

# Behaviour and Relationships Policy



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Approved by:	Approved date:

**Page**

## **1. Aim**

This policy aims to create a positive and inclusive environment that fosters healthy relationships among pupils, staff, and parents. Our goal is to teach our pupils to embrace our school motto "let all our bright colours shine." We know that young people do not thrive unless they feel safe and secure.

They need an opportunity to build strong positive relationships that have clear boundaries that can help them survive their own immaturity as they experiment with certain behaviours and emotions, they find difficult to contain.

The genuine warmth and welcome of the teacher, their reasonable demands and consistent maintenance of boundaries will create an atmosphere where young people can feel safe and learn how to relate well to others as well as make timely progress from their starting points.

## **2. Mission Statement**

**At Fisher More RCHS, we are a Catholic community shaped by our motto: Fides  
· Labore · Caritas – Faith, Work, Love**

**We place Faith in Jesus Christ at the heart of our school.  
We pray together, follow the Gospel, and forgive others as we hope to be forgiven.**

**We value Work through aspiration, inclusion, and resilience.  
We strive for excellence in all we do and celebrate every effort.**

**We live out Love by being kind, compassionate, and united. Everyone  
is welcome; everyone belongs.**

## **3. Aims**

### **This policy aims to:**

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions;
- Encourage individuals to take responsibility for their own actions, exercise self-discipline and to always consider the feelings of others;
- Enhance our culture of praise and reward;
- Provide a quiet, calm, orderly and happy atmosphere in the school where all can let their bright colours can shine;
- Establish purposeful relationships which promote high quality learning and the development of the whole child within our community;
- Ensure pupils know that only the absolute best behaviour is acceptable and to apply rewards and sanctions consistently across the school;
- Ensure that fair and consistent treatment is provided, challenging all comments or behaviours which undermine the dignity and self-esteem of individuals;
- Ensure pupils learn and feel safe in school and the wider community;

- Sanction pupils fairly and consistently for infringing the agreed standards, which recognises the limits of unacceptable behaviour and leads to improvement. Pupils are expected to adhere to these standards in school, during school visits and when travelling between home and school;
- Enable pupils to feel safe in school, ensuring that any instances of bullying and discrimination are dealt with promptly, fairly, and firmly;
- Implement mental health and trauma informed approach to behaviour in our school.

This Behaviour and Relationship policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

- Consistent trauma-informed approach to behaviour
- Strong school leadership
- Effective classroom management
- Rewards and consequences
- Behaviour strategies and the teaching of good behaviour
- Staff development and support Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities

#### **4. Our Expectations**

Consistent yet flexible implementation of this policy by all is vital, to consider the many varied and complex needs of the pupils who attend our school.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEND).

If a pupil has an SEND need that affects their behaviour, a judgement will be made by school professionals on the facts of the situation in line with the 'Behaviour in Schools', February 2024, advice from the Department for Education. Equally, school staff will also consider whether reasonable adjustments were in place in discussion with the school's SENCO. Fisher More will seek to try to understand the underlying causes of behaviour and whether additional support is needed ensuring that the school is fully inclusive. To be fully inclusive, we tailor our strategies and make reasonable adjustments. A guided approach using the expertise of our SENCo (Special Educational Needs Co Ordinator), Ms Gauntlett, is the most productive method.

We believe that our pupils are entitled to study in a calm, positive and productive atmosphere. We want all pupils to feel safe and confident on the school site, in the community, at home, in classrooms, corridors, stairwells, yards and on buses, and enjoy being part of a friendly, welcoming, school community.

Whilst it is impossible to eradicate all poor behaviour in our school, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of necessary learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.

Our pupils belong to a school which works closely with parents and carers.

We expect all our pupils to:

- Be respectful and responsible for learning
- Do what is expected straight away.

- Allow others to learn.
- Follow instructions without argument or delay.
- Be present, punctual and polite

#### 4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Keeping Children Safe in Education (KCSIE) 2025 – statutory guidance (final version comes into force September 2025). Our safeguarding, behaviour and sexual harassment responses must align to KCSIE 2025
- Working together to improve school attendance (Aug 2024) – statutory guidance (applies from 19 August 2024) including national thresholds for legal intervention and the national Penalty Notice framework
- School suspensions and permanent exclusions (Aug 2024) – statutory guidance (includes pupil movement and off-site direction). Our suspensions/exclusions section and processes (including IRPs) are aligned to this edition
- Mobile phones in schools (Feb 2024) – non-statutory guidance supporting a phone-free school environment and setting out lawful use of sanctions and confiscation.
- Searching, screening and confiscation (July 2022, in force; page updated 2023) – statutory and nonstatutory guidance on when and how to search, examine data, and handle confiscated items.
- Behaviour in schools (Feb 2024) – DfE advice on whole-school behaviour culture, support, and staff powers.

## 5. Definitions

**Misbehaviour** is defined as:

- Disruption to learning in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or home learning.
- Poor attitude towards school, staff, and learning in lessons.
- Incorrect uniform (as outlined on school website) and a lack of suitable equipment for learning.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules and this policy.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting and/or an assault.
- Smoking, vaping.
- Derogatory language
- Racist, sexist, homophobic or discriminatory behaviour.

