



Talbot Primary School

Behaviour Policy

Prepared By	Assistant Headteacher (MS)
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Behaviour Policy

Aim

We have high expectations and aspirations for every child who comes to Talbot Primary School. This policy sets out our approach to enabling children to meet these expectations and aspirations, and is supported by our Anti-Bullying Policy and Equality Policy

Our aim is to develop children who are:

- Happy, healthy and confident.
- Polite and respectful.
- Kind, caring and compassionate.
- Independent, resilient and hard-working.
- Adaptable and able to solve problems.
- Sociable and able to work with others.
- Ambitious and self-motivated to fulfil their potential.
- Able to learn the skills and knowledge needed to lead a successful life.

We refer to this model as 'The Talbot Child'.

Some of the qualities we would like to instil, such as respect and politeness, are addressed through our everyday interaction with the children. Staff are role models, demonstrating the positive behaviours that we seek to instil in our pupils, from the way we greet the children, to the way in which disputes are resolved.

Respect and personal responsibility are central to our approach. Children are taught that they have rights, but they must also respect the rights of others and act accordingly, for example by sharing resources, caring for their school environment, and respecting others' personal space, their views and property. These elements are also directly reinforced by staff, highlighted in assemblies, discussed in PSHE lessons and through the whole school positive behaviour structure – The Talbot Ten.

Happy children require stability, security, support, clear boundaries and stimulating learning experiences. The school routines, systems and structures provide these things. Good relationships, where all members of our community work together towards the common purpose of helping everyone to learn, are essential. Consistency and fairness are vital to achieving and maintaining positive relationships.

Principles

We believe:

- All children and staff have a right to feel safe and secure at all times.
- Everyone should treat others as they would wish to be treated themselves.
- Children must know what is expected of them.
- Parents should work in partnership with the school in all aspects of a child's social development; ensuring positive developments are given equal attention. Respect and politeness are reciprocal and must be modelled by all staff, at all times.

- Staff must always listen to the children and ensure all incidents are followed up, with the outcome reported to the child and the child's class teacher.
- If behaviour is poor, it is the behaviour we dislike, not the child. This must be made explicit.

Expectations

The staff, governors and children of Talbot Primary School believe that good behaviour means that everyone in school is aware of and adheres to a set of shared expectations, which are outlined below:

Golden Rules: at Talbot Primary School, we believe our three Golden Rules reflect our vision and values. We aim to help our children grow into young adults who are academically and socially prepared for success in secondary education and beyond. The three shared Golden Rules are:

- Be kind to others.
- Always try your best.
- Listen to others

In Class: we expect all children, regardless of ability, to try their best, take pride in their work, and follow adult instructions. During transition fortnight, teachers will set clear expectations for behaviour and presentation, and we ask all children to uphold these standards. Adults will regularly remind children of these expectations to help them succeed in meeting them. The three shared expectations in class are:

- Focus on your learning
- Take pride in your work
- Follow adult instructions

Around School: when moving around the school, we encourage children to move responsibly and respectfully. All children are asked to walk on the left-hand side to ensure safe walking and prevent accidents in the corridors. We also encourage the use of quiet voices to show respect for other classes and to help children learn the appropriate volume for indoor conversations. The three shared expectations around the school are:

- Walk on the left-hand side at all times
- Use quiet voices
- Keep shared areas tidy

In the playground: we expect all children to play safely and respectfully. This includes being mindful of others and taking care of the equipment they use. It is important that children always follow instructions from adults to keep themselves and others safe. The three shared expectations in the playground are:

- Play safely
- Use equipment properly
- Follow instructions from adults

Eating Lunch: At lunchtime, we encourage children to show good table manners during social eating. Any child who uses a knife and fork correctly and demonstrates good table manners will be awarded

a *Distinguished Diner* certificate, celebrating their efforts. The three shared expectations during lunchtimes are:

- Stay sat down when eating
- Use quiet voices
- Tidy up after you finish

Children are also expected to always wear the correct school uniform in line with our school uniform policy.

