



Climate for Learning Guidance

2025-26



TARLETON
ACADEMY

FACIMUS NOSTRAE FUTURAE

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Introduction

Our Climate for Learning guidelines have been developed to ensure that all of our students are provided with opportunities to *'Ignite Excellence and Empower Individuality'*, supported by a culture of high challenge and high support. Our mission is to provide the very best for all of our community. This means creating an inclusive environment where staff and students are known as individuals and feel able to aspire to be the best they can be in a highly ambitious learning community.

We expect all staff and students to consistently uphold 'The Tarleton Standard' each and every day. Where the Tarleton Standard is met, we celebrate and reward success. In cases when the standard is not met, we have a culture of high challenge along with high support.

The Tarleton Standard

The Tarleton Standard has been developed to ensure clarity around our core principles and expectations. It is a standard that all colleagues are committed to and we continue to strive on a daily basis to ensure students uphold the standard by living our school values every day. These are the 'agreed consistencies' that all of the Tarleton community commit to.

Individuality



We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

We show our individuality by:

- Supporting everyone in our community
- Taking responsibility for our actions
- Acknowledging our own successes and the successes of others
- Recognising and celebrating our commonalities and differences
- Showcasing our talents

People centred



Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

We show we are people centred by:

- Showing empathy and humility
- Treating everyone in our community with respect, dignity and kindness
- Acting in a responsible manner towards others
- Recognising the strengths of others
- Speaking with respect to others

Belonging



Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

We show our belonging by:

- Striving for excellence
- Talking positively to those around us
- Always including others, in whatever we do
- Removing barriers to promote inclusion
- Showing sensitivity to the needs of others

Transformational



We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

We show we are transformational by:

- Setting high standards and expecting high standards of others
- Thriving in all our endeavours
- Approaching learning with a 'can do' attitude
- Responding to changes with positivity
- Supporting and challenging ourselves and others

Togetherness



We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

We show our togetherness by:

- Showing pride in our work and appearance
- Treating the school community and local community with respect
- Approaching our work with a willingness to collaborate
- Responding positively to those around us
- Sharing our values with one another

1. Rewards

We aim to create a culture of celebration in an environment where students are supported to become the best they can be whilst feeling valued in doing this. To this end, these guidelines have been developed to;

- Encourage and acknowledge consistently positive engagement in learning for each subject;
- Acknowledge good attendance and punctuality;
- Acknowledge the positive contributions and/or impact made by students both in and outside of the classroom;
- Acknowledge students who make a special contribution to school events or aspects of school life;
- Ensure that merits and rewards are consistently and fairly applied;
- Develop a sense of community;
- Celebrate the contribution our students make in the local community as Tarleton ambassadors.

1a. Monitoring Individual Rewards/ Merits

To ensure the success of these guidelines, Tarleton Academy seeks to build a partnership between the school and parents. Parents/carers can actively track their son/daughter's rewards on a daily basis through the Arbor app. The school will also seek to inform parents when other rewards are achieved. This will be done through the use of positive phone calls, postcards, social media announcements and certificates. Students are also able to check their own Arbor to identify when rewards have been provided.

1b. Achieving Merits

Every student has the opportunity to earn additional merits on a daily basis in recognition of their contributions, effort, achievements, engagement and progress. These merits can be issued by all staff members, both teachers and support colleagues. These merits should be consistently and fairly awarded to each student's individual total throughout the year and all staff should actively look to find opportunities to praise and reward students.

1b(i) Special Merits

All teaching staff praise and reward students on a lesson-by-lesson basis. Every lesson will end with students standing silently behind their seat and the teachers will publicly celebrate **one** student with a 'Star of the Lesson' merit. Students will then be released from the classroom a row at a time to promote an orderly exit from classrooms.

1b(ii) Teacher Merits

Whilst there is no limit to the amount of teacher merits that can be awarded within a lesson, they should only be issued when student does something **beyond that which is ordinarily expected**.

