



Behaviour for Learning Policy

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1.0 Rationale

KNGS Behaviour for Learning Policy promotes behaviour for learning that enables all students:

- To be safe and to feel safe
- To value their wellbeing and that of others
- To be able to respect equality and diversity
- To be able to respect and value their learning and that of others
- To be treated with kindness, dignity and respect
- To be supported to flourish academically, emotionally and socially
- To be or feel successful
- To be courageous and empowered in their actions and in resolving conflicts.
- To find satisfaction by behaving well
- To be praised and rewarded for exemplary behaviour

2.0 Purpose

- The policy sets out the skills we expect students to acquire to ensure a sustainable and consistent culture of expected norms and routines (refer to Appendix A) in order to maintain exemplary behaviour for learning in the classroom, around school and in the community at all times, showing respect and courage in order to flourish.
- To create an environment where everyone is and feels safe and is treated with respect.

3.0 Practice

KNGS will:-

- Create a consistent, fair and relational approach to behaviour for learning strategies.
- Create an environment where everyone is and feels safe and is treated with respect.

- Not tolerate disruption, bullying, physical threats, abuse and intimidation.
- Provide CPD regularly for all staff and all new staff in induction to ensure consistency in practice in effective, trauma informed behaviour management.
- Introduce or re-introduce students to behaviour systems and norms and routines annually, throughout the year and on induction to school for new students.
- Teach students the expectations relating to mobile phones and smart devices and ensure these expectations are consistently applied across the school. Mobile phones and smart devices must not be seen, heard, used, checked, displayed or accessed during the school day. Devices must be switched off and stored securely in a student's bag.
- Provide training to staff and students to use the principles of the Get on Board (Girls on Board external program re-named) approach to resolve and de-escalate friendship issues.
- Teach all students to understand the high expectations and what good behaviour looks like alongside:
 - Self-discipline
 - Self-regulation
 - Proper regard for authority
 - Resilience
 - Hard work
 - Patience
 - Effort
 - How to focus, listen, speak well and ask questions
- Where behaviour for learning expectations are met and exceeded, students will be praised and rewarded.
- Where expectations are not met students will be supported to meet them.
- Following support and de-escalation, where boundaries of acceptable conduct are at a point beyond which they cannot go, a clear escalating series of sanctions will be implemented (refer to Appendix B).
- Where students find this more challenging, we will work collaboratively with parents/carers and we will provide adaptations in the form of tailored interventions and when beneficial, work with external agencies.
- Additional support and adaptations will be provided for students with additional needs where those needs might affect behaviour. This will be provided by all staff and explicitly by the inclusion team.
- Safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), prejudice-based and discriminatory bullying. KNGS also acknowledge that even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and as such will continue to develop our curriculum to educate students and promote our reporting systems. Any incidents of child-on child abuse will be managed alongside the Safeguarding and Child protection policy.
- Kings Norton Girls' School exercises its powers to maintain good order, discipline, safeguarding and the welfare of pupils in accordance with the Education and Inspections Act 2006, the Education Act 2011 and relevant Department for Education guidance. This includes powers for the Headteacher and authorised staff to discipline pupils, impose sanctions including detentions, confiscate items prohibited by school rules, search pupils and their possessions where permitted by law, use reasonable force where necessary and proportionate, and apply behaviour sanctions for certain conduct occurring outside school.
- Detentions: some detentions are held after school. Where detentions are held afterschool parents/carers are informed at least a day before. All staff are able to award detentions in line with Appendix B. Sixth Form students may be asked to attend Period 5 sessions. This will be managed by the Head of Sixth Form.
- School staff can search students, with their consent, for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, this includes the use of detector wands, where they suspect the student has a prohibited item, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. For example (this is not an exhaustive list):

