The New Beacon
EX FUMO DARE LUCEM

Behaviour, Rewards and Sanctions Policy

Revised by	Kate Spoor
Revision Date	June 2026
Next Revision Date	June 2027

.....Published: June 2026
Next Review: June 2027
Updated by: Kate Spoor

This is a whole school policy that applies to all areas of the school, including Early Years and Boarding.

Regulatory Framework

This policy complies with statutory and regulatory requirements, including:

- Keeping Children Safe in Education (KCSIE – latest version)
- Restrictive Interventions, including use of reasonable force, in schools" (DfE, April 2026).

Ethos:

The New Beacon is a community in which everyone has the right to be happy and feel safe. The school's ethos encourages pupils to behave with courtesy, kindness, understanding and consideration towards others, and to respect other people and their property.

This policy is a whole school policy and should be read and understood by all staff in conjunction with the:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy, Cyberbullying Policy
- Acceptable Use Policy
- Searching and Confiscation Policy
- Exclusion Policy
- Physical Restraint Policy
- Use of Reasonable Force Policy
- Disability Policy
- Pupil Code of Conduct and EY/PP/JS Behaviour Guidelines – The Golden Rules

Aims -

- To provide a safe, calm, orderly and supportive environment in which pupils feel secure and are able to learn effectively.
- To ensure that all pupils are treated fairly and consistently, with staff applying the Behaviour Guidelines/Golden Rules through a clear, consistent, transparent and equitable approach.
- To promote a culture of mutual respect, where pupils demonstrate honesty, tolerance, kindness and consideration towards others and the wider community.
- To support pupils' personal development by fostering self-respect, self-esteem and self-discipline, enabling them to take responsibility for their actions and understand the impact of their behaviour on others.
- To develop pupils' ability to manage their behaviour positively, including the skills for resolving conflict calmly and constructively.
- To encourage pupils to become reflective, independent and collaborative learners who contribute positively to the school community.
- To maintain open and effective communication between school and home, ensuring a consistent and supportive approach to promoting positive behaviour and wellbeing.

Roles and Responsibilities -

Governing Body

The Governing Body has strategic oversight of behaviour, rewards, and sanctions within the school. It is responsible for:

- Ensuring that the Behaviour Policy reflects the school's aims, values, and legal responsibilities, including safeguarding and equality duties.
- Promoting a culture that prioritises pupil wellbeing, safety, and respect.
- Monitoring the implementation and effectiveness of the policy through regular review and scrutiny of relevant data and reports.
- Supporting and challenging school leaders to ensure behaviour is managed consistently and effectively.
- Ensuring appropriate procedures are in place for serious incidents, including exclusions, and that these are applied fairly and proportionately.

Head

The Head has overall responsibility for the implementation and day-to-day management of the Behaviour Policy supported by the Deputy Head Pastoral. This includes:

- Setting a clear vision and expectation for high standards of behaviour, rooted in the school's values.
- Establishing a positive school culture in which pupils feel safe, respected, and supported.
- Ensuring that the Behaviour, Rewards and Sanctions Policy is applied consistently and fairly by all staff.
- Supporting staff in managing behaviour effectively, including through training and guidance.
- Overseeing rewards and sanctions to ensure they are appropriate, proportionate, and promote positive behaviour.
- Monitoring behaviour patterns, including any patterns relating to particular groups of pupils, and taking action where necessary.
- Liaising with parents and external agencies where appropriate to support pupils' behaviour and wellbeing.

Senior Management Team (SMT)

The SMT supports the Head and Deputy Head Pastoral in implementing and monitoring the Behaviour, Rewards and Sanctions Policy. Their responsibilities include:

- Promoting consistent application of the Behaviour Guidelines across all areas of the school.
- Modelling positive behaviour and professional conduct.
- Supporting staff in managing behaviour, including responding to more serious or persistent concerns.
- Monitoring behaviour data and trends to identify patterns and inform interventions.
- Ensuring that rewards and sanctions are used effectively to reinforce expectations and support pupil development.
- Contributing to staff training and ensuring that staff understand and implement the policy.
- Maintaining clear communication with pupils, staff, and parents regarding behaviour expectations and standards.