1b (iii) Other Merits

At various stages throughout the year, students may receive individual rewards for a wider variety of reasons.

1c. Celebrating individual success on a regular basis

We acknowledge that it is important to recognise and celebrate success on a regular basis and, although there are half termly/termly rewards for students to work towards, we aim to acknowledge good engagement on a regular basis. Some rewards may be issued on a weekly or fortnightly basis whilst others might be issued sporadically.

- Phone calls home
- Postcards
- Stickers
- Dining room fast pass
- SLT Award (certificate)
- Headteacher's Award (certificate)
- Traybake Tuesday for tutor groups with the best behaviour and attendance data
- 'Wonderful Work' social media posts and celebration of work displays- staff to email recommendations
- Use of school facilities, for example, pool party

All staff within the school will have access to postcards which will be distributed occasionally as they see fit. Similarly, certificates, both hard and electronic copies, will be available for distribution to students as appropriate.

All of the above will be celebrated and acknowledged in different ways. For example, some will be highlighted in our weekly praise bulletin, whilst others will be posted on social media and/or communicated via Arbor.

1d. Termly rewards

Each Head of Year will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups during the term. At the end of every term, some students will receive rewards to acknowledge their effort and engagement. These include;

- **Subject Awards**
- **Whole School Awards**
- **Attendance Awards**
- **Individual Awards**

1e. End of Year Rewards

1e(i) Endeavour Awards

- Achievable at the end of the school year
- Nominations completed by subject teachers to acknowledge students who have consistently demonstrated 'Endeavour' values.
- Awarded in end of year assembly with parents invited as appropriate depending on numbers

1e(ii) Subject Learner of the Year

- Awarded to one student in every year group based on nominations from subject teachers

1e(iii) Learner of the Year

- Awarded to one student in each year group based on a range of data, evidence and nominations from all staff. Certificate, voucher, VIP lunch and parents invited in for assembly.

1f. Team Rewards

At key stages during the year, merits totals will be used to reward individuals, tutor groups and year groups. These will include:

- Tutor group of the week - rewarded with a traybake on Tuesday of each week and considers behaviour and attendance data.

1g. Extra-Curricular Rewards

Our extensive menu of extra-curricular activities allows our students to experience and enjoy a broad range of activities and pursuits that allows them to extend their enjoyment of particular areas as well as encouraging them to pursue new interests and develop their talents.

1g (i) Merits and Club Badges

In recognition of dedication and commitment to their extra-curricular studies, students are awarded a merit each time they attend a club.

2. Responding to misbehaviour

When a member of our staff becomes aware of misbehaviour, they should respond calmly, predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques should be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The intention and focus should be on upholding *The Tarleton Standard*.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- **protection:** keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced trauma/abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Tarleton Academy strives to create a school community which embodies our aspiration to build an inclusive, nurturing, caring ethos which permeates our school environment. We have developed a climate for learning policy which places relationships as the cornerstone for students to thrive, both academically and in relation to their wellbeing.