We reserve the right to report any of the above behaviours to the police where it is deemed necessary. The school has CCTV coverage throughout the school site. Footage from the CCTV recordings will be used to gather evidence of any reported misbehaviour and be used by school in any pupil discipline meetings with members of the governing board or senior leadership team.

## 5. Prohibited items

School is never a place to bring certain types of items which are illegal or have the potential to harm. Designated school staff may search pupils for any prohibited item if there is suspicion that the pupil has it on their person. Searches will be authorised by the Senior Leadership Team only and will be carried out only where school has responsibility for the safety of pupils.

**Prohibited items include:**

- Alcohol
- Knives and weapons
- Illegal drugs, including legal 'highs'
- Stolen items
- Tobacco, cigarette papers or Snus
- Vapes

- Fireworks
- Pornographic images/racist/homophobic/extremist content
- High energy drinks (except for medicinal purpose)
- Items purchased in bulk for sale within the school grounds
- Any article which a staff member suspects has been, or is likely to be, used to commit an offence, or cause personal injury or destruction of school property
- Any article banned by the school rules or considered to be inappropriate by the school

Knives/weapons or illegal drugs that are brought into school are likely to lead to a permanent exclusion. Serious incidents may be reported to the police.

Searching, screening and confiscation will be conducted in line with **DfE SSC (July 2022)**, including keeping appropriate records, the use of same-sex staff and witnesses where required, and when staff may examine and, where appropriate, delete data on a device." [GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107122/SSC_July_2022.pdf)

Where items are confiscated (including vapes/tobacco), actions taken will follow DfE SSC guidance and be recorded; parents/carers will be informed where the guidance requires. Banned items such as vapes will be discarded and therefore not handed back to parents or carers on request.

## 6. Use of reasonable force

No school wants to have to use restraint or force of any kind. However, where there is a risk of extreme harm to an individual or others it may be necessary. The term covers a wide range of interventions from blocking the path of a pupil or leading a pupil away gently with the arm to physically restraining someone who is intending to cause physical harm to themselves or others.

Any use of force would be dependent on all other avenues being explored or because of a need to avoid a potentially harmful situation developing quickly. Other avenues would include the use of mediation, removal from the incident, a period of respite for individuals, use of Pastoral or Learning Support Centre or other restorative approaches. Reasonable adjustments would be made where appropriate, for disabled or SEND pupils. Schools are not required to gain parental consent for the use of reasonable force, but it would always be used as a last resort or to ensure the immediate safety and welfare of pupils or staff. It would only ever be used to control or restrain, or to deescalate a situation.

All members of the school staff have the legal power to use reasonable force.

Staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded after the event on a 'physical restraint form' and uploaded to CPOMs and reported to parents/carers.

We follow current DfE advice on reasonable force and note the **DfE consultation (2025)** on revised guidance; we will update this policy promptly once the revised guidance is issued. [consult.education.gov.uk](https://consult.education.gov.uk)

## 7. Safeguarding considerations

- Staff should not send pupils to stand unsupervised outside the classroom as a sanction nor should they leave a class unattended.
- Confrontation of any kind is to be strongly discouraged.
- Staff should stand clear of doorways and never try to prevent a pupil from leaving the classroom.

### 7A. No Touching Policy

At Ss John Fisher and Thomas More RC High School, the physical and emotional safety of our pupils is of paramount importance. We promote positive relationships based on respect, dignity, and personal boundaries.

To maintain these standards and protect all members of our school community, **pupils must not engage in any form of physical contact with one another**. This includes, but is not limited to, holding hands, hugging, play fighting, pushing, grabbing, or any other physical interaction.

This policy ensures that:

- Personal space and physical boundaries are respected at all times.
- Misunderstandings and inappropriate physical behaviours are prevented.
- A safe, calm, and professional environment is maintained in corridors, classrooms, and social areas.

Staff will consistently remind pupils of this expectation and will address any breaches in line with our Behaviour and Relationships Policy. Any physical contact that causes harm, distress, or discomfort to another pupil will be treated seriously and may result in sanctions proportionate to the incident.

This rule applies at all times when pupils are under the care or supervision of the school, including during lessons, break and lunchtime, on school transport, and when representing the school off-site.

Our “no hands touching” rule is not intended to prevent kindness, friendship, or care being expressed; rather, it is designed to uphold the highest standards of respect and safeguarding within our Catholic community.

## 8. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against **Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing 'Child on child abuse / Anti Bullying strategy are set out in our Anti-bullying and safeguarding policies.

## 9. Off-site behaviour

Pupils wearing our school uniform are representatives of Fisher More and, as such, have a responsibility to behave with respect and good manners.

The use of the school bus is a privilege and not a right. Behaviour when travelling to and from school should be characterised by the principles embodied in this policy. Pupils who fail to behave calmly and respectfully will be subject to sanctions which might lead to them being banned from using the school bus. Likewise, if reported, unruly or anti-social behaviour while pupils walk to and from school will be met with appropriate sanctions.

Sanctions may be applied where a pupil has misbehaved off-site. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Pupils may also be sanctioned when they are on an off-site direction or using Alternative Provision. Where a pupil has failed an off-site direction or Alternative Provision due to incidents covered in this policy, sanctions may be given. This could include suspension or permanent exclusion.

