

Bradford Christian School: Behaviour and Discipline Policy

Version 2.0

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1. Policy Statement and Aims

1.1 Our Vision

"To be a Christian community in which everyone grows in character, faith, knowledge, understanding, and wisdom."

1.2 Policy Aims

This policy aims to:

- Promote excellent behaviour and a positive learning environment
- Set clear expectations understood by all pupils, staff, and parents
- Provide a consistent approach to behaviour management
- Outline rewards and sanctions
- Ensure compliance with all legal requirements and ISI standards
- Reflect our Christian values in all aspects of behaviour management
- Support pupils to develop self-discipline, respect for others, and a strong moral compass
- Safeguard the wellbeing of all members of our school community

1.3 Scope

This policy applies to:

- All pupils at Bradford Christian School
- All staff members
- All school activities, both on and off-site
- Behaviour outside school premises where it relates to the school or affects other pupils or staff

2. Legal Framework and ISI Standards

2.1 Statutory Compliance

This policy complies with:

- Independent School Standards Regulations 2014
- Education Act 1996, 2002, 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022)
- Suspension and Permanent Exclusion Guidance (DfE, September 2023)
- Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)
- Use of Reasonable Force in Schools (DfE, July 2013)
- Keeping Children Safe in Education (2025)

2.2 ISI Regulatory Requirements

As an independent school, we meet the Independent School Standards:

Part 3, Paragraph 9: Written behaviour policy which:

- Sets out measures to encourage good behaviour and respect for others
- Prevents bullying
- Ensures that pupils' behaviour does not prejudice good order and discipline
- Ensures pupils' health and safety and that of other pupils and staff
- Provides for sanctions for breaches of discipline
- Is effectively implemented

Part 3, Paragraph 10: Anti-bullying strategy which:

- Prevents bullying among pupils
- Is effectively implemented

Part 6, Paragraph 32(1)(b):

- Policy available to parents of pupils and prospective pupils on request
- Policy published on the school website

Part 8: Quality of leadership and management ensures that the independent school standards are consistently met

2.3 Our Statutory Duties

The Headteacher must:

- Determine measures to encourage good behaviour and prevent bullying
- Make rules and provisions for enforcing them
- Publicise the behaviour policy to pupils, parents, and staff annually
- Ensure the policy does not discriminate on any grounds under the Equality Act 2010
- Ensure the policy is effectively implemented

3. Our Christian Foundation for Behaviour

3.1 Biblical Principles

Our approach to behaviour is rooted in our Christian faith. We believe the Bible is God's inspired Word and our reliable guide for how we live. Every person is created in the image of God, possessing inherent dignity, immense worth, and is deeply loved by God.

Our behaviour expectations are shaped by biblical principles:

- **Love and Respect:** "Love your neighbour as yourself" (Matthew 22:39)
- **Forgiveness and Restoration:** We believe in second chances and redemption
- **Justice and Fairness:** We treat all pupils equitably and with dignity
- **Responsibility:** We teach pupils to take ownership of their actions

- **Grace and Truth:** We balance compassion with clear boundaries

3.2 Our Core Values

- **Faith** - Growing in relationship with God
- **Love** - Showing kindness and compassion to all
- **Respect** - Valuing every person as made in God's image
- **Integrity** - Being honest and doing what is right
- **Excellence** - Striving to do our best in all things
- **Community** - Supporting and caring for one another

3.3 Restorative Approach

Where appropriate, we use a restorative approach that:

- Focuses on repairing harm rather than simply punishing
- Encourages pupils to take responsibility for their actions
- Helps pupils understand the impact of their behaviour on others
- Promotes reconciliation and restoration of relationships
- Reflects Christian principles of forgiveness and grace

4. Roles and Responsibilities

4.1 The Governing Body

- Review and approve this policy annually
- Ensure compliance with legal requirements and ISI standards
- Monitor implementation and effectiveness
- Review exclusion decisions when required
- Ensure appropriate staff training
- Ensure the policy is published on the school website
- Ensure the policy is available to parents on request

4.2 The Headteacher

- Day-to-day implementation of this policy
- Ensure staff understand and consistently apply the policy
- Make decisions on sanctions, including exclusions
- Maintain appropriate records
- Report to governors on behaviour and exclusions
- Liaise with parents regarding behaviour matters
- Ensure staff receive appropriate training
- Ensure the policy is effectively implemented

4.3 All Staff

- Implement this policy consistently and fairly

- Model excellent behaviour and positive relationships
- Set high expectations for pupil behaviour
- Record behaviour incidents accurately and promptly
- Apply rewards and sanctions appropriately
- Communicate with parents about behaviour concerns
- Create a positive and inclusive classroom environment
- Recognise when behaviour may indicate safeguarding concerns and report to the Designated Safeguarding Lead

4.4 Parents/Carers

We expect parents/carers to:

- Support the school's behaviour policy and expectations
- Work in partnership with the school
- Ensure their child attends school regularly and punctually
- Inform the school of factors that may affect their child's behaviour
- Attend meetings when requested
- Support sanctions applied by the school
- Model respectful behaviour towards all members of the school community

4.5 Pupils

We expect pupils to:

- Follow school rules and behaviour expectations
- Treat all members of the school community with respect
- Take responsibility for their own behaviour and learning
- Report concerns about behaviour or bullying to staff
- Accept consequences when they make poor choices
- Support their peers to make good choices

4.6 Staff Training

All staff will receive training on:

- This behaviour policy and its consistent application
- Safeguarding and child protection, including recognising when behaviour may indicate abuse or neglect
- SEND and mental health, including understanding how these may affect behaviour
- De-escalation techniques and behaviour management strategies
- Use of reasonable force (for designated staff)
- Equality and diversity, including unconscious bias

Training will be provided:

- At induction for all new staff
- Annually through INSET days
- As needed in response to emerging issues or policy changes

5. Behaviour Expectations and School Rules

5.1 Our School Rules: Micah 6:8

Our school rules are based on Micah 6:8:

"He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God."

At Bradford Christian School, we:

- **Act Justly** - We do what is right, fair, and honest
- **Love Mercy** - We show kindness, compassion, and forgiveness
- **Walk Humbly** - We respect God, others, and ourselves

These rules are displayed throughout the school and regularly reinforced in assemblies, lessons, and tutor time. See Appendix A for detailed expectations.

