The Piggott School: Secondary Phase

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan

We live with love and compassion, seeking help in times of need.

Policy with regard to Behaviour Management, Statement of Behaviour Principles and mobile phones

Author:	Headteacher and Behaviour Lead
Approver:	Local Governing Committee
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Category of policy:	Local Governing Committee

Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	November 2024	Behaviour Lead	Updated sections on mobile phones and detentions Change from Executive Headteacher to Headteacher	To reflect the school's new mobile phone and detention practice
2	November 2026	Governance Professional	Updated sections: restrictive interventions, seclusion, offsite directions, safeguarding separations, managed moves, mobile phones	To reflect the Schools (Recording & Reporting of Seclusion & Restraint) (No.2) (England) Regulations 2025 and the DfE guidance on Restrictive interventions including use of reasonable force, in schools 2026 and

			and sanction list. Review of SEND section. Add section on ebikes	the new suspensions and exclusion guidance and mobile phone guidance

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Supporting positive behaviour and attendance, as essential foundations for a calm, creative and effective learning and teaching environment, where all God's children are valued.
2. Providing an environment where all members of the school community can thrive and feel respected, safe and secure and where pupils are prepared for adult life and to 'Go and do likewise.'
3. Fostering a spirit of co-operation which appreciates individual differences
4. Promotion of our Christian vision
5. Define what we consider to be unacceptable behaviour, including bullying, discrimination and harassment and the consequences of behaviour.

THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:

1. Appropriate standards of behaviour, respect and tolerance for others are maintained and modelled
2. Positive behaviour is maintained and modelled in the school, including the making and enforcing of rules, rewards and consequences.
3. Self discipline and proper regard for authority among pupils is modelled and promoted
4. Good behaviour and respect for others is modelled and encouraged
5. All forms of bullying are not tolerated. The promotion of our Christian vision and values supports positive relationships.
6. Rewards and consequences are applied fairly and consistently in accordance with our duties under the Equality Act 2010.
7. Pupils achieve full attendance in order to achieve their personal best
8. All members of our Community adhere to and respect our Christian vision and our school values of respect, love, honesty, equality, courage and dedication.
9. To ensure we provide a safe environment in which pupils can learn in accordance with the most recent version of Keeping Children Safe in Education.

FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

1. To make sure that the school is a place where all individuals are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.
2. To expect the highest moral standards, and to not tolerate bullying, harassment, discrimination or other anti-social behaviour.
3. To monitor the effectiveness of this policy and to hold the Headteacher to account for its

implementation.

Equalities

All rewards and consequences will be applied fairly and consistently and in accordance with the school's Equalities Policy and the Equality Act 2010.

Responsibilities of the pupils and members of the school community

In order to achieve a positive working environment for all, pupils are encouraged to exercise self-discipline and abide by the Pupils' Code of Conduct. This code appears in Appendix A and is part of the agreement signed by parents in the Piggott School Admission Agreement.

All pupils are expected to:

a) demonstrate good behaviour whilst at school in line with the school's vision, values and respectful relationships. (See schools rooted in respectful relationships/values poster)
b) demonstrate good behaviour on the journeys to and from school, on school/college visits or when representing the school off-site.
c) show respect towards staff, visitors and other pupils
d) arrive to school and class on time, prepared for learning
e) settle down to learning quickly
f) be engaged and involved in learning
g) use co-operative language and address each other in a co-operative manner
h) take care of equipment, resources, our environment and each other



Standards of behaviour

a) Good habits of work and behaviour are expected from all pupils and staff.
b) All staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour.
c) Punctual attendance at school and lessons is required.
d) All absences must be explained, and unexplained absence will be followed up.
e) Variations in staff acceptance and tolerance of pupils' behaviour in class will depend upon the nature of the class and the content of the lesson, but behaviour which does not allow constructive teaching and learning is unacceptable and all staff will ensure that such behaviour is not tolerated.

Involvement of pupils

The pupils will be involved in reviewing the school's anti-bullying policies and procedures to reinforce self-discipline, positive work and behaviour patterns. Discussion in tutor/year group meetings will inform the deliberations of the School Council. In particular, the school will ensure that the needs of the SEND pupils and other underrepresented groups are properly taken into account, and their participation in the consultation process is assured.

Responsibilities of parents/carers

Parents and carers, where possible, should:

- Understand the behaviour and mobile phone policy, celebrate success and reinforce it at home, where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour, safety or well being
- Discuss any behavioural concerns with the child's tutor, Head of Year or Head of Key Stage promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture
- Discourage bringing into school wearable technology like smart watches

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Positive behaviour and regular attendance

The Code of Conduct (Appendix A) is supported by a system of rewards to reinforce positive

behaviour and regular attendance. Rewards are much more effective than punishments in motivating pupils. A wide range of rewards are used at The Piggott School to establish a climate where praise and encouragement far outweigh consequences.

The Piggott School reward system includes:

- Use of merits in leading to bronze/silver and gold certificates.
- Use of recognition software such as Satchel One to recognise students upholding the school values.
- Achievement assemblies at the end of each term rewarding achievement/extracurricular success/attendance; includes 'rewards' such as 'free' non-uniform day, and lunch queue 'jumps'
- Presentation evenings (Exam certificates)
- Departmental certificates to reward good work and good behaviour
- Summer Celebration of Achievement – KS3
- Cards and letters of commendation to parents (incl from Governors)
- Praise and encouragement in lessons
- Supportive and encouraging written comments, stickers or stamps in exercise books and record books
- Charity notice board, recognising whole school efforts
- Charts to display achievements and awards of each tutor group, newsletter items, celebrating success
- Year group notice boards
- Celebration of success in assemblies and Newsletters
- Photo gallery of school events
- Positive report cards
- Report and monitoring of procedures, including monitoring the success of pupils from underrepresented groups
- Celebration Ball for Year 11 to celebrate completion of KS4 and compulsory school education.