At Talbot Primary School, we have clear behaviour expectations that help everyone stay on track. We use a simple, one-page behaviour policy to guide all adults in the school, so that everyone is consistent in how they interact with children. This policy is displayed in every classroom and office, so it can be used to encourage good behaviour and manage any problems fairly and kindly.

We also help our children grow into kind, friendly, and polite individuals through our personal development lessons, teaching them the important qualities needed to become a 'Talbot Child.'

A definition of good behaviour used at Talbot Primary is as follows:

Making appropriate decisions, being kind and respectful, even if no one is looking.

We want our children to behave well, because they recognise the value in doing so, regardless of whether an adult is watching. Our aim is, when our pupils leave us that they are comfortable in a range of settings, can get along with others and at all times are respectful.

How we encourage good behaviour

At the beginning of each academic year the expectations for good behaviour for learning are clearly defined in each class by the teacher as part of our induction process. These expectations are continually revisited, reinforced and upheld throughout the year by all staff.

Incentives

The emphasis of the school Behaviour Policy is on **recognition** and **positive, meaningful praise** which should be given whenever appropriate, including recognising the efforts of pupils, not just the outcomes. This can be through:

- Verbal and non-verbal praise
- Dojo points for positive behaviour choices and demonstrating the Golden Rules.
- House points for good work and academic effort.

In addition to this, pupils can participate in **Golden Time**. Golden Time takes place every Friday for the whole school. All staff provide an activity and the children can choose which they would like to do. This lasts for 30 minutes and is in mixed groups across the whole school, allowing children to socialise and enjoy spending time with siblings or friends from other year groups.

Every week each class chooses one child they are proud of for demonstrating the expected rules and pupil behaviours. This child's achievements are celebrated by the whole school during **Proud Person Assembly**, which takes place on a Friday. On occasions, staff may also choose 'Proud People'

for reasons outside of the personal development curriculum focus to recognise individual achievement.

Dojo Points are awarded by class teachers and teaching assistants via an electronic system where each child has an avatar to represent them. Staff can give children Dojos by clicking or can ask the child to go and click on their avatar themselves on the class interactive screen, in recognition of positive behaviour for learning choices. Class teachers will agree with their pupils at the beginning of the year how Dojos can be redeemed for rewards. Dojos may be awarded for:

Excellent listening.

Demonstrating the personal development curriculum characteristics.

Showing respect to others.

Being Kind.

Working with others and being a good friend.

Helping others in class.

Responding appropriately and offering answers.

Meeting expectations around completing home learning.

Children who demonstrate excellent attitudes to learning and academic effort in school will be awarded **House Points**. These points are collected on individual cards as the children work towards achieving awards throughout the academic year. These are: Bronze (25 House Points), Silver (50 House Points), Gold (75 House Points) or Platinum (100 House Points). When a child has achieved a bronze, silver or gold award, they receive a reward to mark their achievement.

At Talbot, we use collective rewards and sanctions as part of our teacher toolkit. These may include the class missing up to 2 minutes of play or lunchtime, or earning whole-class rewards, such as extra playtime, class Dojos, or House Points.

Every term each class will nominate 3 children (per class) to undertake **Forest School Activities** across Key Stage 1 and 2 with our Forest School specialist. Children will be chosen who consistently demonstrate excellent behaviour for learning and the qualities of 'The Talbot Child'. This is an additional reward that is specifically designed to recognise those children who always behave well and are good role models for their peers.

Over an academic year, the use of any behaviour system should naturally reduce as the children become more aware of expectations. The long-term aim is for children to behave appropriately because they know what is acceptable and what is not, rather than because of the external influences of rewards and sanctions.

How we discourage poor behaviour

On occasions, children may not meet the behaviour expectations or be inconsiderate to others. The following are behaviours which disrupt learning and are not acceptable at Talbot Primary School.

Low Level disruption includes such behaviours as:

- Calling out, shouting or talking when adult / child is talking.
- Not listening, refusing or ignoring instructions.
- Non-compliance such as moving around the room without permission.
- Disturbing others in class, talking in assembly or running when moving around the school.