5.2 General Behaviour Expectations

All pupils are expected to:

- **Be Ready** - Arrive on time, with correct equipment, ready to learn
- **Be Respectful** - Treat everyone with kindness, courtesy, and consideration
- **Be Safe** - Follow all safety rules and look after themselves and others

5.3 The Bradford Christian School Way

In the Classroom:

- Listen attentively when others are speaking
- Follow instructions the first time
- Work hard and try your best
- Ask for help when needed
- Keep workspace tidy
- Use equipment and resources carefully

Around School:

- Walk calmly and quietly in corridors
- Hold doors open for others
- Use polite language
- Keep the school clean and tidy
- Line up quietly and sensibly
- Respect other people's property

In the Playground:

- Play safely and include others
- Use kind words and actions
- Follow the rules of games
- Tell an adult if someone is hurt or upset
- Return equipment after use
- Stay in designated areas

Online and Digital Behaviour:

- Use technology responsibly and for learning
- Be kind and respectful in all online communication
- Report concerns about online behaviour
- Follow the school's Acceptable Use Policy
- Protect your own and others' personal information

5.4 Phase-Specific Expectations

Detailed, age-appropriate behaviour expectations for each phase are in Appendix A.

6. Rewards and Positive Reinforcement

6.1 Our Approach

We celebrate and reward positive behaviour, effort, and achievement. Our rewards system:

- Motivates pupils to meet and exceed expectations
- Builds self-esteem and confidence
- Creates a positive school culture
- Recognises a wide range of achievements (academic, social, behavioural, and spiritual)

6.2 Types of Rewards

Immediate Verbal Praise

- The most powerful and frequently used reward
- Specific, genuine, and immediate

Stickers and Merits (Primary)

- Immediate visual reward for younger pupils
- Linked to specific positive behaviours
- Collected on reward charts, exchanged for certificates

House Points (All Phases)

- Awarded for positive behaviour, effort, and achievement
- Contribute to termly house competitions
- Celebrated in assemblies

Certificates and Awards

- Weekly "Star of the Week" awards (Primary)
- Subject-specific awards (Secondary)
- Values awards recognising demonstration of school values
- Presented in assemblies

Positive Notes Home

- Emails or letters sent to parents
- Celebrate significant achievements or sustained effort

Headteacher's Award

- For exceptional achievement, effort, or behaviour
- Meeting with the Headteacher
- Certificate and recognition in assembly
- Parents informed

Leadership Opportunities

- Class monitor roles
- Prefects

End of Term/Year Awards

- Subject prizes
- Progress awards
- Character awards
- Special recognition awards
- GCSE results celebration (Year 11)

6.3 Celebrating Success

We celebrate success through:

- Weekly celebration assemblies
- Display boards showcasing excellent work
- School newsletter highlighting achievements
- Social media (with parental consent)
- Annual Celebration Evening

7. Sanctions and Consequences

7.1 Principles

Sanctions are:

- **Proportionate** - Appropriate to the behaviour
- **Consistent** - Applied fairly across the school
- **Clear** - Pupils understand why they are receiving the sanction
- **Restorative** - Focus on learning and repairing harm where possible
- **Recorded** - Documented appropriately for monitoring

Sanctions are never used to humiliate pupils or punish whole groups for individual actions.

7.2 Staged Approach

Stage 1: Reminder

- Verbal reminder of expectations
- Non-verbal cue (proximity, "the look")
- Redirection to task

Stage 2: Warning

- Clear verbal warning
- Explanation of consequence if behaviour continues
- Opportunity to make a better choice
- Yellow Card (where applicable)

Stage 3: Consequence

- Loss of privilege (e.g., break time, preferred activity)
- Time out (in class or another classroom)
- Completion of work at break/lunch
- Letter of apology
- Restorative conversation

Stage 4: Escalation

- Red Card - removal of privilege
- Removal from lesson (to senior staff)
- Detention (break, lunch, or after school)
- Contact with parents
- Behaviour report card
- Meeting with senior staff

Stage 5: Serious Sanction

- Internal exclusion (isolation)
- Fixed-term suspension
- Permanent exclusion

7.3 Types of Sanctions

Loss of Privileges

- Missing break time or part of lunchtime
- Exclusion from school trip or event
- Temporary loss of responsibilities (e.g., prefect duties)
- Temporary loss of upper school privileges

Detentions

- Break time detention (up to 15 minutes)
- Lunchtime detention (up to 30 minutes)
- After-school detention (parents given 24 hours' notice)

Behaviour Support Plans

- For pupils displaying persistent low-level disruption
- Daily or weekly report card
- Regular monitoring and review
- Involvement of parents and external agencies where appropriate

Internal Exclusion (Isolation)

- Pupil removed from normal lessons
- Works in isolation under supervision
- No contact with other pupils during break/lunch
- Used for serious one-off incidents or persistent misbehaviour
- Parents informed in advance

Confiscation

- See Section 10 for full details
- Items that disrupt learning or pose a risk may be confiscated
- Parents informed and items returned at appropriate time

7.4 Sanctions Matrix

A detailed matrix showing appropriate sanctions for specific behaviours is in Appendix B.

7.5 Sanctions We Do Not Use

We do not use:

- Corporal punishment or any form of physical punishment
- Deprivation of food or drink
- Withholding of medication or medical treatment
- Preventing access to toilet facilities
- Requiring pupils to wear distinctive clothing as punishment

- Punishment of whole groups for individual actions (unless collectively responsible)
- Any sanction that breaches a pupil's human rights

8. Serious Misbehaviour

8.1 Definition and Our Approach

Our Approach to Serious Misbehaviour

We take all incidents of serious misbehaviour extremely seriously and will always act to protect the safety and wellbeing of all pupils. However, our response will be:

- **Proportionate** – appropriate to the severity and context of the incident
- **Considered** – taking into account all circumstances, including SEND and safeguarding factors
- **Supportive** – we will support all pupils involved, including those who have made poor choices
- **Decided on a case-by-case basis** – each incident is unique and will be treated as such

While we will not tolerate harmful behaviour, we will not demonise any pupil. We believe in restoration, second chances, and the potential for every child to change and grow.

