be polite and well mannered;
- 3) Listen to adults at school and do as you are asked;
- 4) Look after your own and other people's belongings;
- 5) Keep yourself and your surroundings tidy.

In the Preparatory School (Years 3 to 6), pupils follow the Preparatory School Code of Conduct:

- 1) Treat other people as you would like to be treated, be kind, thoughtful and caring, listen when others are speaking;
- 2) Show respect for other people's views and property;
- 3) Always try to be cheerful, and polite and well-mannered to both adults and children;
- 4) Always ensure that you are neat and tidy and wearing the correct uniform;
- 5) Look after your belongings and keep our school tidy;
- 6) Always try to be punctual for your lessons and move around the school in a quiet and controlled manner.

In the Senior School, pupils follow the Senior School Code of Conduct:

- Pupils are expected to behave in a considerate and courteous manner at all times, and to show respect to all members of the school community;

- Bullying in any form is unacceptable at the School and the school has a zero tolerance of this. Bullying (including cyber) and any allegations of bullying will always be taken seriously;
- All pupils are expected to have respect for property and for the School environment;
- The School is a non-smoking area. Pupils found smoking/vaping (e-cigarettes) or drinking alcohol or in possession of illegal substances on the school site will face sanctions in accordance to the policy and may result in a permanent exclusion. If behaviour involves the use or possession of illegal drugs the school's drug policy will be referred to;
- Chewing gum is prohibited;
- Good social behaviour is encouraged by the pupils moving round the buildings quietly, keeping to the left in the corridors and on the stairs, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room;
- High attendance and punctuality is expected from all pupils for lessons;
- Full and correct uniform is to be worn at all times, including the journey to and from school as they are ambassadors for the school.

Parents and pupils are asked to sign the Code of Conduct and return it and pupils are reminded that, at all times, they are ambassadors of the School. A copy will be on their file. Senior School pupils are also given a copy of the school's non negotiables. The school's non negotiables are displayed in each classroom.

We *promote* and ensure positive behaviour explicitly through:

- Promoting the role of the Tutor and providing an effective tutorial programme;
- Academic tutoring/mentoring;
- Assemblies, Mass/liturgy;
- Reward system;
- Assessment for learning;
- Setting expectations and rules with pupils; for classrooms, around school and in the community;
- Discussion with pupils, individuals and groups;
- Leading by example;
- Challenging anti-social behaviour consistently;
- Sharing expectations and rules displayed in the Staff Handbook;
- Induction of new staff and supply staff.

The Rewards System

Bishop Challoner School is committed to promoting, celebrating and rewarding achievement. We recognise that our pupils possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

At Bishop Challoner we reward pupils on both an individual level and as members of groups. There are many ways in which pupils are rewarded, e.g.

- Staff use verbal praise and comments in books;
- We use WWW (What Went Well) and EBI (Even Better If) for praise and encouragement;
- Achievement points on SIMS, Commendations and Awards; Stars in the Pre- Preparatory and Preparatory Department, Points awarded on Class Dojo for Key Stage 1 and Key Stage 2;
- Individual certificates for effort and achievement;
- Written communication - letters to pupils and/or parents/subject postcards;
- Recognition of outstanding achievements;
- Visits and trips;
- Prizes at Prize-Giving;

- Scholarships on entrance to the senior school for sport, music performance, performing arts, art or academic excellence;
- Headteacher Hot Chocolate Breaktimes;
- Sports colours;
- Pizza parties;
- Vouchers;
- Half termly Student Shout Out, where students nominate each other for any positive reason;
- Staff nominate other staff for Superstar Staff of the Week during staff briefings;
- Pupils nominate a superstar staff at the end of every half term as a way of thanks;
- Article in the weekly *Challoner Update*;
- There is a Rewards Assembly at the end of each term.

Individual credits are given for particularly good work, or for putting in a lot of effort, maintaining a high standard of work, or for being especially helpful.

Awards are mentioned in assembly and the *Challoner Update* each week.

Credit marks accumulated over the year in Senior School for work/behaviour/attitude are then converted into 'House Points' and the House Cup is awarded at the end of the academic year. Dojo points are awarded to Preparatory and Pre-Preparatory pupils and a range of star badges – beginning with primary colours and culminating in bronze, silver, gold, platinum and diamond can be earned. Many achievements are mentioned in the *Challoner Update*.

The Headteacher also rewards pupils throughout the whole school by invitation to Headteacher's Breaktime Hot Chocolate and cookies to recognise excellence and good citizenship, twice per half term.