CONSEQUENCES

Effective consequences are designed to promote positive behaviour and attendance. Consistency is essential and all staff are encouraged to use reprimands sparingly and fairly. The use of consequences is monitored by ethnicity, gender, SEND, and disadvantage, and any pattern revealed leads to appropriate action.

Teachers have a legal power to put pupils (aged under 18) in detention. The school does not have to give notice of a detention to be held during school hours including 30 min detentions set for after school between 3:10-3:40. Parents will be notified of any same day detention via the Satchel One App. Parents will be notified more than 24 hours in advance if their child has a Friday afternoon detention between 3:10-4:10. The school has the right to set detentions on any school day, weekends in term (except the weekend preceding, during or following a half term break) and on non-teaching days (INSET days). Parental consent is <u>not</u> required for detentions. However,

when setting a detention staff will consider the safety of the student in making their way home after the detention. See Appendix C for more information.

Consequences

Parents are able to access their children's Behaviour Record using School Comms. This is also true when offences have been repeated.

The Department for Education now uses the term Suspension rather than Fixed Term or Fixed Period Exclusion. In line with this change, although the primary legislation has not yet been updated, throughout this document we have used the word Suspension to mean Fixed Term or Fixed Period Exclusion.

Types of misbehaviour	**Examples of realignment, action or consequence**
A: Minor misbehaviour	
Pupil momentarily goes off task, turns around or talks to another pupil	• A look, comment or gesture • Verbal reminder of expectations • Confiscation of jewellery • Pupils asked to put on correct uniform • Moving of seats in the classroom • Repeat offenders: break and lunchtime detentions • Behaviour point on Satchel:1 • Record on SIMS a failure to do homework • Expecting work to be completed at home or during break or lunchtime • Referral to Head of Year
Minor distraction, lack of concentration	
Lateness to lesson	
Incorrect uniform, visible jewellery, chewing gum	
A lack of readiness for learning	
Ignoring verbal reprimand	
Minor breach of the school's values	
No homework/coursework or controlled assessment without good reason	
Poor classwork	
B: Serious misbehaviour	
Repeated minor misbehaviour or breach of the school rules	• Record a behaviour point on Satchel:1 • Referral to a senior member of staff • Placing the pupil on report • Isolation within a Department • School based community service such as a litter pick • Focus Room • Letter sent home or a call home by a senior member of staff • Parental meeting • Individual support plan • Team around the child meeting • Referral to specialist services for support & intervention • After school detention • Off-site direction • Fixed term suspension • Permanent exclusion
Rudeness/defiance	
Breach of the school's rules on mobile phones	
Bringing the school into disrepute	
Not upholding the schools' values	
Truancy	
Bullying including cyber bullying	
Abusive behaviour	
Vandalism	
Violence towards property, other pupils, staff or members of our wider school community	
Continued refusal to obey reasonable instructions	
Theft	
Smoking/vaping on site	
Breach of the schools' policies including IT policies	
Malicious allegations	
Failure to use the school's health and safety equipment in the manner it was designed for	
Criminal activity	
Taking, being under the influence of, in possession of, supply or, arranging a supply of drugs including natural highs and alcohol	
Possession of a knife or a weapon or use of or	

supply of a knife/weapon	
Possession of any prohibited/banned items. These are in addition to the ones referred to above are: Stolen items Fireworks Pornographic images Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)	
Misogyny/misandry	
Harassment of any kind (expressly including harassment based on protected characteristics)	
Racist, sexist, homophobic or discriminatory behaviour	
Any form of child-on-child abuse, including but not limited to: • Abuse in intimate relationships between children • Bullying • Physical abuse • Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent) • Sexual harassment, meaning conduct of a sexual nature such as sexual comments, physical behaviour or online sexual harassment • Causing someone to engage in sexual activity without consent • Upskirting • Initiation/ hazing type violence and rituals • Consensual and non-consensual making or sharing of nudes and semi nudes including those generated by AI	

Which sanction is appropriate will be decided on a case-by-case basis by the respective member of staff with regard to the impact on perceived fairness. The member of staff will consider any known aggravating and/or mitigating circumstances, the personal circumstances of the pupil and what respective weight to attach to each in reaching this decision. For example, the member of staff may consider the following to be aggravating factors:

- Intention of pupil
- Prior behaviour record particularly behavioural incidents of the same or similar type
- Type of offensive weapon and the length of any blade
- The value stolen or damaged
- Behaviour with a racist, sexist, homophobic element or discrimination
- Extent of injuries
- Sexual assaults/harassment
- Particular vulnerability of the victim
- Deliberately misleading staff or covering up the behaviour

- Class of any illegal drug or 'high'
- Amount of any drug/alcohol the pupil is in possession of, and if the drug/alcohol is likely to have been supplied to others

This is not an exhaustive list.

Members of staff may consider the following to be mitigating circumstances:

- Previous good behaviour record
- Cooperation with school staff in relation to the incident
- Any known likely contributory factors such as a pupil's SEN, mental health, recent bereavement and/or a victim of bullying
- Intention of the pupil
- Any known likely coercion
- Acting in self defence

This is not an exhaustive list.

The Headteacher (or acting headteacher) can used fixed term suspensions and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanction and/or interventions.

The decision to permanently exclude will only be made as a last resort.

Please refer to Agape Trust's exclusion and suspensions policy for more information.

Focus Room

Purpose

Dependent upon the severity of the behaviour breach, to isolate for one, two or three school days any pupil who has seriously breached the Code of Conduct and to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; or
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; or
- To allow the pupil to regain calm in a safe space.

Referral Procedure

- Referrals to be made only by HoD, HoY, Head of Key Stage, or a member of SLT.
- Incident recorded on SIMS details exactly what has happened and is emailed also to the Head of Year.
- Staff alerted via email.
- Pastoral Leader informs parent promptly with written confirmation of the details.

