



**KEN STIMPSON
COMMUNITY
SCHOOL**

**BEHAVIOUR FOR LEARNING
(INCLUDING DISCIPLINE,
STUDENT BEHAVIOUR AND
MOBILE PHONES)**

Reviewed: March 2018

TABLE OF CONTENT

| Subject | Page No |
|---|----------------|
| List of Abbreviations Used in this Policy | 1 |
| Values | 2 |
| Aims | 2 |
| Elton Report on Discipline in Schools | 3 |
| Value | 4 |
| Aims | 4 |
| Code of Conduct - Aims | 5 |
| Code of Conduct – Student Expectations | 5 |
| Rewards | 6 |
| Explanation of Rewards systems and Guidance on Badges | 7 |
| Rewards | 8 |
| Logistics | 8 |
| Sanctions Overview | 9 |
| Students Conduct Outside the School Gates | 9-10 |
| Detention | 11 |
| Power of Reasonable Force | 12 |
| Behaviour Triangles | 13 |
| Internal Exclusion | 14 |
| Fixed Term and Permanent Exclusion | 15 |
| Mobile Phone Use | 16 - 19 |

List of Abbreviations used in this Policy

| | |
|-----------|---|
| HOH | Head of House |
| HOF | Head of Faculty |
| FTE | Fixed Term Exclusion |
| KSCS | Ken Stimpson Community School |
| PSHE | Personal and Social Health Education |
| On Call | A member of staff is on duty to deal with matters that may arise during lessons. |
| Exit Room | Students who misbehave will be removed from the classroom and sent to the Exit Room for the lesson. |
| IEU | An internal exclusion sanction. |
| LA | Local Authority (e.g. Peterborough) |

Behaviour Policy

Ken Stimpson Community School has developed the following set of values and aims. They are reviewed each year as part of the School Strategic Planning process.

1 Values

We believe: 1.1 In providing a climate that encourages students to develop their abilities, gain confidence to play their role as **well balanced citizens in society and lays the foundation for seeking to continue learning throughout their life.**

- 1.2 In fulfilling the potential of all students and teachers.
- 1.3 That students should have a strong sense of worth, self-esteem and development of character.
- 1.4 In equality of opportunities for all.
- 1.5 That a purposeful partnership between parents, students and teachers creates the most effective environment for learning.
- 1.6 That supportive relationships with other schools, the local community, business and industry benefit all.

2 Aims

To ensure the fulfilment of our values we aim to:

- 2.1 Promote the understanding that education is a lifelong process.
- 2.2 Provide a curriculum that matches the ability of each student and allows them to develop their full potential.
- 2.3 Develop the academic, personal, spiritual and social aspects of students' lives and encourage adaptability, self-belief and tolerance.
- 2.4 Nurture character through the promotion of trustworthiness, respect, responsibility, fairness, caring and citizenship.
- 2.6 Reward students for their achievements and celebrate success.
- 2.7 Offer a restorative approach to resolving negative behaviour through which the student is encouraged to take responsibility for their conduct in order to move forward and repair any harm done.
- 2.8 Ensure that everyone, regardless of race, creed, gender, sexuality, ability (or any other protected characteristics under the Equality Act, 2010), has equal access to all areas of school life and that cultural diversity is celebrated and the school systems of support enable everyone to fulfil their full potential.
- 2.9 Create a welcoming atmosphere in which parents are encouraged to take shared responsibility for their child's education.
- 2.10 Sustain mutually supportive links with external agencies to promote the wellbeing of the child.

There has been much research into discipline and behaviour in schools which have guided the development of this policy.

3 Elton report on discipline in schools.

The Elton Report on Discipline in schools was published in 1989. The following extracts still hold good:

- 3.1 We consider the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.
- 3.2 Behaviour policies underlie the rules and affect the whole conduct of the school.
- 3.3 The policy should be based on a clear and defensible set of principles or values. The need for punishment will not disappear but it should be clear that the central purpose of the policy is to encourage good behaviour rather than simply to punish bad behaviour.
- 3.4 The number of rules should be kept to an essential minimum. The reasons for each rule should be obvious. We recommend that the school should ensure that the rules are derived from the principles underlying their behaviour policies and are consistent with them.
- 3.5 In order to create a positive atmosphere, schools need to establish a healthy balance between punishments and rewards. **We will criticise the behaviour not the student, but equally, aim to support and educate the student to ensure they do not repeat the negative behaviour.**
- 3.6 Communicating to parents/carers about their children's achievements, as well as any behaviour problems, should be an important part of this system. We recommend that that schools strike a healthy balance between rewards and punishments and that both should be clearly specified.
- 3.7 We do not suggest that schools should have a rigid scale of punishments covering every conceivable offence. **However, as a guideline we have Behaviour for Learning consequence and rewards system.** We recommend that pupils should learn from experience to expect fair and consistently applied punishments for bad behaviour which makes the distinction between serious and minor offences apparent.
- 3.8 It is the job of the Principal and Leadership Team (Senior and Middle) of a school to monitor the way in which the behaviour policy is working. They must see that it is being applied consistently and consider whether it is achieving the right results. We consider that the best way of doing this is by a regular review of the policy's effectiveness to which all staff should be invited to contribute.
- 3.9 The school will routinely monitor various patterns of negative behaviour (e.g. use of the Exit Room, On Call, Alternative Provision, Internal Exclusion, Fixed Term Exclusions, etc.) on a regular basis to ensure that standards of behaviour are good or better and do not interfere with learning and teaching.
- 3.91 Equally, the school will regularly discuss Rewards and Sanctions procedures with the Student Council to ensure it is fit for purpose and motivates students to be good citizens and students.

Combining these sets of aims, values and key themes with our own priorities gives the following set of values and aims for the **KSCS Behaviour for Learning Policy**:

4 Values:

- 4.1 Each individual is unique and has a right to learn and develop themselves while, at the same time, accepting their responsibilities to the whole community.
- 4.2 Students have the right to feel safe, respected and to have a sense of belonging.
- 4.3 Everyone has the responsibility to ensure that the working environment is purposeful and ordered.
- 4.4 Teachers are responsible for maintaining good order in the classroom.
- 4.5 Staff and students have the highest expectations of each other.
- 4.6 Students' self-esteem is encouraged by praise and celebration of success.
- 4.7 There is an emphasis on rewarding positive behaviour and achievement.
- 4.8 The school is committed to equality of opportunities and will not tolerate bullying, vandalism, bad language, hooligan or racist behaviour.

5 Aims:

- 5.1 Teaching methods, and any sanctions applied, should aim to impart self-discipline.
 - 5.2 Misbehaviour, when it occurs, should be treated fairly, consistently and calmly.
 - 5.3 Staff and students should treat each other with mutual respect.
 - 5.4 Staff should criticise the misbehaviour of an individual student and not the student themselves.
- 5.2 In September 2009 we published and displayed in classrooms:
- 5.2.1 Expectations that staff have of students.
 - 5.2.2 Expectations that students have of staff.
 - 5.2.3 Code of Conduct.
 - 5.2.4 Values and Aims.
 - 5.2.4 Home/School Agreement (each year).
- 5.3 The reminder (through assemblies, PSHE programme of study, tutor time and various curriculum areas) of the **Character Counts** programme underpins the policy by focusing on the **Six Pillars of Character**:
- 5.3.1 Respect
 - 5.3.2 Responsibility
 - 5.3.3 Trustworthiness
 - 5.3.4 Caring
 - 5.3.4 Fairness
 - 5.3.5 Citizenship

The development of the school's Code of Conduct, Expectations, Rewards Policy and the Anti-Bullying Policy support the Behaviour Policy.

6 Ken Stimpson Community School – Code of Conduct

6.1 KSCS Aims

- 6.1.1 To value, know and support each student personally.
- 6.1.2 To improve the quality of learning and teaching.
- 6.1.3 To achieve greater consistency in terms of standards and expectations.
- 6.1.4 To improve the effectiveness and efficiency of communication.

6.2 KSCS Student Expectations

- 6.21 To attend school regularly.
- 6.22 To be punctual to school and lessons.
- 6.23 To work to the best of your ability at all times.
- 6.24 To bring all necessary equipment for school work.
- 6.25 To show a positive attitude to all aspects of your life in school.
- 6.26 To behave responsibly in school, on the way to and from home and on visits.
- 6.27 To be polite to fellow students, staff, visitors and neighbours of the school.
- 6.28 To wear school uniform in the correct manner and have a high standard of general appearance.
- 6.29 To treat school property and others as you would wish your own to be treated.
- 6.30 To take pride in the modern, excellent facilities on offer within and around the school by keeping the school clean, tidy and undamaged.