The Sanctions System

Behaviour concerns among the very youngest children, in the EYFS, are dealt with sensitively and gently, in conjunction with the parents if necessary, and the situation is closely monitored to ensure that appropriate behaviour is learned.

Attendance

Below 90% to be referred to the appropriate Head of Section and Deputy Headteacher to action as appropriate.
Below 80% to be referred to the Headteacher and Deputy Headteacher. The Local Educational Welfare Officer may be contacted if deemed appropriate.

A verbal warning

A teacher may give this reprimand at the time of any minor infringement.

Loss of privilege

This may be given where it is felt appropriate and may include missing break/lunch time. In the Senior school, a loss of privilege must be recorded on SIMS by the Head of Section or Deputy Headteacher.

Detentions (Senior school only)

In the Senior School, infringements of the Code of Conduct may will lead to lunchtime or after school detentions. Pupils may not be excused because of an extra-curricular activity.

Detentions may be given by subject teachers for reasons such as pupil being off task, shouting out in class, poor effort, not following instructions, talking over teacher, disrupting others, refusal to engage with learning, refusal to follow instructions, lack of equipment, late to lesson, lack of homework, lack of respect to property/possessions, playground behaviour or behaviour around the school, any of which that would contravene the School Code of Conduct

The use of lunch time detentions for pupils must be carefully utilised and monitored; pupils must not have break or lunch time detention day after day. They must be allowed reasonable time to eat, drink and use the toilet.

In the Senior School, detentions will be issued by the Head of Section when deemed necessary. It is also possible for pupils to be placed on Head of Section, Subject report and Form Tutor report and even positive report to support a pupil make correct choices.

Detention Structure:

- Verbal warning in the first instance for low level behaviour;
- 20 minute detention set by teachers at lunchtimes;
- If the detention is missed for whatever reason, this escalates to a 1 hour detention on a Wednesday after school;
- Should the incident occur on Wednesday or Thursday then the 1 hour detention is issued for Friday after school;
- Failure to attend either a Wednesday or Friday detention will result in a 2 hour Saturday detention with a member of the Senior Leadership Team;
- Where behaviour causes concern such as confrontation and/or poor responses, use of bad language, physical / bullying and open defiance, this may escalate straight to a 2 hour Saturday detention. Depending on the circumstance, this could also lead to internal/external exclusion.

Parents need to be notified of detentions preferably by phone call or failing that, via email.

The content of a detention and the discussions between pupil and teacher will vary according to individual circumstances, but at all times the aim is to allow pupils to address areas of concern and to improve in these same areas. Staff record and report any incident leading to a detention on our MIS system.

Detentions (Pre Preparatory and Preparatory only)

In the Preparatory School detentions are rare, although pupils may occasionally miss part of a break time in order to address concerns regarding behaviour. All such matters are dealt with by the class teacher or, if deemed necessary, by the Head of Key Stage 1 or Head of Key Stage 2, depending upon which year the child is in.

Continual Misbehaviour

Concerns over continual negative behaviours are discussed with the child's parents. Where necessary, strategies may need to be implemented which may include referral to other agencies for support or guidance. This is particularly the case where children's behaviour may be physically challenging to other children or staff.

Group Punishments

Staff **MUST NOT** use "*group punishments*" where they punish a whole class because of the misdemeanours of one child or several children. There is no natural justice in punishing pupils who are innocent and have not committed any offence.

Punctuality

Pupils who are persistently late for school must be reported to the Head of Section.

Senior school pupils who are late for lessons will be issued with a verbal warning, may be placed on punctuality report or may receive a detention and may require a parental meeting.

The Heads of Section will contact parents of any pupil who is consistently late for school.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

Monitoring

Heads of Section, in consultation with tutors, will monitor sanctions and impose appropriate intervention.

Staff development and support

Induction will be provided for new staff on the application of this policy and procedures. Behaviour management will also be included from time to time in the staff training programme and may be offered to individuals who need support in this area or classroom management.

Malicious allegations

Disciplinary action will be taken against any pupil who is found to have made malicious accusations against staff. The type and severity of the action will be decided by the Headteacher and may result in temporary suspension or permanent exclusion.

Exclusions



In cases of more serious offences, a fixed term or permanent exclusion may result, depending on the level of seriousness. The Exclusion Policy will apply.