➤ Knives ➤ Weapons ➤ Alcohol	➤ Illegal drugs ➤ Stolen items ➤ Vapes, tobacco and cigarette papers	➤ Fireworks ➤ Pornographic images ➤ Items which have been modified for self-harm (e.g. blades removed from sharpener)
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- Students bring mobile phones, smart watches and other personal electronic devices to school at their own risk. Where devices are confiscated, the school will take reasonable steps to store them securely. The school accepts no responsibility except where loss or damage arises through negligence or where liability cannot lawfully be excluded. Staff may confiscate mobile phones and smart devices where pupils breach published expectations. Refusal to surrender a device may result in further disciplinary action. Devices may be examined or referred to police where permitted by law and guidance.
- As a general rule devices will be returned to a parent/carer.
- Requests for an exception on medical, disability, SEND, safeguarding or other exceptional grounds will be considered individually by the Headteacher or delegated senior leader.
- All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When considering behaviour support, sanctions, searches or mobile phone restrictions, staff will take account of age, SEND, disability, medical needs, safeguarding needs and vulnerabilities. Reasonable adjustments will be made where appropriate.
- This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

4. Roles and Responsibilities

The Headteacher, School Leadership Team and Designated Teacher will:

- be responsible for the day-to-day leadership and management of the policy and procedures.
- lead by example and be explicit in their expectations.
- track and monitor behaviour supporting students, parents and carers in improving a student's attendance, in line with the behaviour processes and policy (from September 2023)
- manage suspension, exclusions and internal exclusions in line with the Schools' suspension and permanent exclusion policy.
- The Designated Safeguarding Lead (DSL) and all staff will follow the schools Safeguarding and Child Protection Policy.

Kings Norton Girls' School will:

- create a climate and ethos that supports social, emotional and mental health needs.
- protect the relationships.
- create protective factors (resilience).

- consider the context of the situation.
- consider what the behaviour is communicating.
- maintain clear boundaries and expectations around behaviour.
- consider the child's additional needs (learning, communication, social, emotional, sensory/physical).
- be non-judgmental and avoid causing shame.

All school staff will:

- be responsible for ensuring that the policy and procedures are followed, understood, regularly revisited, consistently and applied fairly.
- use a relational approach to behaviour for learning strategies.
- lead by example and be explicit in their expectations.
- deliver annual Get on Board introductory sessions to students in all year groups as well as reactive sessions based on need throughout the year.
- advise the Headteacher on the effectiveness of the policy and procedures.
- support the Headteacher and School Leaders/Managers, in creating a high-quality learning environment, actively teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.
- adapt their responses providing a personalised approach to the specific behavioural needs of identified students.
- help students, following a sanction, to understand how to improve their behaviour and meet expectations. This help will be provided by the class teacher, form tutor, head of year or inclusion team and will be adapted to meet the needs of the students and behaviour.
- Ensure that students understand the school's expectations regarding mobile phones and smart devices and the reasons why they must not be seen, heard, used, checked, displayed or accessed during the school day.
- Confiscate mobile phones and smart devices if they are seen, heard, used, checked, displayed or accessed during the school day. Confiscated devices will be stored securely and returned in line with the school's published procedures.
- School do not have any liability for the loss of mobile phones or smart watches.

Parents and carers will:

- support the school's behaviour for learning policy and reinforce the policy at home.
- support their child to take responsibility for their behaviour for learning.
- take responsibility for the behaviour of their child both within school and the local community, including when on visits and on their journey to and from school.
- work in partnership to assist in maintaining high standards of desired behaviour.
- actively raise with the school any issues in relation to the operation of the policy.
- inform the school of any changes in circumstances that may affect their child's behaviour, well-being or attendance.
- ensure their child attends school punctually and aims for 100% attendance.
- Ensure their child understands and follows the school's expectations regarding mobile phones and smart devices, including that devices must be switched off before entering school, stored securely in a bag and not accessed during the school day.

Students will:

- follow the school's norms and routines.
- take full responsibility for their own behaviour within school and the local community, including when on trips and visits and on their journey to and from school.
- use the principles of the Get on Board approach to attempt to resolve their own friendship issues when needed.
- avoid engaging in bullying behaviour or incidences of bullying by following the Anti-Bullying policy.
- take responsibility for their social and learning environment making it safe by reporting undesirable behaviour, showing respect and courage in order that they can flourish.
- attend school punctually and aim for 100% attendance.

- If mobile phones or smart devices are brought to school they must be switched off before entering school, stored securely in a bag and must not be seen, heard, used, checked, displayed or accessed during the school day.