Serious misbehaviour includes:

Physical Violence

- Fighting or physical assault
- Threatening violence
- Dangerous behaviour

Verbal Abuse

- Swearing at or threatening staff or pupils
- Racist, sexist, homophobic, or other discriminatory language

Sexual Misconduct

- **Sexual harassment:** Unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting
- **Sexual violence:** Rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sharing of indecent images
- Inappropriate sexual behaviour

Bullying

- Persistent bullying (see Anti-Bullying Policy)
- Cyberbullying
- Bullying related to protected characteristics (racist, sexist, homophobic, transphobic, or disability-related bullying)

Damage to Property

- Vandalism
- Arson
- Theft

Substance Misuse

- Possession, use, or supply of illegal drugs
- Possession or consumption of alcohol
- Misuse of legal substances

Weapons and Dangerous Items

- Possession of weapons or items intended to cause harm
- Possession of fireworks or explosives

Technology Misuse

- Accessing inappropriate content
- Cyberbullying or online harassment
- Hacking or unauthorised access

Persistent Defiance

- Repeated refusal to follow instructions
- Persistent disruption of learning
- Undermining staff authority

8.2 Investigation Process

1. Immediate Action

- Ensure safety of all pupils and staff
- Remove the pupil from the situation if necessary
- Preserve evidence

2. Investigation

- Gather statements from all involved
- Review any CCTV footage or other evidence
- Interview witnesses separately
- Consider any SEND or safeguarding factors
- Complete investigation within 5 school days where possible

3. Decision

- Senior staff/Headteacher review all evidence
- Determine whether allegation is substantiated
- Decide on appropriate sanction
- Consider mitigating or aggravating factors

4. Communication

- Inform parents of outcome
- Explain sanction and reasons
- Provide opportunity for parents to respond
- Record decision and rationale

8.3 Sanctions for Serious Misbehaviour

May include:

- Internal exclusion (isolation) for 1-5 days
- Fixed-term suspension for 1-45 days
- Permanent exclusion
- Referral to police (for criminal offences)
- Managed move to another school (with parental agreement)

The Headteacher will consider:

- Severity of the misbehaviour
- Impact on other pupils and staff
- Whether the behaviour is part of a pattern
- Any SEND or safeguarding factors
- Mitigating circumstances

8.4 Safeguarding Considerations

If serious misbehaviour raises safeguarding concerns, we will:

- Follow our Child Protection and Safeguarding Policy
- Report to the Designated Safeguarding Lead immediately
- Consider whether a referral to Children's Social Care is required
- Consider whether police involvement is necessary
- Balance disciplinary action with safeguarding needs

Supporting All Pupils Involved

When investigating and responding to serious incidents, we recognise that:

- Alleged perpetrators may themselves have unmet needs or safeguarding concerns
- Harmful sexual behaviour in young people may be a symptom of their own abuse or exposure to harmful content

- Taking disciplinary action and providing safeguarding support are not mutually exclusive – both can and should occur where necessary

We will seek advice from the Designated Safeguarding Lead, local authority children's social care, and specialist services as appropriate.

9. Exclusions (Suspension and Permanent Exclusion)

9.1 Legal Framework

We follow DfE guidance: "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (September 2023).

Note: While this guidance is primarily for maintained schools and academies, as an independent school we follow these principles as good practice.

Terminology:

- Suspension = fixed-term exclusion
- Permanent exclusion = removal from the school roll

9.2 Decision to Exclude

Only the Headteacher (or Acting Headteacher) can suspend or permanently exclude a pupil.

The decision to exclude will only be taken:

- In response to a serious breach of the behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

9.3 Grounds for Exclusion

A pupil may be suspended or permanently excluded for:

- One-off serious incidents (e.g., serious violence, sexual assault, supplying drugs)
- Persistent breaches of the behaviour policy
- Persistent defiance or disruption
- Behaviour that poses a risk to the safety of pupils or staff

9.4 Factors to Consider

Before deciding to exclude, the Headteacher will:

- Ensure a thorough investigation has been completed
- Consider all evidence available
- Allow the pupil to give their version of events
- Check whether the incident may have been provoked

- Consider if the pupil has SEND or other vulnerabilities
- Consider mitigating factors

The Headteacher will not exclude for:

- Minor incidents (e.g., failure to complete homework, poor academic performance)
- Breaches of school uniform policy (unless persistent defiance)
- Pregnancy or related illness
- Behaviour of parents (unless the pupil was also involved)

9.5 Suspension (Fixed-Term Exclusion)

Length:

- 1 to 45 school days in a single academic year
- May be for one or more fixed periods (up to 45 days total)

Process:

- Decision made by Headteacher
- Parents informed without delay (by phone, followed by email within 1 school day)
- Governors informed (for suspensions of more than 5 days in a term)
- Work provided for the pupil from day 1
- Reintegration meeting held before pupil returns

During Suspension:

- Parents are responsible for ensuring their child is not in a public place during school hours in the first 5 days
- School provides work from day 1
- For suspensions of more than 5 days, school arranges appropriate education provision

9.5.1 Reintegration Meeting

No pupil will return to school following a suspension without a reintegration meeting. The meeting will:

- Be held with the pupil, parents, and a member of the senior leadership team
- Use restorative questions to reflect on what happened and why
- Identify what needs to change to prevent recurrence
- Agree a support plan (if needed), which may include a behaviour report card, mentoring, or additional pastoral support
- Set clear expectations for the pupil's return
- Provide a fresh start – the pupil will not be defined by past mistakes

The reintegration meeting is an opportunity to rebuild relationships, restore trust, and support the pupil to succeed.

9.6 Permanent Exclusion

Grounds: Permanent exclusion is an extremely serious sanction and will only be used:

- In response to a serious breach or persistent breaches of the behaviour policy, **and**
- Where allowing the pupil to remain would seriously harm the education or welfare of others

May be appropriate for:

- Serious violence or assault
- Sexual assault or harassment
- Supplying illegal drugs
- Carrying an offensive weapon
- Persistent and defiant misbehaviour
- Other serious one-off offences

Process:

- Decision made by Headteacher (after thorough investigation)
- Parents informed without delay (by phone, followed by letter within 1 school day)
- Governors informed immediately
- Governing Body Discipline Committee convened within 15 school days
- Independent Review Panel available if parents request (within 15 school days of governors' decision)

Governing Body Review:

- Discipline Committee reviews the Headteacher's decision
- Parents have the right to make representations
- Pupil may attend (at parents' discretion)
- Committee considers whether the decision was lawful, rational, reasonable, fair, and proportionate
- Committee may uphold, overturn, or recommend reconsideration

Independent Review Panel:

- If parents are dissatisfied with the governors' decision, they may request an Independent Review Panel
- Panel may uphold, recommend reconsideration, or quash the decision
- Parents may request an independent SEN expert to attend (if the pupil has SEND)

9.7 Exclusion Procedures Flowchart

See Appendix C for detailed flowchart.

9.8 Records and Reporting

All exclusions are recorded on the pupil's file and reported to:

- Parents (immediately)
- Governing Body (for all suspensions and permanent exclusions)
- Local authority (as a courtesy, though not statutorily required for independent schools)

10. Searching and Confiscation

10.1 Legal Framework

We follow DfE guidance: "Searching, Screening and Confiscation: Advice for Schools" (July 2022).

The Education Act 2011 gives schools the power to:

- Search pupils with consent for any item
- Search pupils without consent for prohibited items

Note: We do not conduct screening at Bradford Christian School.

10.2 Searching With Consent

What can we search for?

- Any item, if the pupil consents

Who can search?

