

# BEHAVIOUR FOR LEARNING POLICY

LEADERSHIP RESPONSIBILITY: MR C JACKSON

DATE: June 2024

REVIEW DATE: September 2025

HEADTEACHER

SIGNED: 

## Section 1 – Introduction and Rationale

### Our Mission

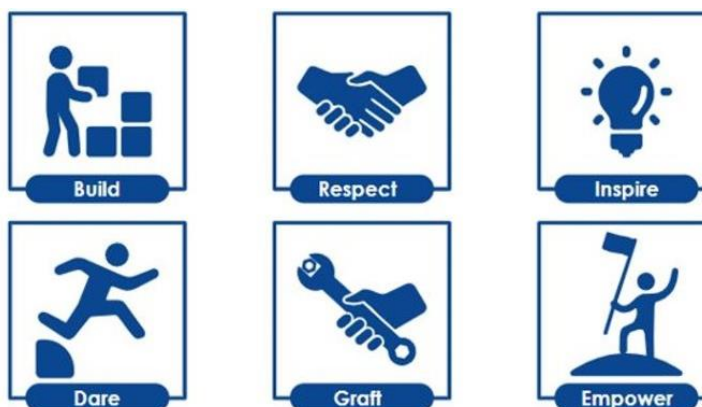
Inspiring experiences to empower knowledge and confidence for generations across the global community.

### Our Vision

The UK's leading all-through school, investing in children's lives for their global futures

### Our Values

Our school family is a community that educates and empowers, building confidence from first steps to next steps. Our values are the elements that inspire our school's successes and demonstrate the style in which we intend to achieve our vision.



This policy is an integral part of our Belonging Strategy and aims to

- Promote, reinforce and embed the Bridge Values within our school culture by encouraging and recognising positive behaviours for learning
- Establish and maintain a positive environment throughout the school, where learning is effective and staff, pupils and visitors feel safe and respected at all times.
- Empower and develop personal responsibility, community accountability and global understanding within our pupils
- Build self-esteem, self-discipline and positive relationships.
- Engage all parents/carers and other key adults to make a positive contribution

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## Policy Values, principles and standards

Promoting positive behaviour for learning is a whole school responsibility which requires a consistent approach from everyone involved in our school.

Our emphasis is on praise - noticing and acknowledging the positive impact that consistent good behaviour has upon a pupil's academic progress and personal development. Rewards and praise are the most powerful actions to ensure our values are evident in all aspects of school life.

We value respect for all individuals and their right to teach and to learn in a safe environment. This enables high quality teaching and learning for all members of our school community.

Pupils are given the opportunity (with support, where necessary) to reflect on any behaviour that does not align with our values and will be supported to develop the skills and awareness to make more positive choices in the future. This may include the use of appropriate sanctions.

## Responsibilities and Accountabilities

**The Senior Leadership Team** will establish, in consultation with all parties, a policy for the promotion of good behaviour, and keep it under review. They are responsible for implementing the policy on a daily basis, ensuring that all policy and procedures are followed. The senior leadership team will ensure that staff have appropriate training to ensure that they are able to implement the policy.

**All staff** will be aware of the policies and practices in place and share collective responsibility for their consistent implementation. They will have high expectations of all pupils, adopt a positive and respectful approach and maintain high standards of behaviour in all areas of the school.

**Parents/Carers** are encouraged to work in partnership with the school to maintain high standards of behaviour for their child/children. They should be aware of key policies and practices (including this policy and its appendices) and work with the school to meet the home-school expectations listed in Appendix H. They are encouraged to maintain regular and positive communication with staff at the school in support of their child's academic progress and personal development.

**Pupils** take responsibility for their own behaviour and are expected to follow the policy and procedures relating to behaviour as outlined in this policy and its appendices. This includes behaviour inside and outside the school and behaviour on social media. Pupils are expected to report all incidents of poor behaviour and bullying in order that they be addressed and to build a community where all pupils feel happy and safe.

## Monitoring and review

The Senior Leadership Team will monitor the implementation of this policy.

This policy is subject to annual review by the school's Senior Leadership Team who will seek feedback and contributions from pupils and parents/carers before each review.

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## Rewards

The emphasis of this policy and its implementation is on praise and our expectation of good, positive behaviour from all. Our rewards system reinforces the positive culture we expect to see across our school community and link to our BLC values.

Rewards are used to recognise and acknowledge pupils when they meet or exceed our expectations consistently and regularly. Rewards recognise excellence in performance, attitude and attendance. Rewards are expected to be sincere, targeted and proportionate.

Teachers should make regular contact with home to celebrate good behaviour, effort or achievement. Members of staff can provide positive feedback using electronic communication, social media, postcards, letters and certificates. Our rewards system is outlined in Section 3 of this policy.  
and

## Sanctions

Where necessary, sanctions may be issued to a pupil when their behaviour has not met our school expectations and/or goes against our BLC values.

The use of sanctions serve three purposes:

- A consequence for a breach of this behaviour policy
- To deter the pupil from repeating their behaviour in the future
- To communicate to the wider school community that the sanctioned behaviour is not accepted at BLC, deterring others from behaving in a similar way in the future

The core principle of the use of sanctions at BLC is to use the minimum sanction necessary to meet these purposes. Sanctions should be consistent, proportionate and predictable – we always use the idea of certainty over severity so that we are consistent and fair.