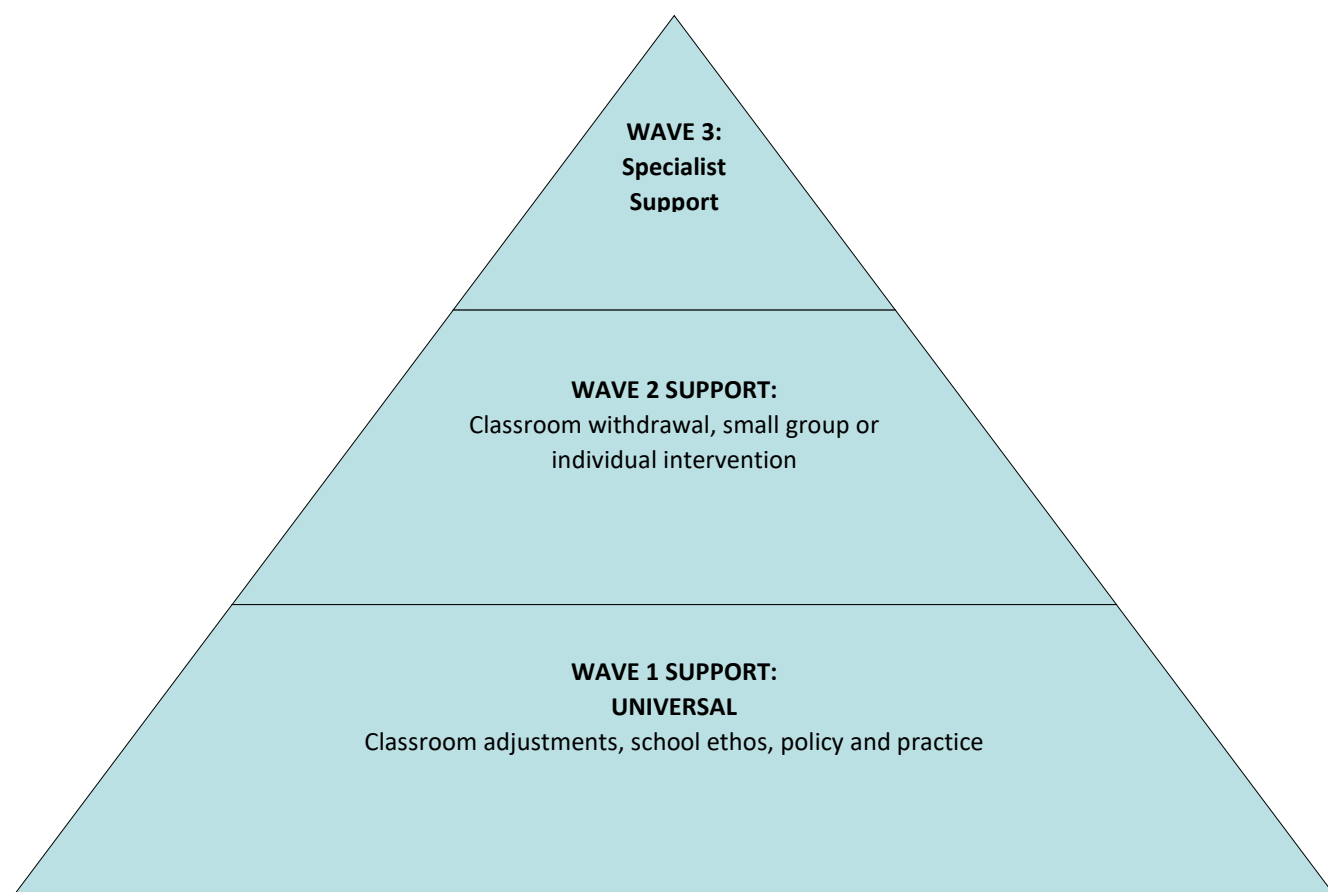
Our trauma informed approach to behaviour management benefits all students and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

At Tarleton Academy, we aim to understand what a student might be trying to say to us through their behaviour. Behaviour that challenges is not always seen as a choice, but as being a communication of a possible unmet need. At Tarleton Academy, we see students as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the student and their behaviour. Whilst the majority of students will thrive when our whole school approach to behaviour is applied, we recognise that some of our students will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

3. Whole School Behaviour Management – The Universal Offer

Our policy and guidelines have been created to ensure clarity and consistency for the whole school community. All staff members, not just teaching staff, are expected to clearly adhere to these guidelines.



All colleagues are empowered and trusted to deal with incidents themselves, where appropriate, to avoid further escalation. For example, a class teacher might call home to a parent regarding a concern in the classroom rather than referring to the PASS team first of all. However, should issues persist, it would be encouraged to escalate to the Head of Dept/Subject, for example.

Where wave one interventions fail to support students in adjusting their behaviours, wave two support may be offered. This generally includes more targeted interventions and small group work. In the event that students are unable to regulate behaviours, school leaders may seek more specialist wave three support which includes the use of specialist or alternative education providers.