- Any member of staff

Process:

- Staff member asks pupil for consent
- If pupil consents, search is conducted
- If pupil refuses, staff may apply a sanction or conduct a search without consent (if searching for a prohibited item)

10.3 Searching Without Consent

What can we search for? We can search without consent for prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause injury, or damage property
- Any item banned by the school rules (see Appendix E for full list)

Who can search?

- The Headteacher
- Any staff member authorised by the Headteacher

Authorised staff at Bradford Christian School:

- All members of the Senior Leadership Team
- Heads of Year/Phase
- [Other staff as determined by Headteacher]

Process:

Reasonable grounds for suspicion

- Staff must have reasonable grounds to suspect a pupil has a prohibited item

Location

- Searches must be conducted on school premises or where staff have lawful control
- Searches should be conducted in a private area

Witness

- There must be a witness present (another member of staff)
- The witness should be the same sex as the pupil (where possible)

Extent of search

- Outer clothing (coat, jacket, hat, gloves, scarf, shoes)
- Pockets
- Bag or locker
- We will not conduct intimate searches (this is the role of the police)
- We will not require pupils to remove clothing (other than outer clothing)

Use of force

- Reasonable force may be used if the pupil refuses to cooperate (see Section 11)

Recording

- All searches must be recorded (see Section 14.4)
- Parents must be informed (unless this would pose a safeguarding risk)

10.4 Searching Electronic Devices

Legal power: Staff may examine data or files on electronic devices if there is reasonable suspicion that the device contains evidence of misbehaviour.

Process:

- Device is confiscated
- Staff examine the device for evidence (e.g., inappropriate images, cyberbullying messages)
- If evidence is found, it is saved or photographed
- If illegal content is found (e.g., indecent images of children), the device is handed to the police without deleting the content

Safeguarding: If indecent images of children are found, we will:

- Not view or forward the images
- Confiscate the device
- Report to the police immediately
- Follow our Child Protection and Safeguarding Policy

10.5 Confiscation

What can we confiscate? Staff may confiscate any item that:

- Is prohibited by school rules
- Poses a risk to safety
- Disrupts learning
- Is illegal

Banned and restricted items: See Appendix E for full list.

Process:

Item confiscated

- Staff member confiscates the item
- Pupil is given a receipt (if appropriate)

Storage

- Item is stored securely (e.g., in the school office)
- Illegal items (drugs, weapons) are handed to the police

Return or disposal

- Items may be returned to the pupil or parent at an appropriate time
- Items may be disposed of (e.g., tobacco, alcohol)
- Illegal items are handed to the police and not returned

Recording

- All confiscations are recorded (see Section 14.4)
- Parents are informed

Mobile phones and electronic devices:

- If confiscated, devices are stored securely
- Devices are returned to the pupil or parent at the end of the day (or as specified)
- Repeat offences may result in devices only being returned to parents

10.6 Detailed Search and Confiscation Procedures

Full procedures are in Appendix D.

11. Use of Reasonable Force

11.1 Legal Framework

We follow DfE guidance: "Use of Reasonable Force in Schools" (July 2013).

Section 93 of the Education and Inspections Act 2006 allows staff to use reasonable force to:

- Prevent a pupil from committing an offence
- Prevent a pupil from injuring themselves or others
- Prevent a pupil from damaging property
- Maintain good order and discipline

11.2 What is Reasonable Force?

Reasonable force means using no more force than is necessary to achieve the desired outcome.

Force may involve:

- **Passive physical contact** (e.g., standing between pupils, blocking a path)
- **Active physical contact** (e.g., leading a pupil by the arm, ushering them away)
- **Restrictive physical intervention** (e.g., holding a pupil to prevent harm)

Force should never be used as a punishment. Using force as punishment would constitute corporal punishment, which is illegal and contrary to our Christian values.

11.3 When Reasonable Force May Be Used

Examples:

- Preventing a pupil from attacking another pupil or staff member
- Preventing a pupil from self-harming

- Preventing a pupil from running into a dangerous situation
- Preventing a pupil from damaging property
- Removing a disruptive pupil from a classroom (if they refuse to leave)
- Restraining a pupil at risk of harming themselves or others

11.4 Who Can Use Force?

All staff members are authorised to use reasonable force. However:

- Staff should use professional judgement about whether to intervene physically
- Staff should consider the risks involved
- Staff should seek assistance from colleagues where possible

11.5 Principles for Using Force

When using force, staff must:

- Use the minimum force necessary for the shortest possible time
- Avoid causing pain or injury (though this may not always be possible)
- Never use force as a punishment
- Consider the pupil's age, understanding, and SEND
- Avoid touching sensitive areas (e.g., neck, chest, groin)
- Use Team Teach techniques (if trained)

Staff should not:

- Use force out of anger or frustration
- Use force to prevent trivial misbehaviour
- Use force if it would increase the risk of injury

SEND Considerations: When using reasonable force in response to risks presented by incidents involving children with SEND, mental health problems, or medical conditions, staff must:

- Recognise the additional vulnerability of these pupils
- Consider their duties under the Equality Act 2010, including making reasonable adjustments
- Plan positive and proactive behaviour support (e.g., individual behaviour plans agreed with parents) to reduce the occurrence of challenging behaviour and the need to use reasonable force

11.6 Recording and Reporting

All incidents involving use of force must be:

- Recorded on the same day (see Section 14)
- Reported to the Headteacher
- Reported to parents (on the same day where possible)

The record should include:

- Names of staff and pupils involved
- Date, time, and location
- Reason force was used
- Description of the incident
- How the situation was resolved
- Any injuries or damage

11.7 Post-Incident Support

After an incident involving use of force:

- **Pupil** - Check for injuries, provide reassurance, debrief when calm
- **Staff** - Debrief, provide support, consider whether further training is needed
- **Parents** - Inform and invite to discuss the incident
- **Other pupils** - Provide reassurance if they witnessed the incident

12. Behaviour Outside School

12.1 School's Authority

The school may discipline pupils for misbehaviour outside school premises when:

- The pupil is taking part in any school-organised or school-related activity
- The pupil is travelling to or from school
- The pupil is wearing school uniform
- The pupil is in some other way identifiable as a pupil at the school
- The misbehaviour could have repercussions for the orderly running of the school
- The misbehaviour poses a threat to another pupil or member of the public
- The misbehaviour could adversely affect the reputation of the school

12.2 Examples

This includes misbehaviour:

- On school trips or residential visits
- At school sports fixtures
- On the journey to and from school
- Online (cyberbullying, inappropriate social media posts)
- In the local community (if identifiable as a pupil)

12.3 Sanctions

The same sanctions available for misbehaviour in school may be applied to misbehaviour outside school.