Procedures within the Focus Room

- No more than 4 pupils placed in the Unit at one time.
- Pupils complete lessons in the **Focus Room** at the discretion of the HoY.
- Pupils occupied at all times with classwork, provided by Departments.
- Any member of staff who wishes for a pupil to catch up on specific work, e.g. coursework, can send work to the Unit with instructions. A laptop is available working online.
- Pupils can expect to receive homework tasks at the end of the day.
- Member of staff on duty maintains log and comments on behaviour of pupil. Any toilet visits are to be logged.
- There is no interaction between pupils.
- Member of staff on duty checks for graffiti before pupil leaves
- Pupil bags are to be kept in a corner of the Focus Room.
- Stationery and pencils kept in a cupboard and logged in and out by member of staff on duty.
- Member of staff supervising period 4 escorts pupils to the canteen 15 minutes before the end of lesson. They may purchase food which is taken to the Focus Room to be eaten.
- All referrals to the Focus Room are to be logged on SIMS.
- Department may use 6th Form lessons to isolate pupils as an alternative to the Focus Room; pastoral staff will be informed, to liaise with parents. Period of time is agreed and report card issued so that attendance is monitored.
- Mobile phones are removed from pupils in the Focus Room and locked safely in the pastoral office.
- If the Focus Room is full or closed students will be directed to an alternative venue.

Pupils will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review, investigation by the SENDCo or whether specific departments or teachers may need more support.

If a pupil is removed and they have a social worker the school will contact the social worker. If the pupil is looked after the pupil's personal education plan will be reviewed, amended if appropriate and the Virtual Head will be notified.

Individual Support Plans

Pupils whose behaviour persistently causes concern in either lessons or around the school, and for whom the above consequences have failed, will have an Individual Support Plan. The school will invite parents and other support agencies to a meeting to discuss and agree a plan to support the pupil with their additional needs. The plan will be circulated to all teachers of the pupil. This plan will be reviewed and modified as necessary to ensure it provides the appropriate support for the pupil in question.

Off-site directions

An off-site direction is a preventative measure to school exclusion and requires a pupil to attend another education setting temporarily to improve their behaviour. An off-site direction can be full time or a mix of part-time support in alternative provision and continued mainstream education. On these occasions parents will be informed and invited to attend a reintegration meeting. Off-site directions will be regularly reviewed.

Please refer to our exclusion and suspension policy for further information.

Permanent Exclusion

A decision to permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- As a last resort

Please refer to our exclusion and suspension policy for further information.

When applying consequences staff are required to remember the following:

- that they are condemning the behaviour not the person
- to avoid early escalation to severe consequences, reserving them for the most serious or persistent misbehaviour
- to avoid whole group consequences that punish the innocent as well as the guilty
- to take into account individual circumstances. These are frequently referred to in the weekly briefing by pastoral staff.
- to encourage pupils to reflect on the effects of misbehaviour or absence on others in the School community, as part of everyday teaching.
- Consequences procedures will not always be appropriate for all incidents, and staff should use their discretion when dealing with children they know well or who are known to have recognised behavioural difficulties.

Certain pupils are issued with a yellow card which allows them to leave the room and go to a specified member of staff when they feel they need to.

Safeguarding & Safeguarding Separations

Keeping Children Safe in Education places a responsibility on all school staff to provide a safe environment in which pupils can learn.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Safeguarding separation – The school can temporarily forbid a pupil from attending our premises, for example due to an allegation of harm by one pupil against another which might require separating a pupil from one or other pupils. This is NOT an exclusion on disciplinary grounds. It is a specific risk management tool and will not be used as a substitute for exclusion. The pupil and parents will be invited to attend a reintegration meeting after any period of safeguarding separation. Please refer to our exclusion and suspension policy for more information.

Managed Move

A managed move is a formal, voluntary arrangement that allows a student to transfer to a new school. It can be a planned intervention to prevent a permanent exclusion. Please refer to our exclusion and suspension policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of misbehaviour arise, we will use our best endeavours to consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made by the school on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the school will use their best endeavours to meet the provisions set out in that plan and the school will co-operate with the local authority and other bodies, as appropriate.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including individual support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

We will use our best endeavours to ensure that any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of SEND supported learning spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will use their best endeavours to consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The school will use their best endeavours to meet the provisions set out in the EHC plan and the school will co-operate with the local authority and other bodies, as appropriate.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance and the support of a well organised and caring school community, some pupils will need extra support to help manage their behaviour and attendance. To pre-empt escalating behavioural problems, truancy and unauthorised absence, the Piggott School recommends and applies any of the following strategies the school is of the opinion may support and help:

- Close liaison with parents
- Referral to a mentorship programme
- Individual support plans (PSP) with regular reviews
- Referral to Childrens' Services as appropriate for early intervention
- Liaison with school's EWO (Education Welfare Officer) and SENDCo
- First day response
- Reduced timetable
- Referral to member of Careers Team
- An agreed alternative curriculum to adapt to the pupil's needs
- Green Room
- SEND supported learning spaces
- ARC Counselling
- BRIYM Mentoring
- Sixth Form Mentor
- Chaplaincy Mentor

Support systems for staff

All staff are expected to deal with minor and occasional misbehaviour and attendance at the time and wherever it occurs in the school. Regular professional development on behaviour and attendance is important to support them in their work. Staff will be supported by their Subject Leaders, Pastoral Leaders and Senior Leadership Team in promoting good discipline within the school.

Pupils conduct outside of the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. This includes when the pupil is:

- taking part in any school organised or school related activity

- travelling to and from school
- wearing school uniform
- in some way identifiable as a pupil at the school
- It also includes misbehaviour of a pupil that:
    (a) could have repercussions for the orderly running of the school
    (b) poses a threat to another pupil, member of staff or member of the public
    (c) could adversely affect the reputation of the school

Consequences for a pupil will only take place on school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a delegated member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero- tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care

- Report to the police

Following any report of child-on-child sexual violence or sexual harassment offline or online, our Designated Safeguarding Lead or Deputy DSL's will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). Please refer to our child protection and safeguarding policy for more information.

Online behaviour

We expect our pupils to adhere to the same standard of behaviour online. We expect everyone to be treated with kindness and dignity and in accordance with our Christian vision and values.

