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Anthem Behaviour and Ethos Policy (Primary)

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Aims and scope

Our ambition is to create ambitious and successful schools in which every child thrives. Our schools must provide both a safe and supportive environment to achieve this ambition. This policy sets the framework for rewarding positive and responsible behaviour as well as guidance on action to be taken where behaviour falls short of accepted standards, the procedures to be followed, and the sanctions to be applied fairly and consistently.

The Behaviour and Ethos Policy seeks to encourage young people to make positive choices. This is supported by an environment led by caring professionals who reinforce, recognise, reward, and encourage positive behaviours. Equally important is that professionals use verbal reminders and make it clear where behaviours are unacceptable or may pose a risk to students themselves or to others.

Since students spend only 17% of their time in our schools, it is essential that we encourage positive behaviours, build confidence and instil in young people a sense of self-worth. To achieve this, a school-wide cultural approach across a range of curricular activities and leadership traits will be necessary. This means that we need a broader, more holistic approach to pastoral care and guidance, informed through the curriculum and wider school activities, which, when properly structured, have the power to create reflective, caring and empathetic young people.

When behaviour in general improves throughout a school the impact is:

- Students achieve more academically and socially.
- Time is reclaimed for better quality learning.
- Staff satisfaction improves, retention is higher, recruitment is less problematic.

This policy applies to every primary school within Anthem Schools Trust. We have a separate, linked policy for our secondary schools.

A relational approach (a key underlining principal of our Inclusion Strategy)

At Anthem we recognise that relationships are fundamental in promoting positive behaviour and in the learning process. Our students, families and staff all require a culture of **psychological safety** in order to thrive and therefore learn. **Relationships** are powerful, they are central to the learning process, and they create the optimal conditions for learning. Trusting relationships encourage **healthy attachments,** healthy attachments help to build a safe environment, safe environments foster risk-taking and exploration and all of these are necessary to drive learning. Fundamentally, learners who feel safe, understood and supported are more likely to behave positively and perform better academically.

Our policy is based on the teaching of good behaviour, positive reinforcement and restorative methodology. All students will benefit from a relational approach to behaviour. We recognise some students struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. By ensuring we build positive relationships with all our students we seek to establish an environment where all the school community feel safe and cared for and students develop trust that adults will help them pick up the pieces if things go wrong.

A positive and inclusive culture and environment

We also recognise that the culture and ethos we create and the environment and provision we offer impacts significantly on students' behaviour. In the main, students behave appropriately and thrive when their needs are understood, and where provision meets those needs. It is important to know and understand our students as individuals, with a **positive, strength-based approach** – focusing on what students do well, catching them getting it right.

We acknowledge that we set the tone in the classroom, and across the wider school. We are mindful of our own verbal and non-verbal communication – our facial expressions, our body language, our tone of voice and the words we choose.

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

We know that ensuring we offer a safe, welcoming and calm learning environment is also essential. When learning environments are supportive, enabling learning (for example with key displays and resources available) and provide break out spaces to support regulation and sensory needs (for example sensory, nurture and low-stimulation spaces), students will behave positively. We ensure our learning environments are well cared for, giving our students the message that they are important, and equally we expect our students to value and respect the school environment.

The Thrive approach

To enable us to achieve an approach to behaviour support based on relational, regulatory and restorative practice our schools are working towards being 'Thrive schools'. Based on neuroscience and attachment theory, the Thrive approach offers a dynamic, developmental, trauma sensitive approach that helps adults interpret the behaviour and meet the emotional and social needs of students. In addition, Thrive-trained staff will be available to support across the school. Staff development and Thrive training will be used to support students to reflect on any inappropriate behaviour through empathetic conversation, addressing students' negative self-referencing and helping them develop positive, coherent narratives about their lives. A training calendar is in place, including induction for new staff, to ensure all staff members are equipped to support the relational Thrive approach in the school. Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. Where appropriate, staff are given opportunities to reflect through supervision, coaching and mentoring. Systems are in place to ensure staff have their voice heard through a team around the child approach.

The Anthem Way

Alongside the Thrive approach we want to provide pedagogically consistent classrooms in order to support both students' social and emotional needs and learning. Within The Anthem Way there is a clear set of teaching prompts to guide teachers to develop consistency in terms of AW Practice Guides Behaviour relationships and routines (2). Having a strong set of research-led, codified principles means that teachers and leaders at all levels can take a consistent approach to overcoming the contextual barriers that our students face. Structure liberates and routines are designed to enhance learning and reduce cognitive load for both teacher and student. These will

create a place for teacher passion and charisma to shine through and for students to be free to focus on the core knowledge and skills necessary for building cumulative fluency.

AW Practice Guides_Behaviour relationships and routines (2) (for staff only)

Roles and responsibilities

Managing behaviour is everyone's responsibility.

The Executive Director of Education and Chief Executive Officer will hold the Headteacher to account for the implementation of this policy.

Headteachers and senior leadership teams will:

- Implement and monitor the Behaviour and Ethos Policy and report to the Directors of Education (North /South) as appropriate, on the effectiveness of the policy.
- Monitor how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of students.
- Provide new staff with a clear induction into the school's behavioural culture.
- Provide responsive CPD to staff if monitoring and QA processes indicate that it is needed. Align pedagogical CPD to the behaviour, relationships and routines strand of The Anthem Way.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.
- Ensure this policy works alongside the Child Protection and Safeguarding Policy.
- Set high expectations through consistently modelling the Trust's values of integrity, collaboration and excellence.
- Strive to ensure all students work to the best of their ability.
- Ensure that details of incidents are logged on CPOMs and sanctions on Bromcom and ensure parents/carers are informed as appropriate, (if other professionals are involved with the student e.g. social worker, these will need to be informed also).
- Keep records of all reported serious incidents of misbehaviour and all forms of child-on-child abuse including bullying and racism, using CPOMs to record details of actions taken by the school and Bromcom to record sanctions.
- Analyse behaviour and child-on-child data regularly and take appropriate action with insights received.

All staff will:

- Be excellent role models in every way.
- Create a calm and safe environment for students, establishing and maintaining clear boundaries of acceptable student behaviour.
- In classrooms use the teaching prompts within the AW Practice Guides_Behaviour relationships and routines (2) strand of The Anthem Way to support students' cognitive load.
- Implement the Behaviour and Ethos Policy consistently.

- Be consistent in dealing with students, parents/carers and adults in general always modelling the Trust's values of integrity, collaboration and excellence.
- Celebrate these values when students are doing the right thing.
- Have high ambition and expectations of every student.
- Meet the educational, social and behavioural needs of the students through an appropriate curriculum and individual support.
- Encourage regular communication between home and school.
- Act in a manner which safeguards and promotes the welfare of students and do everything reasonable to protect children in your care from harm, from harming others or from causing serious damage to property.
- Report incidents on CPOMs and sanctions via Bromcom.

Students will:

- Respect, support and care for each other, both in the school and in the wider community.
- Listen to others and respect their opinions always considering the school values that underpin their education as well as Trust values: integrity, collaboration, excellence.
- Attend school regularly, arrive at school on time and be prepared to learn.
- Bring PE kit and any other necessary equipment in a suitable bag.
- Wear the school uniform correctly.
- Comply with reasonable requests or instructions made by staff at the first time of asking.
- Have regard for their own safety and that of others.

Failure to comply with the rules may result in a sanction.

Parents/Carers will:

- Be aware of, support and model the school and Trust's values and expectations.
- Ensure that students attend regularly and on time for the school day.
- Support their children to make positive choices.
- Support and co-operate with the school and its policies.
- Inform the school of problems and concerns and in partnership try to solve them.
- Provide a suitable environment for the completion of homework and ensure that any homework set is completed.
- Ensure full attendance and punctuality.
- Not take holidays in term time.
- Attend parent/carer interviews and appropriate meetings.
- Support the school rules and values about care, support, guidance, behaviour, and discipline.
- Take appropriate actions or sanctions with their child to support staff at the school.

- Take an active and supportive interest in their child's work and progress.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Follow the Code of Conduct for Parents/Carers and Visitors, available on the school website.

It is very important that parents/carers and schools work together to support each other's efforts to achieve the same goal. For this policy to be fully effective, everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given. Students are more secure and successful when the adults who support them work together with a common purpose.

Schools should plan regular contact with families to build positive relationships. This includes welcoming parents/carers on to the premises and providing opportunities to come to the school for a variety of formal and informal meetings and activities. Most students behave well most of the time.

Parents/carers will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. For students who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multidisciplinary assessment carried out if necessary.

Refer to Appendix A which provides details of the school's rules/values.

Celebrating and rewarding success in Anthem schools

The primary school Behaviour & Ethos Policy is based on **positive reinforcement.** Student rewards systems are linked to desired behaviours:

- An act of kindness.
- Being polite.
- Being respectful.
- A special or sustained effort made on a piece of work.
- Displaying positive learning behaviours.
- Excellent or improved work.
- Excellent attendance and punctuality.
- Showing care for the environment.
- Showing care for the community.
- Representing the school.
- Academic achievement.
- Demonstrating a commitment to developing literacy.

Specific verbal praise is the most powerful way in which students are given positive feedback which reinforces desired behaviours. Students can also earn reward points or merits which may be linked to rewards such as:

- Pledges.
- Certificates.
- Stickers/stamps.
- Headteacher awards.
- Celebration assemblies.
- Privileges.
- Communicating praise to parents/carers via a phone call or written correspondence.
- Positions of responsibility, such as prefect status.
- Whole-class or year group rewards, such as a popular activity.
- Reward via Class Charts or similar.
- Termly awards celebration where parents/carers are invited.

All students in Anthem schools will celebrate:

Anthem Courageous Advocacy Award which recognises students' contributions to their community.

Anthem Attendance Award for 100% attendance per term.

Pledges (part of the personal development programme): All students at Anthem schools are entitled to access all elements of the school's pledge. These are specific experiences they will have within their time in school. Pledges encourage students to try new activities that may be out of their comfort zone and also help them to have a more valuable and enjoyable experience at school. Pledges can be awarded for both activities in and outside of the school.

Refer to Appendix B which provides details of the school's pledge.

Managing behaviour

The 'reminder system' for positive classroom behaviour in Anthem schools

In our schools we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. The 'reminder system' is designed to give students choices. Its principal role is to support learning by addressing and drawing to students' attention their attitude to learning, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour compromises lessons and undermines the authority of the teacher.

All reminders have a learning outcome and aim to teach students that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the students learn to make informed and positive decisions and to choose a better way. If a student does make poor choices, whether it is deliberate or unintentional, **the school reminder system is applied to ensure we maintain a safe and positive learning environment for the school community.** Sanctions are applied as appropriate to the situation or circumstance of the behaviour.

The reminder system ensures positive classroom behaviour is promoted and students have many opportunities to stop the undesired behaviour and are supported to make the right choice. At any point, in the case of extreme behaviour that shows no sign of improvement, reminders may be escalated.

The setting of expectations and reminder process is designed to give students time to reflect and change their behaviours based upon the structure.

Refer to Appendix C for details of the reminder system.

Suspensions

Suspensions are seen as a last resort after all other attempts to modify behaviour have failed. The examples given are indicative and are not a guarantee as to the sanction that will be used for particular misbehaviour. There may be other instances of poor behaviour or patterns of persistent lower-level behaviour which are considered to be sufficiently serious in nature to warrant a suspension. In addition, we consider the harm caused to the education and welfare of others in school. School responses are subjective and take into account the individual's circumstances and mitigating factors. In some cases, reasonable adjustments may need to be made.

All suspensions will need to be discussed with the Director of Education (North /South). If the Headteacher suspends a child, they will inform the parents/carers (and any social worker or Virtual School Head) without delay, giving reasons for the suspension. Parents/carers will be informed that they can write to the Anthem Community Council (ACC) if unhappy with the decision - further detail will be provided within the letter home. The Headteacher will follow the LA guidelines and inform the LA, and the ACC.

After a suspension, a reintegration meeting will take place with the students and parents/carers, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child.

A Headteacher retains full authority to vary the length of any suspension. However, no student will receive greater than 45 days suspension in any one academic year.

The DfE statutory guidance (July 2026) for maintained schools, academies, and pupil referral units in England states a student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

Permanent exclusions

The decision to exclude a student permanently may be taken by the Headteacher in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others (including staff and students) in the school.

All permanent exclusions will need to be approved by the CEO, the Executive Director of Education, the Executive Director of Professional Services & General Counsel, the Director of Education (North/South), and if the student has got special needs, the Director of Inclusion.

A Headteacher's Exclusion Checklist, covering all legal and best practice considerations, will be completed and an official exclusion form will be sent to the LA.

Please note that a Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. (Appendix C outlines further examples of behaviours which may lead to suspension/permanent exclusion).

Please refer to the school's Exclusions Policy for further details on suspensions and exclusions, including the school's approach, procedures, and reviews.

Reintegration

Following suspension or other time away from the school to improve behaviour, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

1. Maintaining regular contact during the suspension or other time off site and welcoming the student back to school.
2. Daily contact in school with a designated pastoral professional.
3. Mentoring by a trusted adult or a local mentoring charity.
4. Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage.
5. Informing the student, parents/carers, and staff of potential external support.
6. Reintegration meeting upon return to school.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents/carers, and other relevant parties.

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent/carer, and school.

Misbehaviour

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 of time
- difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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 bullying are set out in our Anti-Bullying Policy, available on our school website.

Racism

Our wish is to develop in every individual a sense of self-worth and respect for others. Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language/dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities.

We intend that all possible racist incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents/carers brought into school, or in very serious incidents a child may be suspended from the school following appropriate investigations by the Headteacher.

All detail regarding racist incidents will be logged on CPOMs and sanctions recorded via Bromcom.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to

preserve any relevant evidence to hand over to the police. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

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. Students 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.

Malicious allegations

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

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

Malicious allegations are usually seen as a very serious misbehaviour. 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 (LADO), where relevant) will consider whether the student who made the allegation is in need of 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 students accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and our Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other students.

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or

group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the peer-on-peer abuse policy and KCSIE. Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'.

All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the school's reminder system, in very serious incidents a child may be suspended/permanently excluded from the school following appropriate investigations by the Headteacher.

Off-site misbehaviour

Interventions, including sanctions, may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school.

Interventions, including sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student, member of staff or member of the school community.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school will also respond to online misbehaviour by students when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. (See Appendix D for detail on searches).

Confiscation

Any prohibited items found in a student's possession may be confiscated, retained, disposed of or handed to the police. We will also confiscate any item that is harmful or detrimental to school

discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items which all students are banned from taking into or possessing in school are:

1. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
2. Abusive or inflammatory texts containing racist, sexist, homophobic or otherwise offensive language or images.
3. Acids, toxins, alcohol, illegal drugs and associated paraphernalia.
4. Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others.
5. Mobile telephones/electronic devices when used in a way that contravenes the school rules.
6. Fireworks.
7. Knives and weapons as well as imitation/replica/toy/ home-made knives and weapons such as B.B guns.
8. Laser pens or similar.
9. Legal highs and associated paraphernalia.
10. Literature or images considered to be purporting extremist views.
11. Pornographic or otherwise offensive images.
12. Stolen items.
13. Tobacco and cigarette papers and associated paraphernalia as well as vapes and e-cigarettes and associated equipment including liquid and devices.
14. Snus

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

Mobile phones

Each school has a Mobile Phone Policy, shared with all students and parents/carers and available on the school website. Students are expected to follow this policy and breach of that policy will constitute a breach of this policy.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force to prevent a student from causing disorder, hurting themselves or others, damaging property, committing an offence. Incidents of reasonable force 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 and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

All schools follow the Trust wide *Appropriate Touch & Restrictive Intervention Policy.* This policy sets out Anthem Schools Trust's approach to appropriate touch and restrictive interventions, including the use of reasonable force, restraint and seclusion.

Sanctions and interventions

In primary schools we understand the strength of working with parents/carers. Therefore, any time a child is issued with a reminder/sanction point from R4-6 (refer to Appendix C) then contact will be made with the parent/carer to share the incident and the concerns. Reminders/sanctions R1-3 may also be shared with parents/carers, but this is at the discretion of the school. Contact will be made on the same day and may be a phone call home or a chat at the end of the day with the child. Mostly this will be the class teacher's responsibility but will fall to senior leaders when behaviour escalates above R4.

Removal to another class – this may occur with a partner class if the child would benefit from some reflection time away from their own peers. Work will be set and they will be expected to complete this with support (where needed) with additional resources or adult help. This removal will be for a set amount of time (usually one lesson) but under agreement with the class teacher and/or SLT.

Off-site direction

An off-site direction is when the Headteacher temporarily requires a student to attend another education setting to improve their behaviour.

An off-site direction will only be used:

- As a way to improve future behaviour not as a sanction or punishment for past misconduct.
- Where in-school interventions, support and/or outreach have been unsuccessful or are deemed inappropriate.

Parental agreement is not required but the Headteacher will work closely with parents/carers to ensure the student is as well supported as possible.

The off-site direction may be made to another mainstream school or alternative provision and may be full time or a combination of part-time alternative provision and part time continued mainstream education. Students will be dual registered, and the arrangement will be kept under review for its duration with a reintegration strategy upon its conclusion. The Alternative Provision Policy will be referred to for further guidance.

Managed move

A managed move is a permanent move to another mainstream school, as a preventative measure to permanent exclusion.

A managed move will be:

- Voluntary and there must be agreement by parents/carers as well as both the current and the new school.
- Offered as part of a planned intervention – appropriate initial intervention will already have been carried out including, where relevant, multi-agency assessment and any statutory assessments.
- Preceded by information sharing between the current and new school, including data on prior and current attainment, academic potential, a risk assessment and advice on risk management strategies.
- Supported by an effective integration strategy by the new school.

If the student has an EHC Plan, contact will be made with the local authority to ensure all statutory duties can be met.

Part-time timetable

As an alternative to exclusion a Headteacher may, in limited circumstances, make use of a part-time timetable to support a student. This is an agreement between school, student and parent/carer and should be documented and logged.

"A part-time timetable should not be used to manage a student's behaviour and must only be in place for the shortest time necessary." DfE's suspension and permanent exclusion guidance July-2026

Recognising the impact of SEND on behaviour

Anthem schools recognise that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

For any student with SEND who is at risk of permanent exclusion, the Headteacher will discuss the student with the Head of SEND and Inclusion and ensure there is an Anthem Avoiding Exclusion Toolkit in place.

When considering a behavioural response for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.

The school will assess if it is appropriate to use a particular intervention and if so, whether any reasonable adjustments need to be made.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Student support systems

Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice to develop strategies to support the behaviour shown by the child and a Thrive profile would be completed. If disruption persists, teachers will put a Behaviour Support Plan (BSP) in place identifying clear expectations and targets to enable the behaviour to be modified. Parents/carers will be involved, and the school will regularly review progress.

In the event of a more serious incident the Headteacher will decide on what are the appropriate actions. Where children continue to struggle to make the right behavioural choices or where a special educational need or disability has been identified, support may be sought from external agencies.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information, available on the school website.

Monitoring and evaluating school behaviour

Behaviour incidents, suspensions, exclusions and behaviour culture are monitored and objectively analysed regularly by the Headteacher and overseen by the Director of Education (North /South) reporting to the Executive Director of Education. We collect data from a variety of sources which may include:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of student support units/alternative provision, off-site directions and managed moves.
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, ACC members, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

We analyse data with an objective lens and from multiple perspectives: at school level, Trust level and individual staff and student level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

Monitoring this policy

This policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Education Committee.

Links with other policies

This policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Allegations Against the Staff Policy
- Anti-Bullying Policy
- Whole-School Equality Policy
- Mobile Phone Policy
- Alternative Provision Policy

Legislation, statutory requirements, and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff - February 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools academies and pupil referral units in England including pupil movement July-2026

Use of reasonable force in schools

Supporting students with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Schedule 1 of the Education (Independent School Standards) Regulations 2014

Appendix A: School rules and values

Our Values are:

LOVE, RESPECT & FORGIVENESS

Our School Rules are:

We respect everyone and everything in our school We keep others and ourselves safe We keep our hands and feet to ourselves and are kind to others We stay positive and polite at all times We listen to the views and opinions of others We are honest at all times We believe in ourselves and keep focused on our learning

Appendix B: School pledge

Our promise to you is that we will do everything we can to ensure you leave us safe, happy and ready to take on the next stage of your learning journey!!

We will do this by ensuring that our school values drive everything we do and through building your cultural capital, developing your character & identity and teaching you core life skills.

When you leave us, we know that you will be ready to fly, but remember to use the wings we have given you wisely All Saints, use that voice and go out there and make us proud…

Year 3

Raise money for a local charity	**Write my first essay**	**Perform Christmas carols to an audience**
Visit a place of worship	**Learn an ancient foreign language**	**Make a fruit salad**
Learn about Pre-historic Reading	**Buddy and mentor a Year 2 child**	**Learn to play a keyboard**
Grow a plant over a season	**Learn how to lay a table**	**Self-publish a book**

Year 4

Perform at The Hexagon	**Sleep over at Ufton Court**	**Navigate around a local wood using a map**
Build a bridge	**Build a shelter**	**Sew on a button**
Learn about budgeting	**Prepare a Roman feast for guests**	**Represent the school in a team sport**
Perform a dance	**Visit a Roman ruin**	**Learn to tie a tie**

Year 5

Build a medieval castle	**Share our sustainability knowledge with our local council**	**Grow something to eat**
Learn about fire safety from the Fire Brigade	**Interview a friend about their religion**	**Perform at the O2**
Learn how to administer first aid safely	**Earn a Blue Peter badge**	**Spend time in a planetarium**
Visit Reading Abbey	**Ride a bike**	**Participate in our Anne Frank workshop**

Year 6

Attend my residential	**Perform in my leavers' show**	**Use my voice and write to a politician**
Interview a former AS child	**To understand how to look after my mental health**	**Complete an act of kindness**
Visit my secondary school	**Watch a West End show**	**Go swimming**
Visit Reading Museum to learn about Industrial Reading	**Design and run a stall for the Summer Fayre**	**Lead an assembly based on 20th conflict and remembrance**

British values and community identity

In addition, throughout your time with us, you will have the opportunity to learn about and participate in key cultural celebrations and experience some of the wonderful principles which define what it means to be British!

- Pancake Day
- Celebrating national events
- Harvest festival

- Fundraising for different charities
- Bonfire night
- Voting for your school parliament
- Armistice Day
- Holding a position of responsibility

We will also be encouraging you to get involved in and help us raise awareness of significant events and causes, such as...



Appendix C: The reminder system

When a student is issued with a sanction, they receive a number of points which are tracked in the school's MIS. This is monitored closely by the Inclusion Team. Any resulting intervention and its impact are also recorded in CPOMS, giving a personalised profile of an individual student.

All incidents R4-6 are recorded on Bromcom. Where the incident is also a safeguarding concern, log the incident on CPOMS.

Warning rule reminder	A warning can be given for low-level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder. A reminder of expectations can be given to an individual and a group or class. Where the conduct is particular to one student, a whole-group reminder would not be appropriate, for example poor levels of work or distracting others. Other examples of behaviours that are considered low-level if not repeated: • Name calling. • Unacceptable classroom conduct: calling out inappropriately, off task, eating in class without permission, 'silly' behaviour.

	• Unacceptable classwork: incomplete, sub-standard or not done. • Unacceptable conduct outside lesson. • Unacceptable homework (if applicable): incomplete, sub-standard, not done.
R1	R1: First negative attitude to learning – recorded by the class teacher as per individual school policy. Remind student and ask to choose to correct their behaviour.
R2	R2: Second negative attitude to learning – recorded by the class teacher as per individual school policy
R3	R3: Third negative attitude to learning – recorded by the class teacher as per individual school policy. Staff will remind the student it is their choice to break the school rules and the rule they are breaking. Students will be offered solutions on how they can alter their behaviour. This could result in a sanction.
R4	R4: Fourth negative attitude to learning or immediate R4 for health and safety. At this point, members of SLT will become involved and sanctions may result in removal from lesson to a different classroom. Parents/Carers will be informed by the end of the school day.
R4 OTHER	R4 OTHER: Students do not leave the lesson if they are given a R4 OTHER, unless repetitive and therefore warrant further sanction. *Examples reasons for a R4 OTHER (non-exhaustive list):* • Using ICT inappropriately (this may also lead to a suspension or PEX). • Refusing a reasonable request from an adult. • Misbehaviour in the dining areas, at playtime and between lessons.
Teacher actions	• Log on Bromcom as R4 or R4 OTHER behaviour event, student moved to another classroom. If a student is issued with a R4 OTHER, they do not leave the classroom. • Meet with the student for a restorative conversation. • Where the incident is also a safeguarding concern, log the incident on CPOMS.
R4 'relocation' room teacher actions	• If the student misbehaves in the classroom they have been relocated to, they will be issued with R5.
R5 (Meeting with Headteacher or other	R5: Fifth negative attitude to learning, or immediate R5 for: • Refusal to follow the behaviour policy. • Health and safety concerns such as frequent non-compliance (could equally be a suspension).

member of SLT)	• Violence or threatening behaviour towards others (could equally be a suspension or permanent exclusion). • Repeatedly walking away from a member of staff. • Refusing to hand over items which are not allowed in the school (could equally be a suspension). • Swearing; smoking or vaping (could equally be a suspension). • Repeated examples of R1 misbehaviours despite intervention. • Repeated disruptive behaviour in lesson. • Repeated disruptive behaviour outside of lessons. • Insolence/rudeness towards staff. • Non-age-appropriate physical incident. • Not following staff instructions. • Walking out of lessons or refusing to go into the classroom.
Logging actions	Log on Bromcom as a R5 behaviour event. Where the incident is safeguarding concern, also log the incident on Bromcom.
R6 (Suspension) Note: Permanent exclusions may be issued for persistent breaches of the behaviour policy, as well as one-off serious breaches.	R6: Referral (likely suspension) for health and safety. Also given for unacceptable behaviours such as: • Repeatedly walking out of class. • Repeatedly refusing to follow a reasonable instruction. • Threatening behaviour, destructive and/or unsafe behaviour. • Repeated examples of R3, R4 and R5 misbehaviours despite intervention. • Breach of Acceptable Use of Digital Technology Agreement. • Damage to property/vandalism/graffiti. • Repeated defiance towards staff. • Fighting. • Foul/offensive language. • Reckless/dangerous behaviour. • Serious physical incident (hitting, kicking). • Significant insolence/rudeness towards staff. • Smoking/vaping. • Theft. • Significant unacceptable conduct outside school. • Verbal abuse of another student. Persistent or more serious cases of the above examples may also lead to permanent exclusion. A R6/suspension can be as little as 0.5 day or as long in extreme circumstances as 45 days. This will inform support and access from the range of interventions

available. It may be necessary to use longer suspensions where students have failed to engage, and more agencies or external services need to be liaised with to re-engage the student in education.

NB: a student may receive a suspension after the morning registration but before the PM registration and be suspended for the afternoon (PM) and the following morning (AM) – the two half-days totalling one full day's suspension. This is at the Headteacher's discretion.

It is important that a student is not allowed to persistently disrupt and defy the school rules and expectations for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, the Headteacher retains full discretion to recommend alternative provision or permanently exclude a student for persistent breaches or a one-off serious breach of the behaviour policy, even if they have not reached 45 days suspension in one academic year for persistent disruption and defiance.

Serious misbehaviours that can lead to permanent exclusion may include:

- Repeated examples of R3 and R4 misbehaviours despite intervention.
- Bringing a school or the Trust into disrepute.
- Bullying (of any member of the school community).
- Discrimination or harassment.
- Homophobic/biphobic/transphobic behaviour or language.
- Racist behaviour or language.
- Defiance of staff which puts the safety of another person in jeopardy.
- Grooming for any purpose including sexual or criminal exploitation and radicalisation.
- Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others.
- Physical assault upon another person.
- Possession/use of a dangerous weapon (or implement/substance which could be construed as a dangerous weapon including imitation weapons).
- Possession or use of illegal drugs, alcohol, cigarettes, vaping equipment, or any other Prohibited Item in school or around the school grounds.
- Possession or use of illegal drugs, alcohol, vaping or any other Prohibited Item outside of school where there could be repercussions for the orderly running of the school, or where the action poses a threat to another student, member of staff or member of the school community or where the action could adversely affect the reputation of the school.
- Posting abusive, threatening, misleading, offensive or illegal comments, images or other content in emails or on social networking sites, apps or blogs.
- Serious damage to property/vandalism/ graffiti.
- Significant or persistent breach of the Acceptable Use Agreement.

	• Sexual misconduct, sexual harassment, sexual assault or other inappropriate sexual behaviour. • Theft with aggravating circumstances such as violence. • Threatening or intimidating behaviour of any kind. • Malicious accusations. • Violent disorder. • Persistent or deliberate reckless or dangerous behaviour. • Any criminal behaviour.
Logging actions for staff	• Log on BROMCOM under the Exclusions section of a student profile, completing all the mandatory fields. Upon saving, create a linked R6 behaviour event to add the suspension or exclusion to the extended behaviour log. • The incident, suspension/exclusion, and follow-up actions are to be recorded on CPOMS.

Sanction points

Sanction	**Points***	**Intervention**
R4	-1	Student Points totals will be tracked on Bromcom At an appropriate threshold of approximately -150 Points. Students' behaviour and attitude to learning will be reviewed and discussed by senior leaders. -150 points per term.
R4 Other	-1	
R5	-3	
R5 Full	-5	
R6 SUSPENSION	-10	

Appendix D: Searches

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other students or staff at risk.
- Consider whether the search would pose a safeguarding risk to the student.
- Explain to the student why they are being searched.
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student's co-operation.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Designated Safeguarding Lead (or deputy) or Pastoral Lead, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt).

- Hats, scarves, gloves, shoes, boots.

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Section 3.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/Carers will always be informed of any search for a prohibited item (listed in Section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Child Protection and Safeguarding Policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student (s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- the appropriate adult agrees.

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student.
- Not be a police officer or otherwise associated with the police.
- Not be the Headteacher.

- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Child Protection and Safeguarding Policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. There is **no need to have parental consent** to search through a young person's mobile phone.

When used at a time or in a way which is restricted, a mobile telephone/device will be considered a 'prohibited item' banned by the Trust/school, and subject to the normal rules on searching, seizure, retention or destruction.

If an electronic device that is prohibited by the School Behaviour Policy or Mobile Phone Policy has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

A student's mobile telephone/device may also be confiscated by the school as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the student and/or parent/carer after a period of time agreed by the school. This may be up to the end of the current term.