4.0 Monitoring and Review:

The policy and its effective implementation will be monitored and reviewed: -

- Internally, at least termly, through the self-review process and with governors annually.
- By the Deputy Headteacher (Students) with members of the Senior Leadership Team. All staff will contribute to regular review, through staff briefings and self-review.
- Students will contribute to regular review through the Student Leadership Group.
- Parents and carers will contribute to regular review through surveys.
- The Governors will participate by reviewing reports presented to the Standards & Curriculum Committee at each meeting held throughout the year.

5.0 Other Relevant School Documents: -

- SEND Policy
- Safeguarding and Child Protection Policy
- Suspension and Permanent Exclusion Policy
- Restrictive Practice Policy
- Equality Policy
- Anti-Bullying policy
- Managing Drug Related Incidents Policy
- Curriculum Policy
- Assessment Policy
- Attendance policy (from September 2023)
- Homework Policy
- Uniform Policy
- Teacher Appraisal
- Teaching and Learning Policy
- Staff Code of Conduct and Dress Code
- Staff Disciplinary procedure
- Charging and Remissions Policy
- Temporarily Extended Home School Agreement: Extended rules and behaviour expectations KNGS norms and routines guidance (to be published May 2021)

This policy should be read with reference to:

- Section 89 of the Education and Inspections Act 2006
- The Education Act 2011
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Mobile Phones in Schools (DfE Statutory Guidance, June 2026)
- Keeping Children Safe in Education (current edition)
- Searching, Screening and Confiscation (current edition)
- Suspension and Permanent Exclusion Guidance (current edition)

APPENDIX A: EXPECTED NORMS AND ROUTINES

For all students to be safe and to flourish personally and academically we expect all members of our community to: -

- be considerate and caring of others' needs and wellbeing within our school and local community.
- respect every member of the school and local community, demonstrating respect of equality and diversity.
- create a calm and purposeful learning environment by following school and classroom routines at all times:
- show pride in themselves and in our school by: -
 - always working hard in order to flourish.
 - showing self-discipline, develop patience and effort.
 - wearing the correct uniform.
 - respecting the school environment and the local/wider community.
 - contributing to year group/house and community events.