## **10. Uniform and Dress Code**

Non-compliance with the school's dress code could result in further sanctions. Parents should inform the form teacher immediately where there are issues with uniform and when the issue will be rectified. At this point, a message will be sent to all staff. Any pupils who come to school without suitable footwear, will be required to wear shoes that have been provided by school. For persistent non-compliance, or where pupils fail to rectify the problem within the agreed time limit, pupils will be placed on a same night detention which can range from 30 min – 120 mins. Continued or deliberate non-compliance will lead to time being spent in our isolation centre.

Should parents/carers have financial issues, they should inform their child's Head of Year who will endeavour, wherever possible, to support the family. Please refer to the **uniform policy** for more details.

## **11. Roles and responsibilities**

### **11.1 The Governing Board**

The Pupil Welfare Committee is responsible for reviewing and approving the written statement of behaviour principles.

The Pupil Welfare Committee will also review this behaviour and relationships policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **11.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with Pupil Welfare Committee considering the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **11.3 Teaching Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Explicitly teaching learning behaviours.
- Modelling positive behaviour.
- Providing a safe and warm environment that is conducive to learning.
- Providing a personalised approach to the specific behavioural needs of pupils.
- Providing opportunities for pupils to reflect on poor behaviour.
- Recording behaviour incidents through Synergy
- Using personalised strategies, such as 'pupil passports' for pupils with additional needs

### **11.4 Subject Leaders**

Subject leaders are responsible for:

- Implementing the behaviour policy consistently across their department area.

- Having an oversight of behaviour within their department area, including supporting colleagues as and when necessary.
- Meeting with pupils and parents should behaviour continue to be an issue in the department.
- Running weekly sanctions in school, that challenges poor behaviour in their department.

### **11.5 Form Tutors**

Form tutors are responsible for:

- Day-to-day knowledge of and contact with pupils in their form groups.
- Monitoring their achievements, behaviour, including rewards, attendance, punctuality, and uniform.
- Each day the form tutor should ensure that:
  - A suitable prayer is said with the form
  - make up and jewellery is checked and dealt with appropriately if/when needed;
  - pupils are wearing full uniform correctly; providing uniform cards where necessary;
  - pupils have a school bag and the necessary equipment, including pen, pencil, ruler, and calculator;
  - punctuality and attendance are monitored and acted upon as stated in the attendance policy;
    - Collect and return pupils' mobile phones at the start and end of the school day.
  - Being the first point-of-contact for all pupils and parents/carers in their form.

### **11.6 Heads of Year**

Heads of Year are responsible for:

- The pastoral and academic learning, progress, and welfare of the pupils in their year group including responding to behaviour issues outside the classroom.
- Having an oversight of behaviour within their year groups, including monitoring behaviour hotspots around school.
- Meeting with pupil, parents, and other agencies, should behaviour continue to be an issue. They will discuss barriers to learning and what support needs to be put in place.
- Running daily sanctions in school, that challenges poor behaviour.
- Place pupils in their year group on report and monitor pupil progress towards the agreed targets.

### **11.7 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any subject specific behavioural concerns with the class teacher or for more general concerns they should contact their child's form teacher.

## **12. Rewards and sanctions**

### **12.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

## Rewards

At Fisher More we aim to encourage and support all pupils to reach their full potential, both personally and academically. This is underpinned by a fair and consistent system of sanctions and rewards. At Fisher More, we aim to reward pupils who live out the Catholic core values, as well as meet the high expectations of our school's Behaviour and Relationships Policy.

Form teachers, teaching staff, support staff, Heads of Year, and members of the SLT will reward pupils for consistently positive behaviour or improved behaviour.

We also reward pupils for their excellent reports and attitudes to learning, and especially when they go above and beyond, academically, by doing something positive in our school, or even in the wider community. We believe that having a positive culture helps the pupils to grow and, as always, we ask for parental support in praising and rewarding their children's efforts.

This year, the school has introduced a revised merit system. Staff will no longer award merits during individual lessons. Instead, pupils who achieve a grade '4' for their Attitude to Learning (ATL) will be retrospectively allocated a set of merits at the end of each half-term, as outlined below. Additional merits may also be awarded for high-quality homework and regular participation in extracurricular clubs.

## How to Achieve Merits

### Once every half term;

- **Year Leaders** will nominate two pupils from their year group for being an outstanding individual outside of the classroom
- **SLT** will nominate two pupils from each year group who have stood out and exemplified the school motto.
- **The Headteacher** will nominate one person from each year group who has exemplified the school motto – *Fidet, Labore, Caritas*.
- **Subject Leaders** will nominate two pupils from each year group for outstanding academic achievements.
- **Form Teachers** will nominate one pupil who has gone above and beyond in school.
- Merits are collated for **Attitude to Learning in class (ATL)** and achieving a '4' in lessons can result in up to 200 merits per half term.

### As well as this, merits can be given;

- Every time a pupil attends an **extra-curricular club** or represent the school
- For completing homework
- For achieving 100% attendance

### Rewards will be given in several ways:

- Subject certificates/Badges
- Vouchers to go on the 3G pitch
- Vouchers to get to the front of the break and lunch time queue

- Attend a rewards afternoon
- Invitation to the annual Rewards evening
- Social Media recognition
- Attend a rewards breakfast with the senior leadership team

### **Seasonal Rewards**

While the merit system operates continuously throughout the academic year, dedicated reward events will be held at the end of each full term to ensure that all pupils have the opportunity to be recognised and celebrated.

**Christmas:** Fisher More's 'Quid Games' – All pupils in the top 25% of merits across all year groups will be invited to the Christmas Quid Games, with a chance to win up to £300.

**Easter:** Pupils in the top 25% of merits between January and April, will be invited to attend one of two annual trips. KS3 will be invited to the Flower Bowl trip (mini-golf, bowling, shuffleboard, table pool, curling) and KS4 will be invited to the Trafford Centre trip (shopping, cinema, mini-golf)

**Summer:** Pupils in the top 25% of merits for the entire academic year will be invited to a special breakfast in the penultimate week of term. The pupil with the most merits in each year group will receive the 'Pupil of the Year' Award and invited to the school's awards evening. They will be presented with a trophy and significant prize.

All merits are recorded on Synergy and can be accessed daily by parents

### **As well as the new merit system, rewards and praise may be given in several other ways:**

#### **Verbally**

- Telling pupils (privately or publicly, as appropriate) when they have done well.
- Thanking groups and individuals for working hard, trying their best, helping, being honest etc.
- Acknowledging the trivial things, e.g. holding a door open, picking up litter.
- Speaking of our high expectations, pride in their success and our school's reputation.

#### **Publicly**

- Half termly awards assemblies, where merits are discussed
- Meeting with the Head teacher and Head of Year
- Annual Awards evenings
- Early entry to lunch time/break time queues
- Shout-outs on our website and social media pages
- Positive Synergy messages / text messages
- Positive phone calls home from class teachers
- Positive post cards home
- Award of e-vouchers to motivate pupils
- Periodic breakfast rewards
- Recognition in assemblies
- School/Press photographs/social media posts

- Special privileges/rewards
- Comments on reports
- Annual Prizes/trophies
- Subject certificates/badges
- School certificates
- Reward trips/events

The participation of students in reward trips and extracurricular activities is a privilege that is given to pupils who fulfil our high expectations that we have for our pupils. If a student is suspended due to poor behaviour, it may result in their removal from upcoming school trips and activities. We believe that this approach encourages responsibility and accountability among our students. It also ensures that all participants in these events can enjoy a positive and secure experience.

### **Sanctions**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Expecting work to be completed at home or after school
- Detention after school (no notice applicable) Any detentions that occur after 2pm will be served the following day. All detentions are recorded using Synergy. If parents have an issue accessing Synergy, they must contact the school and request phone calls home.
- Referring the pupil to a senior member of staff.
- Synergy messages or phone calls home to parents.
- Parental meetings.
- Agreeing a behaviour contract.
- Putting a pupil 'on report.'
- Directing to a different school for a short period of time

Teachers may call for 'On Call' to come to the lesson for support with a pupil who is displaying poor behaviour. On some rare occasions, serious misbehaviour in the classroom may lead to a pupil being moved into our Isolation room.

### **12.2 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

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

[Please refer to our child protection and safeguarding policy for more information](#)

### **12.3 Malicious allegations**

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

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

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

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

[Please refer to our Child Protection and Safeguarding Policy and Whistle Blowing Management of Lancashire County Council for more information on responding to allegations of abuse against staff or other pupils.](#)

## **13. Behaviour management**

### **13.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Meet and greet their pupils at their classroom door.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Follow the Behaviour and Relationships policy consistently. • Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines, including use of the seating plan, formal starts and ends to lessons. ○ Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour, rewarding pupils as appropriate. ○ Concluding the day positively and starting the next day afresh. ○ Using positive reinforcement.
  - Applying relevant sanctions.

### 13.3 Confiscation

**Any prohibited items (listed in section 3) and mobile phones found in pupils' possession will be confiscated.**

Searching and screening pupils is conducted in line with the DfE's latest guidance on [Searching, screening and confiscation at school](#)

#### Searches

Searches on pupil will only take place when there is a strong belief that a pupil is carrying item[s] that are prohibited, or that could pose a danger or threat to pupils, or any other persons on school premises. Searches will be carried out by an authorised member of staff and will be of the same gender as the pupil. A witness will also be present. Searches are permissible on school premises or where teachers have responsibility for pupils (trips, visits etc.). If a pupil refuses to be searched, then the police or other relevant agencies may be called.

#### Mobile Phones and other Electronic Devices

The school accepts no responsibility for loss, theft of or damage of any mobile phone or electronic device. As a result, school staff will not deviate from their priority of teaching and learning to investigate incidents of loss, theft, or damage.

School is fully aware of the considerable expense involved in the purchase of some types of mobile phone and electronic devices and as a result the school strongly recommends that pupils do not bring such items onto the school site. If a pupil needs to contact a parent or carer for an urgent or important reason, then the pupil should go to the Student Services where information can be passed to parents or carers via the Pastoral Managers.

School, however, recognises that in some situations, parents/carers may wish their child to carry a mobile phone as a safety precaution for their journey to and from the school site.

If a pupil decides to bring their mobile phone into school, at registration, all pupils will switch off their mobile phone and place it in the cabinet in their Form Room. This will be locked by the Form Tutor. At 2:50pm, all pupils will return to their Form Rooms to retrieve their phones. Mobile phones must remain switched off until pupils are outside of the school building.

If a pupil arrives late to school, they will hand their phone in at Student Services; The Attendance Manager will place them in a locked cabinet in Student Services.

Members of staff will regularly screen pupils (chosen at random) to ensure all pupils are complying with the mobile phone policy (Annexe 3). If a pupil is in detention, their phone will be returned to them at the end of the detention by a member of staff on duty.

In the case of examinations, no pupil should have in their possession any mobile phone or any electronic device capable of imaging or text. Therefore, in the case of external examinations, pupils will be asked by a member of staff to hand in mobile phones or electronic devices for safekeeping. In this instance, the electronic device or mobile phone will be returned to the pupils at the end of the exam. This will allow school to maintain the security and integrity of the examination system as outlined by the Examination Board regulations.

[For further clarification of the rules concerning electronic devices and examinations please refer to the Examinations Policy.](#)

### 13.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs. The school also employs a Pastoral Support Worker (Counsellor), who may also be involved, should this be necessary.

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

### **13.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

### **14. Pupil transition**

To ensure a smooth transition to the next phase of a pupil's education, pupils have transition sessions with their new Form Tutor in June. In addition, staff members, such as Heads of Year or staff from the SEND department will hold transition meetings in school and/or the primary school, as necessary.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the new academic year as part of the transition process.

### **15. Training**

Our staff are provided with training on managing pupil behaviour, including information about the use of restraint, as part of their induction process. This is led by the Deputy Headteacher, Mr Swarbrick, in school.

Behaviour management will also form part of continuing professional development.

### **16. Monitoring arrangements**

This Behaviour and Relationships Policy will be reviewed by the Deputy Headteacher and Pupil Welfare Committee annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Pupil Welfare Committee.

### **17. Suspensions and Exclusions**

A pupil will be suspended, excluded or sent on a different route when:

- all other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected at Fisher More
- when there has been a single, clear and serious breach of discipline,
- or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in school.

Suspensions will be escalated for repeated behaviours and continued repeated suspensions can result in permanent exclusion. All pupils who have received a suspension will have a reintegration meeting with parents and a pupil's Head of Year before they return to school, where specific targets will be set. For repeat suspensions, the meeting will be escalated to a senior leader and a Behaviour Contract will be agreed with pupils and their parents. Meetings with a member of the governing board may take place for pupils who receive several suspensions for repeated behaviour.

Pupils are expected to complete all work set during suspensions or exclusions and return the work to school. Teachers are expected to set work for the first five days of a suspension or exclusion and after five days of a permanent exclusion, it becomes the responsibility of the Local Authority.

There may be occasions when the Headteacher will use their professional judgement to not follow the process above, when the behaviour presented by a pupil warrants a different level of suspension; these suspensions will be reviewed in line with similar incidents across school to ensure consistency. One off serious incident such

as

bringing drugs of any sort onto school premises at any time and/or bringing any knives or other weapons onto the school site will result in a permanent exclusion.

Our processes (decision-making, notifications, timescales, governors' duties and Independent Review Panels) follow **DfE "School suspensions and permanent exclusions" (Aug 2024)**, including provisions on **pupil movement** and **off-site direction**.

### **18. Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Staff Code of Conduct.
- Peer on Peer Abuse.
- Electronic Devices and Examinations.
- Whistle Blowing Policy

## Appendix 1: Behaviour for Learning

**Step 1 – Choice**

**Step 2 – Consequence**

**Step 3 – Reflect**

### **Behaviour for Learning system explained:**

We encourage all staff to use appropriate strategies to prevent poor behaviour in lessons and around school. The most crucial factor is the importance of knowing individual pupils well, so that we know what affects a pupil's behaviour and what the school can do to address this. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. We also focus on how to deal with poor behaviour when it happens.

The 'Behaviour for Learning' steps and expectations are displayed in all classrooms at the start of each lesson and are used to remind pupils of the high standards we expect at Fisher More. All staff will use appropriate classroom management strategies before initiating the steps below.

It is essential that staff themselves manage persistent low-level behaviour that disrupts the learning of others by giving clear signals to pupils of the inevitable consequences of their continued misbehaviour. Staff will use and adapt behaviour management strategies to help support pupils and prevent them from entering the next steps of the behaviour management system.

Our school believes that all pupils should be praised in public and criticised privately. Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem.

We have consulted both pupils and staff when creating this policy. This is a school policy which will be embedded consistently across the school and in line with our Catholic ethos.

Before every lesson, staff will revisit their class lists, ensuring they understand and recognise any barriers that may affect learning of pupils in their classroom. They should be fully aware and be able to implement strategies that have been suggested to minimise these barriers.

A pupil's attendance in lesson is monitored with a behaviour for learning grade. All pupils start with a grade 4 if they attend a lesson. If a pupil displays poor behaviour within the lesson and the teacher moves them through the staged approach, as outlined below, their behaviour for learning grade will decrease for each stage they encounter.

### **Stage 1- Choice**

If a pupil is displaying low-level poor behaviour in the classroom, the teacher will give the pupil a verbal warning by talking quietly to the pupil. The teacher should use the word 'CHOICE' within a positive sentence explaining the high expectations of behaviour in the classroom. The teacher will then explain to the pupil that they are capable of behaving in a far more positive way but if the negative behaviour continues, they would be moved to the next stage of the behaviour management system. At this stage the staff member will change the attendance mark from a '4' down to '3' to show that a choice has been issued.

### **Stage 2 – Consequence**

If there is still no further improvement the class teacher will log this through Synergy, by clicking on the 'CONSEQUENCE' button and adding a reason and assigning a detention. The class teacher will then change the attendance mark from a '3' down to '2' to show that a consequence has been issued.

The class teacher will assign the pupil a same night detention (30 minutes). A detention notification will be sent home to parents via Synergy. If a detention is given after 2pm, the detention will be set for the following evening.

An opportunity will then be taken at this step to quietly remind the pupil about classroom expectations.

### **Stage 3 – Reflect**

If all strategies have been tried and have failed so that the learning of others is still being affected, the class teacher can ask for support through the 'On-Call' system. The teacher will use the on-call notification on Synergy and change the attendance mark for the pupil from a '2' down to '1' to show that a consequence has been issued. The teacher will log this on Synergy, by clicking on the 'REFLECT' button and adding a reason. Any pupil who has been issued with a reflect stage from a lesson will have their same night detention increased to 60 minutes.

When the member of staff arrives at the class, they will assess the situation and they will provide support depending on that situation in the following ways to the member of staff:

- Speak to the whole class
- Speak outside the classroom to individual pupils

- Remove pupil to the Isolation room for a consultation with the Pastoral support centre manager.

The leader (SLT, Subject Leader, Director of Progress/Head of Year) on 'On-Call' will get to the classroom needing support as quickly as possible.

### **Detentions**

- Detentions for poor behaviour in the classroom can take place on any night of the week from Monday to Friday.
- Lunch time detentions must not exceed 15 minutes and can only be given for a lack of kit or missed homework/classwork
- Detentions must not take place at break-time.
- **Same-night detentions are issued for a pupil who has received a 'Consequence stage' in the lesson. This** will take place after school on the same day that the incident has occurred. The detention will be set for **30 minutes**. If the incident has happened after 2pm, the detention will be set for the following evening.
- If a pupil receives a 'Reflect Stage' in the lesson, the detention will be increased to 60 minutes on the same evening or the following evening, if it is after 2pm.
- All pupils are expected to attend detentions. If in exceptional circumstances parents contact school to say that their child is unable to attend that evening, the detention will be set for the following day.
- If a pupil refuses to attend a detention or does not attend without a valid reason from a parent or carer, the length of detention will increase the following day
- Issues arising outside of a classroom that require a detention, must only be sanctioned by a Head of Year, Director of Progress or Senior Leader. This detention could be either a 30-minute or 60-minute detention, depending on the severity of the incident.
- Pupils in detention will receive their mobile phones back at the end of their detention.
- Failing to attend the 120-minute detention will result in a one-day sanction on the pupil's next day in school in the isolation room. The detention will also be repeated that same evening. Parents will be contacted and invited in to discuss this by their Head of Year.
- Persistently refusing to turn up to detentions will lead to a fixed-term suspension.
- If a pupil is suspended the original punishment must still be served on their return to school.

## Appendix 2: Detention and Isolation System

### **Lunch time detentions (15 mins)**

- Missed homework
- Missed classwork
- Lack of equipment
- Lack of kit

### **Same night detentions**

#### **Mon-Fri 3.00pm-3.30pm**

- Issued by class teacher for receiving a 'consequence' stage in lesson
- Pastoral issue dealt with by Year Leader

### **Same night detentions**

#### **Mon – Fri 3:00pm – 4:00pm**

- Failing to attend 30-minute detention
- Receiving 2 'consequences' on same day
- Receiving a 'Reflect' stage in lesson
- Continued breaches of uniform & appearance policy
- More than one pupil in a toilet cubicle
- Anything deemed appropriate by Year Leader

### **Same night detentions**

#### **Mon-Fri 3:00pm – 5:00pm**

- Receiving 2 'reflects' on same day
- Failing to attend 60-minute detention
- In possession of a mobile device
- Any other serious incident deemed fit by a member of SLT
- Internal and external truancy

## **Isolation and Inclusion Room**

The school operates an Isolation Room as both a proactive and reactive provision to support behaviour, reintegration, and pupil wellbeing.

### **Isolation Procedures**

The Isolation Room runs from **9:30am to 4:30pm**. Pupils placed in isolation are expected to:

- Attend in full **school uniform**
- Remain in the Isolation Room for the **full duration of the school day**
- Follow all instructions and complete work set

Lunch will be taken **separately from other pupils** at a designated time.

### **Proactive Use – Inclusion Room**

Pupils may be referred proactively to the Inclusion Room for the following reasons:

- Return from suspension
- Reflection on behaviour
- New starters
- Part-time timetables
- Re-integration to learning
- Well-being concerns
- Uniform concerns

This provision supports pupils in successfully accessing mainstream lessons and addressing barriers to learning.

### **Reactive Use – Behaviour Support**

The Isolation Room is also used as a reactive strategy. Where a pupil is removed from a lesson by on-call staff, they will be placed in isolation for the **remainder of that lesson**.

A **restorative conversation** will take place. If this is successful, the pupil will return to their next scheduled lesson. If not, further time in isolation or additional sanctions may be applied.