The effectiveness of sanctions to deter repeat behaviours is significantly enhanced by the full engagement and support of parents/carers. The school will support this through prompt and clear communication with home, producing and reviewing Behaviour Support Plans collaboratively with the home, as necessary. Parents/carers will support this by meeting their responsibilities within the Home-School Partnership Expectations (Appendix G)

## Age-appropriate actions

Bridge Learning Campus is an all-through school, empowering pupils aged 3-16 and building their confidence from first steps to next steps. Whilst the principles of rewards and sanctions (outlined above) will be applied consistently, the approach taken will be different in different phases of our school community to ensure all rewards and sanctions are appropriate to the pupils' age and understanding.

## Expectations

Our expectations and routines exist to building a safe, respectful and accessible school experience where consistency and predictability empowers all members of our school community to be their authentic selves. Our expectations and routines are not negotiable.

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## Classroom expectations

The teacher and/or lead adult in the classroom will set and maintain the standards and expectations necessary to ensure all pupils can learn effectively in a safe classroom free of disruption.

All pupils are expected to treat each other with respect both inside and outside of the classroom. They are expected to always follow and respect the clear and reasonable instructions of their teacher and of other adults at the school.

All classroom teachers will be expected to use praise, rewards and a range of classroom behaviour management techniques to help pupils meet these expectations on a regular basis and to promote positive behaviour for learning, without escalating rapidly through the sanction system.

## Uniform

All pupils across all phases should wear full uniform to school every day. Wearing our uniform smartly sets the right tone for learning and shows that pupils are ready to meet our high expectations. Please see the Uniform code below:

[Uniform-Code-2023-24-1.pdf \(bridgelearningcampus.org.uk\)](#)

## Mobile Phones & Electrical Devices

Bridge Learning Campus is working in partnership with Yondr to give all children the benefits of a phone-free school day, improving teaching and learning.

### **Phones are not to be used during school time.**

Every pupil is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Every pupil in Year 7 to 11 is expected to secure their phone in their Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and keep it in good working condition. Pupils are responsible for their pouch at all times.

As students arrive to school they will:

- 1) Turn their phone off.
- 2) Open their Yondr Pouch by tapping against the Unlocking Base.
- 3) Place their phone inside the Pouch and secure it in front of school staff during Ready To Learn.
- 4) Store it in their bag for the day.

At the end of the day, pupils will open their pouch at one of the many unlocking stations around the school as they leave the school site.

Further guidelines on the expected use of Yondr pouches can be found in Appendix H.

## Prohibited items & Behaviours

Any items that are prohibited or illegal outside of school are banned on school property. These include, but are not limited to:

- Alcohol
- Cigarettes, vapes, tobacco, rolling papers, lighters and matches Drugs and other so-called 'legal highs'
- Prescription medicines unless stored in the medical room with permission from parents/carers Knives/Weapons or any or other item that could be classed as or used as an offensive weapon. Laser pens
- Fizzy drinks (other than water) and energy drinks
- 'Junk food' including take-away food, Pot Noodles, etc.
- Mobile phones or recording equipment that is in use (i.e. not turned off and stored away) Any excessive amount of money

## Confiscation

Staff may search for and confiscate any prohibited item including (but not limited to) the items listed above.

Where there is reason to search a pupil, this will always take place with a minimum of two staff members present, including one that is the same gender as the pupil being searched. If a pupil refuses to allow a search for such items then they will be held under supervision until a parent/carer or other responsible adult (e.g. a social worker or a police officer) can come to the school to support.

Pupil lockers may also be searched without the pupil's knowledge or permission if there is reason to believe that prohibited items are stored inside.

The Police will be made aware of any breaches of the law and BLC will support the Police in any actions taken, whether at the school's request or at the request of a parent/carer or other responsible adult.

## School Site

All pupils must remain on school site during the school day and at break and lunch times. The exceptions to this rule are:

- If a pupil has parental permission to sign out for a specified appointment;
- If a pupil has been excluded.

The school must establish parental permission through written or verbal consent.

Pupils will treat the school site with respect at all times; it is their school and should be proud of it. They will not litter, they will not damage, graffiti or mark any school property at any time. Pupils will use the toilet areas appropriately and report any mess to Reception immediately.

Pupils should conduct themselves in a safe and sensible manner and should treat local residents with care and respect both during the school day and on the way to and from school.



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Pupils will be made aware through the Pastoral Team and Tutors which areas are 'Out of Bounds'. Pupils must not be in an Out of Bounds area unless accompanied by a member of staff. Pupils must not use fire escapes or stairwells unless there is an emergency requiring them to do so.

## Corridor Rules

- Pupils should move purposefully and calmly between lessons.
- Pupils will be in full school uniform
- There should be no eating or drinking when moving around the school.
- Pupils must respect the school environment e.g. put litter in the bins and recycling centres provided.
- Pupils must use polite and respectful language at an appropriate volume and tone at all times.