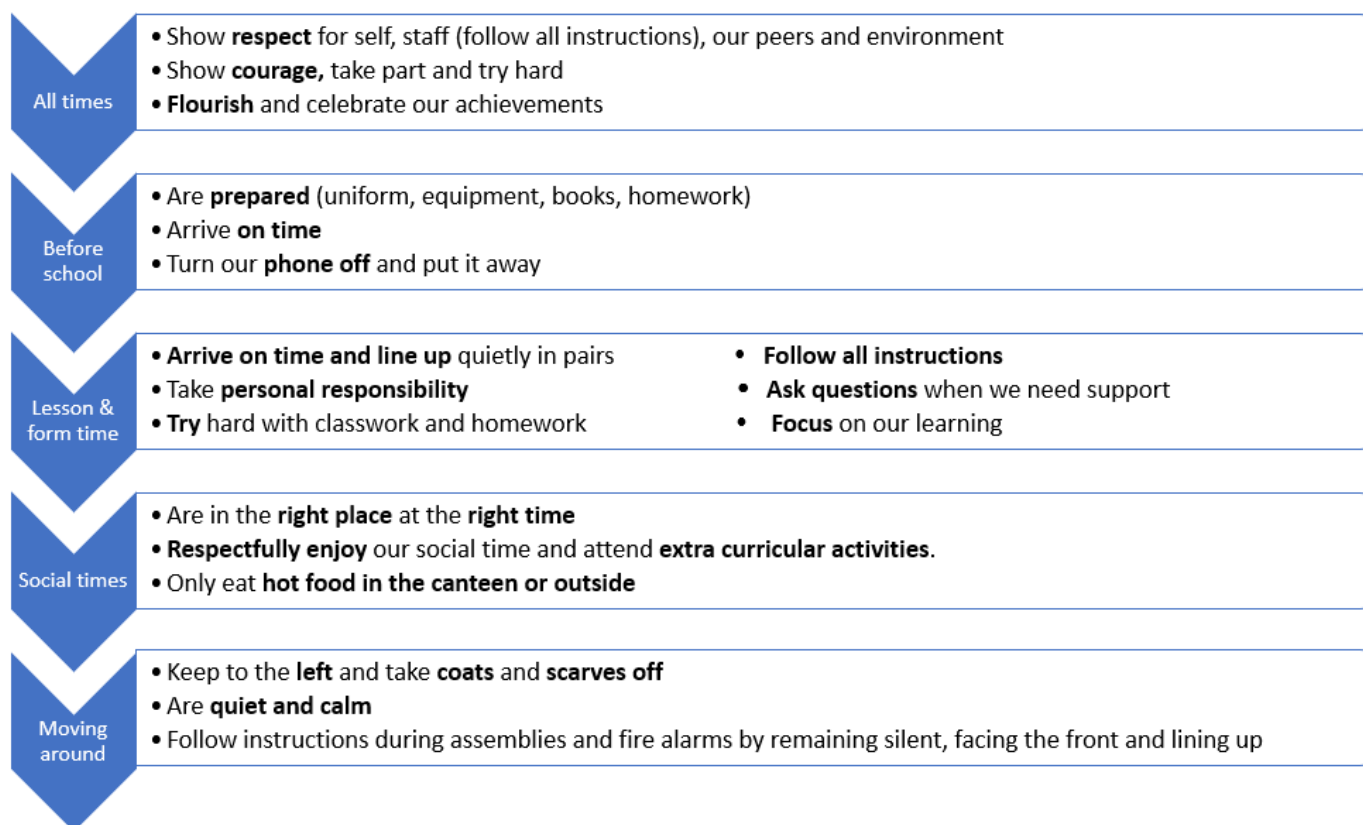
To receive Praise

Students will receive verbal praise for meeting expectations. Students will receive Praise points, certificates and rewards and will be invited to celebrations for showing respect, courage and flourishing as a result of demonstrating sustained effort, self-discipline, self-regulation, hard work and effort.

See expected norms and routines on the following pages.