6.3 Behaviour for Learning expectations

- 6.3.1 Always work to the best of your ability and to seek help when necessary.
- 6.3.2 Students will be listened to, but equally, they need listen to staff and follow instructions.
- 6.3.3 Students bring to the lesson the right equipment for learning.
- 6.3.4 All members of staff we listen to students.
- 6.3.4 Respond in a polite manner at all times.
- 6.3.5 Treat all staff, students and visitors, and their property, with respect.
- 6.3.6 Move calmly, quietly and purposefully around the school.

6.4 KSCS Rewards – How will my achievement be rewarded?

- 6.41 Points will be issued on the Connect system for a variety of reasons from good work - positive contributions to school life. These positives will be emailed home to keep parents in the loop of the achievements of their child.
- 6.42 Faculty postcards each half term for at least three students in each teaching group and tutor phone call home on a weekly basis for at least one student in the group for consistent effort and achievement. These are again logged onto the Connect system.
- 6.43 Prizes for Connect points each term for students gaining sufficient points are offered. Every point gained by a student not only counts towards their personal tally which they can redeem against a catalogue of rewards, but also, it counts towards their House points total.
- 6.44 Termly attendance draw for gift vouchers for all students gaining 100% attendance. Students will also be awarded with certificates of attendance and points for 96-99% attendance during any one term.
- 6.45 Corridor / Plasma displays each term in faculties to celebrate excellent effort and achievement.
- 6.46 Meeting with Principal for the deserving students from each House (selected by the House Tutors and Head of House) to gain a Principal's Award each term.
- 6.47 Governor's termly award for a member of each year group for individual outstanding achievement.
- 6.48 Annual awards ceremony to celebrate achievements in all faculties.
- 6.4.9 House termly awards and a House celebration event/trip for the house with the most House points accrued over the academic year.
- 6.4.10 Student Leaders. Recognition of effort of wider school community participation in KS4 and KS5. Student Leader awards are to be presented in (upper school) presentation evening.

6.5 KSCS Rewards systems explained and guidance on Badges – the positive badges that are awarded are listed below and have a green outline.

| | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|--|
| | | |  | | | | | | | |
| | | | Volunteering | | | | | | | |
| |  | |  |  |  |  |  |  | | |
| | Improved Behaviour | | School Ambassador | Positive Communication Home | Positive Role Model | Classroom Ambassador | HoF Progress Recognition | HoH Achievement Recognition | | |
|  |  |  |  |  |  |  |  |  |  | |
| Effort | Classroom Helper | Effort | Peer Support | Effort | No Lates | House Active Role | HoH Progress Recognition | HoF Achievement Recognition | Principals Award | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| <hr/> | | | | | | | | | | |
| -1 | -2 | -3 | -4 | -5 | -6 | -7 | -8 | -9 | -10 | |
|  |  |  |  |  |  |  |  |  |  | |
| Poor Punctuality | Incorrect Uniform | Inappropriate use of technology | Faculty Exit | Verbal Abuse to pupil | Lesson Exit | Truancy | Fighting/Assault | Bullying | Firealarm Misuse | |
|  |  | | | | | | |  |  | |
| Homework Concerns | Lack of Equipment | | | | | | | Verbal Abuse to staff | Theft or Damage to Property | |
|  |  | | | | | | |  |  | |
| Lack of Effort | Poor Behaviour | | | | | | | Racist/ Sexist/ Homophobic Abuse | Alcohol/Drugs/ Weapons | |

6.6 Any negative points are in red and will result in a deduction of a set number of points. Students who accrue a persistent number of negative points will trigger further sanctions and meeting with parents.

Rewards

6.54 In addition, any student gaining 100% attendance and 100% punctuality will be automatically entered in to a termly prize draw.