Staff (Teaching and Support Staff)

All staff are responsible for promoting high standards of behaviour and acting as positive role models. Their responsibilities include:

- Creating a safe, supportive and inclusive environment in which all pupils can learn effectively.
- Establishing clear expectations for behaviour and applying the Behaviour, Rewards and Sanctions Policy consistently and fairly.
- Modelling respectful, courteous and professional behaviour at all times.
- Using rewards and sanctions appropriately to reinforce positive behaviour and address concerns.
- Supporting pupils in developing self-discipline, resilience, and responsibility for their actions.
- Identifying and responding promptly to behaviour concerns, including those related to safeguarding or wellbeing.
- Communicating effectively with parents regarding pupils' behaviour, celebrating success and addressing concerns where necessary.
- Working collaboratively with colleagues and senior leaders to ensure a consistent whole-school approach.

Pupils

Pupils are expected to take an active role in maintaining a positive school community. They are responsible for:

- Demonstrating respectful and considerate behaviour towards others, including staff, peers, and visitors.

- Following the school's Behaviour Guidelines/Golden Rules and understanding the expectations placed upon them.
- Taking responsibility for their own behaviour and reflecting on its impact on others.
- Engaging positively with the school's rewards system and striving to meet high standards of conduct and effort.
- Responding appropriately to sanctions and guidance, using these as opportunities for reflection and improvement.
- Resolving conflicts calmly and respectfully, seeking support from staff when needed.
- Contributing positively to the school environment and wider community.

Parents and Carers

Parents who accept a place for their child at the school agree to uphold the school's policies and regulations, including this Behaviour, Rewards and Sanctions Policy, as set out in the Contract for Educational Services.

The school values a close and constructive relationship with parents and carers and seeks to work in partnership with them to promote high standards of behaviour. This partnership is essential in ensuring a consistent and supportive approach to pupils' development, both within and beyond the school environment.

The school expects parents and carers to support its values and expectations in all aspects of school life, including attendance and punctuality, behaviour and conduct, uniform and appearance, standards of work, and participation in sporting and extracurricular activities. These expectations apply to all school-related activities, whether on or off the school site, including educational visits, residential trips and fixtures.

Parents and carers play a vital role in supporting the school's approach to behaviour and are encouraged to:

- Support the school's Behaviour, Rewards and Sanctions Policy and reinforce its expectations at home.
- Promote positive attitudes towards learning, behaviour and respect for others.
- Work in partnership with the school to address any behavioural concerns promptly, constructively and in a spirit of trust.
- Engage with the school through meetings and communication where additional support for their child is required.
- Inform the school of any circumstances that may affect their child's behaviour, wellbeing or engagement.
- Encourage their child to take responsibility for their actions and to learn from both rewards and sanctions.

Safeguarding, Equality and Individual Need

The school takes an individualised and contextual approach to behaviour. In responding to any incident, staff will consider the circumstances, context and potential underlying causes

of a pupil's behaviour, including any factors relating to the pupil's wellbeing or development.

Where a pupil's behaviour gives rise to a safeguarding concern, staff will act promptly. If it is reasonably suspected that a pupil may be suffering, or is likely to suffer, significant harm, staff must follow the procedures outlined in the school's Safeguarding Policy and report their concerns to a member of the Safeguarding Team without delay.

The school also recognises that behaviour may be linked to unmet educational, emotional or other needs. In such cases, staff will work closely with parents and carers, and where appropriate external agencies, to ensure that appropriate support is in place.

The school recognises and fulfils its duties under the Equality Act 2010. We do not tolerate any behaviour that is discriminatory, including but not limited to discrimination based on race, religion, disability, sex, gender identity, or sexual orientation.

The Behaviour, Rewards and Sanctions Policy is applied fairly, consistently and without discrimination, and reasonable adjustments are made to support pupils with disabilities or special educational needs and disabilities (SEND) in accessing all aspects of school life. Further detail is set out in the school's SEND Policy.

