



ST BEES SCHOOL

WHERE WEST MEETS EAST

BEHAVIOUR & EXCLUSION POLICY 2021 - 2022

Author: Headmaster

Next review due: August 2022

INTRODUCTION

Review by: Deputy Head and Assistant Head





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St Bees School encourages students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school and all members of the school community.

The overriding principle of the school's Behaviour Policy is that students should be entitled to a learning environment which enables effective learning at all times. No student should impede the learning of another student.

Promoting the emotional well-being of all of our students is key to their development. We aim to promote trust and mutual respect for everyone. We believe that good interpersonal relations, good manners and a secure learning environment play a fundamental role in the creation of a safe, stimulating and challenging educational environment.

CHARACTER DEVELOPMENT

At St Bees we believe that IQ and EQ should be developed in balance. We lay great emphasis on the development of the following attributes:

- teamwork
- leadership
- independence
- research skills
- communication
- personal organisation
- creativity and originality
- confidence
- public speaking
- critical thinking.

We embed these attributes within every lesson as well as through our extensive programme of co-curricular activities.

The character development programme is designed to have a major positive impact on students' maturity of attitude and, therefore, on their development of responsible behaviour.

St Bees School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person so he/she is equipped to take his/her place in the modern world.



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PROMOTING GOOD BEHAVIOUR

At the School we reward and encourage good behaviour, and celebrate curricular and co-curricular achievements from our students through the Merit System. All merits and de-merits are recorded on the school's back-office system along with a reason for such awards

CODE OF CONDUCT

St Bees School's community of staff and students adhere to a code of conduct, rather than to lists of rules.

Communication

- I know how to communicate appropriately
- I actively listen and contribute sensitively to discussions

Preparation

- I come to school appropriately equipped for lessons
- I am always on time

Respect

- I respect others, their possessions and our environment

Responsibility

- I take responsibility for my actions and behaviour
- I walk and move around school quietly and sensibly

Consideration

- I am considerate of other people's feelings

Pride

- I am a proud ambassador of St Bees School.

St Bees School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect students to treat staff and each other with courtesy and good manners so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why inconsiderate behaviour is unacceptable.

Everyone has a right to feel secure and safe and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated. Our Anti-Bullying Policy is available to parents upon request. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual



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orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted, looked after or is a carer.

The School take its duties under the Equality Act 2010 seriously and makes reasonable adjustments for students with special education needs and disabilities (SEND).

The School reserves the right to take disciplinary action against students who are found to have made malicious accusations, whether against other students, staff or other individuals, up to and including suspension / exclusion.

INVOLVEMENT OF STUDENTS

The School promotes an ethos of good behaviour where students treat each other with respect at all times, inside and outside of School.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during Tutor time and Personal Development lessons.

The School will ensure that all new students, including boarders, are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all students as they transition through the School, from the day they start at the School to the day they leave.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. We expect students to always behave in a manner that reflects the best interests of the whole School community.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are detailed in the Student Planner. Its sanctions are to help the school manage challenging behaviour. The Rules are published to students and parents and may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the School community as a whole.

TEACHING AND LEARNING

St Bees School aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our



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teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

SANCTIONS

Student Focus

It is hoped that students will respond to the School's positive encouragement and rewards system. However, the School acknowledges that from time to time, students' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions help the School to set boundaries and to manage unacceptable or challenging behaviour from students.

Staff Focus

As a core component of the school's Behaviour Policy, colleagues undertake to exercise effective classroom management strategies, ensure that the tasks set are age- and ability-appropriate, that the pacing is positive. As a common-sense rule, St Bees School deems it unacceptable for sanctions to be applied when directly attributable to teaching deficiencies. Teachers take responsibility for the management of the behaviour of students in their care. Strong relationships underpin positive behaviour.

Any sanctions must be proportionate and should show consistency with practices. The Headmaster undertakes to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

The following factors should be considered when deciding on the level of sanction:

- Impact on the learning of others
- Impact on the welfare of others
- Prior record/warnings
- Likelihood of repeat in the future

General Principles

- At St Bees we deal personally and interpersonally with behavioural issues
- Sanctions should not be applied to the whole class but to those who directly cause disruption
- Inappropriate behaviour should be referred by the teacher to the student's Tutor who undertakes to address the matter during the next mentoring session
- Repeated transgressions from individual students should be referred by the Tutor to school management who undertake to convene a cause for concern meeting.