- In the **autumn** term four prize draws of £10 (one per house)
- In the **spring** term four prize draws of £10 (one per house) + a special prize for two terms of 100% attendance and punctuality = **£50**
- In the **summer** term four prize draws of £10 (one per house) + a special prize for three terms of 100% attendance and punctuality = **an Apple ipad**

6.55 All students will be able to cash in their points total every term or bank them until they wish to cash them in. All rewards are valid for up to three years (KS3) or two years for KS4 and 5. If students do not cash in their points after this period of time then they will be provided with a certificate to acknowledge their achievements.

6.56 Logistics

- Points will be only added/deducted by any negative comment with minus points being entered onto the Connect system. The severity of the behaviour will dictate the number of points to be deducted (please see behaviour sanction system section)
-
- To promote the rewards we will have a section on Connect with positive badges awarded to students. The opportunity to cash in positive points will be offered to students through end of term rewards afternoons or trips
- The prize draw for 100% attendance will happen in the termly HOH rewards assembly based on a £10 per student per House each term.
- The additional spring and summer term raffle prizes will take by the Vice Principal during the end of the spring and summer terms. Additional recognition will be made to reward 100% for Year 11 and Post16 students in addition to the rest of the school. These prizes will be shared at the Graduation Day events.
- Principal Awards, postcards home will need to be recorded by CSA's with the Connect system.

6.7 KSCS Sanctions Overview – What are the consequences for poor behaviour?

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

(Note: Pyramid diagrams to illustrate KSCS Student Rewards and Sanctions Outline, with a colour code e.g. red and green.)

1. Behaviour for Learning Expectations reminder - including:
 - Punctuality
 - Acceptable effort and attitude in school
 - Uniform
 - Equipment
2. Faculty removal/ Exit/ Detention
 - Faculty removal may be decided by a class teacher if it's thought a different learning environment may suit the student better in the short term.
 - Exit should be used when a student has caused significant disruption to the learning of others and needs to be removed from class.
 - Detentions are issued automatically when a student is exited and at the discretion of the class teacher if a student is removed in faculty.
3. Pastoral meeting/ Early intervention
 - Pastoral meetings should take place if a student has had multiple faculty removals or exits from lessons. Heads of House should consider the completion of an early help assessment.
4. Internal seclusion/ Alternate provision
 - Internal seclusion is part of the sanctions process where the students behaviour has been consistently and significantly poor (this could be one significant incident that fails to meet expectations)
 - Alternate provision can be used to support students with reintegration back into full curriculum access
5. Fixed term exclusion will only be used where absolutely necessary.
6. Permanent exclusion will be used when a student fails to meet the expectations and agreements made as part of a fixed term exclusion readmission. In some cases, where there has been a significant incident which is deemed to place students and or staff safety at risk, a previous fixed term exclusion may not be appropriate.

6.8 Students' conduct outside the school gates

- 6.81 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable.
- 6.82 The school will sanction any student in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.

6.83 A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or

- wearing the school uniform or

- in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school. Alternatively it poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Detention

- 6.83 Teachers have a legal power to put pupils (aged under 18) in detention.
- 6.84 Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- 6.85 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- any school day where the pupil does not have permission to be absent;
 - weekends – except the weekend preceding or following the half term break; and
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- 6.86. The law states that parental consent is not required for detentions. However, the school will, where reasonable, make attempt to contact the parent/carer to inform them of the detention, length of time and reason for the sanction.
- 6.87 The school can set breaktime detentions. With breaktime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- 6.88 If a student is late in the morning to lesson or to school they will be issued with one opportunity during the academic year when they will get a warning. On every occasion where the student is late after this they will have an automatic 30 minute detention on the day of the lateness.
- 6.89 If a student fails to attend a set detention, further sanctions may be imposed.
- 6.88 Teachers should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, Teachers issuing the detention should consider the following points:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- 6.89 The Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012 provides two sets of legal provisions which enable the school's staff to confiscate items from pupils:
- 1) The school enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
 - 2) **Power to search without consent** for "prohibited items" includes:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers

- fireworks
- pornographic images
- anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- the legislation sets out what must be done with prohibited items found as a result of a search.