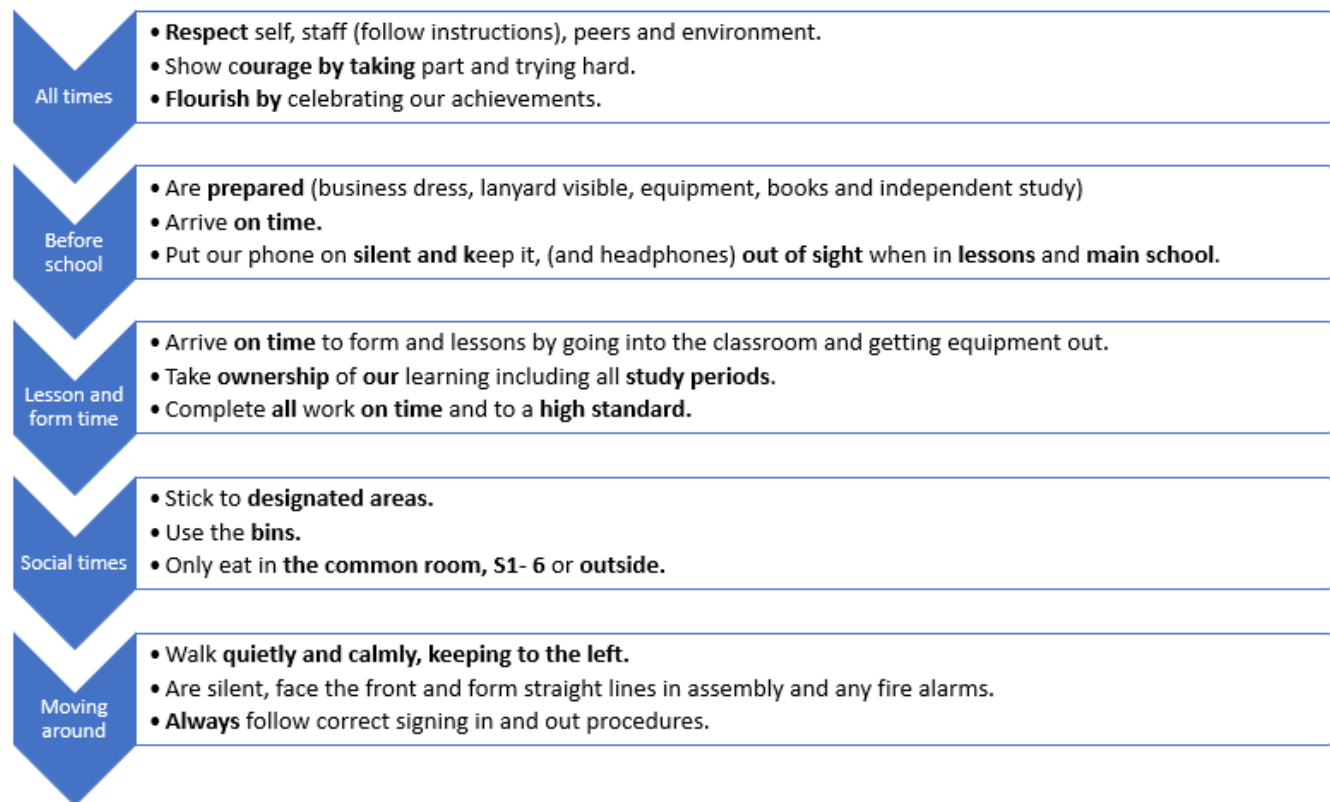
Respect, Courage, Flourish

At KNGS we...



Respect, Courage, Flourish

At KNKS 6th Form we...



APPENDIX B: SUPPORT AND SANCTIONS

Where possible, staff will de-escalate the issue to ensure students understand and follow the school norms and routines, with the following de-escalation or similar strategies including those from the Get on Board reactive sessions:

- Visibly praise those who are following school norms and routines to reinforce expectations.
- Use positive language.
- Consider the context of the area of concern.
- Use non-verbal signals.
- Use verbal reminders of specific positive expectations.
- Ask for support if needed.
- Give a verbal warning, if possible before issuing a sanction.

Where students repeatedly do not follow expected norms and routines, they will be supported via the Faculty Leader, Head of Year, Sixth Form Team or Student Support Team who will give more personalised support for each student.

Escalation processes and support: Key terms:

- **Renewal room:** Internal suspension. Students engage in a core curriculum offer, receive interventions and develop the understanding of how to behave in preparation for reintegration into the classroom. Where appropriate, restorative justice will be used. Parents/carers will be informed, in advance if their child has been referred for an internal suspension. If a child has been removed from class via the 'on-call' system and placed in the renewal room for part of the day then it is the responsibility of the class teacher who requested the removal to inform parents/ carers.

In the case of Sixth Form, additional period 5 may be put in place.

- **School Team Around the Child (STAC) meetings:** A meeting with staff, parents/carers and student. External agencies invited to attend as appropriate, to support a behavioural, emotional or learning need.
- **Attendance:** For years 7 to 11, support to improve attendance and details of the LA Support First attendance Process can be found in the Attendance policy October 2025
- **Log:** the process of recording behaviour or praise on the Schools Management Information System (SIMS/Edulink). Logs may include the issuing of praise or behaviour points, or these can be for information only.

At all key actions following persistent or extreme behaviour:

- Parents/carers will be informed by phone, email or letter.
- All actions will be reviewed to consider next appropriate steps.
- Head of Key Stage / HOY will consider and ensure appropriate interventions are in place.
- Following two cycles of Head of Year support a School Team Around the Child (STAC) meeting will be put in place.

Where de-escalation strategies have not been effective, the following sanctions will be put in place for years 7 to 11:

Level	Reason/Trigger	Support and Follow Up	Consequence
Warning	Initial low-level behaviour concerns. Not following school norms and routines, including lateness, uniform, jewellery, low-level disruption or off-task behaviour.	Positive reminders, redirection, clarification of expectations and routines. De-escalation and support strategies used first.	Verbal warning and discussion with student. Confiscation of jewellery or mobile phone where appropriate.