12.4 Online Behaviour

We take online behaviour seriously, recognising that:

- For many young people, the online world is an integral part of their daily lives
- Online behaviour can have a significant impact on wellbeing, both positive and negative
- Cyberbullying, online harassment, and sharing of inappropriate content can cause lasting harm

****We will take action against online behaviour that:**

- Constitutes cyberbullying or harassment
- Involves sharing of inappropriate, harmful, or illegal content
- Brings the school into disrepute
- Poses a risk to other pupils or staff

We encourage pupils and parents to report any concerns about online behaviour immediately. We will work with parents, social media platforms, and (where appropriate) the police to address online incidents.

Our guiding principle (Matthew 7:12): *"Do to others what you would have them do to you."*

If we become aware of harmful online behaviour:

- Investigate the incident
- Apply appropriate sanctions
- Involve parents
- Report to police or social media platforms if appropriate
- Provide education and support

13. Support for Pupils with SEND

13.1 Our Commitment

We recognise that pupils with SEND may require additional support to meet behaviour expectations. We are committed to:

- Making reasonable adjustments for pupils with SEND
- Working with parents and external agencies to support pupils
- Ensuring our behaviour policy does not discriminate against pupils with SEND

Punishing a pupil because of behaviour caused by their SEND or a mental health issue that amounts to a disability is unlawful discrimination under the Equality Act 2010.

13.2 Individual Approaches

For pupils with SEND, we may:

- Develop individual behaviour support plans
- Use visual supports, social stories, or other strategies
- Provide additional adult support
- Adapt our rewards and sanctions approach
- Work with educational psychologists or other specialists
- Create Pupil Passports documenting specific strategies and reasonable adjustments

Before applying sanctions, we will consider:

- Is this behaviour a manifestation of the pupil's SEND?
- Does the pupil understand what they have done wrong?
- Could the pupil have controlled their behaviour?
- What reasonable adjustments should we make?

13.3 Exclusions and SEND

When considering exclusion for a pupil with SEND, we will:

- Consider whether the behaviour is a manifestation of their SEND
- Consider whether reasonable adjustments have been made
- Seek advice from the SENCO and external specialists
- Consider alternatives to exclusion where appropriate
- Document our decision-making process

However, having SEND does not excuse serious misbehaviour or mean that exclusion can never be used. We must balance the needs of the individual pupil with the safety and wellbeing of the wider school community.

14. Monitoring and Record-Keeping

14.1 Recording Behaviour Incidents

All behaviour incidents must be recorded on our MIS. Records should include:

- Date, time, and location
- Names of pupils and staff involved
- Description of the incident
- Action taken
- Sanctions applied
- Parents informed (Y/N)

14.2 Serious Incidents

For serious incidents, additional records must include:

- Witness statements
- Evidence (photos, CCTV, confiscated items)
- Investigation notes
- Decision-making rationale
- Communication with parents

14.3 Use of Force

All incidents involving use of force must be recorded on the same day, including:

- Names of staff and pupils involved
- Date, time, and location
- Reason force was used
- Description of the incident
- How the situation was resolved
- Any injuries or damage
- Parents informed (Y/N)

14.4 Searches and Confiscations

All searches and confiscations must be recorded, including:

- Date, time, and location
- Names of staff and pupil involved
- Reason for search/confiscation
- Items found/confiscated
- Outcome
- Parents informed (Y/N)

14.5 Exclusions

All exclusions must be recorded, including:

- Reason for exclusion
- Length of exclusion
- Communication with parents
- Communication with governors
- Work provided
- Reintegration plan

14.6 Monitoring and Analysis

The Headteacher will:

- Monitor behaviour data regularly
- Identify patterns or trends
- Report to governors termly

- Use data to inform policy review and staff training
- **Analyse data by protected characteristics to identify any disparities**
- **Take action to address any identified issues**

Protected characteristics analysis: We will analyse behaviour data by:

- Sex
- Race
- Disability (including SEND)
- Other protected characteristics where relevant

If we identify that pupils with particular protected characteristics are receiving a disproportionate number of sanctions, we will:

- Investigate the reasons
- Review whether reasonable adjustments are being made
- Provide additional staff training if needed
- Adjust our approach to ensure fairness

14.7 Data Protection

All behaviour records are stored securely in accordance with:

- UK GDPR and Data Protection Act 2018
- Our Data Protection Policy
- Our Records Retention Schedule

Records are:

- Stored securely on our MIS
- Accessible only to authorised staff
- Retained in line with statutory requirements
- Shared with parents as appropriate
- Transferred to new schools when pupils move

14.8 Reporting to Governors

The Headteacher will report to governors termly on:

- Number and types of behaviour incidents
- Sanctions applied (including detentions, internal exclusions, suspensions)
- Use of reasonable force incidents
- Searches conducted
- Exclusions (suspensions and permanent exclusions)
- Patterns or trends identified, including any disparities by protected characteristics
- Actions taken to address concerns
- Effectiveness of the behaviour policy

15. Links to Other Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy (ICT)
- Equality and Diversity Policy
- SEND Policy
- Attendance Policy
- Uniform Policy
- Data Protection Policy
- Admissions Policy
- Complaints Policy

Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body to ensure:

- Compliance with Independent School Standards
- Effective implementation
- Continued relevance to the school context
- Alignment with current DfE guidance

Next review date: March 2027

16. Version Control

Date of Adoption	7 May 2026
Date of Last Review	April 2026
Date of Next Review	April 2027
Policy Owner (SLT)	Jane Prothero
Policy Owner (Governors)	Zeilah Chadwick

APPENDICES

Appendix A: Behaviour Expectations by Phase

Early Years Foundation Stage (EYFS)

Our Expectations:

At Bradford Christian School, our youngest pupils are learning how to:

- Share and take turns
- Listen when others are speaking
- Follow simple instructions
- Use kind words and gentle hands
- Ask for help when needed
- Tidy up after activities

Micah 6:8 in EYFS:

- **Act Justly** - "We are fair and honest"
- **Love Mercy** - "We are kind and helpful"
- **Walk Humbly** - "We listen and learn"

Positive Behaviour Strategies:

- Visual timetables and reminders
- Praise and encouragement
- Stickers and stamps
- Golden time
- Sharing achievements with parents
- Celebration in assembly

Managing Challenging Behaviour:

- Gentle reminders and redirection
- Time out (1-2 minutes in a calm space)
- Restorative conversations (age-appropriate)
- Involvement of parents for persistent issues

EYFS Safeguarding Note: In Early Years, any pupil who loses break time must remain in sight and hearing of a staff member holding current Paediatric First Aid (PFA) qualification.