**APPENDIX 1
BEHAVIOUR AND DISCIPLINE STRUCTURE**

	LOW LEVEL BEHAVIOUR	RESPONSE	COMMUNICATION
Behaviour impacting upon teaching and learning – subject teacher/departmental response	<p>Pupil off task Shouting out in class Poor effort Not following instructions Talking over teacher Disrupting others Refusal to engage with learning Refusal to follow instructions Lack of equipment Late to lesson Lack of Homework Lack of respect to property/possessions Inappropriate Playground behaviour</p>	<p align="center">Classroom</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">Verbal warning</p> </div> <p align="center">If behaviour continues</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;"> <p>Move within classroom</p> </div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;"> <p>20 minute teacher Detention at lunchtime</p> </div> </div> <p align="center">If 20 mins detention is missed then straight to</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 150px; text-align: center;"> <p>Wednesday /Friday 1 hour detention</p> </div> <p align="center">If 1 hour detention is missed straight to</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 150px; text-align: center;"> <p>2 hour Saturday detention</p> </div>	<ul style="list-style-type: none"> • Incidents in class, detentions set by CT • Discussions with FT to inform them of misbehaviour in class so they are aware. • FT issues detention for uniform also at lunchtime • Failure to attend any FT or CT detention, straight to 1 hour Wednesday/ Friday detention • Refocusing on positive behaviour by CT and FT • Phone calls home • Letter home • Logged onto SIMs • Seating plan change if needed • FT report • HOS to be made aware

Key:
CT – Class Teacher
FT – Form Tutor

**APPENDIX 2
LOW LEVEL BEHAVIOUR**

LOW LEVEL BEHAVIOUR	RESPONSE	COMMUNICATION
Dropping litter Chewing gum Corridor behaviour	<div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; text-align: center; margin-bottom: 10px;"> Gating/Community service Wednesday and Friday for 20 mins at lunchtime </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center; margin-bottom: 10px;"> If missed then 2 Gating/Community Service to be completed </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; background-color: #ff0000; color: white; padding: 5px; text-align: center;"> Wednesday /Friday 1 hour detention </div>	<ul style="list-style-type: none"> Teacher to inform HoS, FT and parents of incident and when the Gating will take place HoS to inform Prefects when to supervise the Gating/Community Service Prefects meet those pupils with Gating/Community Service at Deputy Headteacher's office

Gating/Community Service is a 20 minute community duty at lunchtime and overseen by Sixth Form Prefects. Staff who have identified pupils that have broken rules and warrant a Gating/Community service need to inform the HoS of that year group, explain the reasons for why the sanction needs to take place and contact parents via email/phone call as to when the community service will be taking place (Wednesday or Friday).


Once this is completed the HoS will notify the pupil and ensure that relevant prefects can monitor the pupil during the sanction.


Failure to attend Gating will result in a 2 day Gating (20 minutes) over 2 days and failing that will result in a one hour detention after school.

Key:

FT – Form Tutor

**APPENDIX 3
BEHAVIOUR WHICH CAUSES CONCERN AND SERIOUS CONCERNS**

Behaviour impacting upon teaching and learning – SLT response	BEHAVIOUR WHICH CAUSES CONCERN	RESPONSE	COMMUNICATION
	Failure to attend either Wednesday/Friday detention Confrontation and poor responses Use of bad language Physical altercation Bullying behaviour Open defiance	<div data-bbox="705 367 963 573" style="border: 1px solid black; padding: 5px; background-color: #fff9c4; display: inline-block; margin-bottom: 20px;"> 2 Hour SLT and HoS Detention on a Saturday </div>  <div data-bbox="713 696 970 797" style="border: 1px solid black; padding: 5px; background-color: #ffc107; display: inline-block;"> 1 day in isolation/ internal exclusion </div>	<ul style="list-style-type: none"> • Teacher sanctioning pupil with a Saturday detention to inform SLT with reason and to ensure CC is informed to send letter and inform parent • Failure to attend Saturday detention will result in a 1 day Isolation • Report to FT, if this fails escalated HoS/ DHT • Possible PSP • SLT report • Final warning

SERIOUS CONCERNS	RESPONSE	COMMUNICATION
Extortion of money/property Use/possession of dangerous items/ Child on Child abuse/ Inappropriate sexual contact Racial/sexual comments including cyber/Open defiance	<div data-bbox="722 1308 979 1413" style="border: 1px solid black; padding: 5px; background-color: #ffc107; display: inline-block; margin-bottom: 20px;"> Fixed Term Exclusion </div>  <div data-bbox="707 1579 995 1774" style="border: 1px solid black; padding: 5px; background-color: #ffc107; display: inline-block;"> PEX or Parental Withdrawal depending on concern </div>	HOS/DHT/AHT contact parents <ul style="list-style-type: none"> • HOS liaise with DHT/AHT regarding decisions and HT • DHT /AHT to do parental letters • DHT/AHT to ensure reintegration meetings take place with HOS if required • Meeting with Head/Deputy • FTE/PEX • Trustees/Governors Behavioural Panel • External agencies