Level 1	Warning not effective. Repeat of low-level concerns or failure to respond to staff direction.	Brief restorative conversation. Identification of barriers to success. Continued reminders of expectations.	Level 1 Behaviour Log (1 Behaviour Point).
Level 2	Persistent behaviours despite Level 1 intervention.	Form Tutor Report, Subject Report, Attendance Support, Homework Club and faculty interventions.	15-minute lunchtime detention (2 Behaviour Points).
Level 3	Escalation from Level 2. Persistent disruption, defiance, refusal to engage.	Parent/carers contact, restorative conversation, targeted pastoral intervention.	35-minute lunchtime detention and/or removal from lesson (3 Behaviour Points).
Level 4	Significant or repeated concerns across lessons or social time.	Review of interventions, behaviour support planning, parent/carers engagement.	55-minute after-school detention (4 Behaviour Points).
Level 5	Significant defiance, bullying, serious or persistent concerns despite support.	Restorative and reflective work. Reintegration planning and parental meeting.	Renewal Room/Internal Suspension (5 Behaviour Points).
Level 6	Serious incidents including verbal abuse, threats, physical aggression or health and safety concerns.	Reintegration meeting, SEND review, external agency involvement where appropriate.	Suspension and parental meeting (6 Behaviour Points).
Level 7	Extreme behaviours including serious safeguarding concerns, violence, weapons, drugs or repeated high-risk incidents.	Multi-agency review and consideration of alternative provision where appropriate.	Permanent Exclusion may be considered by the Headteacher.

On very rare occasions, students demonstrate extreme behaviours; these are managed in the following ways:

In all cases:

- Parents and carers are informed and may be asked to come into school to assist in a resolution.

In all cases the following are considered:

- Head of year intervention including report or detention
- External services intervention or support
- Meeting with the Community Police Officer

Where de-escalation strategies have not been effective, the following sanctions will be put in place for years 12 and 13:

Where de-escalation and support strategies have not been effective		Reason/Trigger	Support and follow up
Level 1	In the moment redirect and discussion with the student	Not following norms and routines	Give time to correct behaviours or actions
Level 2	Formal conversation with staff; discussion of how to remedy actions	Repeat of Level 1, continued actions of not following norms and routines	Offer of support if needed.

Level 3	Meeting with subject staff, form tutor	Persistent or disruptive behaviours (4 -6) of not following norms and routines e.g. lack of focus in lesson, non-completion of homework, late to lessons or form.	Two week report with specific targets to support change Period 5 may be put in place
Level 4	Letter of concern and improvement plan Meeting with Head or Deputy Head of Sixth Form or subject leader, if in one area Removal of privileges such as signing out	Continued persistent behaviours as above with 7 or more logs	Tailored support to meet student's need e.g. meeting with pastoral support, study skills intervention Use of report Period 5 may be put in place
Level 5	Meeting with Head of Sixth / Faculty Leader and Deputy Head Improvement Plan and final warning Removal of privileges such as signing out	Where no improvement has taken place and additional logs or extreme behaviours are seen	Tailored support to meet student's need e.g. meeting with pastoral support, study skills intervention Period 5 may be put in place
Level 6	Suspension and parental meeting	Persistent disruption or extreme behaviours , serious incidents, physical or verbal abuse, health and safety breach, prohibited items	Intervention to prevent recidivism, referral to external agencies where appropriate
Level 7	Permanent exclusion and parental meeting with headteacher	These are extremely rare and determined on an individual basis.	These are extremely rare and determined on an individual basis.

EXREME BEHAVIOUR

Incident	Information	Level of Sanction
Truancy	Choosing not to attend a lesson	Level 4-7
Persistent defiance	Persistent refusal to follow instructions	Level 5-7
Absconding from school	Leaving school without permission	Level 5-7
Inappropriate language to staff	Using inappropriate language directly to a member of staff.	Level 6-7
Video, still image, sound recording of others	No image, video or sound recording/posting is allowed without permission, including on social media.	1. Level 5 – 6 2. report to Police and discussion
Serious breach of Health and safety	Any actions that seriously breach health and safety	1. level 5-7
Theft Vandalism	School property or anybody's personal belongings	1. Level 5-7 2. police involvement 3. cost reimbursement
Alcohol	Not allowed in school including no consumption at any time, including before school.	1. Level 5-7 2. referral to alcohol intervention groups or other police service
Smoking and Vaping	Not allowed in school or in uniform outside of school; this includes smoking and vaping equipment and tobacco.	1. Level 5-6