4. Outside the Classroom Behaviours

Students who cause general disruption during unstructured times should have this behaviour brought to their attention. Sanctions for poor behaviour outside of the classroom will always be determined based upon the severity of the offence. However, repeated poor behaviour may lead to an escalation through the sanctions process.

4a. Sanctions for inappropriate behaviour during unstructured times

4a(i) Verbal warning/reminder

All staff members should address any concerns verbally and, in many cases, this is enough to address the concern raised. Many students will accept responsibility for their misdemeanour and correct their behaviour immediately. Colleagues may therefore decide that logging the incident is not always necessary. However, if a student is uncooperative, does not respond quickly and positively to correct their behaviour, the incident should be logged under the most appropriate category below.

4a(ii) General demerits

Demerits can be issued by every member of staff within the school. An appropriate sanction may be issued dependent on the severity of the action. School staff will use professional judgement to escalate incidents to the appropriate staff member where further investigation or action is needed.

4a(iii) Loss of unstructured time

At the discretion of the Head of Year and SLT, it may be deemed appropriate for a student to 'lose' their unstructured time. Student's are expected to access their Arbor account to identify any time they are required to attend a detention.

5. The Classroom

We are all responsible for the standards and behaviour in our school; a teacher and other supporting adults are responsible for creating a positive climate for learning in a classroom. We aim to have simple rules and expectations which are communicated consistently and fairly applied. Our principle is 'warm strict' with high challenge and high support centred around our vision and values. A caring approach and definite boundaries are not mutually exclusive. To have defined boundaries and high expectations for conduct and learning demonstrates care. Our aim is for our students to be engaged in the learning process. Supportive measures and reasonable adjustments should be made for students with additional needs as suggested by the SEND Team and especially the student's Passport.

In order to achieve the behaviours and attitudes we expect, we will:

- Explicitly teach these at whole school level, through the tutor programme and in every classroom
- Model behaviours as the norm (social behaviours or learning behaviours)

We will reteach, encourage, praise and reinforce the behaviours **when things are going well**; everyone is more receptive and will listen to correction in moments of calm. As adults we must establish, observe, celebrate and narrate the positive (rather than seeking the negative). In doing so, we flood our students with the social norms that are acceptable in our classrooms, and thus we create the culture of our school, where learning can flourish.

6. Classroom Sanctions

6a. Demerits

6a (i) Classroom demerits

Whilst most very low-level behaviours can be addressed quickly and easily by the classroom teacher/form tutor without the need to log concerns, it might be appropriate for some to be logged by the teacher to allow patterns of behaviours to be tracked. These must be treated separately to the Chance, Choice and Consequence process.

6b. Managing behaviour in the classroom

6b(i). Chance, Choice Consequence

This process aims to:

- Significantly reduced removals from lessons
- Increase communication around expectations of behaviour
- Ensure removals are only used where behaviour is significantly disrupting the learning of others
- To promote a team/departmental approach to supporting students removed from a lesson