Many online behaviour incidents occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We reserve the option to consequence pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour such as bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and/or videos and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following our child protection and safeguarding policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

Mobile Phones at School

This section also applies to AI glasses. The Piggott School is a mobile phone free school for years 7-11. We believe at there are significant benefits for students not to use their mobile phones during the school day, including social interaction with peers and time away from social media. We also recognise that some parents are keen for their child to have a phone with them for the journey to and from school.

Our policy on mobile phones at school is:

A. Mobiles should be turned off and secured in school bags before entering the school site. Phones should not be used at any time during the school day. Students should only use their phones at the end of the school day once they have left their last learning session of the day.

B. Sixth former students should not have a phone in their hand when walking around the school site and only use their phones in their designated spaces.

C. Students are not to make calls from their mobile device during the school day.

D. Students must not take audio, video or photographs at any time on their devices.

E. If students need to contact home in the case of illness or forgotten property – they should attend medical or their pastoral office and a member of staff will assist in making the call.

F. When our expectations are not met there is a tiered system of consequences. The first breach will result in the phone being confiscated for the remainder of the school day; the second breach will result in the phone being confiscated for the remainder of the school day and a parent/carer will be asked to collect the phone from a member of our Pastoral Team or Senior Leadership Team; the third breach will result in the phone being confiscated for 5 school days and a parent/carer will be asked to collect the phone; the fourth breach will result in the phone being confiscated for 5 school days and a contract being signed to agree that the phone will be handed to the relevant Key Stage Office upon arrival at school. Any subsequent breaches may result in a fixed term suspension.

These expectations are in line with our safeguarding procedures.

We recognise that there may be exceptional circumstances when a student needs to have access to their mobile phone during the day for example to avoid substantial disadvantage to a disabled student or it is required as part of management of a medical condition. Students will usually be identified through our pastoral work. If parents believe there are exceptional circumstances, they are asked to contact their child's Head of Year and provide supporting documentation whereupon due consideration will be given to their request.

Wearable technology – The school expects all students to use wearable technology responsibly and in a manner that supports a safe, focused learning environment. Devices such as smartwatches, fitness trackers and similar items must remain on silent mode during the school day and must not be used in a classroom. Any use that causes distraction, enables unauthorised recording, or interferes with teaching, learning, or privacy is not allowed. The school may temporarily confiscate wearable technology if it is used inappropriately, and repeated misuse will result in further sanctions in line with the behaviour policy. This section does not apply to AI glasses that are not permitted on site.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations of abuse against staff procedures for more information on responding to allegations of abuse against staff or other pupils.

Ebikes and scooters

Students under the age of 14 are not permitted, by law, to ride an electric bike and if a student under this age brings one onto site it will be dealt with in the same manner as E Scooters. Pupils over the age of 14 who bring an electric bike onto site will not be permitted to charge it on site.

E-Scooters are not allowed on the school site. Scooters are classed as a motor vehicle and the use of them falls under the Road Traffic Act 1988. This means that they can only be used on private land, with the permission of the landowner, as they cannot be insured, taxed or registered as motor vehicles need to be. The Piggott School does not give permission for E-Scooters to be used on our site. Any E-Scooters found on our site, will be confiscated or locked up by the Site Team and parents will be required to collect them and take them away. They will not be returned to students.

6th Formers and cars on site

Parking is granted as a privilege, not a right and can be revoked at any time if the rules below are not adhered to or space is needed for a school event.

Students must not bring a motor vehicle or motorbike/moped on site unless the student is in Year 13 and has been given a student parking permit by the 6th Form Team.

Students with permission to park their car on site must ensure:

1: They adhere to the maximum speed limit of 5mph
2: They are mindful and considerate at all times of other users of the school site particularly cyclists and pedestrians
3: They park on the car park adjacent to PRE in a responsible and safe manner, not obstructing exits or other vehicles
4: Display their student parking permit in the windscreen at all times
5: They adhere to all on-site traffic flow patterns, directional arrows, and designated entrances/exits

Failure to adhere to these rules may result in the withdrawal of permission to park on site and/or other behavioural sanctions.

Restrictive interventions

A restrictive intervention is a means to prevent, restrict or subdue movement of the body or part of a body of a pupil. It covers both physical and non-physical actions aimed to restrain pupils.

All members of staff can use a restrictive intervention, including reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

The DfE guidance (Restrictive interventions, including use of reasonable force, in schools 2026) states that schools should not have a 'no contact' policy and schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. This is to ensure that staff can intervene where reasonable in the circumstances to fully protect pupils.

There are circumstances where it is appropriate for staff to have some physical contact with pupils which does not give rise to reasonable force or restrictive interventions. Examples include administering first aid, to comfort a distressed pupil, to praise or congratulate a pupil (e.g. a pat on the back, or handshake), to demonstrate techniques in subjects such as music and PE). Staff will use their judgement and have regard to the school's policies, particularly safeguarding, the age of the pupil, wider circumstances such as if there are other adults present, whether the pupil has SEND or other vulnerabilities and whether there are alternative strategies which do not use physical contact when determining if physical contact is appropriate.

The Headteacher and authorised members of school staff may also use such force as is reasonable when conducting a search for knives, blades or weapons, alcohol, controlled drugs, e-stolen items, or articles that they reasonably suspect have been or are likely to be used to commit an criminal offence or cause personal injury or damage to property.