Serious poor behaviour includes such behaviours as:

- Continual low-level disruption and non-compliance on a daily basis.
- Absconding from the school site
- Aggression towards other children and staff.
- Violence,
- Damage to property,
- Spitting,
- Bullying
- Threatening others.
- Racism, homophobia, sexism or transphobia.
- Swearing.
- Theft

We believe that an inclusive school, such as Talbot, is built on trusting, honest and caring relationships between staff, children and our families. We also recognise that parents, children and staff have the responsibility to support the growth of these relationships. There will be times when these relationships become strained, but we will always endeavor to work with all stakeholders to repair them when they falter. Staff are aware that behaviour is a means of communication and that often poor behaviour can be a result of or an indicator of an unmet need.

At Talbot Primary School, we follow a four-step routine to help children manage their behaviour and self-regulate, based on positive relational teaching. This routine ensures that all teachers manage behaviour in a consistent way, helping children feel safe, secure, and happy. By providing clear, supportive steps, we give children the time and opportunity to reflect on and change any undesirable behaviours. Our aim is to keep children in the classroom, so they can remain engaged in their learning as much as possible. This positive approach supports their development and helps create a caring and productive learning environment for everyone.

To help individual children make positive behaviour choices, all staff will follow the four-step routine.

1) Redirection & Reminders—Staff will recognise positive behaviours and use positive mantras to help the child to amend their behaviour.

2) Warning and a minute— Clear guidance will be given on what is required from the child and they will then be given time to consider and make the changes that are necessary.

3) Last chance and 2 minutes after—Where possible staff will hold a conversation with the child, away from their peers in a calm, neutral tone. They will use reminders of the expected behaviour, which are anchored by referring back to previous positive conduct. The child will be given a further minute of take-up time. If they amend their behaviour, then staff will always follow up with explicit praise for the improvement. 2 minutes after this, staff will go back to the child to reset expectations and praise the positive behaviour choices.

4) Time in — The child will be able to go to another space where there is an emotionally available adult to help them to regulate. Restorative conversations will be held when both the adult and child are emotionally ready.

Consequences must be proportionate and applied fairly and consistently. There should be a stepped approach with warnings clearly given before sanctions are applied. Opportunities should be given for children to modify their behaviour.

Some behaviours are more disruptive or dangerous and will be dealt with as detailed below:

Children can **lose golden minutes**, from their Golden Time on Fridays, for inappropriate behaviour with the number of minutes proportionate to the poor behaviour. On occasions, staff may offer children the opportunity to earn back lost minutes by demonstrating that they can modify their behaviour accordingly.

Staying in at break-time/lunchtime may be a consequence of work not being completed or of behaviour not being acceptable.

More serious unacceptable behaviour may result in the child being **removed from their class** to spend a period of time with another teacher in their year group, their previous teacher, Year Leader or a member of the Senior Management Team. This time will be used for the child to reflect on their behaviour and possibly to discuss alternatives or restorative measures they could take.

If a child's behaviour continues to be disruptive or harmful to others they may be **sent to the Deputy Headteacher, SENCO or Behaviour Co-ordinator**.

If unacceptable behaviour continues to be disruptive or if it is harmful to themselves or others, then the child will have to **meet with the Headteacher and their parents/guardians may be contacted**.

An **after-school detention may be used with children in Key Stage 2**, where children have demonstrated an unwillingness to meet behaviour expectations or to do as asked by staff. Parents will be notified by 2:30pm on the day and the maximum duration is until 4pm on the day.

In the most serious incidents of inappropriate behaviour the headteacher may decide that a **fixed term or permanent exclusion** is warranted. More detail regarding exclusions can be found in Appendix A – Exclusions

Children with additional needs or complex social and emotional health difficulties.

Children with additional needs will benefit from the clear expectations, structures and systems within this policy, however, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

School also recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavors to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, the school will seek external support from other agencies.