Behavioural Expectations

Pupils are expected to demonstrate responsible and respectful behaviour at all times, in line with the school's values and expectations. We encourage all pupils to make positive choices and to follow our shared expectations so that everyone feels safe, happy and ready to learn.

It is the responsibility of all staff to support pupils in demonstrating high standards of behaviour, both within and beyond the school environment. All staff play an active role in recognising, rewarding and addressing behaviour, ensuring expectations are applied consistently.

An outline of expectations can be found in Appendix A

Teaching Positive Behaviour

The school takes a proactive and preventative approach to behaviour by explicitly teaching and reinforcing positive behaviours across all aspects of school life. Clear expectations are introduced, modelled and regularly reinforced by staff through chapel, assemblies, form time, Global Citizenship and Life Skills (GCLS) lessons, and daily interactions in the classroom and wider school environment. Pupils are supported in developing key social and emotional skills, including kindness, respect, self-regulation, cooperation and resilience.

Staff use consistent language, praise and the school's rewards systems to recognise and encourage positive behaviour helping pupils to understand expectations and to make good choices. Opportunities for reflection and discussion are used to support pupils in learning from their experiences and developing a strong sense of responsibility and empathy.

As pupils grow and develop, they are given increasing opportunities to take on responsibility and leadership within the school community, with expectations for behaviour,

independence and self-regulation evolving in line with their age and stage of development. This ensures that pupils are appropriately supported and challenged, preparing them to contribute positively and confidently both within and beyond the school.
This consistent, values-led approach ensures that positive behaviour is understood, practised and embedded across the school community.

Rewards and Motivation

We recognise that consistent, genuine praise, encouragement and recognition play a key role in promoting positive behaviour and reducing the need for sanctions. When pupils experience this, they develop a sense of pride, confidence and self-worth, and feel valued, motivated and happy within the school community.
There are many ways in which positive conduct, citizenship, good work and achievement are recognised, encouraged and rewarded at The New Beacon.

Examples of incentives and rewards across the school:

Early Years, Pre-Prep & Junior School	
Verbal/Written praise and feedback	Courtesy Shield (Pre-Prep), Courtesy Cup (Junior School)
Stickers, Stamps & Certificates	Coach's Award
Pebbles	Musician of the Week
Golden Time	Positions of responsibility e.g. monitors, school council
Individual class rewards	A mention in the Friday Beacon
Company Tokens (Early Years and Year 1)	Golden Book entry – shared in Celebration Assembly
*¼+ (from Year 2 upwards)	Tea with the Head
Verbal feedback/phone call/email home to parent/carer to share the good news	Red Letter Day (Junior School)– a certificate to be received by post for exemplary behaviour or work

Middle and Senior School	
Verbal/Written praise and feedback	Colours/badges
Stickers, Stamps & Certificates	Positions of responsibility
*¼+ - individual and company awards	A mention in the Friday Beacon
Individual class rewards	Recognition at the end of term assemblies
Mentions in chapel or assemblies	
Verbal feedback/phone call/email home to parent/carer to share the good news	
*'E' - Excellence award	
Heads Award	

*The school employs a merit system of 'quarters' (i.e. a company-point) and 'E's (E meaning excellence, worth 4 quarters).

Quarters are awarded for good work, and good deeds.
Es (E for 'excellence,' and worth 4 quarters) are generally awarded for excellent work or exceptional citizenship; children can receive recognition for gaining an E in assembly and are encouraged to bring the relevant piece of work to the Head of Middle School or Head of Senior School to be signed.
A 'Head's Award' may be awarded for an exceptional piece of work and is worth 8 quarters. A Head's E can also be awarded for exceptional positive behaviour. This would be announced in one of the Chapel services.
Quarters are totalled at the end of each half term. Each term every year group will set a target of quarters for their forms, if this is reached there will be an age-appropriate form reward. The total will be attainable but not necessarily reached by every form every term.
The Company that has won the highest number of quarters over the year wins the Company Cup on Open Day.

