



Governors' Policy Statement on Behaviour

| Issue No | Author/ Owner | Date Written/Revised | Approved by Governors on | Comments |
|----------|---------------|----------------------|--------------------------|--|
| 1 | KJM | March/April 2012 | 25 April 2012 | |
| 2 | WF | December 2014 | 14 January 2015 | Appx 2 revised in line with Government guidance |
| 3 | DE | May 2017 | 17 May 2017 | Policy made more concise and less relevant sections removed |
| 4 | DE | July 2019 | 11 September 2019 | Policy updated to reflect overhauled behaviour management system |

1 Behaviour policy – Statutory Requirements

The Department for Education (DfE) has clear guidance for schools regarding behaviour and this statement, the policy and subsequent procedures are based on this guidance:

- [Behaviour and discipline in schools](#)
- [The SEN code of practice](#)
- [The Equality Act – advice for schools](#)
- [The use of reasonable force in schools](#)
- [Searching, screening and confiscation at schools](#)
- [Supporting pupils with medical conditions at school](#)

2 The Backwell Ethos and Aims

The ethos and aims of the school are encapsulated in the [Backwell School Charter](#)

Backwell School is a learning environment where everyone:

- Feels safe
- Is treated respectfully
- Learns to make positive choices and takes responsibility for them
- Takes the opportunity to thrive and learn
- Develops the skills to form positive relationships

In sustaining this ethos, Backwell School seeks to create a positive environment so that all students can become successful, independent learners, confident individuals and responsible citizens.

3 Principles for Behaviour

Backwell School aims to achieve this ethos through establishing high expectations throughout the School and clear principles for staff and students in its approach to behaviour. Key to these are the following:

- The School has a team approach and staff are visibly consistent
- When applying behaviour principles certainty is emphasised above severity
- Students are taught and encouraged to make positive choices
- The School adopts an approach where emotional heat is reduced and adults model assertive positive behaviours

The Backwell school behaviour policy and its procedures seek to provide students, staff and parents with a clear, consistent approach to promoting and maintaining positive behaviour.

Backwell School Behaviour Policy

1 Scope

This policy applies to all students during the normal school day. Students are also expected to act in accordance with the policy when they are:

- Taking part in any school organised activity (outside of normal hours)
- Travelling to or from school
- Wearing school uniform
- Or in any other way associated with being a student of Backwell School

2 Expectations of Student Behaviour

| All students need to: | This means students should.. |
|--|---|
| Be prepared for learning | <ul style="list-style-type: none"> • Wear the correct school uniform • Be punctual to lessons and tutor time • Be equipped for learning and ready to start 'do now' activity • Ensure they follow mobile phone policy • Be ready to start the lesson on time • Sit where required to by Teacher |
| Work to the best of your ability | <ul style="list-style-type: none"> • Ensure home learning is done • Focus on class work and complete it to best of your ability • Contribute positively to lessons • Put in best effort • Develop resilience where things are challenging |
| Let other learn | <ul style="list-style-type: none"> • Take responsibility for own learning and not enter into arguments with staff • Follow instructions from the Teacher • Avoid misbehaving or disrupting others • Listen to the contributions of others |
| Be respectful to all others and school environment | <ul style="list-style-type: none"> • Be polite to others, not rude or offensive • Stay on site at all times • Not run inside school buildings or corridors • Avoid any anti-social behaviour around school • Treat all equipment and buildings respectfully |
| Contribute positively to the school community | <ul style="list-style-type: none"> • Have the highest standards of school behaviour • Get involved in the full range of school curricular and extracurricular activities |

All tutors need to:

- Act as the first point of contact for students and parents with regard to both positive and negative behaviour
- Challenge students on standards relating to punctuality, uniform, attendance and behaviour
- Share information and liaise with pastoral teams as appropriate to share tutor group successes and to escalate student behaviour issues

All teachers need to:

- Model a positive teaching style – through body language, engagement and student relationships
- Meet and greet students at each lesson start
- Have a 'do now' activity to ensure a calm start to the lesson
- Have a seating plan in place
- Plan work that is accessible to all, and challenging for all
- Praise in public, correct in private (it may be appropriate to correct a behaviour publicly in some situations but a detailed correction should be made in private where possible)

When dealing with behaviour issues teachers need to:

- Model calm and assertive behaviour, reducing the emotion and allowing take up time
- Give clear warnings that are consistently followed through with
- Follow a script based around language of choice (students guided but responsible for actions)
- Apply a consistent follow-up / sanction as required
- Attend detention and have a scripted conversation prior to next lesson (this cannot be on the door on the way in)

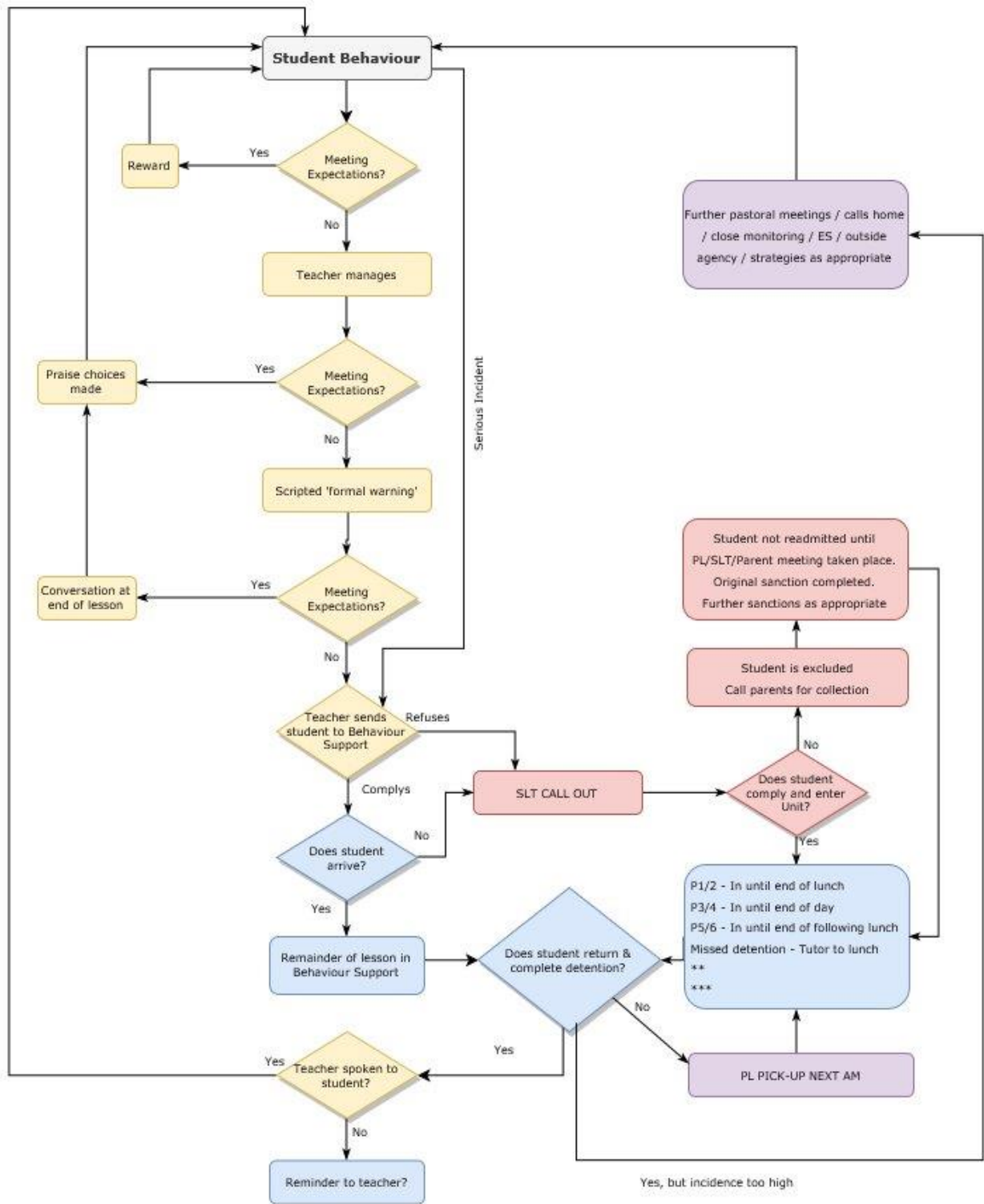
All Pastoral Leaders need to:

- Celebrate the successes of their house
- Use SIMs data and other school systems to monitor behaviour and achievements of their house and tutor groups
- Liaise and work with a variety of different people including students, staff, parents, the Senior Leadership Team (SLT) and external agencies to share relevant information and strategies to support behaviour
- Communicate clearly to all parties – closing the loop where issues have been escalated
- Where more significant holistic focus is needed, plan intervention to support behaviour.
Examples of this can include:
 - Use pastoral support plans to target and support behaviour improvement
 - Use of target cards
 - Referral to internal support staff or outside agencies

All Senior Leaders need to:

- Be a visible presence before, during and after the school day
- Monitor and quality assure the consistent use of the behaviour policy throughout the school
- Communicate clearly to all parties – closing the loop where issues have been escalated
- Use behaviour and exclusion data to track behaviour patterns and plan appropriate intervention
- Provide behaviour support for all stakeholders as appropriate. Examples of this can include:
 - Use of target cards
 - Reactive support for teaching staff through 'Call out' procedures
 - Support with more serious sanctions such as exclusion
- Liaise with and build appropriate partnerships across the local authority and with other schools
- Ensure there is clear handover of behaviour related information during key school transitions
- Provide relevant training for behaviour to all staff and more focussed support where there is an identified need.

3 Implementation of the Behaviour Policy



This diagram describes the process for managing individual behaviour incidents. Where there are global issues a variety of meetings, discussions and other strategies will be used that may involve some of the above.

* Student to stand outside room if less than 10 minutes of lesson remains

** May vary for 'thrive' students. May be longer depending on nature of serious incident

*** May be longer for serious incidents

Backwell School staff are pro-active in their lesson planning and classroom management and clear with school behaviour expectations, as we believe this reduces situations in which students' behaviour may need to be addressed.

Lessons should be engaging and appropriate for the group and differentiated where required. Beginnings of lessons are designed to promote a positive environment for learning including the meeting and greeting of students and a short 'do now' activity. A seating plan should be in place to assist learning and any issues from a previous lesson should have been dealt with appropriately before the student and teacher are in the classroom together again.

The diagram above illustrates the school approach to behaviour. There are clear expectations of student behaviour where staff will encourage, support and reward positive behaviour choices, challenging poor behaviour choices. Where behaviour does not meet expectations, the following will happen:

- Students will explicitly be told their behaviour has not met expectations
- They will be given time to meet school behaviour expectations
- Where the behaviour persists they will be formally warned
- After a formal warning, should the behaviour continue they will be asked to leave the classroom and report to the Behaviour Support Room where they will remain for the remainder of that lesson. They will also be expected to complete a same day detention with the Senior Leadership Team (SLT) and have a conversation with their teacher
- In incidents where students refuse to go to the Behaviour Support Room SLT will be called and the student will complete a same day detention with SLT as above but will spend additional time in the Behaviour Support Room for refusing to follow instructions
- With any incident requiring isolation or detention, there may be further consequences and support put in place by the school

These procedures cover behaviour both inside and outside of lessons (including a serious incident). A student can be given a 'formal warning' during social time where required, or if the behaviour is serious enough, be referred directly to the Behaviour Support Room.

Home learning remains the responsibility of departments and curriculum areas to follow-up and sanction. Students will not be placed into the Behaviour Support Room for this reason.