## Internal Truancy

Pupils should only be out of lesson with permission from a member of staff. Any pupil out of lesson without permission, or over 5 minutes late to their lesson will receive a sanction for internal truancy.

## Use of Internet/Mobile Communications

Pupils must adhere to the school's ICT Acceptable Use Policy at all times, whether in school or off-site. In addition, it is prohibited to:

- Logon to the school system, email or other virtual platform using another person's identity, including friends and parents/carers
- Use any platform/technology to bully, harass or upset another person (this includes staff, pupils and the wider community), including but not limited to email, text message, Messenger, Twitter, Facebook, snapchat, or any other social media platform;
- Use any platform/technology to bring the school into disrepute or to use offensive language against the school
- Use any platform to express extremist views (including but not limited to homophobia, sexism, racism, gender, disability etc.)
- Make, request, send or distribute images of others where the intent is to bully, embarrass or harass.
- Make, request, send or distribute indecent/illegal images of children, or exert any pressure on others to do so

## Permanent Exclusion

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence.

Circumstances that may lead to permanent exclusion include, but are not limited to:

- Persistent breaches of school behaviour policy;
- Ongoing bullying and/or intimidation of other pupils or staff – including electronically or off-site;
- Serious one off incidents of bullying and/or intimidation of other pupils or staff – including electronically or off-site;
- Actual or threatened violence against another pupil;
- Serious actual or threatened violence against a member of staff or member of the

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- community;
- Sexual misconduct, including inappropriate use of electronic images;
  - Possession, supply, use or suspicion of use of any illegal drug or other prohibited substance; Consumption of, possession of or under the influence of alcohol;
  - Carrying a weapon or an object/item that could be classed as dangerous;
  - Severe discriminatory behaviour targeted towards an individual, a group and/or a characteristic that is protected in law.

## Examinations

Pupils must follow the examination rules and procedures set out by BLC, the exam boards and relevant National Bodies. Please see Exams Policies for further details:

## Additional Information

The information on rules and sanctions set out above should be seen as a guide and is not a fully comprehensive list of sanctions. Pupils are expected to follow any other rules set out by the Governing body, Headteacher or their designate.

**On all matters, the decision of the Headteacher or his designate is final**

## Links to other BLC/TiLA policies

This policy should be read and implemented in conjunction with the following policies:

- On-Line Safety Policy- [Link](#)
- Child on Child Abuse Policy- [link](#)
- Draft Antibullying Policy- [link](#)
- Safeguarding and Child Protection policy- [Link](#)
- Exam Malpractice policies- [Link](#)



## Appendix A1 – Behaviour for Learning routines in the Primary phase



To ensure a consistent approach across the school for staff and children, each primary class has a clearly visible learning attitudes traffic light system with children's faces / names on it as a visual reminder of the current stage children are working at within our system. Application of the system is crucial so that children are clear of the expectations and see that these are applied fairly:

- Recognition and positive reinforcement form the basis of our approach.
- Every child starts the day with their name on green.
- Children can move up and down through the traffic light system throughout the day to enable teachers and children to recognise and understand that mistakes are made but that we can move on from these.
- The traffic light system is not applied when a child is on a class positive chart, a pastoral chart or is on report to the headteacher/senior leader.



Teachers should always use the language of our school values to support pupils to understand the expectations at each of the stages and this should be used explicitly with children to communicate with them why they are moving up or down. Teachers use the dojo system as a reward tool. These are also based on our Bridge Values, as well as attendance. Our Pastoral team track when children achieve the highest number each week so that Head Teachers awards can be given during celebration assembly. Golden Tickets are awarded every Friday to a child in each class. They earn a prize and have a milkshake with a

member of the senior leadership team during lunch time.

### Dojo Awards

- 20 dojo points awarded in a week – HT Award
- 100 dojo points – Bronze Badge
- 200 dojo points – Silver Badge
- 400 dojo points – Gold Badge
- 800 dojo points – Platinum Badge

Behaviour data is monitored termly by the Pastoral Team Leader to spot trends and actions which need to be taken. The data is used to understand how effectively the school approach to behaviour for learning is being implemented by staff; the pastoral care/ behaviour needs of pupils, plan intervention, where needed, and to monitor the impact of intervention work.

### Sticker Chart

Sometimes children need some further encouragement to meet the expected standards of behaviour. If there are some children who are finding it hard to maintain this level of behaviour, then in agreement with the Inclusion Team (SEND & Pastoral) we might introduce a 'bespoke' sticker chart to help them stay on track. We have a selection of sticker charts of interest to choose from – we find that this engages them even more. These are the responsibility of the class teacher, with them being shared by the child with the pastoral team during structured time whenever agreed within the

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## Report Card Behaviour

Sometimes children do not meet the expected standard of behaviour in the classroom, around school or in the playground – this looks different to not maintaining positive attitudes to learning. Adults will always remind children of the reasons we ask them to behave in the way we do but where behaviour falls short of the expectation there must be a consequence. At Bridge Learning Campus if a child demonstrates any behaviours that are not representing our Bridge Values, a range of strategies may be used by the school as a consequence to demonstrate the action was wrong and needs to change. These may include but are not limited to:

- missed break/ lunchtime.
- working in a partner class
- internal exclusion

Following these incidents, a period of up to 15 days on report card will be enforced where the child will report to a member of SLT at least once a day to discuss behaviour. These incidents must always be discussed with the Leadership Team.