We recognise the importance of minimising the need to use restrictive interventions. We will do this via whole school methods of de-escalation and prevention and individual approaches including:

- Considering how the school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class management and for managing communal spaces
- Training staff in effective communication strategies
- Developing positive staff-pupil relationships and trust
- Recording and analysing data in the use of restrictive interventions to inform development
- Use of de-escalation techniques such as time out cards, the use of SEND supported learning spaces, reduced timetables etc
- Working closely with families to support individual pupils
- Strategies to support individual pupils based on their identified needs including behaviour support plans
- Making reasonable adjustments for pupils with disabilities
- Giving pupils time, space and strategies to calm down before their behaviour escalates

The decision whether to use a restrictive intervention depends on the individual circumstances of each situation. Staff should consider:

- If it is necessary (taking into account if there are there other more effective, less restrictive ways to manage a situation, if it is likely to successfully reduce the relevant risks, if it is

likely to escalate the situation further and communicate with other staff if there are broader risks in the environment)
- If it is proportionate, using the least restrictive intervention necessary for the least amount of time to reduce the relevant risks taking into account the personal circumstances of the pupil (any medical conditions, SEND, age and size of the pupil and equality considerations under the Equality Act 2010)
- The impact on the pupil's overall welfare balanced against any actions taken

Staff will as far as possible:

- maintain respect for a pupil's dignity including considering the location and environment where any intervention is used
- clearly and communicate to the pupil what is happening, why and what the pupil needs to do
- use, for pupils with difficulties with speech, language or communication, or those with English as an additional language, verbal and non-verbal strategies to ensure the pupil understands what is happening and has adequate time to process information and respond
- understand how the pupil is feeling and use this information to decide if the restrictive intervention should be applied, continued, reduced or stopped

Consideration for pupils with SEND -Some young people with SEND may react to confusing or distressing situations by displaying behaviours which may be harmful to themselves and others. We will seek to understand the underlying triggers of challenging behaviour and develop proactive strategies to reduce the likelihood of restrictive interventions being used. We will work with the pupil, parents/carers and other professionals to develop behaviour support plans, prevention and de-escalation strategies. Behaviour support plans may detail circumstances where it is appropriate for staff to have increased contact with the pupil and its parameters. This will be discussed with relevant people such as teachers, parents/carers, the pupil, pastoral staff and other professionals.

Where there is an identified risk of an increased likelihood in the need to use restrictive interventions we will have an associated risk assessment and identify, where possible, the mitigation of risks such as training and prevention strategies.

Behaviour support plans are reviewed with the pupil and parent/carer periodically and following any significant incident so that any changes can be made.

However, whether the use of a restrictive intervention is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Pupil and staff support

As soon as practicable after the use of a restrictive intervention, incidents will be considered to understand why it was used, the impact on pupils, staff, any patterns/trends and how restrictive interventions may be avoided in the future. If necessary, the pupil and staff member will receive a medical assessment and treatment for any injuries as soon as possible.

Reflective follow up conversations are offered to support pupil and staff wellbeing and to rebuild relationships. This will be done, wherever possible, by a staff member not involved in the incident.

Additional support will be offered, if needed, including further follow up conversations and counselling. If the pupil or staff involved feel this would be of a benefit they are asked to contact their Tutor, Head of Year or any member of staff (pupil) or Line Manager (staff). Support will be given, where possible, to any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or who became distressed. Pupils are asked to speak to their Tutor, Head of Year or any member of staff if they would like support.

Seclusion

Seclusion is a non-disciplinary measure involving keeping a pupil confined to a place away from others and prevented from leaving. This will only be used as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation and not as a disciplinary measure. The pupil in these circumstances is not acting with intent. There are disciplinary measures that appear similar such as a pupil's removal from the classroom or the Focus Room however these disciplinary measures are for deliberate or wilful misbehaviour.

The place to which the pupil is confined will be safe and not threatening or intimidating to the pupil. The pupil will be supervised throughout the period of seclusion. When the immediate risk of harm has reduced the pupil will be allowed to leave.

Recording and reporting

Incidents of significant force
An incident using the use of significant force will be recorded in writing as soon as practicable after the event and wherever possible on the same day using the school's report form.

The school will report each significant use of force to each of the pupils' parents, carers and anyone with parental responsibility as soon as practicable and wherever possible on the same day. This is unless it appears to the staff member that reporting would be likely to result in serious harm to the pupil. In this case the staff member will report the incident to any parent, carer, person with parental responsibility who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within which the pupil usually resides.

The report will be in writing (for example using the schools CPOMS system) and include the following details:

- Time, date and location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable
- Any post event support provided

We will not include other pupil's names to comply with data protection legislation.

We will record the incident even if the use of reasonable force is agreed with parents/carers in the pupil's behaviour plan.

Incidents of seclusion and non-force related restraint

An incident using the use of seclusion and/or non-force related restraint will be recorded in writing as soon as practicable after the event and wherever possible on the same day using the school's CPOMS system. If the incident involved significant force as well the use of seclusion and/or non-force restraint will be recorded on the significant force record.

The school will report a seclusion and/or non-force restraint to each of the pupils' parents, carers and anyone with parental responsibility as soon as practicable and wherever possible on the same day. This is unless it appears to the staff member that reporting would be likely to result in serious harm to the pupil. In this case the staff member will report the incident to any parent, carer, person with parental responsibility who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within which the pupil usually resides. If the incident involves a significant force as well as a seclusion and/or non-force restraint only one report will be provided to parents/carers; this will be a record for significant force as detailed above.

The report will be in writing (for example using the schools CPOMS system) and include the following details:

- Time, date and location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Any post event support provided

We will not include other pupil's names to comply with data protection legislation.

We will record the incident even if the use of seclusion and/or no-force restraint is agreed with parents/carers in the pupil's behaviour plan.

Local Governing Committee

The Local Governing Committee will review and scrutinise data on restrictive interventions at least annually to identify and implement improvements to practice and policies, to identify areas of learning and development for staff, understand pupils' repeat patterns or triggers to ensure the effectiveness of pupil support measures and identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN or other vulnerabilities. The Local Governing Committee will however consider the limitations of data and what can be inferred. The analysis will be proportionate and avoid over-interpretating small subgroups.

Complaints about restrictive interventions

Complaints about the use of restrictive interventions will be dealt with in accordance with the school's complaints policy. If an allegation is made regarding an inappropriate use of force and/or other restrictive intervention against a member of staff the procedures in Keeping Children Safe in Education and our safeguarding policy will be followed.