Duty, teaching and non-teaching staff dealing with poor behaviour at social time that requires a student being sent to behaviour support should ensure they know the student's name, direct them to attend there and inform the Behaviour Support Lead they are to be placed into same-day detention. Staff placing student's into detention need to ensure they attend at lunch as well to have conversation with the student.

3.1 Student directed to Behaviour Support Room

Students directed to the Behaviour Support Room will have failed to improve their behaviour within the current lesson and will be sent by their teacher to the Behaviour Support Room. They will report to the member of staff at the Behaviour Support Room and will be supervised there for the remainder of that lesson. A further consequence of this is that the student will be placed into a same day or next day detention.

The system of parking is to be discontinued – the need for both reactive parking and planned parking should be addressed within this system but will remain under review.

3.2 Detentions

The school operates a whole school detention system that runs on a daily basis at lunchtime and is managed by the SLT. Students who have been removed from a lesson or are in the Behaviour Support Room for an extended period will be expected to complete the detention on the same day. Teachers will attend the start of the detention period to ensure students understand how they need to improve their behaviour before returning to their next lesson. Detentions incurred after lunch will be completed at lunchtime the following day.

Detentions will last half an hour: 12.50 pm – 1.20 pm. If a student picks up two detentions within the same time period they will serve the whole hour. Students are expected to report immediately to the Behaviour Support Room and will be able to purchase lunch from 1.20 pm onwards. If the student has an hour's detention the Behaviour Support Lead will facilitate the delivery/purchasing of food.

Failure to attend the detention without good reason (clubs or other activities will not be considered good reason) will see students placed into the Behaviour Support Room at the start of the following day and up to the end of lunch (this timing will vary if they are not picked up at the start of the day and decided upon by the Behaviour Support Lead).

In some subjects (and in a few instances) it may be that a student placed into detention after lunch would not sit the detention until after they had another repeat lesson of that subject the following day. In such cases it is not appropriate they return until a conversation has happened. The responsibility is for the Teacher to make the Behaviour Support Lead aware. During tutor time the next morning the Behaviour Support Lead will collect the student, taking them to the tutor base for the Teacher and briefly covering tutor time to allow for the Teacher and student to have the conversation.

The School reserves the right to detain a student after school should this be required. If this is required parents will be informed.

3.3 SLT callout

SLT callout is a procedure whereby senior leaders are called to a classroom to remove a student for a behaviour related issue. Students disrupting a lesson will be directed to leave and report to the Behaviour Support Room. Where a student refuses to do this or causes an even more serious disturbance SLT will be called by the Teacher.

The consequence of an SLT callout includes (as a minimum) an immediate same day detention and additional time in Behaviour Support that would not have been incurred if the student left as instructed (see flowchart for exact details). Further refusal to comply with a senior member of staff is likely to result in fixed term exclusion.

A member of staff requiring call out should ring in priority order:

- The Behaviour Support Lead (x271)
- The Headteacher's PA (x202)
- Main reception (x255 or x273)

In the event of no answer, a student should be sent to the Behaviour Support Room (ES2) with a note requesting support.

3.4 Behaviour Support Room

The Behaviour Support Room supports school behaviour by providing a specific area where a small number of students can work in supervised conditions following an incident of poor lesson behaviour or as part of a wider strategy to support their behaviour.

The Behaviour Support Room will be managed on a daily basis by the Behaviour Support Lead, supported throughout the day by the School Leadership Team (SLT) and other senior staff. The Behaviour Support Lead will work within the Behaviour Support Room to support positive behaviour, mentoring and supporting students on strategies to support improved behaviour.

Students working in the Behaviour Support Room will be expected to complete work based upon their normal lesson content in addition to any other reasonable work provided for them by the Behaviour Support Lead. There will be limited access to PC and web based resources the school has approved (for example Hegarty Maths). Student misbehaviour in the Behaviour Support Room, following removal from lessons, is likely to lead to fixed term exclusion.

Where the Behaviour Support Lead identifies a student choosing to behave poorly to avoid lessons and remain within Behaviour Support inappropriately they will contact the Pastoral Leader (PL) and student's family to create, discuss or review a Pastoral Support Plan (PSP).