Key:

FT – Form Tutor

HOS – Head of Section

DHT – Deputy Headteacher

AHT – Assistant Headteacher

HT – Headteacher

Stage 1

Class teacher/Tutor/Head of Department Intervention

In the first instance, pupil misbehaviour, within the class or form room, should be dealt with by the class/form teacher, employing a range of strategies and sanctions. Possible strategies would include verbal warning, moving the pupil within the class and informing parents by email and phone call. Pupils will progress from this stage only after a range of strategies have been employed. If problem continues then pupil moves to Stage Two.

If a pupil has demonstrated behaviour that has not been resolved by the class teacher, then the Head of Department /Teacher in Charge involvement and support should be at this stage. At all stages the form tutor needs to be kept involved so they can track, monitor and support.

If low level disruption occurs within the class, then employ flow chart (see Appendix 2).

Any teacher can put a child on report, whether this is for behaviour or positive report. This has to be communicated to parents with reasons why they are on report. A report should be seen a method of supporting the pupil make better choices.

Stage 2

Head of Section Intervention

Heads of Section need to be notified at any point of any poor behaviour which is stopping the teaching and learning of other pupils. Equally, if pupil's behaviour is poor outside the classroom, teachers need to ensure sanctions are applied, such as 20 minute detention in the first instance or gating community service.

Deputy Headteacher Intervention/ Assistant Headteacher Intervention

Failure to attend either 1 hour detention will result in an automatic 2 hour detention. All 2 hour detentions and internal exclusions are logged by the Deputy Headteacher.

Headteacher Intervention

Any behaviour which is serious and is warranting a fixed term exclusion, needs to be sanctioned by the Headteacher or Deputy Headteacher in their absence.

Trustees are informed of any external exclusions.

Permanent exclusion is normally the final option once all other options have been exhausted. However, permanent exclusion may be considered in the first instance when the pupil behaviour involves a serious breach of the school code of conduct and the staged process may be deemed inappropriate. Permanent exclusion may result from a single major incident, or as a result of an accumulation of serious offences.

The Exclusion Policy will be followed and this is available from the school office together with the Appeal Process.

Examples of serious concerns of the rules could include but are not limited to:

- drug abuse and or possession of drugs;
- alcohol, energy drinks, vaping (E-cigarettes) and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;

- fighting;
- sexual harassment;
- racist or sexual abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour;
- parental behaviour;
- using pornography;
- malicious allegations;
- inappropriate use of social media

All our sanctions records will be kept securely for seven years after the pupil has left the School. They will not be disclosed to any third party, unless required by statutory regulations. The Deputy Headteacher keeps a confidential log of all exclusions.

Restraint

Neither corporal punishment, nor the threat of corporal punishment, is used at Bishop Challoner School; this applies to all who act in 'loco parentis', including volunteers.

However, there may be occasions when the action of a pupil may seriously transgress the normal boundaries of behaviour acceptable within a school community and where 'physical intervention' (restraint) may be necessary.

The Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable to prevent a pupil from doing or continuing to do' any of the following:

- 'Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)';
- 'Causing personal injury to any person (including the pupil themselves)';
- 'Causing damage to the property of any person (including the pupil themselves)';
- 'Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise'.

Physical intervention could be:

- Physically interposing between pupils or blocking a pupil's path;
- Touching, holding, pushing, pulling, transferring or leading a pupil by the arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- In extreme circumstances using a more restrictive hold;
- In exceptional circumstances, when there is an immediate risk of injury (e.g. to prevent a pupil from running onto a busy road) staff may need to take any necessary action that is consistent with the concept of 'reasonable force';
- In other circumstances staff should not act in a way that might reasonably be expected to cause injury;
- Where the risk is not so urgent staff should only use force when other methods have failed;
- Physical intervention should never be used as a substitute for good behavioural management;

Physical contact not covered by section 550A:

- Physical contact may be necessary, for example, in PE lessons, sports coaching, to administer first aid. Young pupils may also need staff to provide physical prompts or help. Contact may be appropriate to comfort a child in distress;
- In the Pre Preparatory and Preparatory School, children can spontaneously touch staff. Such actions will not be spurned as we do not wish pupils to feel their friendship is not valued and high self-esteem is very important;

- A teacher's physical, as well as verbal, pat on the back can be very encouraging for young pupils;
- Staff should be aware that physical contact between teachers and pupils of the opposite gender can be misconstrued, especially as a pupil reaches adolescence.