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Under the *Education and Inspections Act 2006*, schools have a statutory power 'to such extent as is reasonable' to regulate students' behaviour when off-site and not under the supervision of staff. Heads are permitted to implement on-site sanctions

Sanctions in isolation are generally ineffective in changing behaviour unless they are supported by a framework of dialogue with the student and their parents. Tutors should ensure that parents are kept fully informed when there are concerns regarding the behaviour of a student in their tutor group.

The hierarchy of reward/sanction/intervention is as follows:

Increasing magnitude
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PUNITIVE

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- Verbal rebuke
- Demerit
- Time Out
- Domestic tasks (boarding)
- Gating (boarding)
- Suspension
- Internal exclusion
- Exclusion/Expulsion

POSITIVE

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- Verbal praise
- Merit
- Praise in Assembly
- Postcard home
- Headmaster's Commendation
- Speech Day Prize



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Action steps:

Note: the system is designed to move from step to step, but moving immediately to higher steps must always be an option.

Step 1: Verbal Warning

- The student receives a verbal warning from the member of staff.

Step 2: Written Warning

- The student's name is noted on the whiteboard
- Erase the name only when this action is effective in improving behaviour.

Step 3: Demerit

- A name on the whiteboard at the end of the lesson will result in the issue of a demerit at the end of the lesson
- Any member of staff may award a demerit to a student, this is recorded on the schools management system, Engage and in their student planners. The demerits are instantly available for the student's Tutor to see and are monitored during their mentoring sessions.

Step 4: Instant time out

- The student is sent out of the classroom to stand in the corridor
- The teacher should speak to the student outside the classroom at the next available break in the lesson
- The student is invited back into the classroom on condition that behaviour improves.

Step 5: Time Out

- The student is initially sent to the School Office
- The Office Manager informs the Headmaster or Deputy Headmaster that the student is being sent to the Time Out room for a period of self-reflection
- No work is needed in the Time Out room and the student only needs to bring a pen
- Teachers should spend minimum time on this process and focus on their class
- The student will silently write answers to the six Restorative Justice questions:
 1. What has happened?
 2. What were you thinking at the time?
 3. Who has been affected by this incident?
 4. How have they been affected?
 5. What needs to be done now to make things right?
 6. How can we do things differently in the future?
- Supervision is provided by a member of SLT.
- At the end of the lesson the teacher making the referral must collect the student from the Time Out room and either meet with the student or arrange to meet at the next



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available break or lunch time. The student's answers to the questions above form the basis of the discussion. The student is required to consider their behaviour and make amends as appropriate.

- The teacher informs the student that a second referral to the Time Out room within the month will result in immediate referral to the Headmaster.
- The teacher must report this incident on the schools MIS system and the student's Tutor.
- The Tutor should liaise with the teacher after the next mentoring session and feedback.

These strategies are aimed at improving behaviour and enabling the class to proceed free from disruption.

Step

Step 6: Cause for Concern 1

- Refer the student to the Assistant Head with a request to hold a Cause for Concern meeting
- The Cause for Concern 1 meeting should involve the Assistant Head or the Headmaster, the referring teacher, the Tutor, and any other teacher who has experienced similar difficulties
- The Tutor is the Chair for the Cause for Concern meeting and, prior to the meeting, should have gathered pertinent information from other colleagues
- The Cause for Concern meeting will define the action to be taken
- A named 'scribe' will document the actions and ensure that all relevant staff are informed of the action to be taken, and that this document is placed on the student file.

Step 7: Cause for Concern 2

- Should the school's efforts not have proved successful in improving a given student's behaviour, parents are required to attend a Cause for Concern 2 meeting
- The Tutor should invite relevant participants and a member of SLT
- A named 'scribe' will document the actions and ensure that all relevant staff are informed of the action to be taken, and that this document is placed on the student file.

Step 8: Final Resort

- The student's case is referred to the Headmaster
- This referral states that the School's sanctions system has failed to deliver improvements and that the matter is now in the hands of the Headmaster.

Suspension

Temporary exclusion from the school for a period of between 1 and 5 days.

Covered in separate policy on Exclusions. Recorded on student file.