Key Stage 1 (Years 1-2)

Our Expectations:

Pupils in Key Stage 1 are expected to:

- Follow the school rules (Micah 6:8)
- Listen attentively and follow instructions
- Work hard and try their best
- Be kind and respectful to everyone
- Take care of school property
- Walk sensibly around school
- Line up quietly

Micah 6:8 in KS1:

- **Act Justly** - "We do what is right, fair, and honest"
- **Love Mercy** - "We show kindness, compassion, and forgiveness"
- **Walk Humbly** - "We respect God, others, and ourselves"

Positive Behaviour Strategies:

- Verbal praise
- Stickers and stamps
- Star of the Week certificates
- Positive notes home
- Golden time
- Celebration assembly

Managing Challenging Behaviour:

- Verbal warnings
- Time out in class or partner classroom
- Completion of work at break time
- Restorative conversations
- Contact with parents
- Behaviour chart (for persistent issues)

Key Stage 2 (Years 3-6)

Our Expectations:

Pupils in Key Stage 2 are expected to:

- Demonstrate the school rules (Micah 6:8) consistently
- Show respect for all members of the school community
- Take responsibility for their own learning and behaviour
- Be role models for younger pupils
- Complete homework on time
- Wear correct uniform
- Move around school calmly and sensibly
- Use technology responsibly

Micah 6:8 in KS2:

- **Act Justly** - "We do what is right, fair, and honest in all situations"
- **Love Mercy** - "We show kindness, compassion, and forgiveness to everyone"
- **Walk Humbly** - "We respect God, others, and ourselves, and recognise our need for God's help"

Positive Behaviour Strategies:

- Verbal praise
- Certificates and awards
- Positive notes home
- Headteacher's award
- Responsibilities (e.g., class monitor)
- Celebration assembly

Managing Challenging Behaviour:

- Verbal warnings
- Loss of break/lunchtime (up to 15 minutes)
- Completion of work at break/lunch
- Time out in another classroom
- Detention (break or lunchtime)
- Letter of apology
- Restorative conversation
- Contact with parents
- Behaviour report card
- Meeting with senior staff
- Internal exclusion (for serious incidents)

Key Stage 3 (Years 7-8)

Our Expectations:

Pupils in Key Stage 3 are expected to:

- Consistently demonstrate the school rules (Micah 6:8)
- Show maturity and self-discipline
- Take full responsibility for their learning and behaviour
- Be positive role models
- Complete all homework to a high standard
- Wear correct uniform with pride
- Respect all staff and pupils
- Use technology responsibly and safely
- Contribute positively to the school community

Micah 6:8 in KS3:

- **Act Justly** - "We pursue justice, integrity, and honesty in all our actions"
- **Love Mercy** - "We show compassion, kindness, and grace, even when it's difficult"
- **Walk Humbly** - "We recognise our dependence on God and treat others with humility and respect"

Positive Behaviour Strategies:

- Verbal praise
- Subject awards
- Values awards
- Positive notes/emails home
- Headteacher's award
- Leadership opportunities
- Celebration assembly
- End of year awards

Managing Challenging Behaviour:

- Verbal warnings
- Removal from lesson
- Detention (break, lunch, or after school)
- Contact with parents
- Behaviour report card
- Meeting with senior staff
- Loss of privileges (e.g., trip, event)
- Internal exclusion
- Suspension (for serious incidents)

Key Stage 4 (Years 9-11)

Our Expectations:

Pupils in Key Stage 4 are expected to:

- Exemplify the school rules (Micah 6:8) at all times
- Demonstrate maturity, self-discipline, and personal responsibility
- Be excellent role models for all pupils
- Show commitment to their studies and future aspirations
- Complete all coursework and homework to the highest standard
- Wear correct uniform with pride
- Treat all members of the school community with respect
- Use technology responsibly and ethically
- Contribute positively to the wider school community
- Prepare effectively for examinations

Micah 6:8 in KS4:

- **Act Justly** - "We pursue justice and integrity in all areas of life, standing up for what is right"
- **Love Mercy** - "We show compassion and grace to all, reflecting God's love"
- **Walk Humbly** - "We recognise our dependence on God, serve others, and lead with humility"

Positive Behaviour Strategies:

- Verbal praise
- Subject awards
- Values awards
- Positive notes/emails home
- Headteacher's award
- Leadership opportunities
- Celebration assembly
- End of year awards
- GCSE results celebration

Managing Challenging Behaviour:

- Verbal warnings
- Removal from lesson
- Detention (break, lunch, or after school)
- Contact with parents
- Behaviour report card
- Meeting with senior staff
- Loss of privileges (e.g., prom, trip, study leave)
- Internal exclusion
- Suspension
- Permanent exclusion (in extreme cases)

Appendix B: Sanctions Matrix

This matrix provides guidance on appropriate sanctions for specific behaviours. Staff should use professional judgement and consider individual circumstances.

Note on "Persistent" Behaviour:

- "Repeated Occurrence" typically means 2-3 instances of the same behaviour within a half-term
- "Persistent/Serious" typically means 4+ instances within a half-term, or behaviour that continues despite interventions

Staff should use professional judgement and consider individual circumstances, including SEND and safeguarding factors.

Behaviour	First Occurrence	Repeated Occurrence	Persistent/Serious
Low-Level Disruption			
Talking when should be listening	Verbal reminder/warning	Loss of break time (5-10 mins)	Detention, contact parents
Not following instructions	Verbal warning	Time out, loss of privilege	Behaviour report card
Off-task behaviour	Redirection, verbal warning	Complete work at break	Detention, meeting with parents
Calling out	Verbal reminder	Loss of break time	Behaviour report card
Not bringing equipment	Verbal reminder, borrow equipment	Detention (break)	Contact parents, detention (lunch)

Incomplete homework	Complete at break/lunch	Detention (lunch)	Contact parents, behaviour report
Late to lesson	Verbal warning	Detention (break)	Detention (after school), contact parents
Defiance and Disruption			
Refusal to follow instructions	Verbal warning, time out	Removal from lesson, detention	Internal exclusion, contact parents
Answering back to staff	Verbal warning, restorative conversation	Detention, apology	Meeting with senior staff, internal exclusion
Persistent disruption	Removal from lesson	Detention (after school), contact parents	Internal exclusion, behaviour contract
Walking out of lesson	Immediate removal, contact parents	Internal exclusion	Suspension
Respect and Conduct			
Unkind comments	Restorative conversation, apology	Detention, contact parents	Internal exclusion, behaviour contract
Swearing (not at staff)	Verbal warning, apology	Detention, contact parents	Internal exclusion

Swearing at staff	Immediate detention, apology, contact parents	Internal exclusion	Suspension
Disrespect to staff	Detention, apology, contact parents	Internal exclusion	Suspension
Inappropriate physical contact	Restorative conversation, contact parents	Detention, internal exclusion	Suspension
Physical Behaviour			
Play fighting	Verbal warning, restorative conversation	Detention, contact parents	Internal exclusion
Fighting	Internal exclusion, contact parents	Suspension	Suspension (extended) or permanent exclusion
Physical assault on pupil	Suspension, contact parents, investigation	Suspension (extended)	Permanent exclusion
Physical assault on staff	Suspension, police involvement	Permanent exclusion	Permanent exclusion
Bullying			