## The Traffic-Light system

Stage	Learning attitudes	Reward/Sanction
<b>Gold</b> <i>Exceptional Behaviour and Role Model</i>	<b>Exceptional engagement and participation in learning which is maintained throughout the day.</b> <ul style="list-style-type: none"> <li>• Actively listening and showing respect for others' views</li> <li>• Persevering in learning especially when it is challenging.</li> <li>• Demonstrating pride in own work to ensure the content and presentation are continually improving.</li> <li>• Actively encouraging others to try their best and supporting them appropriately.</li> </ul>	Communicate to parent/ carer via teacher through class dojo Meet with SLT to share
<b>Black</b> <i>Exceptional Engagement</i>	<b>Exceptional engagement and participation in learning</b> <ul style="list-style-type: none"> <li>• Actively listening and showing respect for others' views</li> <li>• Persevering in learning especially when it is challenging</li> <li>• Demonstrating pride in own work to ensure the content and presentation are continually improving</li> </ul>	Stickers Positive praise May communicate to parent/ carer via dojo for weekly values award and attendance at Golden Ticket lunch.
<b>Green</b> BLC Learner	<b>Ready to learn</b> - everyone starts the day here every day <ul style="list-style-type: none"> <li>• Active listening, participation, and engagement in learning</li> <li>• Following instructions</li> <li>• Completing learning</li> <li>• Productively working with others</li> </ul>	<b>Stickers</b> <b>Positive praise</b> <b>Dojo points</b>
<b>Blue</b> <i>Warning Stage</i>	<b>Not meeting the expected standards for learning attitudes</b> <ul style="list-style-type: none"> <li>• Interrupting teaching and other children's learning e.g. talking at the wrong time, ignoring instructions,</li> <li>• Not taking part in the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal cues</li> <li>• Eye contact</li> <li>• Reminders</li> <li>• Change seat</li> <li>• Sit by adult</li> <li>• Warning about danger of going onto amber</li> </ul> <b>When on a warning over 3 times in a week, positive behaviour chart to be given and monitored for a week by class teacher.</b>
<b>Amber</b> <i>Stage after Warning</i>	<b>Not meeting the expected standards for learning attitudes even after a warning</b> <ul style="list-style-type: none"> <li>• Failure to respond to teacher's request on more than one occasion</li> <li>• Creating a disturbance to other's learning on more than one occasion</li> <li>• Ignoring instructions after a verbal warning</li> </ul>	5 minute timer in class at play time or if persistent, 10 minutes at lunch time with SLT Individual positive reward given by teacher When on amber more than 3 days in a week, a pastoral behaviour chart will be given for a week. If appropriate, loss of break/lunchtime or other privileges report card considered
<b>Red</b> <i>Report (by SLT or Pastoral only)</i>	<b>Report Card Behaviours – Only given by SLT and Pastoral only</b> <ul style="list-style-type: none"> <li>• A serious fighting incident</li> <li>• Violently hitting another child with intent</li> <li>• Shouting/ swearing at an adult/ aggression towards an adult</li> <li>• Destroying/ damaging school or another person's property</li> </ul>	A period of up to 15 days on report card will be enforced where the child will report to a member of SLT or Pastoral at least once a day to discuss behaviour.

<ul style="list-style-type: none"> <li>with intent</li> <li>Leaving a room/playground without permission/ walking away from an adult who is speaking to them</li> <li>Generally, not following the Bridge Values consistently.</li> </ul>	
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### Pupils with identified needs

Where pupils have an identified need, this has been agreed by home and school and there is a support plan in place a reasonably adjusted version of the traffic light system will be written and used where it is felt appropriate, to support and provide clarity around expectations, rewards and sanctions for the individual.

Pupils with additional needs are still required to meet adapted expectations with identified support in-line with their provision plan; follow instructions and stay safe in school.

Violence towards staff or pupils, damage to school property will not be tolerated and may result in suspension. In extreme cases, serious breaches of this policy may lead to permanent exclusion.

### Behaviour and social interactions at break time and lunch time

Classroom interactions look different from playtime interactions because children can run around, engage in games together and have free time to engage in the activities in the zones offered. Outside voices are louder than indoor voices. Children need to be explicitly taught this difference and adults need to support pupils to follow the social norms.

The learning interactions traffic light system is not in place outside and where there is an issue outside this should be dealt with differently but in the same fair way.