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Internal Exclusion/Exclusion/Expulsion

Internal Exclusion (if appropriate)

- The school operates an internal exclusion room for the appropriate isolation of students, whose actions could, in other circumstances, have resulted in the external exclusion of the student. The process of placing a student in internal exclusion (IE) can only be made at the direction of the Head and the Deputy Head.
- There are specific rules concerning how a student in IE will operate and the direct education of the student will not be unduly affected.
- The maximum period that a student may be placed in IE will not exceed two continuous days.
- Only one student at a time may be placed in IE and prior to any student so being placed a conversation with the students' parents or guardians will have taken place as well, as appropriate, with the Head of Boarding.
- The reason for a student being placed in IE will be fully documented on the schools MIS system.

On report

- If felt appropriate, and with the agreement of the Head or Deputy Head, a student may be placed on report, where the conduct and performance of the student will be monitored in every lesson for an agreed period.
- There are two types of report, a Tutor report and an SLT report. Which will be used will be determined at inception. Parents of a student going on report will be advised, usually by the Tutor.

Permanent exclusion/expulsion from the school.

Suspension (and possibly exclusion/expulsion) will be considered for serious misconduct which includes but is not limited to:

- Criminal conduct
- Wilfully endangering the safety of others
- Bullying and abuse
- Involvement with alcohol, tobacco, drugs, firearms
- Any form of discriminatory or prejudice motivated behaviour
- Involvement with any form of extremism
- Violent behaviour and harassment
- Theft

Homework



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Failure to complete homework or submission of sub-standard homework is initially an issue to be managed by the teacher.

Step A: Demerit

- Late, incomplete or sub-standard homework are cause for the issuing of a demerit
- Judgement and common sense should be used regarding reasons/excuses.

Step B: Extension

- The student is given 24 hours to complete or redo the homework
- If the new deadline is missed the student is to be immediately referred to the Tutor initially.

Step C: Deputy Headmaster

- The student is required to report to the Deputy Headmaster immediately, who may subsequently refer to the Headmaster.
- The Tutor should be informed about the situation by the subject teacher and note this incident on the student's file.

The concept behind a St Bees education is one based on encouraging the growth of maturity and the student's' ability to make the right decisions for the right reasons.

Boarding

House staff retain the discretion to implement other sanctions of their own for students in their Houses. Examples include gating for boarders, restrictions on use of facilities, extra tasks around the House, etc. Gating punishments must be recorded in student files.



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INVOLVEMENT OF PARENTS/GUARDIANS

Parents and Guardians who accept a place for their child at St Bees School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In Particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, co-curricular activities and homework.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all students.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the student's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the Board's policy not to allow holiday to be taken during term time unless in exceptional circumstances.



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ST BEES BEHAVIOUR FOR LEARNING: FURTHER DETAILS

1. Common sense, politeness and consideration are viewed as the keys to good behaviour.
2. The School aims to promote a positive attitude and approach based on mutual respect. This is seen as being the best motivator for good behaviour around the School and good behaviour of its students and staff.
3. The pastoral system will encourage the sense that individual progress does matter.
4. St Bees School sees Parents and Guardians as being an important part of promoting progress and good standards of conduct.
5. The systems of merit awards, personal messages from the Headmaster, messages of congratulations in assemblies etc. operate to reward hard work and special service to the community in all areas of school life.
6. The formal and regular assessment of Effort and Achievement is intended to promote a positive attitude.
7. The School's code of conduct exists within the School to preserve the community and the environment. It is expected that these will be adhered to by the school community.
8. Poor work, negative or aggressive attitudes and breaches of School rules will be dealt with, always in the context of a discussion of why the behaviour occurred and what has gone wrong.
9. Sanctions taken against whole groups of students ("someone here is guilty, so I am going to punish all of you") are to be avoided.

The following standards are expected when students are on the school campus, travelling to and from school, taking part in a school fixture, trip or similar, in town or any occasion when clearly under the school's jurisdiction.



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BEHAVIOUR IN LESSONS

Ensure you have all books and other equipment necessary for the lesson. Be at the room before the official start time for that lesson. Line up in a quiet and orderly fashion outside the teaching room. Check that you are dressed correctly and tidily.

When told to do so by the teacher enter the room in a quiet and orderly fashion. Go to your seats and sit down when instructed. (Some teachers will have set seating plans, others will allow you to choose where you sit.) Get out books, pens, etc. as required. Open up your books/files/notes at the place where you finished at the end of the previous lesson.