Supporting Pupils and Addressing Unwanted/Negative Behaviour:
Form tutors and specialist teachers have primary responsibility for monitoring pupils' behaviour and supporting their development on a day-to-day basis. Deputy Heads of Section and Heads of Section provide guidance and support to staff and pupils, and may implement additional rewards or sanctions where appropriate.
Heads of Section maintain oversight of behaviour within their areas of the school, ensuring consistency and addressing any emerging patterns or concerns. The Deputy Head (Pastoral) has overall responsibility for monitoring behaviour across the school, ensuring that standards are upheld and that the policy is implemented consistently and effectively. This is overseen by the Head Teacher, who retains ultimate responsibility for standards of behaviour across the school.
The school adopts a restorative approach to unwanted/negative behaviour. While the promotion of positive behaviour is central to its ethos, there are occasions when sanctions are necessary. In such cases, sanctions are applied fairly, consistently and proportionately, taking into account the individual circumstances of each pupil.
The purpose of any sanction is to support pupils in reflecting on their behaviour, understanding the impact of their actions on others, and taking responsibility for making things right. Wherever appropriate, a restorative approach is used to repair relationships, rebuild trust and enable pupils to make more positive choices moving forward, while maintaining the dignity of all involved.
When addressing unacceptable behaviour, staff seek to understand the underlying causes and respond in a calm, constructive and supportive manner. The focus remains on reflection, responsibility and positive change. Any sanction applied will be appropriate to the behaviour, the context and the individual pupil, and implemented consistently across the school.
In managing incidents, staff will:

- Remain calm and avoid unnecessary confrontation.
- Listen carefully and respectfully to all parties involved.
- Establish the facts as fully as possible before reaching a conclusion.
- Make fair, balanced and informed judgements based on the available information.
- Inform parents/carers of any significant incidents and the sanction given.

Where appropriate, staff will use restorative approaches to help pupils understand the impact of their actions, repair harm/hurt caused and restore positive relationships. The school uses a range of restorative approaches, including structured conversations, supported reflection, opportunities to repair harm, and adult-guided discussions, to help pupils understand the impact of their behaviour and to rebuild positive relationships. Pupils should feel safe and supported at all times.

There are occasions when a sanction will be necessary. Sanctions are not always applied sequentially; rather, they are determined by the nature, seriousness and context of the behaviour. The table below outlines a graduated range of sanctions, which may be used where behaviours are repeated or where an escalation in response is appropriate.

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Early Years	Re-model expectations	Two verbal reminders	Time out to reset e.g. thinking chair /time with adult.	Time out to reset – time in another area of the school	Visit to the Head of Early Years	Time with the Deputy Headteacher Pastoral	Conversation with the Headteacher	Internal suspension – 0.5 - 1 day	External fixed term suspension	Permanent Exclusion
Pre-Prep & Junior School	Two verbal reminders	Time out to reset – time with adult /click & collect	Meeting with the Head of Pre-Prep & Juniors	Loss of Privilege	Support Card	Time with the Deputy Headteacher Pastoral	Conversation with the Headteacher	Internal suspension 0.5 - 1 day	External fixed term suspension 1/3/5 days	Permanent Exclusion
Middle School	One verbal reminder	Time out to reset – Click &	Support Card	Head of Section detention	Loss of privilege	Deputy Head's detention	Head's detention	Internal suspension 0.5-1 day	External fixed term suspension	Permanent Exclusion

		Collect							1/3/5 days	
Senior School	One verbal reminder	Time out to reset – Click & Collect		Head of Section detention - lunchtime	Loss of privilege	Deputy Head's detention – after school	Head's detention – Saturday morning	Internal suspension 0.5 - 1 day	External fixed term suspension 1/3/5 days	Permanent Exclusion

Further details of examples of behaviour warranting these steps are outlined in Appendix B

Use of Physical Intervention or Restraint

The School recognises that, in exceptional circumstances, it may be necessary to use reasonable physical intervention or restraint to prevent a child from harming themselves or others, causing serious damage to property, or significantly disrupting the safe and orderly running of the school. Any use of physical restraint will always be proportionate, reasonable, and used as a last resort, in line with the Department for Education (DfE) guidance, "Restrictive Interventions, including use of reasonable force, in schools" (DfE, April 2026). Staff are trained to prioritise de-escalation strategies and to act in the best interests of the child's safety and wellbeing at all times. All incidents of physical restraint will be recorded and monitored in accordance with school procedures and parents will be notified.

Serious Sanctions

The school administers serious sanctions fairly, consistently and proportionately, following appropriate investigation. All decisions take into account the individual circumstances of the pupil, including age, maturity and any additional needs.

Sanctions are never degrading or unlawful. Corporal punishment is illegal and is neither used nor threatened at this school.

Serious sanctions may be applied in response to a significant incident or where inappropriate behaviour persists despite prior support, guidance and sanctions. All incidents are addressed promptly and recorded appropriately.

When applying serious sanctions, the school takes care to ensure that pupils with special educational needs, disabilities, or other vulnerabilities are not disadvantaged, in line with the Equality Act 2010.

A record of serious sanctions is maintained and overseen by the Head. This record is reviewed regularly to identify patterns and ensure that appropriate support and intervention are in place. Where serious incidents occur, written accounts may be taken from pupils and staff to ensure a clear and accurate understanding of events.
Information about serious sanctions may, where appropriate, be shared with receiving schools as part of transition arrangements.

Suspension
The Head has the authority to suspend a pupil, either as a result of a single serious incident or a pattern of behaviour.

Suspension may be:
Internal Suspension
This involves temporary removal from normal lessons or activities within school. Pupils remain supervised by staff and will complete appropriate work and reflective activities.
External Suspension
This involves a fixed period of absence from school (usually between one and five days). During this time, pupils will be provided with work to maintain their learning and will be supported in reflecting on their behaviour before returning to school.
Examples of behaviour that may lead to suspension include:

- Behaviour that brings the school into disrepute
- Bullying, including online or discriminatory behaviour
- Use of inappropriate or harmful substances (e.g. smoking, vaping, alcohol)
- Disrespect towards staff or members of the public
- Misuse of technology or online platforms
- Damage to property or vandalism
- Theft
- Physical aggression
- Repeated or escalating low-level disruption

This list is not exhaustive.

Reintegration Following Suspension
Following a period of suspension, the school is committed to supporting pupils in making a successful return to school. A reintegration meeting will be held with the pupil and, where appropriate, their parents or carers, to reflect on the incident, reinforce expectations and agree clear strategies for moving forward. This may include the setting of individual targets, additional pastoral support or monitoring arrangements. The focus of reintegration is to rebuild relationships, restore confidence and ensure that the pupil feels supported in making positive choices and fully re-engaging with school life.

Exclusion

The Head has the authority to permanently exclude a pupil in cases of serious misconduct or where all other interventions, including suspension, have not been successful.

Examples of behaviours that may result in exclusion include:

- Serious or repeated misconduct
- Persistent bullying or harmful behaviour towards others
- Child on Child abuse
- Repeated physical aggression
- Possession or use of a weapon
- Possession or use of a banned substance (e.g. drugs, alcohol, cigarettes, vapes)
- Serious breach of trust, including theft or blackmail
- Discriminatory behaviour (e.g. racist or sexist behaviour)
- Serious misuse of technology
- Malicious allegations against staff
- Behaviour that significantly compromises the safety or wellbeing of others
- This list is not exhaustive.

Decision-Making

In determining whether suspension or exclusion is appropriate, the Head will consider:

- The nature and seriousness of the behaviour
- The impact on other pupils, staff and the wider community
- The pupil's age, needs and circumstances
- The pupil's previous behaviour record
- The extent to which the behaviour reflects a breach of the school's values

In very serious cases, including those involving potential criminal behaviour, the school may involve external agencies, including the police.

Support Strategies

The school is committed to supporting all pupils in making positive choices in their behaviour and attitudes. We recognise that, in some cases, behaviours of concern may reflect underlying needs or challenges. Our approach is therefore supportive and proactive, seeking to identify and address these needs while guiding pupils towards improved behaviour.

A range of strategies may be used alongside the sanctions system to help pupils reflect on their choices, develop self-regulation and make positive changes to their conduct. These may include:

- **Click & Collect** provides an opportunity for a pupil to reset in another environment. It can be used as a pastoral support or negative behaviour reset strategy. Through this approach a member of senior staff is contacted to collect the pupil from the class and put support in place as appropriate.

- **Personalised Support Cards** to provide clear targets, structure and regular feedback. Usually used for 1-3 weeks in collaboration with the pupil, staff and parents.
- **Mentoring,** either with a member of staff or, where appropriate, peer support.
- **Targeted academic support or subject tutoring** where difficulties may be impacting behaviour.
- **Structured peer support or small group interventions**. This may be delivered by any member of the school team.
- **A Team Around the Child (TAC) approach**, which may include involvement from external agencies where appropriate.
- Access to individual or small group **counselling** sessions.
- **Re-education sessions** led by senior staff to support reflection and reinforce expectations.
- **Structured reflective work** (such as project-based tasks) to be completed during a period of suspension, followed by a supported reintegration meeting on the pupil's return.

These strategies are implemented in a supportive, consistent and proportionate way, with the aim of helping pupils to understand their behaviour, take responsibility, and develop the skills needed to engage positively with school life.

Appendix A -

Behavioural Expectations

At The New Beacon, pupils are expected to demonstrate high standards of behaviour at all times. Expectations are taught and modelled clearly, with younger pupils supported appropriately according to their age and stage of development.

Pupils are expected to:

- Follow school rules and respond promptly to instructions from staff.
- Treat all members of the school community with kindness, respect and good manners.
- Listen carefully to others and communicate in a thoughtful and considerate way.
- Work and play cooperatively, taking turns and including others.
- Show respect for the school environment, including buildings, grounds, equipment and personal belongings.
- Be honest and take responsibility for their actions.
- Make safe and sensible choices in school and during all school-related activities.
- Reject behaviour such as bullying, dishonesty, unkindness, damage to property and the use of inappropriate or offensive language.
- Act as 'upstanders', showing courage and integrity by doing the right thing and supporting others.
- Use technology, where permitted, safely, respectfully and in accordance with school guidance and the law.

Prohibited and Restricted Items

Certain items are not permitted in school. Pupils are expected to leave these at home. Any such items brought into school may be removed by staff. This list is not exhaustive and may be determined at the school's discretion:

- Sums of money
- Mobile phones (see Mobile Phone entry below)
- Electronic games or devices
- Items intended for swapping or trading
- Jewellery (except for approved religious items)
- Aerosols or items which may present a health risk
- Items which are precious to the owner, e.g. balls and games for use at breaktimes. The school cannot be held responsible for and loss or breakages.
- Any other item considered unsuitable or disruptive

Uniform and Presentation

Pupils are expected to wear the correct school uniform and present themselves in a smart and tidy manner at all times.

- Hair should be clean, neat and of a natural style and colour. Hair which is long must be tied back for health and safety reasons.
- Jewellery is not permitted, with the exception of approved religious or medical items.
- Watches are permitted for older pupils only (Years 7 & 8), in line with school guidance.
- Smart watches are not permitted for any pupils.
- Pupils should use school-approved bags to carry their equipment.
- Appropriate outerwear should be worn to and from school.

Final decisions regarding uniform and presentation rest with senior staff.

Expectations in Lessons

Pupils are expected to:

- Arrive on time, prepared and equipped for learning.
- Line up quietly outside a classroom until invited inside by the adult.
- Demonstrate good manners and respect within the classroom.
- Engage fully in learning and follow staff guidance.
- Leave classrooms tidy and ready for the next group.

Break and Lunchtime Expectations

Pupils are expected to behave responsibly and safely during less structured times of the day.