Illegal drugs	Not allowed in school.	1. Level 6-7 2. Police informed 3. referral to drug intervention groups or other police service
Bringing weapons into school	Bringing weapons into school or using items such that may be deemed a weapon.	
Radicalisation	Preaching of extremist views is not permitted including on social media	1. Referral to children's services 2. Referral to the Government's Prevent Assessment/Channel programme. 3. Police informed 4. Possible Permanent Exclusion
Any behaviour against equality and diversity or any form of hate.	Treating someone less favourably based on a protected characteristic as defined in the Equality Act is not permitted.	1. Level 5-7
Physical abuse towards others	Includes actions deemed by students as 'playing'.	1. Level 5-7
Bullying	All students and staff should feel safe. Refer to Anti-bullying policy Bullying: • Online (including out of school but to a school member) • Verbal (including malicious allegations) • Physical • Intimidating behaviours	1. Level 5-7 2. Restricted site access, restricted contact between peers 3. Self-empowerment 4. Mediation 5. Restorative Justice 6. Refer to anti –Bullying policy for details

APPENDIX C: Mobile Phones and Smart Devices

To support safeguarding, wellbeing and learning, Kings Norton Girls' School operates a "Not Seen. Not Heard." approach to mobile phones and smart devices.

Mobile phones and smart devices must be switched off before entering school, stored securely in a bag and must not be seen, heard, used, checked, displayed or accessed during the school day.

This includes mobile phones, smart watches, wireless earphones, tablets and any device capable of communication, internet access, photography, filming or audio recording.

If a mobile phone or smart device is seen, heard, used, checked, displayed or accessed during the school day it will be confiscated and the following consequences will apply:

First offence: Device confiscated. Level 4 sanction and 55-minute detention.

Second offence: Device confiscated. Level 5 sanction and half-day Renewal Room.

Third offence: Device confiscated. Level 5 sanction and full-day Renewal Room.

Further offences: Device confiscated. Level 5 sanction, two-day Renewal Room placement and parent/carer meeting.

Refusal to hand over a device: Serious defiance. Suspension may be considered.

Devices will only be returned to a parent/carer and will not be returned directly to students. Collection arrangements will follow the school's published Mobile Phones and Smart Devices guidance.



Respect & Courage to Flourish | A world of opportunity

MOBILE PHONES & SMART DEVICES

SUMMARY SHEET FOR PARENTS & PUPILS

OUR RULE IS SIMPLE:

NOT SEEN. NOT HEARD.

To support safeguarding, learning, wellbeing and positive behaviour, we follow Department for Education guidance (2026) on prohibiting the use of mobile phones and all smart devices during the school day.



SWITCHED OFF
before entering school.



NOT on Do Not Disturb.
This is not permitted.



NOT on Airplane Mode.
This is not permitted.



KEPT in a bag
in a zipped compartment.



KEPT out of sight
and out of use at all times.



This includes smart watches and other smart devices.

MOBILE PHONES & ALL SMART DEVICES MUST BE:

If a mobile phone or any smart device is seen, heard, used, checked, displayed or accessed at any point during the school day, it will be confiscated.

WHAT HAPPENS IF A DEVICE IS CONFISCATED?

- The device will be confiscated immediately and stored securely.
- Parents/carers will have to collect the phone/device. It will not be handed back to the pupil or a sibling.

WHY IS THIS RULE IN PLACE?

This is statutory Department for Education guidance for all schools, requiring schools to prohibit the use of mobile phones throughout the school day, including lessons, transitions, breaktimes and lunchtimes. The guidance is intended to support calm, safe and distraction-free learning environments.

- Keep everyone safe.
- Support positive mental health and wellbeing.
- Reduce distraction and the temptation to check notifications.
- Improve focus, learning and behaviour for all.

SAFE TRAVEL HOME

If a device is confiscated and a pupil needs to contact home:

- School will provide a non-smart phone.
- Parent/carer numbers will be inputted.
- Parents/carers will be aware of the number used.
- This ensures pupils can travel home safely.