Bullying behaviour	Investigation, restorative work, contact parents	Internal exclusion, behaviour contract	Suspension
Cyberbullying	Investigation, internal exclusion, contact parents	Suspension	Suspension (extended) or permanent exclusion
Discriminatory bullying	Investigation, suspension, contact parents	Suspension (extended)	Permanent exclusion

Property and Safety

Damage to property (accidental)	Repair/pay for damage, apology	As left	As left
Damage to property (deliberate)	Repair/pay for damage, detention, contact parents	Internal exclusion, pay for damage	Suspension, pay for damage
Vandalism	Suspension, pay for damage, police involvement	Suspension (extended), pay for damage	Permanent exclusion
Theft	Investigation, return item, contact parents, detention	Internal exclusion or suspension	Suspension or permanent exclusion
Arson	Suspension, police involvement	Permanent exclusion	Permanent exclusion

Substances

Possession of tobacco/vaping	Confiscation, contact parents, detention	Internal exclusion	Suspension
Smoking/vaping on premises	Confiscation, contact parents, internal exclusion	Suspension	Suspension (extended)
Possession of alcohol	Confiscation, contact parents, suspension	Suspension (extended)	Permanent exclusion
Possession of drugs	Confiscation, police involvement, suspension	Permanent exclusion	Permanent exclusion
Supply of drugs	Police involvement, permanent exclusion	Permanent exclusion	Permanent exclusion

Weapons and Dangerous Items

Possession of weapon/offensive item	Confiscation, police involvement, suspension	Permanent exclusion	Permanent exclusion
Possession of fireworks	Confiscation, contact parents, suspension	Permanent exclusion	Permanent exclusion

Technology and Online

Mobile phone out in lesson	Confiscation until end of day	Confiscation, return to parent only	Detention, confiscation
Misuse of school IT	Loss of IT privileges, detention	Internal exclusion	Suspension
Accessing inappropriate content	Investigation, contact parents, internal exclusion	Suspension	Suspension (extended)
Sharing inappropriate images	Investigation, police involvement, suspension	Permanent exclusion	Permanent exclusion

Sexual Misconduct

Sexual harassment	Investigation, contact parents, internal exclusion	Suspension	Suspension or permanent exclusion
Sexual assault	Police involvement, suspension	Permanent exclusion	Permanent exclusion
Sharing indecent images	Police involvement, suspension	Permanent exclusion	Permanent exclusion

Note: This matrix is a guide. The Headteacher will consider all circumstances, including SEND, safeguarding factors, and context, when determining appropriate sanctions.

Appendix C: Exclusion Procedures Flowchart

SUSPENSION (Fixed-Term Exclusion) Process

	Serious Incident / Persistent
	Breach of Behaviour Policy

|



	Investigation Completed
	- Statements gathered
	- Evidence reviewed
	- Pupil given opportunity to
	explain
	- SEND/safeguarding considered

|



	Headteacher Decision
	- Consider all evidence
	- Consider SEND/safeguarding
	- Consider alternatives
	- Decide on suspension

|



Parents Informed	
- Phone call (same day)	
- Letter (within 1 school day)	
- Governors informed	

|



During Suspension	
- Work provided from day 1	
- Appropriate education provision	
arranged if needed (5+ days)	
- Parents responsible for child	
not in public place (days 1-5)	

|



Reintegration Meeting	
- Before return to school	
- Pupil, parents, senior staff	
- Restorative questions	
- Support plan agreed	
- Expectations clarified	
- Fresh start provided	

PERMANENT EXCLUSION Process

Very Serious Incident /

Persistent Serious Breaches



Thorough Investigation

- All statements gathered

- All evidence reviewed

- Pupil given full opportunity

to explain

- SEND/safeguarding considered

- Alternatives considered

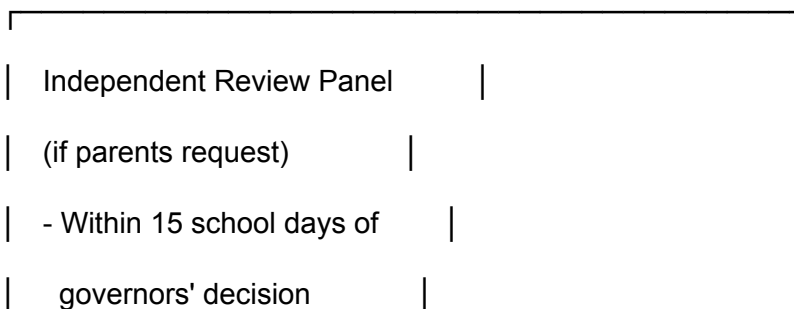
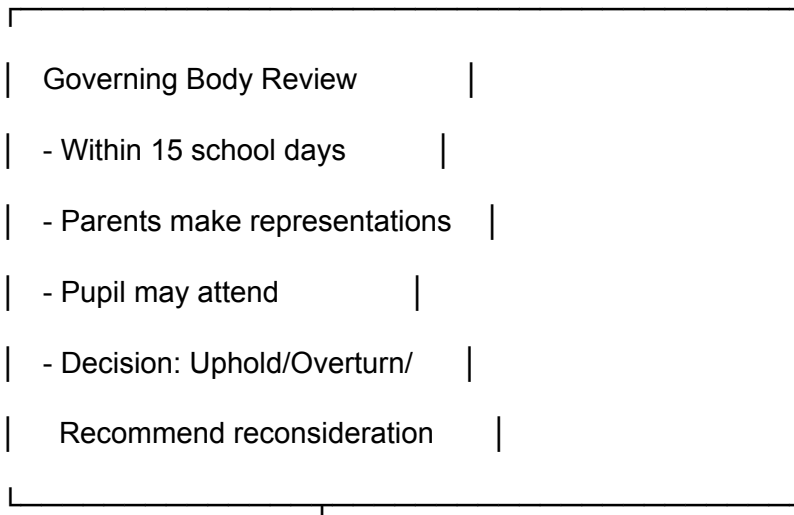
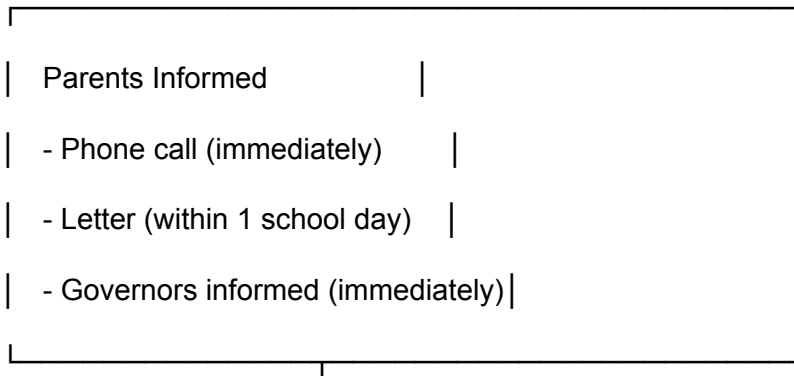
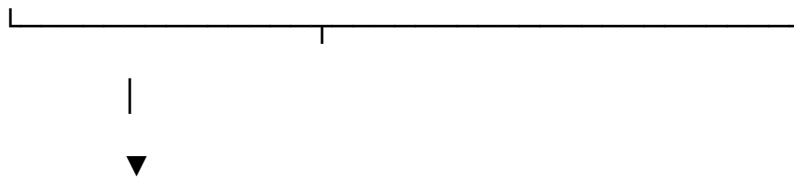