During break times:

- Pupils should play in designated areas unless attending a supervised activity.
- Access to certain areas of the school is restricted without permission.

During lunchtime:

- Pupils must attend lunch and follow hygiene routines (e.g. handwashing).
- Pupils should demonstrate good table manners and make appropriate food choices.
- After eating, pupils should return to designated play or activity areas.

Wet Playtimes

During wet play, pupils are expected to:

- Engage in calm and appropriate activities.
- Remain in designated areas under staff supervision.
- Move around safely and responsibly.

Staff will provide appropriate resources and guidance to support positive behaviour during these times.

Behaviour Expectations Beyond the School

The school expects pupils to uphold its values and standards of behaviour at all times, including when they are outside the school environment or online.

The provisions of this policy may be applied to behaviour that occurs beyond the school, including serious misconduct, particularly where pupils are:

- participating in activities organised by, or associated with, the school;
- travelling to or from school;
- wearing school uniform; or
- otherwise identifiable as a member of the school community.

This is especially important where such behaviour may have an impact on the welfare of others, the orderly running of the school, or the reputation of the school. The school may also take action where behaviour poses a risk to another pupil—whether from this school or another educational setting—or to members of the public.

Pupils are therefore expected to demonstrate the school's values at all times, including beyond the school site and in their use of online platforms and social media.

Mobile Phones

Pupils are not permitted to bring mobile phones or other electronic devices to school, except in limited circumstances approved by the school.

Where permission is granted (e.g. for travel arrangements for older pupils):

- Phones must be handed in to the main office on arrival, where they will be locked in a secure cabinet, and collected at the end of the day.
- Phones must not be used during the school day.

Any unauthorised mobile device brought into school will be confiscated and managed in accordance with school procedures.

Searches

In accordance with statutory guidance, the school reserves the right to search pupils' bags, lockers, and personal possessions where there is reasonable suspicion that prohibited items may be present. Any search will be conducted lawfully, proportionately, and with due regard to the pupil's dignity and welfare.

Confiscation

The school reserves the right to confiscate any item that is:

- Unsafe or poses a risk to others
- Disruptive to learning
- In breach of school rules or uniform expectations
- Inappropriate or contrary to the school's ethos
- Prohibited by law

Confiscated items will be stored securely and, where appropriate, returned to a parent or carer.

Appendix B

List of behaviours that would normally result in a ¼- (this list is not exhaustive and as always other factors may be considered); these have been written after consultation with The School Council):

Not following instructions
Repeatedly forgetting books, equipment and games kit
Shouting out
Failing to hand in work
Unkind remarks
Disruptive behaviour
Lateness (with no reason)
Running in Corridors
Noise in Corridors
Repeatedly forgetting blazers/armbands
Lack of good manners
Poor lunch time behaviour
Untidy locker
Failure to follow classroom rules
Dropping litter
Not having a reading book
Leaving property lying about
Planner not filled in
Eating in class
Disrespecting others' property
Incorrect uniform

List of behaviours that would normally result in a direct minus (this list is not exhaustive and as always other factors may be considered); these have been written after consultation with The School Council):

A repeat of any of the incidents listed above, despite the previous sanction and subsequent reminder

Violence
Repeated unkindness (questionable bullying)
Swearing
Disrespect to staff or visitors
Vandalism
Stealing
Cheating
Lying
Inappropriate internet use
Fighting
Having a mobile phone or other electronic device or large sums of money without proper authorisation
Spitting
Leaving the campus without permission during the school day
Selling items in school without proper authorisation

List of behaviours that would normally result in a Deputy Head's Detention (this list is not exhaustive and as always other factors may be considered):

A repeat of any of the incidents listed above, despite support strategies in place.
Physical Violence
Bullying
Racism
Homophobic behaviour
Misogynistic behaviour
Racist behaviour

List of behaviours that would normally result in a Head's Detention (this list is not exhaustive and as always other factors may be considered):

A repeat of any of the incidents listed above, despite support strategies in place.
An extreme incident relating to any of the previously listed behaviours.