3.5 Reasonable adjustment

The school will identify students who have complex needs that require additional and reasonable adjusted support for example those with characteristics recognised in the Equalities Act. Where students have additional needs they will be given take-up time to make the right choices before being removed from a lesson. Adjustment will also be made where required for the duration of time spent in behaviour support, in some cases the time may also include further work with the SEN department.

Where required a Pastoral Support Plan (PSP) is to be put in place. The PSP will proactively seek to give students personalised targets and coordinated approaches towards strategies and expectations. The School will work on a PSP with the student, parents and, where necessary, third party agencies.

Where appropriate PSP's should be initiated prior to exclusions. Where a student is excluded, a review of the PSP must be considered and where necessary reviewed and adjusted. A PSP should run for circa 8 weeks and be reviewed mid-term if required, and at the end. Following the review the PSP may be updated, finished or kept as ongoing good practice.

3.6 Managed Moves

A Managed Move (MM) is an initiative to support students, struggling in their current school environment, to remain in mainstream education. Managed Moves are supported at both local (North Somerset Council) and national level. A student on a MM remains on the roll of their current school but attends and is educated at another school with a view to transferring there permanently if the MM is successful. This initiative offers students a fresh start and can often successfully avoid the student being permanently excluded.

Backwell School works closely with the North Somerset Inclusion Panel and use managed moves where appropriate to support the progress, behaviour and education of a student.

4 Exclusion from school

There are five stages of formal exclusion (based on North Somerset policy). These are:

- Stage 1 Exclusion (fixed term exclusion)
- Stage 2 Exclusion (fixed term exclusion)
- Stage 3 Exclusion (fixed term exclusion)
- Stage 4 Exclusion (fixed term exclusion – including Governors' Panel)
- Stage 5 Exclusion (permanent exclusion)

A formal exclusion may be undertaken either internally (on school site) or externally at a neighbouring school or in the home. Stages 1-3 are likely to be led by the SLT link but may be supported by Deputy Headteacher or Headteacher. All exclusions must be authorised by the Headteacher and where an exclusion exceeds 5 days the School will be legally responsible for organising 6th day provision.

Where a student is formally excluded, the following actions must be considered:

- Decisions made by a member of the School Leadership Team (SLT) in conjunction with the Pastoral Leader
- Phone call home to state decision made by PL/SLT link
- Exclusion paperwork fully completed by SLT and passed to Headteacher's PA
- Staff are responsible for providing work – even where students are externally excluded
- Re-admission interview with parents to be carried out by PL/SLT link before a student returns to lessons. For Stages 4 and 5 the Headteacher is likely to be more directly involved
- PL/SLT link must consider whether a PSP is appropriate at each formal exclusion. Where a PSP is already in place it must be reviewed or updated as appropriate. Parents are expected to be involved in the PSP process.
- The Behaviour Support Lead may be involved during the PSP initiation, review or in working with the student following an exclusion
- Students returning from exclusion are likely to be placed onto report for an agreed period. Their behaviour whilst on report will be closely monitored by PL/SLT link
- At any exclusion stage, discussions may be had regarding a student's future options (e.g. (managed moves, referral for SEN/additional needs, referral to external agencies etc.)

Following a Stage 4 exclusion a Governors Panel will be convened to discuss the student's behaviour, their return to school and future support strategies.

The serious decision to permanently exclude (Stage 5) is made by the Headteacher and a Governors' Panel will be convened to formally ratify or overturn the decision.

5 Rewards

The rewards system is comprehensive and supports the positive can-do atmosphere at Backwell School. All staff are encouraged to reward students where appropriate and are given guidance on the positive behaviours that are deserving of a reward.

Achievements can be awarded for the following type of achievement:

- 1 A piece of work that shows high effort levels: This may include class work and homework.
- 2 Excellent performance within a class test (e.g. meeting or exceeding target level).
- 3 Ongoing excellent contributions in class.
- 4 Outstanding team work.
- 5 A sustained improvement in standard of work.
- 6 A sustained improvement in levels of effort.

The types of behaviors that we do not feel warrant such rewards include:

- 1 Students behaving well in a one-off situation.
- 2 As a persuasion tactic to get students to work well.
- 3 When students complete the expected work to the expected standard.

Postcards can be awarded for the following achievements:

- 1 An outstanding piece of coursework.
- 2 An outstanding piece of homework.
- 3 Outstanding effort in class.
- 4 Contribution to the department.
- 5 Significant development of understanding and skills.
- 6 Significant improvement of effort and focus.
- 7 Exam results (meeting or exceeding target grades).

Special Achievement Certificates are awarded for the following:

- 1 Sustained involvement in extra-curricular activities
- 2 Being an outstanding ambassador of the school. For example: being a part of an interview panel, supporting staff, outstanding contributions within a department
- 3 Being involved in large-scale school events – shows/concerts etc.
- 4 100% attendance

Students' achievements are collated and result in the reward of certificates as outlined on the table below:

| Number of Merits | Certificate | Prize |
|-------------------------|----------------------------|---|
| 50 | Bronze | Lucky Dip (prizes such as highlighters/ pencils/ rubbers) |
| 75 | Silver | Lucky Dip (prizes such as highlighters/ pencils/ rubbers) |
| 100 | Gold | Lucky Dip (prizes such as highlighters/ pencils/ rubbers) |
| 125 | Platinum | Backwell School Pen |
| 150 | Headteacher's Commendation | A visit to Headteacher |
| 175 | Governors' Commendation | Backwell School Governors' Pen and Pencil set |

Rewards are incentivised in the following way:

- At each merit milestone, a postcard is sent home to each student and they are entered into a termly prize draw. One student from each year group will receive a gift voucher for Cabot Circus.

Appendix 1

Scripts

Formal warning script

Where a teacher needs to issue a formal warning to a student within class the following should be used:

- *“You are choosing to continue to [explicitly state behaviour – e.g. disrupt the learning of others]”*
- *“This is your formal warning”*
- *“If you cannot meet the expectations in this classroom you will be sent to the Behaviour Support Room”*

Exit script - Sending a student to the Behaviour Support Room

In the event of a student failing to respond to the formal warning, they will be sent to the Behaviour Support Room:

- *“You have had a formal warning but you are still choosing to [explicitly state behaviour – e.g. disrupt the learning of others].”*
- *“You need to report to the Behaviour Support Room now. Thank you.”*

Where there are less than 10 minutes of the lesson remaining, this is not practicable and the student should be directed to stand outside the class.

In both situations, students will be expected to complete a detention and meet with the Teacher.

Serious incident script

Where a teacher or member of staff needs to deal with a serious incident the following should be used (it is understood a formal warning will not always have already been issued for a serious incident):

- *“You have [explicitly state behaviour – e.g. physical violence towards another student]”*
- *“Because this is serious, I need you to report to the Behaviour Support Room where your statement will be taken”*

In an instance where more than one student is involved and it is inappropriate to direct all students to the Behaviour Support Room at the same time (i.e. because they have been fighting or behaving poorly together) SLT call out should be used to support.

Call out script – Teacher

Callout will typically be used to support a serious incident/emergency in a lesson or where a student is refusing to follow instructions to report to the Behaviour Support Room.

- *“You are choosing not to follow my instruction to go to the Behaviour Support Room.”*
- *“So I have called for a senior teacher to come and collect you.”*

Call out script – Response

Given by the member of senior staff collecting the student.

- “Thank you for calling me – I will take X with me to the Behaviour Support Room”

After the student has left and addressed to the remaining class, (by Teacher [or SLT following a serious incident]).

- “I’m sorry that your learning has been disrupted. This will be followed up.”

SLT will place the student into the Behaviour Support Room where they will stay for the appropriate duration. SLT will liaise with the PL/ Behaviour Support Lead to discuss any further follow-up – for example, communication home and other support strategies. As with the detention system, the Teacher will attend the lunchtime detention and explain what the student needs to do in order to attend their next lesson.