6.90 Weapons, drugs and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

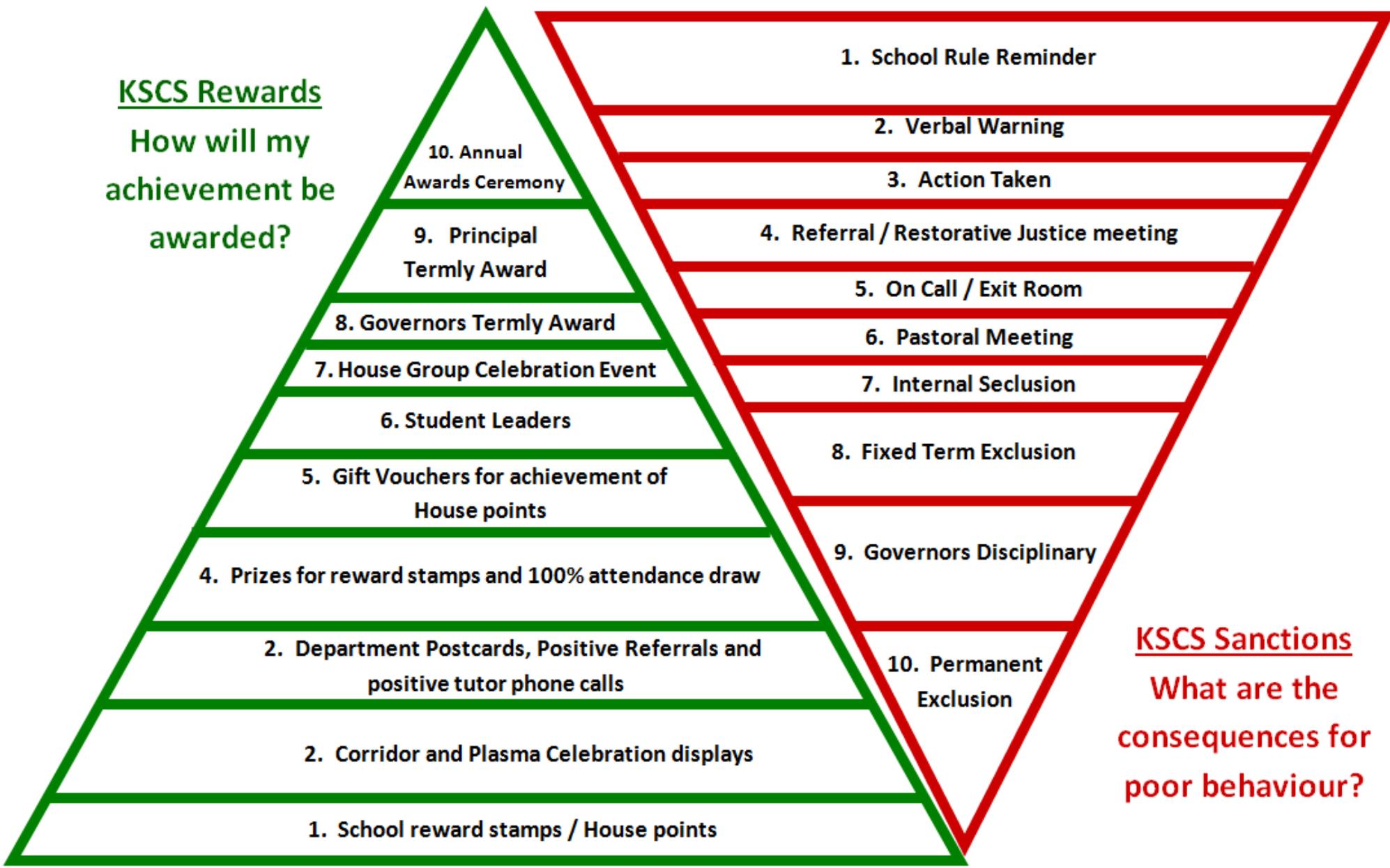
Power to use reasonable force

6.91 The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

6.92 Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

6.93 Separate advice is available in the school's 'Physical Restraint Policy'.

6.9 Ken Stimpson Community School – Behaviour for Learning Policy.



Internal Exclusion

- 6.111 HOH continue to be the guardians of who will be internally excluded.
- 6.112 The school protocol is to inform both the student and parents/carers the day before Internal Exclusion takes place. This allows for the student to be aware and staff to prepare for the following day adequately.
- 6.113 The student will be provided work by their teachers for the particular day(s) that they are internally excluded. The learning tasks set by their teachers should be consistent with the learning taking place in the lessons that they are secluded from.
- 6.114 The length of Internal Exclusion differs in length of time for the Internal Exclusion based on behaviour offenses.
- 6.115 Readmission meetings will take place with parents following repeated Internal Exclusion up to 5 times or for five consecutive days in Internal Exclusion
- 6.116 For repeat IEU's an ECAF will be completed by the HOH to support the students, parent and the school.
- 6.117 The structure of an Internal Exclusion day will typically follow:
- Welcome – reminder of expectations and signing of an Internal Exclusion contract
 - Review of behaviour using the Behaviour online resource
 - One-one intervention/restorative justice input
 - Continuity of learning to take place
 - Ensuring work is completed by staff + comment by the student of any issues
 - Review of the day/targets set
 - Internal Exclusion staff to return work to teachers for comment/review where necessary/appropriate.
 - Internal exclusion hours are 8.45am – 4.15pm for KS4 and 8.45am – 4pm for KS3.
- 6.118 Students may repeat this process or have more intensive intervention work to ensure behaviour for learning issues are addressed.
- 6.119 If the behaviour of any student is unsatisfactory then the Internal Exclusion staff will, in collaboration of the HOH, make a decision to extend the stay of the student in Internal Exclusion and necessary communication will be made by the Internal Exclusion staff by 3.30pm on the same day.

Fixed Term and Permanent Exclusion

- 6.120 The school reserved the right to exclude a student for a fixed term period of time. The Principal, or a nominated senior leader, will use this sanction if a pupil has seriously misbehaved.
- 6.121 The Principal, or designated senior leader, will judiciously use their discretion to when applying a fix term exclusion.
- 6.122 A readmission meeting must subsequently follow with the school representative, parent(s)/carers, and students following a fixed term exclusion, or Internal Exclusion which lasts more than one day. The nature of this meeting is to develop an agreed plan of action to avoid future fixed term exclusions/Internal Exclusions