As an inclusive school, we endeavour to make '**reasonable adjustments**' for pupils with social, emotional and mental health difficulties or identified disabilities, to help them to be included in

school. This approach is in keeping with the Disability Discrimination Act. Reasonable adjustments may include:

- Modifications to the curriculum and its delivery.
- Specific, tailored resources.
- Specific, tailored interventions to address the challenges the child is facing.
- Variations in patterns of attendance or time in class.
- Additional levels of adult support.
- Assessment and guidance from other agencies such as an Educational Psychologists or Early Help

Such variations and adjustments will be supported by the use of an IEP (individual education plan) and/or IBP (individual behaviour plan) and in some cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that a child may face, adjustments and additional support may be required for a specific amount of time, then gradually reduce. The Special Needs Coordinator is responsible for ensuring that all staff understand the individual approaches that are in place at any given time for identified pupils. Staff will work closely with parents in these cases to ensure a cohesive approach is in place.

Time In can be used to enable children to become less anxious and heightened. This gives them time in another space with different people to regulate their emotions, reflect and refocus before returning to their learning. A **safe space**, either within or outside of the classroom, may be used to allow children to reduce the stimuli around them and calm themselves. **Regular movement breaks or sensory activities** can also be part of an individual child's provision to help them to focus on their learning and regulate their emotional state.

Extreme behaviours

If children are displaying more extreme behaviours, beyond what would be reasonably expected to be managed by the class teacher then **individual plans and bespoke support, including risk assessments** where appropriate, will be put in place. Chris Brown, (Pupil Engagement Support), will support staff where behaviour of pupils is more extreme, notably if children are refusing to modify their behaviours or at risk of hurting themselves or others.

Behaviour Response and IBP Plans:

Some children may have a Behaviour Response Plan alongside an Individual Behaviour Plan to support their individual needs. At Talbot, Individual Behaviour Plans will be devised and implemented by the key members of staff who work closely with the pupil. Behaviour plans must be signed by parents if they are to be implemented in school and IBP's will be monitored termly by the Parental Engagement Coordinator.

Physical restraint

If a child in school becomes a danger to themselves, staff or any other children the school has the right to physically restrain a child in line with the guidelines of the Department for Education's 'Use of reasonable force' handbook. Two members of staff are Securicare trained and can support with children who are becoming unsafe.

Staff Behaviour

Our aim is for our children to develop the characteristics of 'The Talbot Child' to help towards this aim there are certain key principles and systems that must be consistently applied throughout the school.

All staff must follow the guidance below:

Key Principals

- 1) Everyone should treat others as they would wish to be treated.
- 2) Respect and politeness are reciprocal and should be **modelled by all staff, at all times**.
- 3) **Consistency and fairness** are vital to fostering positive relationships.
- 4) Communicate effectively with parents/carers to ensure they are involved in all aspects of a child's social development; ensuring positive developments are given equal attention.
- 5) Always listen to the children and hear both sides of any peer-to-peer conflict. Seek corroboration from other witnesses to any incidents wherever possible.
- 6) If you tell children that you are going to follow a particular course of action, then ensure you do so. **Ensure all incidents are followed up and the outcome reported to the child's class teacher** who can use their judgement regarding whether it is something that parents should be made aware of.

Parents, carers and other adults' behaviour

We believe that staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to any member of the school community is contrary to the aims of the school. There is a clear expectation that anyone entering Talbot Primary School will treat others with respect at all times. We ask that adults follow and model our three golden rules to their children. By demonstrating these important values at home and in the wider community, parents help reinforce the positive behaviour we encourage at school, creating a consistent approach that supports their child's growth and development.

We will not tolerate any form of aggressive, rude or abusive behaviour towards anyone. Any such behaviour or insulting language, verbal or written, directed at staff, governors, parents and carers or children will not be tolerated and will result in withdrawal of permission to be on school premises.

Behaviours that are unacceptable include:

shouting or speaking in an aggressive manner, either in person or over the telephone.
inappropriate posting on social networking sites.
acting in a physically intimidating manner e.g. standing very close or using aggressive hand gestures/exaggerated movements;
making any form of threat;
swearing;
any form of physical assault;
making derogatory, racist or sexist comments.