Detention conversation script

This must take place during detention and prior to a student returning to the respective lesson. It may be supported by SLT on duty or Behaviour Support Lead but comprises of:

- *“The reason you were asked to leave the lesson was [state specific behaviour]”*
- *“The effect this had was [e.g. distracted others from learning etc.]”*
- *“When you come back in the next lesson you will need to [state what they need to do differently]”*
- *“Thank you for listening. I look forward to seeing you in the next lesson”.*

Appendix 2

Disciplining Students beyond the School Gate

Teachers have a statutory authority to discipline students for misbehaviour which occurs outside of school in any the following circumstances, where the student:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- Is wearing school uniform
- is in some way identifiable as a student at the school
- Is involved in any activity that could have repercussions for the orderly running of the school
- is involved in any non-criminal bad behaviour or bullying as witnessed by a staff member or reported to the school
- poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable."

Incidents where students are involved in any non-criminal bad behaviour or bullying outside of school, as witnessed by a staff member or reported to the school, will be dealt with using the same sanctions as within the school.

Appendix 3

Screening and Searching Pupils

The school's policy takes into account the non-statutory advice given by the DfE in their document "Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies" 2014.

Searching Students

(a) Searching with consent

All staff have the right to search students with their consent. Verbal consent from the student is sufficient. This search can be for any item. Staff would only search the outer clothing of the student and/or their bags or lockers. This search would include:

- asking students to turn out their pockets
- asking students to empty their bags
- looking in a student's bag or locker

If a student refuses to follow the member of staff's instructions as above then normal school sanctions for refusal to follow instructions will follow.

There is no legal requirement to keep a record of the search.

(b) Searching without consent

The school has the legal right to search students without consent if there is reasonable grounds to suspect a student is in possession of a prohibited item. The prohibited items include:

- Weapons or knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article where there is reasonable belief that it has been, or will be, used to commit an offence
- Any article banned by the school rules

The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers to lead searches in these circumstances.

The search will be carried out by two members of staff with at least one of these staff being of the same sex as the student being searched.

As with searches carried out with consent, staff will search the outer clothing of the student and any other relevant possession that the student has control over (such as lockers, bags etc.). Outer clothing includes coats, hats, shoes, scarves and boots.

Reasonable force may be used by the person carrying out the search.

Screening

The school reserves the right to screen students using a hand held metal detector. The school can do this even if they do not suspect the student of having a weapon. Consent from students or parents is not required. If a student refuses to be screened the school has the authority to ask the student to leave the premises. This would be an unauthorised absence from the student rather than an exclusion.

Searching of mobile devices

The School has the right to search through the contents of a young person's phone/mobile device. The school does not need parental consent to do this.

The school can decide whether it is appropriate to delete files or data from a device or whether to retain the device, and its contents, as evidence of breach of school expectations.

If the school suspects a mobile phone/device contains evidence in relation to a criminal offense this device will be given to the police as soon as possible.

Confiscation of Items

As set out in the Department for Education Advice, staff may retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items should not be returned to the pupil.

The Government guidance details that the school should inform the pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

Appendix 4

The Power to use Reasonable Force

The Education and Inspection Act 2006 allows that all members of staff (teaching and non-teaching) have a legal power to use **reasonable force** to:

- Prevent a student committing a criminal offence.
- Prevent a student hurting themselves or others.
- Prevent a student from damaging property.
- Maintain good order and discipline.

It is an expectation that any member of staff observing a student exhibiting such behaviours would intervene. This **initial intervention should be verbal in nature**, and eventual escalation to use of reasonable force should be carefully considered.

A member of staff would not be seen to be failing in their duty of care by not then using force, if doing so threatened their own safety. **Members of staff should never put themselves at risk**, but do need to seek the help of colleagues/SLT to deal with a situation that they feel is beyond their control.

The use of reasonable force should always be a last resort and what constitutes 'reasonable force' will always depend on the particular set of circumstances surrounding the incident. However, the degree of force used should always be the **minimum needed** to achieve the desired result, and will also depend on the age, gender and understanding of the student.

Staff **should not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding someone around the neck, or by the collar, or in any way that might restrict the student's ability to breathe.
- Slapping, punching or kicking.
- Twisting or forcing limbs or digits against a joint.
- Tripping or tying anyone up.
- Holding or pulling anyone by the hair or ear.
- Touching or holding anyone in a way that might be considered indecent.
- Seclusion (isolating or locking a child in a room).

Physical restraint of a student could be considered reasonable force if the circumstances warranted such force. In most circumstances it would be possible (with the help of colleagues) to avoid this action, or wait after calling for assistance until a colleague who has had training in appropriate techniques arrives on the scene.

Some students with special circumstances may react in an unpredictable way if physical interventions were used to control or restrain. These students will be identified by the Designated Safeguarding Lead or SENCO and a risk assessment will be carried out and communicated to all staff.

All behaviour related incidents that have required the use of force will be considered 'serious incidents' as the use of force is a last resort. As such the same procedure should be followed as would be the case for any serious incident. Incidents involving use of force should be recorded and communicated clearly and as quickly as possible.

Appendix 5

Mobile Devices Policy

Backwell School embraces new technologies and acknowledges the school's key role in promoting their effective use. In all areas of new technology the school seeks to educate students and support them in improving their learning. The school also protects students from any dangers new technology might pose, for example in using the SW grid for learning filters on internet access.

Definition of Mobile Device

A 'mobile device' is any digital small device capable of supporting learning. This would include (but not be limited to) smart phones, tablets, smart watches, iPods and other mp3 players.

Policy overview

All mobile devices must be switched off and stored in student's bags from when the student enters the school site in the morning until 3.30pm.

Learning Time (including Tutor time and Assemblies)

Mobile devices can be of great value in the classroom and enhance the learning experience of our students. However we need to ensure our use of mobile devices does not affect our ability to safeguard students or to provide them will equality of opportunity in the classroom.

- Therefore, devices may be used in lessons, but **only** at the discretion of the classroom teacher.
 - Devices must be switched off and in bags unless the teacher states that they can be used for that part of the lesson.
 - Devices should only be used as part of a planned learning activity.
 - Teachers must consider equality of opportunity for students when deciding to allow the use of mobile devices.
 - Students should never be allowed to access the internet via their mobile devices, bypassing the school's filters and controls.
 - With teachers' permission, students may use cameras to photograph work or the whiteboard but may not photograph or film another individual without their permission.
 - Student may not use mobile devices to listen to music.

Social Time (break and lunchtime)

- Students may **not** use mobile devices in social time.
 - Devices should be switched off and in students' bags at all times.
 - Sixth Form students may use mobile devices out of lessons in the Sixth Form Common Room and its surrounding area and in private study areas, including the library.

Confiscation Procedure

If a student is found to be using their mobile phone, have their mobile device turned on, or upon their person (for example in their pocket) it will be confiscated. The device will be taken to the PA's office and students are to report to the office at the end of the school day.

The school has the right to detain a child's mobile phone for an extended period of time and for a second confiscation offence, the phone will stay in school until the following day when the student must return a form signed by a parent. Should a child continue to defy the school rules regarding mobile devices parents will be expected to collect the phone and/or have a discussion about its use with a senior member of staff.

Home-Student communication

- Parents and guardians should contact the school, via telephone, if they need to deliver an important message to their child.
- Parents should support the school by not responding to calls or texts from their children during the school day.
- Students who need to contact home can do so in the following ways:
 - Use the payphone in Reception during Social Time.
 - See their Tutor, Pastoral Leader or other member of staff and ask to use a school telephone.
 - Students should not contact their parents directly if they feel unwell. They should report immediately to Student Services. Our trained first aider will then decide if the child is too ill to remain in school.
 - Students may use their mobile devices after 3.30pm to check any messages or contact home.

Staff

- Staff should only use their Mobile Devices in offices or the Staff Room.