The adults on duty at break time report any inappropriate behaviour back to the class teacher. This enables the class teacher to be aware of incidents

Rewards	Sanctions
<ul style="list-style-type: none"> <li>Stickers</li> <li>Positive praise</li> <li>Communication to class teacher/ teaching assistant on specific ways in which the child has displayed school values</li> </ul>	<ul style="list-style-type: none"> <li>Asked to leave the game or zone and directed to a new game/zone</li> <li>Standing next to an adult for 5 or 10 minutes</li> </ul>

## Appendix A2 –Positive Behaviour For Learning - Secondary

We are proud of our pupils at BLC and are keen to empower them to have agency within our school community. All children gain Achievement points which are aligned to the BLC Values; Build, Respect, Inspire, Dare, Graft and Empower. These achievement points are recorded on ClassCharts. Parents/carers are encouraged to track their children’s achievement points on the ClassCharts parent app. This enables real-time alerts each time a reward is recorded, reinforcing positive behaviour for learning aligned to our BLC values.

As pupils accumulate positive behaviour points, they will be awarded a certificate of achievement and be given a coloured badge that is attributed to each stage of points received. Pupils that continue to demonstrate our school values will also qualify for additional events, trips and activities to celebrate and reward them for their positive contribution to our school community.

Badge Type	Achievement points
Bronze Badge	50 Positive points
Silver Badge	100 Positive points
Gold Badge	150 positive points
Platinum Badge	200 positive points
Titanium Badge	250 positive points
Neptunium Badge	600 positive points
Astatine Badge	800 positive points

### Pupils will gain these achievement points for the following reasons.

- 1) Demonstrating one of our school values in or out of the classroom
- 2) Attitude, effort and attainment in lessons
- 3) 100% Attendance or significant improvements in attendance
- 4) Pupil leadership roles and responsibilities
- 5) Club/group, House, School representation

These achievement points are logged on the child's ClassCharts app, which can be viewed by parents/carers and the children themselves.


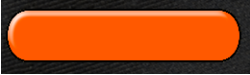
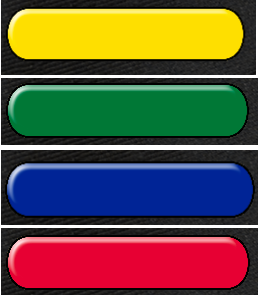

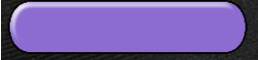
### Pupil leadership and Representation

Throughout the school year we will promote opportunities for pupil leadership and representation at different levels within school, and we are also keen to acknowledge representation of members of our school community outside of school.

We know that if our children are able to show agency to lead and represent themselves in different, and less familiar, situations they will be able to develop and grow as young people. This, in turn, will show that they are able to display our school values. As pupils participate in different levels of representation we will celebrate this by awarding them with a relevant school badge.

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Role and responsibility	Badge
School Leadership: Tutor, House and school level	
Club/group representation	
House representation (In line with house colour)	
School representation	
Regional representation	

## Appendix B – Behaviour Stages

### Behaviour Systems: Key Principles

Staff, pupils and parents need to be clear about the basic principles of the system. This system is designed to teach the pupil the impact of their behaviour and encourage them to take responsibility and make positive choices. The behaviour system should allow pupils to learn in a safe environment that is free from disruption.

BLC aims to use Restorative processes at each step of the behaviour system. It should develop pupil/ staff relationships rather than break them down over time. It is essential that staff use restorative conversations way so that it is conveyed to pupils that it is their behaviour that is not acceptable rather than them as a person.

Our overall aim is to not need to use this system. Good behaviour management comes with the strategies and skills we use before we get to this stage, it focuses on engagement in learning and relationships, so that pupils choose positive behaviour for learning.

The Sanctions Systems have variation as we acknowledge that children of different ages require different approaches.

### ClassCharts and communication with parents/cares

Positive and negative behaviours are recorded by BLC staff on ClassCharts. Parents/carers are encouraged to track their children's behaviour points on the ClassCharts parent app. This enables real-time alerts each time a reward is recorded or a warning issued, helping parents to support their children's positive behaviour for learning and reinforcing our BLC values.

After a low-level reminder (which may be non-verbal) continued low-level behaviour that does not meet the expectations of this policy should be addressed as follows:

- **1<sup>st</sup> Occasion of poor behaviour** is logged on ClassCharts and the pupils name is written on the board, with a brief explanation to the pupil as what the expected behaviour is.
- **2<sup>nd</sup> Occasion of poor behaviour** is also logged on ClassCharts and a tick is written next to the pupils name on the board. The pupil is reminded that they have two warnings and the expected positive behaviour for learning is reiterated.
- **3<sup>rd</sup> Occasion-** The pupil is sent to the Intervention room and this is entered on the ClassCharts app. The pupil is responsible for ensuring they reach the intervention room within the next 5 minutes.

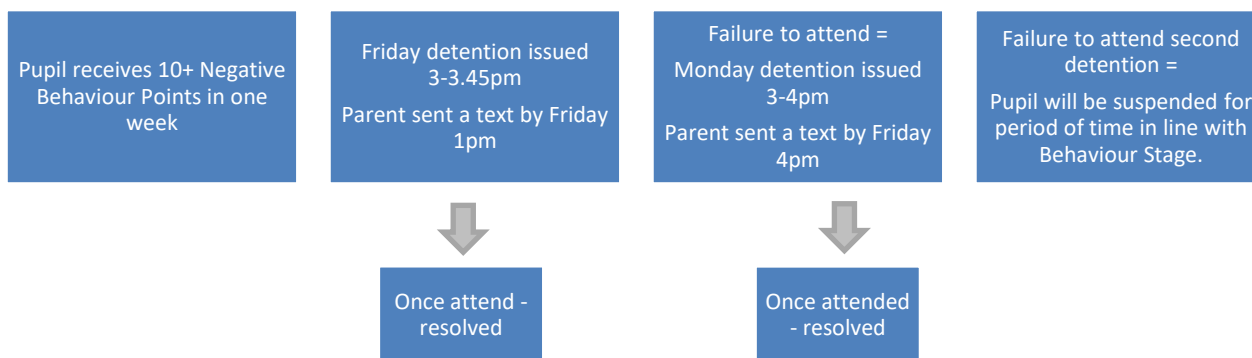
Pupils causing concern may be placed on report with specific targets or with a graded lesson outcome. Reports will be shared with parents/carers and monitored by the Pastoral Team and/or Tutors. Failure to complete a report to the standards expected will result in further school sanction.

### Detentions

At BLC pupils we use a breaktime and after school detention system to monitor and improve pupil's engagement to school, in lessons and with their work. Pupils will receive a detention for an accumulation of warnings within a week period. This accumulation of warnings will come from all aspects of school, including (but not limited to) classroom behaviour, corridor conduct, incomplete homework, punctuality to school (further information can be found in the relevant policies. Below is an outline of the Detention process).



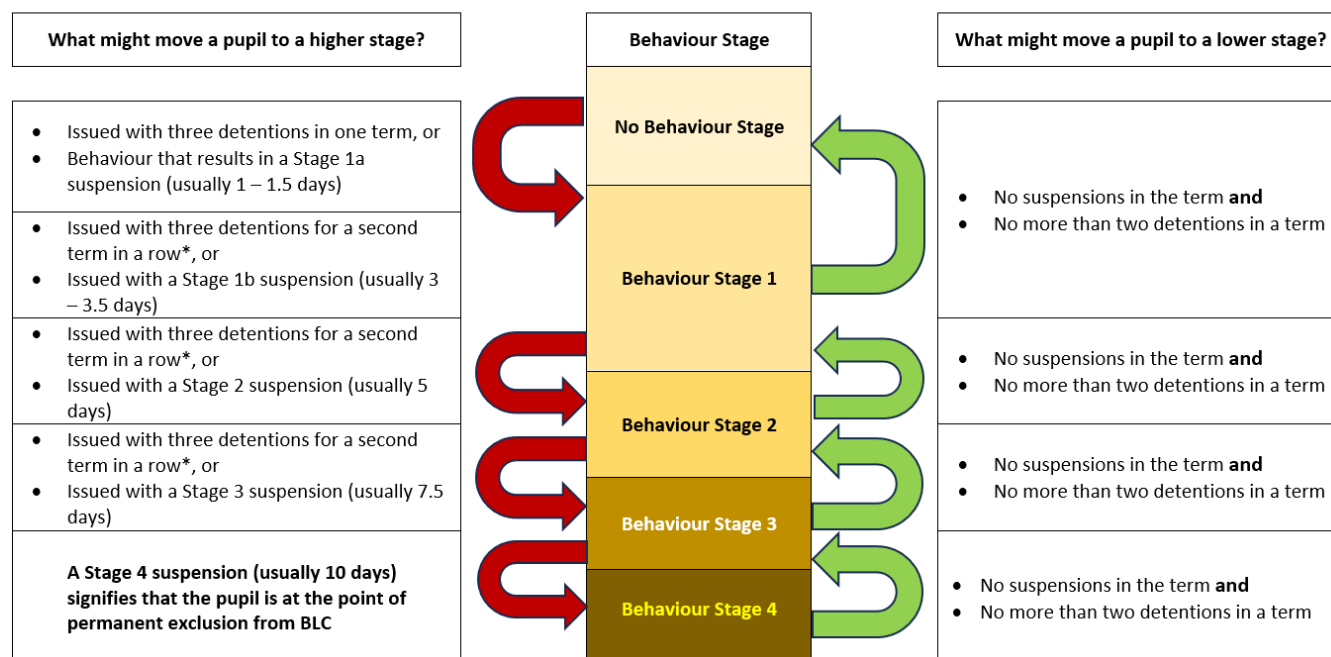
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## Behaviour Stages

The BLC Behaviour Stages set out a clear framework for pupils and their parents/carer and illustrate how pupils at each stage will be supported to meet expectations and align their behaviour with our values consistently. This system supports the safe and consistent culture of effective learning across our school.

### Moving up & down the Behaviour Stages at BLC



The figure above represents the potential escalation down, and movement up, the Behaviour Stages at BLC. We aim for pupils to never be added to a Behaviour Stage, but if they do enter this process a Behaviour Support Plan will be drawn up for each pupil when they first move onto a Behaviour Stage.

This will identify a few key targets for improvement, accompanied by strategies and/or interventions to support the achievement of these targets. Interventions are completed by trained, specialist staff and, alongside our pupils' commitment to improve, will have a positive impact over time.

**Appendix F** details the use of suspension at Bridge Learning Campus. Suspension and permanent exclusion are used as a last resort and in response to serious breaches of this policy.



## Appendix C: Confiscation of inappropriate items

There are two sets of legal provisions which allow school staff to confiscate items from pupils.

These are:

1. The General Power to Discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects the member of staff from liability for damage to, or loss of any confiscated items.
2. The Power to search without consent for prohibited items including:
  - Knives and Weapons
  - Alcohol
  - Illegal Drugs
  - Stolen Items
  - Tobacco, vapes and Cigarette papers
  - Fireworks
  - Pornographic or extremist images

## Confiscation

Where confiscation occurs the following applies if it meets the criteria below:

- If Confiscation is required for police investigation. Items will be handed over to the police or locked securely until they collect it.
- If confiscated item is deemed to be a dangerous weapon – this will be locked away, kept until required and not returned to the pupil.

Cigarettes, vapes, tobacco, alcohol, fireworks, lighters and other such items do not need to be returned and may be destroyed.

Mobile Phones will be confiscated and locked in a safe place. Phones will be returned at the end of the day where pupils have been compliant or collected by parents if they have not.

Link to DFE Screening, Searching and Confiscation:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation)

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## Appendix D: Use of Restraint

The legal provision on school discipline also provides members of staff with the power to use reasonable force to:

Prevent pupils

- committing an offence
- injuring themselves or others
- damaging property

and to maintain good order and discipline and discipline in the classroom.

The Headteacher or designate may also use reasonable force given the circumstances when conducting a search without consent for:

- Knives or weapons Alcohol
- Illegal Drugs Stolen Items
- Tobacco, vapes and cigarette papers Fireworks
- Pornographic or extremist images
- Articles that have been or could be used to commit an offence or cause harm.

If a pupil refuses to comply with the search for items banned under school rules more serious school sanctions will be taken.

Training will be given (and regularly updated) for those staff who are most likely to encounter a situation where physical intervention or restraint is necessary. However, all staff are strongly advised not to use reasonable force unless there is a risk to the health and safety of the pupil, others or themselves.

Staff should seek support from their line manager or senior leader where relevant. The school may also seek support from the School's Police officer/PCSO.

All incidents of restraint will be recorded in a "bound and numbered" book, in line with best safeguarding practices and will follow the latest DfE guidance. All incidents are reviewed by the Headteacher.

Cases where it is believed restraint may have been used inappropriately will be referred to the Local Authority Designated Officer (LADO) for safeguarding.

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## Appendix E: Behaviour Outside of School

**The school has a responsibility regarding the behaviour of its pupils beyond the school gates:**

- Whilst travelling to and from school;
- Taking part in any school organised event or activity.
- Whilst wearing the uniform of the school.
- Being identified as a pupil at the school.
- Having repercussions for the orderly running of the school.
- Posing a threat to another pupil/pupil or member of the public either in person or remotely through social media/email/telephone, etc.
- Adversely affecting the reputation of the school.

**Dependent on the circumstances and time the school may:**

- Conduct its own investigation and impose a sanction.
- Contact the Police or the School's PCSO to deal with the matter.
- Notify the anti-social behaviour coordinator in the Authority.
- Follow its Safeguarding Policy if there are reasons to suspect any child is suffering harm.

## Appendix F: Use of Suspension

### Suspensions

A suspension is a very high level sanction to be used:

- (a) As a last resort, and
- (b) When alternative strategies have been tried (unsuccessfully), and/or
- (c) In response to a serious breach or persistent and repeated breaches of our behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A pupil's behaviour outside school can be considered grounds for a suspension.

#### Deciding Whether to Suspend a Pupil

Only the Headteacher can authorise a suspension. In the Headteacher's absence, this responsibility is delegated to the Deputy Headteacher (Belonging) for secondary pupils and the Deputy Headteacher (Standards & Curriculum Primary) for primary pupils.

Any decision to suspend or permanently exclude a child will be taken in line with all relevant guidance, including the DfE guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement", "The SEND code of practice: 0 to 25 years" and "Keeping Children Safe in Education".

#### Before reaching a decision to suspend or permanently exclude, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account other school policies, as relevant
- Ensure the pupil has been allowed to give his or her version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others, if necessary, to ensure the decision is reasonable, lawful, fair and proportionate

Any pupil suspended for over 15 days in a term (working on a three-term academic year) must have this reviewed by a panel of governors (whether these 15 days are an accumulation of days or for one incident).

#### Suspensions and Children in Care/Children in Need

BLC will be particularly sensitive to Looked After Children and Children in Need. Children's Services will be involved as early as possible, and the designated professionals will be fully involved to ensure suspension is used appropriately and only as a last resort.

## Returning to school following a suspension – flowchart for parents/carers

A Return To School (RTS) meeting must take place before your child can return to school. This should always be in person with the child present at the meeting together with any other important adults e.g. social worker. In exceptional circumstances the RTS meeting can take place over the phone.

Suspension	How long is the suspension likely to be?	What happens before my child returns to school?	Re-integration support	Behaviour stage
1 <sup>st</sup> suspension	1 day	Return to school meeting with Head of Year.	<ul style="list-style-type: none"> <li>Student voice - barriers to learning, strengths, agreed next steps</li> <li>Parent/carer voice - barriers to learning; what additional support might be needed?</li> <li>Behaviour Support Plan (BSP) created (if not already in place) with identified support strategies.</li> </ul>	Moves to Stage 1
2 <sup>nd</sup> Suspension	3 days	Return to school meeting with Head of Year	<ul style="list-style-type: none"> <li>Listen again to student voice and parent/carer(s) voice.</li> <li>Review BSP and identified support strategies. Consider if additional support is needed.</li> <li>Prioritised for discussion at Inclusion meeting (<i>this is an internal meeting of the Head of Year with other key staff at the school</i>)</li> </ul>	Stays at Stage 1
<b>Threshold reached - suspension length escalation and upscale to Behaviour Stage 2</b>				
3 <sup>rd</sup> suspension	5 days	Return to school meeting with Head of Year and a senior leader	<ul style="list-style-type: none"> <li>Listen again to student voice and parent/carer(s) voice.</li> <li>Review BSP and identified support strategies. Consider if alternative support is needed.</li> <li>Discuss again at Inclusion meeting.</li> </ul>	Moves to Stage 2
<b>Threshold reached - suspension length escalation and upscale to Behaviour Stage 3</b>				
4 <sup>th</sup> suspension	8 days	Return to school meeting with a senior leader	<ul style="list-style-type: none"> <li>Listen again to student voice and parent/carer(s) voice.</li> <li>Review BSP and identified support strategies. Consider if alternative support is needed.</li> <li>Discuss again at Inclusion meeting.</li> <li>Consider options for alternative education provision.</li> </ul>	Moves to Stage 3
<b>Threshold reached - suspension length escalation and upscale to Behaviour Stage 4</b>				
5 <sup>th</sup> suspension	10 days	Return to school meeting with a senior leader and Headteacher	<ul style="list-style-type: none"> <li>Listen again to student voice and parent/carer(s) voice.</li> <li>Review BSP and identified support strategies. Consider if alternative support is needed.</li> <li>Discuss again at Inclusion meeting.</li> <li>Consider options for alternative education provision.</li> </ul>	Moves to Stage 4
<b>Threshold reached - escalation – Probable permanent exclusion</b>				

The school is required to set work (and mark any work that is returned) for all suspensions of 2 days or more. The completion of this work will be checked at the Return To School meeting.

## Appendix G1: Home-School Expectations

**By accepting a place at the Bridge Learning Campus, parents agree to support their child to follow these expectations and will support all sanctions that may follow where they are not met.**

- I will not be involved in any form of sexual or racial harassment I will respect the equal opportunities of all other pupils
- I will wear full school uniform, including correct PE kit during PE lessons and activities
- I will attend regularly and be on time
- I will respect other people's opinions
- I will work co-operatively with staff
- I will not bring any weapons, items that can be used as weapons or illegal substances onto the Bridge Learning Campus site
- I will not deliberately damage any part of the Bridge Learning Campus equipment or staff property
- I understand that if I do deliberately damage the Bridge Learning Campus site, equipment or staff property I will be charged for repairs or replacement. This includes my Yondr pouch.
- I will use appropriate language at all times with staff and pupils. I will respect other people's personal space. I will follow all BLC rules and procedures

## Appendix G2: Additional Home-School Expectations (Nursery to Year 4)

**Our aim: For EVERY child to be the best they can be**

### School promises to...

- Share books daily
- Be on hand for support and advice
- Hold a termly learning conference 3 times a year (Parent's evening) Be honest about your child's attainment
- Communicate with you regularly with termly Newsletters, put up what we have been learning daily
- Regular parent meetings to inform you of your child's attainment and progress  
Answer any questions
- Open and close classroom doors on time

### Home promises to...

- Get to school on time and in uniform/PE kit, have early nights and a good breakfast
- Read bedtime stories
- Share books with my child
- Take part in any home learning projects.
- Let teachers know if there is anything they can do to help

## Appendix H: Guidelines and Expectations on the use of Yondr pouches

**Phones are not to be used during school time.** Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day, use it to store their phone during the day and keep their pouch in good working condition.

**Pouches will be checked daily during Ready To Learn to make sure they have not been damaged.**

### Late Starters or Early Leavers

Students arriving late or leaving early will pouch/unpouch their phones in the Main Reception in front of school staff

### Pouch Damage or Lost Pouch

If a student damages or loses their Pouch, we will collect the phone and call home for a **Parent Pickup** and the student will be placed in the Target room for the remainder of the day/receive a suspension. In addition, they will be expected to pay £25 for a replacement pouch.

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

### Phone seen during School

If a student is found in possession of a phone outside a Yondr pouch, the phone will be confiscated, and the student will be placed in the Target Room for the remainder of the day

### Forgotten Pouch

If a student forgets their Pouch, **their phone will be collected and the office will call home to remind the parent of the policy.** The phone will be returned to the student at the end of the day.

If a student consistently forgets their Pouch, it is considered Lost.

**Refer to the 'Pouch Damage or Lost Pouch' Paragraph above.**

### Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and could lead to a suspension.



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## Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.