Any form of unacceptable behaviour may result in Police involvement.

The school reserves the right to take any necessary actions to ensure that members of the school community are safe and are not subjected to abuse. Please refer to the school's violence and aggression policy for further information.

Talbot Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with

disability, ethnicity, gender, religion, sexual identity and, where appropriate age. The guiding principles of our approach to equality will apply to all individuals including pupils, staff, governors and visitors to the school. For further information refer to our Equalities Objectives and Equalities Information on our website - <http://talbot.poole.sch.uk>.

Communication, Reporting and Reporting

Behaviour Records and Meetings

Some serious incidents of behaviour will be logged onto Bromcom, which is the school information management system. If the behaviour of a child becomes a concern a meeting will firstly be held with the child and then the parents.

If poor behaviour continues, a meeting with the child's parents, teacher and Pupil Engagement Coordinator will be held to establish a personalised Behaviour Plan with the specific support strategies that will be put in place. This will then be reviewed on a termly basis.

The school employs a graduated response for categorising behavioural difficulties. Children on the graduated response to behaviour levels 3-6 will have their own individual behaviour log sheet. This behaviour log sheet may also be utilised where a child is causing concern, at the request of the class teacher who would like to track and monitor trends of behaviour.

Bullying incidents

Talbot Primary School believes that all adults and children have a right to feel safe and secure at all times. Bullying of any kind is not tolerated. If an act of bullying or intimidation occurs, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy for further detail. It is important to have a clear understanding of what is meant by bullying. At Talbot Primary School the following definition is used:

Behaviour which is repeated and is intended to hurt someone either physically or emotionally.

Racist, Sexist, Homophobic and Transphobic incidents

Incidents of this nature are recorded internally within school by the DSL. In addition, the details are sent to Hamwic Education Trust who monitor abuse within school and across the Trust.

Safeguarding

Where behaviours raise safeguarding concerns, staff at Talbot Primary will use 'My Concern' to record the details. All incidents logged will be sent to the DSL, Mr D Johnstone and the safeguarding team: Mrs McDonald, Mr C Brown, Mrs K Curtis, Mr R Browne and Mr Saunders, who will follow up any further lines of enquiries as necessary. If a serious concern of Safeguarding arises, the DSL team will be verbally notified, and appropriate action will be taken depending on the severity of the incident.

This policy is linked to:

Anti-Bullying Policy

Equality Policy
E-Safety Policy
Child Protection Policy

Policy to be reviewed annually.

See Appendices attached for information on Exclusions and on Mobile devices.

Appendix A - Exclusions

Internal Exclusion

An internal exclusion is an agreed behaviour management strategy used as an alternative to a fixed period exclusion when deemed appropriate by the Headteacher. The child will complete work in a different location to their usual classroom and will be supervised by Mr C Brown throughout the day(s) of the internal exclusion. Parents will be notified when a child has been issued an internal exclusion. No child will ever be left on their own, they will always go somewhere with somebody.

Fixed Period Exclusion and Permanent Exclusion

The decision to exclude a child will only be taken in response to breaches of the school's behaviour policy. The school will endeavour to work with the parents/carers and other agencies to reduce the need for further exclusions. Exclusions could take the form of fixed term exclusion, or on rare occasions, may take the form of a permanent exclusion.

As per the Department for Education statutory exclusion guidance (2017), permanent exclusions will only be used as a last resort, in response to serious or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the power to exclude a child from school. If the Head teacher is off school site at the time of a serious incident where exclusion may be a proportionate sanction, as good practice, an attempt will be made by the senior member of staff with delegated responsibility to speak to the Headteacher and consult before a decision to exclude is made.

The headteacher has the right to cancel an exclusion/withdraw an exclusion and what the process involves.

The Headteacher has the power to exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a child, they will immediately provide the following information to parents/guardians of an excluded pupil:

- The reason(s) for the exclusion (by phone to ensure parents understand why the school has taken this decision and what happens next)
- A letter will provide the following:
 - Confirmation of the details of the incident, the reasons for the exclusion and, if appropriate, how the pupil will be reintegrated back into school.
 - The length of the fixed period exclusion or, for a permanent exclusion, the fact it is permanent.
 - Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this.

- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting and to bring a friend. A Governing Body Committee meeting is convened to review the Headteacher's decision. Where a Governing Body is reviewing an exclusion of more than 15 days in a term, or a permanent exclusion, they have the power to uphold the decision or direct the reinstatement of the pupil.

The Headteacher will notify the governing board, LA and Hamwic Education Trust of all fixed period exclusions and permanent exclusions.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The Headteacher will review individual behaviour incidents and will decide whether an exclusion is a proportionate and fair sanction.

A child can be excluded for the following behaviours at the discretion of the Headteacher:

- Physical assault against a pupil (which includes fighting and wounding; violent behaviour; obstruction and jostling)
- Physical assault against an adult (which includes violent behaviour; wounding; obstruction and jostling)
- Verbal abuse / threatening behaviour against a pupil (which includes threatened violence; aggressive behaviour; swearing; homophobic abuse and harassment; verbal intimidation; carrying an offensive weapon).
- Verbal abuse / threatening behaviour against an adult (which includes threatened violence; aggressive behaviour; swearing; homophobic abuse and harassment; verbal intimidation; carrying an offensive weapon).
- Bullying (which includes verbal; physical; homophobic bullying; racist bullying)
- Racist abuse (which includes racist taunting and harassment; derogatory racist statements)
- Sexual misconduct
- Drug and alcohol related (which includes possession of illegal drugs or alcohol on school site)
- Damage (which includes damage to school or personal property belonging to any member of the school community)
- Theft (which includes stealing school or personal property; stealing from local shops on a school outing and selling and dealing in stolen property)
- Persistent disruptive behaviour (which includes challenging behaviour; failure to follow instructions; non-completion of learning; disrupting the learning of others; disobedience and persistent violation of school rules).

Appendix B – Mobile Phone & Smartwatches

Camera Mobile Phones

Camera mobile phones are now the norm, and a built-in digital camera enables users to take high resolution pictures. These can be sent instantly to other mobile phone users or email addresses. They can also be posted on the internet or in chat rooms. There is potential for camera mobile phones to be misused in schools. They can become an instrument of bullying or harassment directed against pupils or/and members of staff.

Smartphones

The misuse of social media sites, messaging services is an ongoing problem. Many of these sites have a recommended age which is above that of primary school pupils. This is because many children are not mature enough to use these sites appropriately, putting themselves or others at risk or using them as a tool to be unkind to their peers. Whilst we can only advise parents of how to help their children engage with their phones and the internet outside of school hours, we do have a duty of care to our pupils during school time and cannot allow children to have access to smartphones to ensure we can keep everyone safe.

Mobile Phone Policy for pupils in school

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Talbot Primary School discourages pupils bringing mobile phones to school due to the potential issues raised above.

When a child needs to bring a phone into school, the phone must be handed in to the child's class teacher or left in the school office at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Talbot Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil and handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The pupil may collect the phone at the end of the school day. A letter will be sent home to parents requesting that a permission slip be returned the next day. If this practice continues more than three times, then the school will confiscate the phone until an appropriate adult collects the phone from a senior teacher. If a member of staff suspects that a pupil has a mobile phone in school then they will conduct a search, in line with government guidance. Should a device be found, this will be stored in the school office and the parents informed. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our behaviour policy.

If school staff have a suspicion a child has not given their mobile phone to the school office at the beginning of the school day, school staff have the right to search the child's locker belongings, **if agreed by Headteacher.**

Smart Watches / Other devices

The same restrictions apply to watches or any other devices that have a camera and/or the ability to connect to the internet. These items should not be worn or carried by pupils in school. They will be held in the school office in the same way as mobile phones.

Inappropriate use of phones/devices

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents should talk to their children about the appropriate use of text or instant messages as they can often be used to bully pupils.

If images of other pupils or members of staff have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher. Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.