Staff are advised to keep physical contact to a minimum and to use it only when it is essential.

Parents should be informed and allowed an opportunity to discuss the incident further with relevant staff. Otherwise the School has a policy of minimal physical contact with pupils. Staff should bear in mind that even well intentioned physical contact can be misconstrued.

Statutory Powers

Teachers have certain statutory powers. These powers must be exercised providing they are justified, proportionate and necessary. The Headteacher has delegated these powers to all teaching staff and all paid staff (unless the Headteacher states otherwise) with responsibility for pupils, such as teaching assistants.

Should staff need to use any of these statutory powers then a record of the time, date, circumstances and result should be made as soon as practicable thereafter.

1. Pupils may be detained on a weekday, or weekend with 24 hours' notice (except the weekend following a half term break);
2. Staff have the right to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items;
3. Under section 550ZA of the Education act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012, teachers have the power to search without consent for;
 - Knives and weapons;
 - alcohol, illegal drugs;
 - stolen items;
 - tobacco and cigarette papers, E-cigarettes;
 - fireworks;
 - pornographic images;
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - any item banned by the school rules.

Electronic Devices

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm;
- disrupt teaching;
- break school rules;
- commit an offence;
- cause personal injury;
- damage property.

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Mobile phones are not to be seen at Bishop Challoner school for pupils in Preparatory up to Year 11.

In the Seniors, mobile phones are handed to the form tutor in the morning and returned at the end of the day either by the form tutor or Head of Section. If pupils are seen with their mobile phone during the day, they will be sanctioned with a 2 hour senior detention.

Isolation Room

Under exceptional circumstances, it may be necessary to place a disruptive pupil in an isolation room for a limited period. This should only be adopted when there is a potential risk to the pupil concerned or other pupils and staff in the school. The pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them must be taken into account. The health and safety of all pupils and any requirements in relation to safeguarding and pupil welfare must be ensured at all times.

Right to Search

Staff are entitled to search pupils' bags, lockers, or clothes, if they have reasonable cause to believe they contain unlawful items. Items of clothing should not be searched while they are being worn.

The following guidelines should be observed at all times:

- Ensure that there are 2 members of staff present when conducting a search, one being the Deputy Headteacher;
 - Ask the pupil to remove the contents of their overcoat, blazer and empty pockets;
 - Ask the pupil to remove contents from their bag;
 - Once everything is emptied, the member of staff can inspect the overcoat, blazer and bag to ensure that there are no objects concealed;
 - If required pupils maybe asked to remove their shoes.
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- Any items found should be recorded along with the time, place and circumstance when the item came into your possession;
 - Do not investigate the nature of the item, but do record its approximate size and appearance;
 - When possible, have the recordings countersigned by a witness;
 - Take the item immediately to the Headteacher (or Head of Key Stage 1 or Head of Key Stage 2 if a Pre-Preparatory or Preparatory School matter) or Deputy Headteacher;
 - Do not keep the item on your person or in a place of safe keeping; to do so may place you at risk;
 - In the presence of the Headteacher (or Head of Key Stage 1 or Head of Key Stage 2 if a Pre-Preparatory or Preparatory School matter) or the Deputy Headteacher, place the item in a suitable sealed container. The Headteacher (or Head of Key Stage 1 or Head of Key Stage 2 if a Pre-Preparatory or Preparatory School matter) or the Deputy Headteacher, plus any witness(es) and you, should sign and date the package. An official report should be completed, recording the time, date and circumstances of the findings;
 - The Headteacher can choose to arrange for the Police to remove the item from the premises or may choose to dispose of it in an appropriate way;
 - In the event of a discovery of any equipment associated with substance abuse, especially needles and syringes, pupils should not be allowed to handle such items;
 - All equipment found must be handled by adults with utmost care. The Headteacher (or Head of Key Stage 1 or Head of Key Stage 2 or Deputy Headteacher) must ensure that materials are placed in a secure and rigid container to await collection by the appropriate service.

Any pupil found to be abusing solvents or possessing or using drugs in school must expect to be permanently excluded.

Promotion and reinforcement of policy

- Code of conduct to be promoted and discussed in each form at the beginning of every year with the Form Tutor;
- Code of conduct/Golden rules to be highlighted in assemblies, in PSHEE and Pupil Voice;
- Policy made available from the School Office and school website.

Reviewed date: August 2023

Reviewed by: MW/KB/JL/MRE/RH/HB/AP

Next Review date: August 2024