- 6.123 The school will actively work with the Local Authority/external services to ensure that students at risk of permanent exclusion are engaged with support.
- 6.124 The Education and Inspections Act 2006 extends the provisions in Section 20 of the Anti-social Behaviour Act 2003 to allow schools and Peterborough Local Authority to apply for parenting orders where a pupil has seriously misbehaved and is excluded from school (whether for a fixed period or permanently).
- 6.125 The school has a duty to provide suitable full-time education for excluded pupils of from the **sixth** school day of a fixed term exclusion. The only exceptions to this are pupils who have no further public examinations to take and pupils with a statement of special educational needs specifying fewer hours' education than the number of hours provided for pupils in full-time education.
- 7 The school will act in accordance of the latest guidelines when dealing with the parent/carers and the student who is faced with a permanent exclusion hearing.
- 8 6.127 Serious disciplinary action, which may include seclusion, fixed term or permanent exclusion, will be used against students who bring onto the school premises smoking materials, alcohol, illegal or harmful drugs or substances. If a student brings any item onto the school premises that is classed as aknife/weapon they will be permanently excluded.
- 9 6.128 If a student is caught or found to be using illegal or harmful drugs or substances on the school site they will be considered for permanent exclusion. Furthermore, any student caught or found distributing illegal or harmful drugs or substances on the school site or anything that has been, or is likely to be, used to cause injury or commit an offence will be considered for permanent exclusion
- 9.111

KEN STIMPSON COMMUNITY SCHOOL (KSCS) ACCEPTABLE USE POLICY FOR MOBILE PHONES

This policy is based on the principles of mutual responsibility and respect of all parties involved in the use of mobile phones. It requires accountability on the part of the user for his or her actions. It is designed to assist in managing the safe and responsible use of mobile phones by students and involves parents as partners in assisting their children in the proper use of mobile phones. It is underpinned by an overall requirement for students to exercise care and use their mobile phones in a considerate manner and to be aware of situations in which others could be affected by their actions. It makes clear that the privilege to bring a mobile phone to school may be withdrawn if a student fails in his or her duty to behave responsibly and in accordance with the school's requirements.

Acceptable Use Policy for mobile phones

1. Purpose

1.1 The widespread ownership of mobile phones among young people requires that teachers, students, and parents take steps to ensure that mobile phones are used responsibly at school. This Acceptable Use Policy is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide can continue to be enjoyed by our students.