## References

- **Behaviour in schools: advice for headteachers and school staff (Feb 2024).** [GOV.UKGOV.UK](https://www.gov.uk/government/guidance/behaviour-in-schools)
- **School suspensions and permanent exclusions (Aug 2024).** [GOV.UKGOV.UK](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)
- **Mobile phones in schools (Feb 2024).** [GOV.UKGOV.UK](https://www.gov.uk/government/guidance/mobile-phones-in-schools)
- **Searching, screening and confiscation (July 2022; page updated 2023).** [GOV.UKGOV.UK](https://www.gov.uk/government/guidance/searching-screening-and-confiscation)
- **Working together to improve school attendance (Aug 2024).** [GOV.UKGOV.UK](https://www.gov.uk/government/guidance/working-together-to-improve-school-attendance)
- **Keeping Children Safe in Education 2025 (in force Sept 2025).** [GOV.UK](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

## Appendix 3: Mobile Phone Policy Contents

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### 1. Introduction and aims

At Ss John Fisher and Thomas More RCHS we recognise that mobile phones and similar devices, including smartphones, are an important part of everyday life for our pupils, parents/carers, and staff, as well as the wider school community. In recent years, the prevalence of mobile phones has increased within society. Mobile phones are not only used as a communication device, but they can also record images and video and are a way of social networking. Mobile phones can also connect to the internet and parents have undoubtedly explained the benefits and risks of this to their children. At school, when pupils access the internet through devices and computers under school control, there is appropriate filtering and monitoring software to prevent access to inappropriate sites. This appendix is **aligned to DfE’s “Mobile phones in schools” (Feb 2024)** guidance, which supports phone-free environments and explains lawful sanctions and confiscation.

Our policy aims to:

- Promote safe and responsible phone use
- Set clear guidelines for the use of mobile phones for pupils, staff, parents/carers, visitors, and volunteers
- Support the school’s behaviour and relationships policy

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage
- Appropriate use of technology in the classroom

Note: throughout this policy, ‘mobile phones’ refers to mobile phones and similar devices

### 2. Relevant guidance

This policy meets the requirements of the Department for Education’s non-statutory [mobile phone guidance](#) and [behaviour guidance](#). Further guidance that should be considered alongside this policy is [Keeping Children Safe in Education](#).

Page

### **3. Roles and responsibilities**

#### **3.1 Staff**

All staff (including teachers, support staff and supply staff) are responsible for consistently enforcing this policy.

Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.

The headteacher and board of school governors are responsible for monitoring the policy annually, reviewing it, and holding staff and pupils accountable for its implementation.

Staff will address any questions or concerns from parents/carers quickly, and clearly communicate the reasons for prohibiting the use of mobile phones.

#### **4. Use of mobile phones by staff**

The DfE's non-statutory mobile phone guidance says that staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day.

##### **4.1 Personal mobile phones**

Staff (including volunteers, contractors, and anyone else otherwise engaged by the school) are not permitted to use their personal mobile phone, while children are present/during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staffroom).

There may be circumstances in which it is appropriate for a member of staff to have use of their phone during contact time for personal reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The headteacher will decide on a case-by-basis whether to allow for special arrangements.

If special arrangements are not deemed necessary, school staff can use the school office number 01282 865299 as a point of emergency contact.

In some circumstances, it may be appropriate for staff to use personal mobile phones for work. Such circumstances may include, but are not limited to:

- To issue homework, rewards, or sanctions
- Access Synergy
- Access work emails
- To use multi-factor authentication
- Emergency evacuations
- Supervising off-site trips
- Supervising residential visits

In these circumstances, staff will:

- Use their mobile phones in an appropriate and professional manner, in line with our staff Code of Conduct

- Not use their phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil
- Refrain from using their phones to contact parents/carers. If necessary, contact must be made via the school office

## **4.2 Data protection**

Staff must not use their personal mobile phones to process personal data, or any other confidential school information, including entering such data into generative artificial intelligence (AI) tools such as chatbots (e.g. ChatGPT and Google Bard). Confidential school information must only be downloaded on to school devices.

## **4.3 Safeguarding**

Staff must not give their personal contact details to parents/carers or pupils, including connecting through social media and messaging apps.

Staff must avoid publicising their contact details on any social media platform or website, to avoid unwanted contact by parents/carers or pupils.

Staff must not use their personal mobile phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil. If it is necessary to take photos or recordings as part of a lesson/school trip/activity, this must be done using school equipment.

## **4.4 Work phones**

Some members of staff are provided with a mobile phone by the school for work purposes.

Only authorised staff are permitted to use school phones, and access to the phone must not be provided to anyone without authorisation.

Staff must:

- Only use phone functions for work purposes, including making/receiving calls, sending/receiving emails, or other communications, or using the internet
- Ensure that communication or conduct linked to the device is always appropriate and professional, in line with our staff Code of Conduct.
- Staff must set up their mobile phone account using their school contact details (email address and telephone number), not their personal details.

## **4.5 Sanctions**

Staff that fail to adhere to this policy may face disciplinary action.

See the school's staff disciplinary policy for more information.

## **5. Use of mobile phones by pupils**

The DfE's non-statutory mobile phone guidance says that pupils should not use mobile phones throughout the school day.

Pupils are not permitted to have a mobile phone in their possession at any time while on the school premises. Any mobile phone brought onto site must be switched off and kept out of sight at all times once pupils have entered the school gates.

If pupils bring a mobile phone in to school, they must switch it off and lock it away at the beginning of Personal Development time in the specially designed mobile phone locker located in each Form Room. Pupils arriving after registration must hand their phone in at main reception to be locked away. Alternatively, pupils may leave their phone at home.