Headteacher Decision

- Consider all evidence

- Consider alternatives

- Decide on permanent exclusion



	- Panel reviews decision	
	- SEN expert may attend	
	- Decision: Uphold/Recommend	
	reconsideration/Quash	

Appendix D: Search and Confiscation Procedures

Search Procedure (Without Consent)

Before the Search:

1. Establish reasonable grounds for suspicion

- You must have reasonable grounds to believe the pupil has a prohibited item
- Document what led to this suspicion

2. Identify authorised staff

- Only the Headteacher or authorised staff may conduct searches without consent
- Authorised staff: SLT, Heads of Year/Phase

3. Arrange a witness

- Another member of staff must be present
- Where possible, the witness should be the same sex as the pupil

4. Find a private location

- Use a private room (not a classroom with other pupils)
 - Ensure the location is appropriate and safe
-

During the Search:

1. Explain to the pupil

- Tell the pupil why they are being searched
- Explain what you are looking for
- Ask the pupil to cooperate

2. Conduct the search

- Search outer clothing (coat, jacket, hat, scarf, gloves, shoes)
- Search pockets
- Search bag/locker
- Do NOT require the pupil to remove any clothing other than outer clothing
- Do NOT conduct an intimate search (this is the role of the police)

3. If the pupil refuses

- Explain the consequences of refusal
- Consider using reasonable force (see Section 11)
- Consider calling the police (for serious items)

4. If a prohibited item is found

- Confiscate the item
 - Decide on appropriate sanction
 - Consider whether police involvement is necessary
-

After the Search:

1. Record the search (see Section 14.4)

2. Inform parents

- Contact parents on the same day
- Explain what was found and what action has been taken
- **Exception:** Do not inform parents if this would pose a safeguarding risk

3. Store or dispose of the item

- Store securely if to be returned
- Dispose of if appropriate (e.g., tobacco, alcohol)
- Hand to police if illegal (e.g., drugs, weapons)

4. Apply appropriate sanction

- Follow the Sanctions Matrix (Appendix B)
-

Confiscation Procedure

Items That May Be Confiscated:

- Any item that disrupts learning
- Any item that poses a risk to safety

- Any item that is banned by school rules
 - Any illegal item
-

Process:

1. Confiscate the item

- Explain to the pupil why the item is being confiscated
- Give the pupil a receipt (if appropriate)

2. Store the item securely

- Label the item with pupil's name and date
- Store in a secure location (e.g., school office safe)

3. Decide on return or disposal

- **Return to pupil:** At end of day, end of week, or as specified
- **Return to parent:** For repeat offences or valuable items
- **Dispose:** Tobacco, alcohol, inappropriate materials
- **Hand to police:** Illegal drugs, weapons, indecent images

4. Record the confiscation (see Section 14.4)

5. Inform parents

- Contact parents on the same day
- Explain what was confiscated and when it will be returned (if applicable)

6. Apply appropriate sanction

- Follow the Sanctions Matrix (Appendix B)
-

Searching Electronic Devices

Legal Power: Staff may examine data or files on electronic devices if there is reasonable suspicion that the device contains evidence of misbehaviour.

Process:

1. Confiscate the device

2. Examine the device

- Look for evidence of the suspected misbehaviour

- Do NOT browse unrelated content
- If evidence is found, save or photograph it

3. If illegal content is found (e.g., indecent images of children):

- **Do NOT view, copy, or share the images**
- **Do NOT delete the images**
- Immediately inform the Designated Safeguarding Lead
- Hand the device to the police
- Follow Child Protection and Safeguarding Policy

4. Record the search and examination

5. Inform parents

6. Apply appropriate sanction

Appendix E: Banned and Restricted Items List

Prohibited Items (May Be Searched For Without Consent)

The following items are banned at Bradford Christian School:

Weapons and Offensive Items

- Knives
- Blades
- Firearms (including replicas)
- Any item that could be used as a weapon

Illegal Substances

- Illegal drugs
- Legal highs
- Drug paraphernalia

Alcohol

- Any alcoholic beverages

Tobacco and Vaping Products

- Cigarettes
- Tobacco
- E-cigarettes/vapes
- Cigarette papers/lighters

Fireworks and Explosives

- Fireworks
- Explosives
- Smoke bombs

Pornographic or Inappropriate Images

- Pornographic materials (print or digital)
- Indecent images

Stolen Property

- Any item that has been stolen

Items Used to Commit Offences or Cause Harm

- Any article that has been or is likely to be used to:
 - Commit an offence
 - Cause personal injury
 - Damage property
-

Restricted Items (May Be Confiscated)

The following items are restricted and may be confiscated if they disrupt learning or pose a risk:

Mobile Phones and Smart Devices

- Must be switched off and kept in bags during lessons
- May be confiscated if seen or heard during lessons
- Repeat offences: device returned to parent only

Headphones/Earbuds

- Only permitted with staff permission for specific learning activities

Toys and Games

- Not permitted in school (unless for a specific educational purpose)

Trading Cards/Collectibles

- Not permitted in school

Chewing Gum

- Not permitted anywhere on school premises

Energy Drinks

- Not permitted on school premises

Laser Pens

- Not permitted due to safety risks

Aerosols

- Deodorant/body spray must be roll-on (not aerosol)

Inappropriate Materials

- Any material that is offensive, discriminatory, or inappropriate

Large Sums of Money

- Pupils should not bring large amounts of money to school
- School is not responsible for loss

Valuable Items

- Pupils are advised not to bring valuable items to school
- School is not responsible for loss or damage

Note: This list is not exhaustive. Staff may confiscate any item that disrupts learning, poses a risk to safety, or is inappropriate for the school environment.