Power to search pupils and pupil possessions

School staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a 'Prohibited Item'. 'Prohibited items' are:

- alcohol
- knives, blades or weapons
- controlled drugs
- stolen items
- Cigarettes, tobacco, cigarette papers, lighters and matches
- Vapes or vaping liquid
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The Department for Education permits us to search for and confiscate mobile phones from students as part of our mobile phone policy.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they will immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of either the Headteacher and Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact either the Executive Headteacher, Designated Safeguarding Lead (or deputy) or member of the SLT, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any 'prohibited items' but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for 'prohibited items' and items identified in the school rules.

It is a condition of pupils having a locker that we reserve the right to carry out a search.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Parents will be informed of any search for a 'prohibited item'. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

The Designated Safeguarding Lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a 'Prohibited Item'. The staff member will also involve the Designated Safeguarding Lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and will advocate for pupil wellbeing at all times.

Where reasonably possible, and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before the strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

All searches for 'Prohibited Items' and all searches by Police will be recorded in the school's safeguarding system, irrespective of whether an item was found.

Confiscation of Inappropriate Items

School staff can seize any 'Prohibited Item' found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline and/or evidence in relation to an offence. This includes mobile phones and AI glasses. The school has the legal power to confiscate items and at their discretion retain them or dispose of them. The school does not have liability for damage to or loss of any confiscated items beyond their used replacement value. In accordance with the DfE guidance on searching, screening and confiscation the school may also have a duty to pass the item to the Police.

Electronic devices, including mobile phones and AI glasses, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all 'Prohibited Items', we will first consider the appropriate safeguarding response if we find images, data or files on an electronic device that we reasonably suspect are likely to put a person at risk. Our staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence

If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff will never intentionally view the image, and will copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to our Designated Safeguarding Lead (or deputy) who will follow the principles as set out in Keeping children safe in education.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff will consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure available on our website.

Monitoring and evaluation

There will be a termly audit of behaviour, attendance, exclusions, suspensions, off-site directions, managed moves and safeguarding separations to measure the effectiveness of this policy. This will include monitoring attendance, to include percentage of unauthorised absence.

The policy will be updated annually in response to the School's Monitoring and Evaluation and the report will be submitted to the Local Governing Committee.

Appendix A

PUPILS' CODE OF CONDUCT

At The Piggott School we believe that everyone should act with courtesy and consideration to others at all times. **Any hostile, threatening or aggressive behaviour is always unacceptable.**

This means that:

You should always uphold the school values:



You must always try to understand other people's point of view

In class you will make it as easy as possible for everyone to learn and for the teacher to teach

1. Attend school regularly
2. Arrive punctually for school, tutor time and every lesson
3. Have everything you need for that lesson
4. Begin and end the lesson in a courteous and orderly way
5. Listen carefully and following instructions
6. Help each other when appropriate
7. Be quiet when required and sensible at all times
8. Follow rules displayed in hazardous areas, such as science laboratories

You will move gently and quietly around the school

9. Be ready to help by opening doors
10. Stand back to let people pass
11. Carry bags in a considerate manner
12. Keep to the left in crowded areas
13. Follow any one-way systems
14. Behave sensibly and with consideration for others

You always speak politely to everyone

15. Remember to use please and thank you
16. Raise your hand in class if you wish to speak

You are silent whenever you are required to be

You keep the school clean and tidy so that it is a welcoming place of which we can be proud

17. Take care of the equipment you use in class
18. Put all litter in bins
19. Keep walls and furniture clean and unmarked
20. Take care of displays
21. Eat only in the allocated areas
22. Keep the school free of chewing gum

You take care with your personal appearance

23. Wear the correct uniform
24. Remove your outdoor coats before you enter the classroom
25. Any make up must be subtle. No inappropriate jewellery is to be worn.

26. Hair must be tidy. Long hair must be tied up for PE, food and DT classes.

You will take pride in your work

27. Keep all exercise book covers free from writing and drawings
28. Hand in homework and assignments on time
29. Leave any valuable items, such as jewellery, at home.
30. Any dangerous, illegal or harmful items and large sums of money must be left at home
31. Check homework set SatchelOne or other platforms as may be used

Out of school (especially when wearing school uniform) you will always remember that the school's reputation depends on the way you behave, for example you will

32. Walk in a sensible and safe manner to and from school
33. Use the footbridge to cross the A4
34. Cycle with regard to your personal safety and the safety of others; you will always wear a helmet
35. Behave in a way that does not infringe our rules
36. Remember that consequences can be imposed, even for behaviour that takes place off the school's site
37. Use electronic communications including social media responsibly.

Appendix B

THE PIGGOTT SCHOOL ADMISSION AGREEMENT

This agreement is to establish a constructive working partnership between pupils, parents and staff, to ensure that all pupils realise their personal best. Please read it carefully before signing below.

ACHIEVEMENT: Each pupil will be helped to set and achieve their own individual educational goals.

ATTENDANCE: Pupils are expected to attend school regularly and to arrive punctually for tutor time and all lessons. It is the legal responsibility of parents to ensure full attendance. It is the responsibility of the pupil to make up any work missed by absence. Holidays should not be taken during school term time. The school follows the guidance on parental fines, which can be incurred due to poor attendance, punctuality and holidays taken in term time.

CODE OF CONDUCT: Everyone is required to observe the School Code of Conduct and school values. Any rules which may apply to particular circumstance or specific areas of the school. The Code of Conduct also applies to pupils on their journeys to and from school, on school/college visits or when representing the school off-site.

HOMEWORK: Parents have the right to expect pupils to be set homework and should oversee its completion. Social commitments and paid employment should not interfere with homework but teaching staff will endeavour to take into consideration pupils' involvement in extended learning activities (e.g. involvement in clubs, sports and voluntary activities.)

CONSEQUENCES: The school operates a system of consequences agreed by the Governors.

- Staff may detain a pupil during the day without prior notice.
- Pupils may also be detained for an hour after school. On these occasions parents will be given a days' notice.
- Pupils may also be detained for a few minutes after school without parental notification. Staff should take into consideration the pupil's travel arrangements.