Chance, Choice, Consequence C1 and C2	
Chance	<ul style="list-style-type: none"> • Having given students an opportunity to engage with the activity in the room through a variety of strategies, students who are then opting out and are actively not meeting behaviour expectations should have this brought to their attention. • This must be a clear verbal (not to be displayed anywhere) warning with an explanation given to the student at an appropriate time with positive framing utilised and a reminder of how they can be the best version of themselves. • The student should be told they have been given a 'chance'.
Choice	<ul style="list-style-type: none"> • Students who, having been given a clear verbal chance to improve their behaviour, are still not meeting expectations should have this brought to their attention. • Issue a clear warning using the language of 'choice' and redirect the student indicating the behaviour that is desired • The student must be fully aware that they have received and understood the formal warning. It can be written on a whiteboard but there is no expectation for this • Teacher must record the choice on Arbor as soon as the warning has been issued. This will award 1 demerit.
Consequence	<ul style="list-style-type: none"> • If a student has failed to engage in the lesson and a further sanction is needed, the teacher can apply a 'consequence'. • If a student has failed to bring a PE kit and refuses to borrow one the teacher can apply a 'consequence'. • Teachers must complete the log on Arbor immediately. • The teacher should discuss the consequence with the student at an appropriate time after the lesson so that the professional relationship between the teacher and the student is not adversely affected and a fresh start is given. • The student will receive a 30-minute after-school detention the following day as a consequence for their behaviour. This will award 5 demerits. • The teacher must make a phone call home on the same day to explain the behaviours that resulted in the consequence.
C1	<ul style="list-style-type: none"> • If the same student resumes behaviour that is disruptive to the learning of themselves or others, then the member of staff should ring the school office for the member of staff on walkabout to attend the lesson. • Following a conversation between the member of staff on walkabout and the teacher the student may be placed back in the lesson, if appropriate. • The walkabout member of staff may remove the student. • Students removed from a lesson may be placed in an adjoining classroom to work silently at the back, if appropriate. • Teachers must have written work available which allows the student to access the learning outcomes of the lesson without teacher input. • The teacher must make a phone call home on the same day as the removal to explain the behaviours that resulted in the removal from lesson. • The teacher should record the C1 on Arbor.
C2	<ul style="list-style-type: none"> • If a student disrupts the learning in another classroom the member of staff should ring the school office for the member of staff on walkabout to attend the lesson. • The student will be removed to the Reflection Room. • If the member of staff on walkabout deems the student too dysregulated for C1, they can go straight to C2. • The member of staff in the Reflection Room should record the C2 on Arbor.

6b(ii). Choice and Consequence folder

Whenever a student is verbally given a Choice, this must be logged on Arbor. This will trigger one demerit.

This must be logged as soon as possible by the class teacher to allow for appropriate support to be targeted by the team of staff on Walkabout.

6b(iii). Logging of Consequence

Whenever a student is verbally given a Consequence, this must be logged on Arbor. This will trigger five further demerits (the Choice must have also be logged by the Classroom teacher).

This must be logged immediately by the class teacher although it is accepted that this may not be appropriate for some lessons (eg, PE).

6b(iv). Removal Guidance

Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom. The decision to remove a child from the classroom will be made through discussion between the classroom teacher and the member of staff on walkabout. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed by the classroom teacher on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- c) to allow the student to regain calm in a safe space.

6b(v). Collection Process

Having employed a combination of the above strategies, if the teacher feels that the student is choosing not to correct their behaviour to meet the expectation despite individual encouragement, then we use the school's behaviour interventions to prioritise the learning in the room. If a teacher believes a student is at risk of needing to be removed from the lesson, they should call the school office and request for the member of staff on walkabout to attend the classroom.

7. Detentions

7a. Detention Types

An overview of detentions is given below:

Type of detention	Time of Detention	Issued by
3 lateness to lesson demerits in a week	Lunchtime detention	Automatically through Arbor
5 demerits in a week	Lunchtime detention	Automatically through Arbor
5 Choice demerits in a week	Lunchtime detention	Automatically through Arbor
Consequence Detention [1 Incident]	30 minute after school detention	Class teacher issues consequence
SLT Detention	Friday: 60 minutes	For any student missing a consequence detention
Internal Exclusion	Half day	For any student missing an SLT detention
Internal Exclusion	Full day	For any student failing to meet expected standards while on a half day internal exclusion, or for other serious breaches of the school expectations.

7b. Expectations in detentions

Students are expected to demonstrate exemplary behaviour within all detentions. Students must be punctual to their detentions. If late, or demonstrating any disruptive behaviour, staff member will follow a CHANCE, CHOICE, CONSEQUENCE approach. If a student receives a consequence, they will be asked to leave the detention and escalation will take place.

Within detentions, students may:

- Complete homework
- Complete other appropriate tasks such as reading/revision
- Reading

Students are not allowed to place their heads on desks but may sit in silence throughout the whole of detention.