HELP YOUR CHILD DEVELOP SAFE DIGITAL HABITS

We recommend installing safety apps on your child's devices to help to support healthy habits and safe online behaviours. There are many apps which offer free functionality to parents/carers: cybernews.com has several reviews for parents/carers.

Qustodio
(many free features available)
www.qustodio.com

Norton Family
(many free features available)
uk.norton.com/norton-family

FREQUENTLY ASKED QUESTIONS (FAQs)

- WHAT IF THE PHONE IS CONFISCATED ON A FRIDAY?**
On the first breach, the device will be stored securely and returned at the end of the school day.
From the second breach onwards, the device will be confiscated for 24 hours. If this falls on a Friday or the day before a school break, the device can be collected on the next working day when school re-opens.
- WHAT IF THE PHONE IS CONFISCATED ON THE LAST DAY BEFORE A HOLIDAY OR BANK HOLIDAY?**
If school is closed due to a holiday period or bank holiday, the device will remain securely stored and must be collected on the next day that school re-opens.
- CAN PUPILS COLLECT THEIR OWN DEVICE?**
No. Devices will only be released to a parent/carer. It will not be handed back to the pupil or a sibling.
- WHAT DEVICES DOES THIS POLICY INCLUDE?**
This policy applies to mobile phones, smart watches, tablets, wireless earphones, gaming devices, cameras and any other smart technology with similar functionality (e.g. the ability to send/receive messages, access the internet, take photos or record audio/video).
- WHY CAN'T MY CHILD KEEP IT ON SILENT?**
Silent mode, Do Not Disturb mode and Airplane Mode do not remove the temptation to access or check a device. For this reason, all phones and smart devices must be completely switched off and stored securely throughout the school day. Keeping a device on silent would not comply with the statutory DfE guidance for schools, which expects pupils not to have access to mobile phones throughout the school day.
- WHAT IF MY CHILD NEEDS TO CONTACT HOME DURING THE DAY?**
Parents/carers should contact the school office if an urgent message needs to be passed on. Pupils can also access support through the school office.
- WHAT IF THERE IS AN EMERGENCY?**
The school has established procedures for emergencies and can contact parents/carers immediately when required.
- WHAT IF MY CHILD NEEDS A MOBILE DEVICE FOR A MEDICAL CONDITION?**
Where a pupil requires a mobile device to support a medical condition (e.g. glucose monitoring), the school will make reasonable adjustments and agree appropriate arrangements with the family.

PHOTOGRAPHY, FILMING, RECORDING OR SOCIAL MEDIA USE IS NOT PERMITTED ANYWHERE ON THE SCHOOL SITE, AT ANY TIME.

SAFETY, WELL-BEING & LEARNING COME FIRST

We are committed to creating a calm, distraction-free learning environment where every pupil can thrive, achieve and access a world of opportunity.

SIXTH FORM MOBILE PHONE EXPECTATIONS

Sixth Form students are expected to model the highest standards of behaviour and responsibility.

Sixth Form students may use mobile phones only:

- within the Sixth Form Common Room;
- during permitted non-teaching time;
- in accordance with school expectations.

Sixth Form students must not:

- access or post on social media during school hours;
- photograph or record pupils, staff or visitors;
- share images or recordings taken on the school site;
- use mobile phones in any learning space or communal area of school;
- use mobile phones in any area where younger pupils are present.

Any breach of these expectations will result in confiscation and sanctions in line with the School Behaviour Policy.

CONSEQUENCES – EACH BREACH WILL CARRY A CONSEQUENCE

BREACH	CONSEQUENCE	DEVICE COLLECTION
1	55 MINUTE DETENTION	Parents/carers can collect on the same day between 3.15pm – 5.00pm.
2	HALF-DAY / LOST SOCIAL TIME IN RENEWAL ROOM	Parents/carers must collect the following day between 8.30am – 5.00pm.
3	x1 FULL DAY IN RENEWAL ROOM	Parents/carers must collect the following day between 8.30am – 5.00pm.

! FURTHER BREACHES / REFUSAL TO HAND OVER THE DEVICE WILL BE TREATED AS SEVERE DEFIANCE.