UNIFORM: The Piggott School has a compulsory uniform for pupils EYFS up to and including Year 11 agreed by the Governors after consultation with parents, pupils and staff. Full details are given in the School Prospectus and in the Pupil Planner. If a pupil arrives at school in incorrect uniform, without a reasonable explanatory note from parents, they may be required to return home to change.

COMMUNICATIONS: The school undertakes to communicate regularly with parents over their children's progress and other matters of importance. Parents are expected to take the opportunity to discuss pupils' progress with staff at Parents' Evenings and will hopefully also involve themselves in school functions and with the Piggott School Association.

EQUAL OPPORTUNITIES: Every member of the school is entitled to equal consideration, regardless of race, gender, gender identity, disability, religion, or other beliefs or any other protected characteristics.

BULLYING: Every pupil has the right to be free from bullying. The school will take action to support this principle in accordance with the school's policy for dealing with bullying.

PROPERTY: Everyone should respect others' property and that of the school. Parents are asked to ensure that valuable, illegal or dangerous items are not brought to school. Parents may be held liable for damage caused through negligence or vandalism. The following items are not allowed to be brought into school: knives or weapons, illegal drugs, natural high substances, stolen items, tobacco and cigarette papers, vapes or vaping liquid, fireworks, pornographic images, any article that has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We agree to admission to The Piggott School on the terms of the agreement set out above.

Appendix C

Detention: the law and how it is applied

1. Detention is one of the consequences schools can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives school authority to detain pupils after the end of a school session on disciplinary grounds.
2. All schools, except independent and non-maintained special schools, have clear legal authority to detain pupils without the consent of the parent. There is no risk of legal action for false imprisonment if a pupil is kept at school after the session without parental consent. This covers both break, lunchtime and after school detentions. However, before a school introduces detention as a consequence, the Headteacher must make all parents and carers, pupils and staff aware that staff may use detention. Parents and carers of pupils admitted during the school year must also be told about the policy. If the Headteacher has made all reasonable efforts to make the policy known, parents and carers should not be able to challenge the lawfulness of detention because they were unaware of it.
3. The law safeguards children's and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Schools do not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Detentions may only be imposed by a Headteacher of another teacher specifically or generally authorised to do so. They should take account of:
    - the child's age
    - any special educational needs
    - any religious requirements
    - whether the parent can reasonably arrange for a child to get home from school after the detention.
    - Whether the detention will put the pupil at any increased risk
    - Whether the pupil has any known caring responsibilities
    - Whether the detention timing conflicts with a known medical appointment

Written notice

4. After school detentions run on Mondays, Tuesdays, Wednesdays and Thursdays for 30 minutes between 3:10-3:40. Parents will be notified via Satchel One what their child has been set an after school detention for. The detention can be the same day as the notification.
5. Senior Leader Detentions are on Fridays and last 1 hour. Between 3:10 – 4:10 The school will endeavour to give at least 24 hours' notice via the Satchel One App of an SLT detention to the parent, so allowing time for the parent to raise any problems. A notice to a parent should say:
    a. that their child has been given a detention
    b. why detention was given

c. when, where and for how long the child will have to remain in school.

6. Parents and carers objecting to a detention should present the relevant facts for the school to take into account. Examples of such facts should be:
    a. that the detention is on a day of religious observance for the family
    b. concern about the length and safety of the walking route between the school and the child's home
    c. the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.

7. The detention could by revoked altogether or deferred because of the parent's representations.

Parental complaint about detention

8. The Headteacher, or other authorised teacher, may decide the child should have a detention despite the parent's representations. However, a parent who remains dissatisfied may complain to the Headteacher and the governing body under the school's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place.

9. A parent concerned about either the principle of detention or how it is used can raise these concerns with the Headteacher, the governing body, or both.

Method of notifying the parent

10. The law allows notice of a detention to be given to a pupil's parent in various ways including:
    a. handing it to the parent
    b. delivering or posting it to their last known address
    c. any other effective method such as 'pupil post', with a telephone call to the parent, or a fax, e-mail, text or other electronic communication such as the Satchel One App

11. It should normally be unnecessary for a Headteacher to have to arrange for notice of detention to be served personally on the parent or to obtain acknowledgement of its delivery. This would mean that a school could never reasonably detain a pupil whose parent deliberately avoided receiving the notice or refused to respond to it. If the Headteacher has given the parent, whom the school believes has custody of the child, 24 hours' ~~written~~ notice of a detention, the Headteacher should assume that the parent has received this even if there has been no response.

Period of notice

12. Usually, the minimum period of notice is 24 hours; delay in imposing a detention weakens its effect. In practice the 24 hour requirement will normally mean a parent hearing more than a day in advance. For example, for a detention imposed on a Monday, the earliest that detention could take place would be after school on the Wednesday. This ought to allow enough time for parents and carers to make reasonable arrangements for transport, if necessary.

Who should receive the notice

13. Written notice must be given to the parent. (For example, via Satchel One App, Email, or verbally via a phone call.) Notifying one person who has parental responsibility for a child, even if more than one person has custody of the child is adequate. A Headteacher who knew that a child of separated parents and carers lived with the mother, would comply with requirement by giving notice only to the mother, but arguable not by giving notice to the father alone. The Courts could be expected to apply a common sense approach to the notice requirement. If a Headteacher had taken all reasonable steps to give notice to the parent with whom the child lived, it is doubtful whether a Court would be sympathetic to a false imprisonment claim based simply on the fact the school could also have given notice to someone else.

Failure to attend a detention

14. If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, the Headteacher, or other authorised teacher, should decide how to deal with the absence and the original misbehaviour, normally with a more severe consequence.