If a student arrives late for an after-school detention without a reasonable explanation, the time will be added onto the end of the detention. The length of the detentions should always match what is stated in this policy (eg after school should always be for 30 minutes or 60 minutes where the first detention is missed).

8. Escalations and interventions beyond the classroom

There may be occasions when further escalation through the school's behaviour policy is deemed appropriate.

Suspension

<p>All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion will be used in response to serious incidents or in response to persistent poor behaviour/breaches of school policy which has not improved following in-school sanctions and interventions.</p>	
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<p>We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a student. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England including student movement guidance'.</p>	
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9. Systems and Processes- Intervention & Support

9a. Use of data to inform interventions

The tracking of behaviour warnings, removals, detentions, lateness, internal and external exclusions is managed by the PASS Team (Pastoral, Attendance, Safeguarding and SEND). The vast majority of this information is available for all to view on Arbor and records are routinely shared with Form Tutors, Curriculum Leaders, Heads of Year and SLT to ensure that the necessary interventions take place. Ongoing discussions should take place at all levels to ensure that interventions are taking place.

9b. Intervention Support

As part of our student centred and trauma informed approach, all data created should be used to identify support required for the student and should not be used to identify the next step in escalating sanctions. The intervention or support may be in the form of discussions with:

- Class Teacher
- Form Tutor
- Curriculum Leader
- Head of Year
- Safeguarding and Wellbeing Manager
- Attendance Manager
- SLT

All discussions should be utilised to identify the correct support required and to ensure that the student is aware, where appropriate, of the need to address their behaviour. The intention should also be to assist in avoiding further escalation through the policy.

9c. Escalations

Whilst the standard escalation procedure captures most incidents we are well aware that all situations and students are different. In order to acknowledge this and ensure that we monitor all behaviour interventions, the following issues are monitored with the appropriate interventions. This is not an exclusive list.

Issue	Time Frame	Escalation / Intervention	Communication
One Consequence from class	Any day	After School Detention (30 mins)	Arbor Notification
5x Choices	Within 5 days (Monday to Friday)	Intelligence event triggered to Head of Year and Form Tutor Lunch time detention	Arbor Notification
5x Demerits	Within 5 days (Monday to Friday)	Intelligence event triggered to Head of Year and Form Tutor Lunch time detention	
Pattern of warnings Pattern of removals	Regularly reviewed by the PASS team.	Pastoral - Detention, parental discussions/meetings and additional interventions Department – Teaching and Learning strategies and interventions External Seclusion – Placement in the behaviour unit of another school	Discretion of Head of Year
Behaviour report escalation	Within the period of report	Escalation to Personal Support Plan	Director of KS / SLT
Poor behaviour in Isolation	At any point	Either a further Isolation or/and Suspension	
Poor behaviour in detention	At any point	Chance, choice, consequence system to be used in all detentions and escalation to the next detention to take place (eg, lunch escalated to after school detention)	
Non-attendance at detention	At any point	Escalation dependent on circumstance- further detentions or Internal	
Return from a suspension	On return	Reintegration meeting and behaviour report	
Failure of external seclusion placement	At any point	Suspension	HT

9d. Reports and Behaviour Support Plans

When students are placed on behaviour report by a staff member, appropriate targets are set and monitored on a daily basis. Staff are informed of these targets and students monitored for a short period (2-3 weeks). At the end of this period the outcome of the intervention is shared with staff and parents.

9e. Restorative Conversations

After any behaviour incidents students will be spoken to by the appropriate member of the Pastoral or Senior Leadership team and a restorative conversation may be held with either staff or other students involved. Teachers are expected to ensure that a 'fresh start' is given to every student following a consequence, removal or other incident.

9f. Search, Screen and Confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance.

School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Whilst the School has the power to search students as outlined in the Education Act 1996 and the DfE guidance 'Searching, screening and confiscation at school' staff should not attempt to **search or screen** any student without the authorisation of the Headteacher. Any concerns that arise should be immediately reported to the a member of the Safeguarding team or the Headteacher.