During the lesson, concentrate, work hard and to the best of your ability. Participate actively in lessons; be ready to answer questions and to ask them. Abide by whatever directions the teacher gives you; e.g. work alone in silence, work in pairs, work in larger groups, move to a different seat. Whenever the teacher addresses the whole class be quiet instantly. Put up your hand when you want to ask or answer a question. Wait to be asked to speak. Make sure you have a note of the homework and when it is to be handed in – do this in your student planner. If you do not understand something, ask your teacher: - take responsibility for your own learning. If you do not want to ask in front of the class, wait and speak to the teacher on your own.

The lesson finishes when the teacher says so. Check that you are smartly dressed on leaving the classroom. Observe any 'local' rules, e.g. wearing safety glasses in chemistry lessons, proper kit for PE lessons. From time to time, if you have particularly enjoyed a lesson, then thanking your teacher is appreciated.

If a teacher fails to turn up for your lesson, then after five minutes one student should go to the School Office to report this.

If you are late for a lesson, immediately offer your apologies to the teacher with the reason for your lateness. Should you need to miss a lesson for a music lesson, sports fixture, etc., ask the teacher in advance.

Do not distract other students or interfere with their learning in any other way. Do not interrupt, either the teacher or other students. If you miss the deadline for handing in a homework exercise, then hand it in late with an apology and explanation. If you miss lessons it is your responsibility to catch up on the work missed. Look after your books, especially textbooks. Do not write graffiti on any books (including rough books).

You are required to attend all your timetabled lessons. You should also attend all extra speaking practices, lessons, revision sessions that a teacher may organise for you.



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GENERAL EXPECTATIONS

Treat all other members of the school, students, teaching and non-teaching staff, with consideration and respect.

Treat all property and other people's belongings with respect. Be polite and welcoming to visitors.

Students should be appropriately and smartly dressed. This includes shirts being tucked in, top buttons done up. It also includes wearing the PE kit specified by the relevant member of staff. Day-students should not be in casual clothes when on school premises during the normal working day (except on a 'non-uniform' day or when participating in a Field Trip for which permission has been given to dress in non-uniform.) Students should arrive at and depart from school in uniform or PE kit, provided they wear a clean tracksuit.

Chewing gum is not permitted.

Do not eat food whilst walking around school. (It may be eaten in the Dining Room, the Salad Room and outside when sitting on benches or the grass).

Put all litter into bins.

Mobile phones should be handed in at the School Office at the start of the school day and collected at the end.

You are not allowed to wear headphones while moving around the campus.

Do not leave valuables unattended.

You are encouraged to socialise during non-lesson time. However, over-familiarity between students is not permitted, nor is loud or loutish behaviour.

Smoking and drinking are not permitted, nor is the purchase of tobacco or alcohol. The purchase or possession of all illegal drugs or legal highs is banned.

Knives, ball-bearing guns, fireworks and other dangerous items are banned in school.



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MISBEHAVIOUR OUTSIDE OF SCHOOL

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the School's Exclusion Policy.

USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Headmaster have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the student themselves);
- Causing damage to the property of any person (including the student themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability or SEN that the student may have. Several staff are Team Teach qualified.

All of our staff are aware that corporal punishment of students is strictly prohibited. They are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between students, or blocking a path) or active contact (such as leading a student by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the student elsewhere (e.g. on a school trip or other authorised out of school activity).



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Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Headmaster immediately after they have needed to restrain a student physically.

The School has a confidential register which includes the student's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

SEARCHING

The School reserves the right to search students and their possessions.

The Headmaster, or a member of staff authorised by the Headmaster, may search a student provided there is another staff member present as a witness. The School does not conduct intimate searches and only a student's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a student will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection and Safeguarding Policy.

The consent of a student will usually be obtained before conducting a search unless the Headmaster (or authorised member of staff) reasonably suspects that the student has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in his/her possession any of the following items:



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- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the student being searched) if the search is not carried out immediately, the Headmaster (or authorised member of staff) is permitted to carry out a search of a student of the opposite sex. The Headmaster (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the student's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the student.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.



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Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

ELECTRONIC DEVICES

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the student in accordance with this policy and the Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any student, the School will follow the procedures set out in the School's Child Protection and Safeguarding Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its students and to help them to appreciate their potential for achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

COMPLAINTS



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We hope that parents will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy is available on the School's website.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