Mobile phones are classed as a banned item between the start and end of the school day. They are classed as a banned item because:

- School cannot filter and monitor use on the internet
- Mobile phones are a distraction to pupil learning
- Mobile phones in school cause issues related to bullying through social media, videoing / taking pictures of pupils and staff.
- Research shows that mobile phone use is intricately linked to rises in mental health issues amongst young people. There is also a worrying rise in mobile phone addiction.

Pupils will be dismissed back to forms 10 minutes prior to the end of the school day to collect their phones. Pupils leaving school before the end of the school day will be handed their phone back prior to leaving, e.g. needing to leave for a medical appointment etc.

Pupils must ensure that mobile phones are switched off and kept out of sight at all times once they have entered the school gates, in line with the school's mobile phone expectations.

If parents need to contact their child during the day, they should contact Student Services on 01282 865299

The Senior Leadership Team will consider any exceptional circumstances related to a pupil needing to carry a mobile phone for medical, disability, or special educational needs – see Appendix 1 **5.1**

#### **Sanctions**

- Between the start and the end of the school day, mobile phones are classed as banned items and pupils may be screened by members of the Senior Leadership Team or Pastoral Team to ensure they are complying with this requirement.
- Pupils who breach these rules will have their phone confiscated and it will be stored in a locked cabinet in Student Services until parents / carers can collect. These can be collected during normal school opening times of 8am – 4pm. (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006)
- Pupils in breach of the policy will also be placed on a 2-hour detention the same evening.
- Repeat offenders, parents will have to meet with a member of the Senior Leadership Team to collect their child's phone.
- In certain circumstances, pastoral leads and members of the Senior Leadership Team may need to search a pupils' phone for reasons relating to safeguarding (such as having reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause harm to another person). Refer to DfE's guidance on searching, screening, and confiscation.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos) □  
Up skirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone based on someone's ethnicity, religious beliefs, or sexual orientation

## **6. Use of mobile phones by parents/carers, volunteers, and visitors**

Parents/carers, visitors, and volunteers (including governors and contractors) must adhere to this policy as it relates to staff if they are on the school site during the school day (see appendix 2).

This means:

- Not taking pictures or recordings of pupils, unless it is at a public event (such as a school fair), or of their own child
- Using any photographs or recordings for personal use only, and not posting on social media without consent
- Not using phones in lessons, or when working with pupils

Parents/carers, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Parents/carers or volunteers supervising school trips or residential visits must not:

- Use their phone to contact other parents/carers
  - Take photos or recordings of pupils, their work, or anything else which could identify a pupil
- Parents/carers or volunteers supervising trips are also responsible for enforcing the school's policy for pupils using their phones, as set out in section 5 above, but must refer any sanctions to a member of staff, as they do not have the power to search or confiscate devices.

Parents/carers must use the school office as the first point of contact (01282 865299) if they need to contact their child during the school day. They must not try to contact their child on their personal mobile during the school day.

## **7. Loss, theft, or damage**

Whilst we have tried to put measures in place for pupils to be able to store their phones during the day if they bring them to school, we cannot accept responsibility for their security. We recommend to pupils that they have a way to track their mobile phone in case it is misplaced such as a 'find my phone' app.

Pupils must secure their mobile phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure their personal phones, as well as any work phone provided to them. Failure by staff to do so could result in data breaches.

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school.

## **8. Monitoring and review**

The school is committed to ensuring that this policy has a positive impact of pupils' education, behaviour, and welfare. When reviewing the policy, we will consider:

- Feedback from parents/carers and pupils
- Feedback from staff
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority, and any other relevant organisation

**9. Appendix 1: Permission form allowing a pupil to keep their phone in their own possession during the school day**

PUPIL DETAILS	
<b>Pupil name:</b>	
<b>Year group/class:</b>	
<b>Parent/carer(s) name(s):</b>	
<b>Reason:</b>	
<b>Date agreed:</b>	
<b>Date reviewed:</b>	

Ss John Fisher and Thomas More RCHS has agreed to allow [pupil name] to bring to their mobile phone in their possession throughout the school day because they:

- Need the phone to support their medical needs
- Need the phone special educational needs
- Need the phone to support their disability needs

Pupils who bring a mobile phone to school must abide by the school’s policy on the use of mobile phones, and its acceptable use agreement. The decision to grant permission allowing a pupil to keep their mobile phone in their possession will be made by the Senior Leadership Team.

The school reserves the right revoke permission if a pupil does not abide by the policy.

Parent/carer signature: \_\_\_\_\_

Pupil signature (where appropriate): \_\_\_\_\_

FOR SCHOOL USE ONLY	
<b>Authorised by:</b>	
<b>Date:</b>	

## 10. Appendix 2: Template mobile phone information slip for visitors

### **Use of mobile phones and similar devices in our school**

- Please keep your mobile phone on silent/vibrate while on the school grounds
- Please do not use phones where pupils are present. If you must use your phone, you may go to staffroom.
- Do not take photos or recordings of pupils (unless it is your own child), or staff
- Do not use your phone in lessons, or when working with pupils

The school accepts no responsibility for phones that are lost, damaged or stolen while you are on the school grounds.

A full copy of our mobile phone policy is available from the school office.