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the student)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images
- water guns
- energy/fizzy drinks
- grab bags of sweets/crisps
- mobile phones not stored in a Yondr Pouch

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- e-cigarettes/vapes
- electronic devices – including where there are concerns over digital content
- lighters

Being in possession of a prohibited item may mean that the student is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority Children's Social Care services.

9g. Mobile phones

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Daily Process

Beginning of the Day

Students must bring their Yondr Pouch to school with them each day.

As students arrive to school they will:

- 1) Turn their phone off.
- 2) Open their Pouch by tapping against the Unlocking Base.
- 3) Place their phone inside the Pouch and secure it in front of school staff.
- 4) Store it in their backpack for the day.
- 5) Present the Pouch at the start of tutor and at any other time equipment is checked.

End of the Day

Students will:

- 1) Open their Pouch
- 2) Remove their phone
- 3) Close their Pouch
- 4) Keep the Pouch in their school bag overnight.

Late Starters or Early Leavers

Students arriving late or leaving early will pouch/unpouch their phones in the main office.

Violations

Pouches will be checked to make sure they have not been damaged. A damaged pouch will incur a £20 charge.

Pouch Damage or Lost Pouch

If a student damages or loses their Pouch, we will collect the phone and call home for a **Parent Pickup**. If a student damages their Pouch or is caught on their phone, we will collect the phone/Pouch and call home:

- **The Parent will come to the school and pick up their child's phone**
- **AND/OR Consequences may include: In-School Suspension / Detention**

Damaged pouches will be billed to parents at a cost of £20

Note: Damage consists of any signs that the physical integrity of the Pouch has been compromised, whether intentional or unintentional, as determined by the school or Yondr staff.

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

Phone seen during School

Any student found with a device not locked in a Pouch will have it confiscated. The device will only be returned after three consecutive school days and not at the end of the day or over weekends. This is to reinforce the importance of following school rules. A basic phone can be provided for necessary communication during this period, in exceptional circumstances.

Forgotten Pouch

If a student forgets their Pouch, their phone will be collected, and the office will call home to remind the parent of the policy. The phone will be returned to the student at dismissal.

If a student consistently forgets their Pouch, it is considered Lost.

Refer to the Lost Pouch policy above.

Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and could lead to a suspension.

Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.

The Education and Inspections Act 2006 confirms the right of schools as a 'disciplinary penalty' to seize a student's possession, or to retain a possession of a student, or dispose of it. The staff concerned will not be liable in any proceedings if he/she proves that the seizure, retention or disposal was lawful (see below). Nor will staff be liable for any damage or loss as a consequence if the seizure, retention or disposal is lawful. Parents and students should note that this includes mobile phones, other expensive digital items or jewellery.

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf

The seizure, retention or disposal will be lawful if in breach of any statutory requirement, and therefore will be reasonable in the circumstances.

Students with no Phone

Students are welcome to leave their devices at home. Staff will conduct spot checks to ensure this is being communicated honestly. This will include the use of the 'wand metal detector' to ensure a mobile phone is not being carried.

Searching and Screening

Please see 9f *Search, Screen and Confiscation*.

9h. Safekeeping

Staff are obliged to take reasonable care of confiscated property, in which case no liability will attach to the school for any loss or damage.

The school will make every reasonable effort to ensure that confiscated property will be locked away and a record taken of the owner, who confiscated it and when and how long the confiscation is to last. All confiscated items will be handed to the Reception in a sealed envelope with the student's name, tutor, date and time of confiscation together with the name of the member of staff who confiscated the item written clearly on the outside.

Staff may confiscate students' property where it is necessary for disciplinary reasons. This is at the discretion of the staff member.

Abbreviations used in this document	
Abbreviation	Definition
CL	Curriculum Leader
PASS	Pastoral, Attendance, Safeguarding and SEND
SLT	Senior Leadership Team
SEND	Special Educational Needs & Disabilities
HOY	Head of Year