Circumstances for not detaining a pupil

15. For certain children a detention might never be reasonable, however bad their conduct. For example, an after-school detention could probably not reasonably be imposed on a child who lived far from school, if the pupil's only means of travelling home was on a bus leaving at the end of the school day and there was no other way the pupil could get home. However, the onus is on parents and carers to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to parent or pupil in making alternative transport arrangements would not be sufficient reason to withdraw the detention. If after-school detention is not possible, the Headteacher (or other authorised teacher taking the detention) could consider detention at lunchtime or another suitable consequence.

16. Although the school must have regard to the availability of suitable travel arrangements after a detention, the responsibility for making these arrangements lies with the parent. The school does not have to pay.

Detaining young children

17. In principle, there is no reason why a young child, including one under compulsory school age, should not be given detention. However, it could be difficult to justify the detention of a very young child as the pupil's age would be one on the special circumstances which the Headteacher must by law consider.

18. Teachers have a duty to take reasonable care of pupils at school. If a child is injured because a teacher is negligent, the parent could take an action of negligence against both the teacher responsible and the employer (either the LA or the governing body) under the legal principle of vicarious liability. Schools should also consider carefully the issues of safeguarding and supervision where a single child is detained.

19. A child injured going home from school after being kept in detention could theoretically have a claim in damages against the school if the child or parent could prove that:

    a. the school's duty of care extended to ensuring the child could get home safely
    b. in the circumstances of the case, they had negligently failed to carry out that duty
    c. the injury was a direct result of that negligence.

    However, the LA or governing body would not be liable for any accident that happened to the child on the way home after a detention. To succeed in a negligence action, the child or parent would have to prove all three points in paragraph 18 above.

Early morning, Saturday and holiday 'detentions'

20. The law allows schools to use detentions other than at lunchtime or after school. For Saturday morning, or holiday detentions that pupils attend voluntarily, there can be no question of false imprisonment. Such detentions depend on the co-operation of the pupil and parent.

21. The time a pupil spends in detention should be used constructively and to best effect. Teachers should consider appropriate work for pupils to undertake during the detention.

Records

22. Schools should keep a written record of any detention on SIMS and the reasons for imposing it, in case parents and carers bring a legal challenge.

Appendix D: Substance abuse

OUR OBJECTIVES ARE TO PROMOTE:

- ❑ an understanding of the physical, emotional and social risks of both infrequent, recreational and/or habitual substance abuse
- ❑ a structure for progression within our PSHE programme to teach~~ing~~ about substance abuse and to support open and informed discussion about relevant and related issues.
- ❑ an awareness of the avenues of support available in school and in the community.
- ❑ consistency of approach in conjunction with other schools.

TO FULFIL THESE OBJECTIVES THE SCHOOL'S APPROACH WILL BE AS FOLLOWS:

- ❑ To define 'substance' as alcohol, tobacco, medicines, drugs, caffeine, electronic cigarettes (vapes) and solvents and/or anything the school considers to be a substance detrimental to the wellbeing of pupils, staff or other stakeholders of the school.
- ❑ To define the area within which the school's policies and procedures will be effective as the school's grounds and buildings (including the immediate vicinity beyond the school grounds), on journeys to and from school, when otherwise wearing the school uniform, and areas visited by pupils for curricular and extra-curricular activities, including trips abroad.
- ❑ With respect to substance abuse, the education programme will remain an integral part of the Learning for Life PSHE programme
- ❑ Local initiatives and networks for drugs education will be supported, especially when working in collaboration with other schools
- ❑ Appropriate staff training will be given
- ❑ The level of consequences will relate appropriately to those used in connection with other breaches of rules and discipline within our school~~s~~; all cases will be looked at individually.
- ❑ <u>Permanently Excluded Pupils:</u> In general terms the most appropriate provision for a permanently excluded pupil will initially be to the Foundry College.

THE SCHOOL'S EDUCATION POLICY IN RESPECT OF SUBSTANCE ABUSE:

- ❑ It is the school's policy that pupils should be enabled to consider the effects of substances such as tobacco, alcohol and other drugs on themselves and others, through the acquisition of knowledge, skills and understanding. The focus of the programme will be upon the pupils themselves and their knowledge, feelings, attitudes and decision-making capabilities.

- ❑ The school's education programme will be integrated within the broader framework of PSHE and will take account of the changing perceptions of pupils in relation to drugs.

- ❑ The programme will take account of the need for pupils to attain the personal and inter-personal skills necessary for coping with life in a society where many kinds of drugs will continue to be available, some of which are potentially harmful. These skills include seeking and sifting information, critical thinking, decision making and assertiveness.

- ❑ We will recognise the need for pupils to develop and maintain a level of self-esteem which will motivate them to value their welfare and take conscientious care of themselves.

- ❑ Parents and governors will be kept informed about the school's policy and practice in relation to substance abuse and the school's education programme.

POLICY FOR INCIDENTS OF SUBSTANCE ABUSE:

- ❑ The school has procedures for dealing with drug-related incidents, including a range of appropriate consequences which are outlined in this behaviour policy.

- ❑ All staff will have an understanding of the limits of confidentiality and the degree of confidentiality which can be expected will be explained to the pupils prior to a discussion.

- ❑ Following an incident, discussion involving relevant staff members and specified senior staff will take place to decide whether others outside the school should be consulted or informed. (e.g. parent, EWO, Police Schools Liaison Officer, Community Drug Agencies and Health Authority personnel.)

- ❑ There is a need for pupils to know what school consequences will or may operate if they become involved with drugs.

- ❑ Consequences will take into account:
    - the short and long term welfare of the pupil(s) concerned;
    - the short and long term welfare of other pupils;
    - the difference between rejecting behaviour and rejecting the person;
    - the need for consistency in connection with other drug-related incidents, and previous treatment of the same pupils following transgressions
    - The need to maintain a dialogue with the pupil(s) involved
    - Class of any illegal drug or 'high'
    - Amount of any drug/alcohol the pupil is in possession of, and if the drug/alcohol is likely to have been supplied to others

- ❑ If an offence against the Misuse of Drugs Act is suspected or substantiated, the Police Schools Liaison Officer for the area will be contacted by a member of the Senior Leadership Team.