1.2 KSCS has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

1.3 Students, their parents or carers must read and understand the Acceptable Use Policy before students are given permission to bring mobile phones into school.

1.4 The Acceptable Use Policy for mobile phones also applies to students during school excursions and extra-curricular activities.

2. Rationale

2.1 Personal safety and security

KSCS accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents and carers reassurance that they can contact their child if they need to speak to them urgently.

3. Responsibility

3.1 It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this document.

3.2 The decision to provide a mobile phone to their children should be made by parents or carers.

3.3 Parents or carers should be aware if their child takes a mobile phone to school.

3.4 Permission to have a mobile phone at school while under the school's supervision is contingent on parent/carer permission in the form of a signed copy of this policy. Parents/carers or the school may revoke approval at any time.

4. Acceptable Uses

4.1 Mobile phones should be switched off and kept out of sight during lessons unless express permission is granted to use them as part of the learning process. They may only be used before or after school or at break and lunchtimes. They may also only be used at social times when dismissed from a classroom by a teacher.

Parents are reminded that in cases of emergency, the Main School Office (01733 765950) remains the vital and most appropriate point of contact and can ensure that their child is reached quickly and assisted in any appropriate way by calling this number.

4.2 While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls, but this should only be before or after school or at break or lunchtime.

4.3 Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.

4.4 Students should protect their phone numbers by only giving them to friends and keeping a note of to whom they have given them. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text or picture messages.

5. Unacceptable Uses

5.1 Unless express permission is granted, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school lessons and other educational activities, such as assemblies. **Students may only use their mobile phones before or after school or during break and lunchtime. Students are not permitted to use mobile phones or personal headphones between lessons. Mobile phones should be switched off at all other times.**

5.2 Mobile phones must not disrupt classroom lessons with ringtones or beeping.

5.3 Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

5.4 It is forbidden for students to "gang up" on another student and use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film any student without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

5.5 Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow students, staff or visitors to the school.

5.6 Should there be repeated disruptions to lessons caused by a mobile phone, the responsible student may face disciplinary actions as sanctioned by the Principal.

5.7 Students wishing to listen to music, etc. on their mobile phones during social times only should use headphones in order that they do not disturb others.

6. Theft or damage

6.1 Students should mark their mobile phone clearly with their names and keep a copy of the details of the phone including make, model, IMEI, etc. in case it is lost.

6.2 To reduce the risk of theft during school hours, students who carry mobile phones are advised to keep them well concealed and not 'advertise' that they have them.

6.3 Mobile phones that are found in the school and whose owner cannot be located should be handed into the Main Office.

6.4 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

6.5 The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

6.6 It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords should not be shared.

6.7 Lost and stolen mobile phones in the UK can be blocked within 48 hours across all networks rendering them virtually worthless because they cannot be used.

6.8 Phones must be handed in as valuables during practical lessons, such as PE or Performing Arts. No responsibility will be accepted for any phones or electronic equipment not handed in.

7. Inappropriate conduct

7.1 Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary action as sanctioned by the Principal. Electronic equipment may not be taken into an examination room by any candidate.

7.2 Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action as sanctioned by the Principal.

7.3 Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images or phone calls.

Students using mobile phones to bully other students will face disciplinary action as sanctioned by the Principal.

[It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the Principal is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.]

8. Sanctions

8.1 Students who infringe the rules set out in this document could face having their phones confiscated by teachers. The mobile phone will be taken to a secure place within the school. As with all confiscations, students can collect their property from the Main Office at the end of the same school day following the first confiscation, the end of the same week following the second or the end of the half-term following the third confiscation. Appropriate arrangements may also be made for parents/carers to come into school to collect mobile phones that have been confiscated.

8.2 Any infringement of this guidance may result in the withdrawal of the agreement to allow the student to bring the mobile telephone into school.

8.3 As set out in the previous section, failure to heed the rules set out in this document may result in an alleged incident being referred to the police for investigation. In such cases, the parent or carer would be notified immediately.

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KSCS Mobile Phone Use Policy

Student Name:

House/Tutor Group:

We have read the mobile phone guidance and agree to abide by the Acceptable Use Policy.

Student Signature:

Parent/Carer Signature:

Date: