Reward & Behaviour Policy

Policy title:	Reward & Behaviour Policy
Function:	For information and guidance about the management of behaviour at The Blue Coat School. This document form part of the portfolio of polices designed to inform students and parents
Status:	Approved
Statutory guidance:	Education and Inspections Act 2006 Equality Act 2010 Behaviour in schools: advice for headteachers and school staff (DfE, updated February 2024) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, effective 26 July 2026). Searching, Screening and Confiscation (July 2023) Restrictive interventions, including the use of reasonable force, in schools (DfE, effective April 2026) Preventing and Tackling Bullying (July 2017) Keeping Children Safe in Education (2026) Mobile Phones in Schools (updated 2026 guidance)
Audience:	Students, Parents, Staff, Leaders, Trustees, Local Authority, General Public
Ownership:	Trustees/ Headteacher/ Assistant Headteacher (B&A)
Last reviewed:	26 September 2026
Reviewed by:	Full Trust Board
Next reviewed:	Bi-annually

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Aims and objectives

At The Blue Coat School Liverpool, every student belongs, is valued, and is empowered to thrive. Guided by Non Sibi Sed Omnibus — not for oneself but for all — we honour our story with honesty while forging a modern, inclusive future.

We celebrate individuality and champion diversity, inspiring students to flourish in their own way with confidence, curiosity, resilience, and kindness.

Our vision is to ignite ambition and nurture integrity and compassion, preparing young people to shape a fairer, brighter world — in Liverpool and beyond.

Rationale

Good behaviour at The Blue Coat School is a key priority, as a calm, orderly learning environment is crucial to the progress and well-being of staff and students.

A strong realistic reward and behaviour policy is therefore essential in establishing a positive culture in the school that underpins the achievements and successes of all the students.

We simply promote and reward good behaviour and ensure that bad behaviour, bullying in any form and racism, homophobia, biphobia and transphobia are not tolerated.

This policy reflects the values and principles that we consider to be important for our school.

The principles that underpin this policy are:

- Students, staff, parents, carers and Trustees should understand and accept the principles on which the behaviour policy is grounded.
- All members of the school community should be listened to and responded to. (The school community is students, staff, parents, carers and Trustees).
- Students, staff, parents, carers and Trustees are always considerate towards the learning needs of each individual member and supportive of the school as a learning community.
- Students and staff are entitled to learn and work in a safe and secure environment.
- All school staff and students should show respect for one another.
- Good behaviour should always be encouraged, and fair and consistent consequences should be applied for unacceptable behaviour
- Appropriate action should be taken to reduce the risk of poor behaviour happening for all students, but especially vulnerable students.
- School staff should model positive behaviour and promote it through active development of students' social and emotional competencies.
- Students should be encouraged to act as ambassadors for the school. This includes school trips and holidays, volunteering and journeys to and from school.

Links to other policy documents

This policy should be viewed alongside the following documents and The Blue Coat School policies:

- The Blue Coat School Home School Agreement and the Year 7 - 11 and Year 12 & 13 Expectations – Attendance, Appearance, Behaviour, Safety & Property
- Education and Inspections Act (2006)
- DfE guidance 'Behaviour in Schools: Advice for Headteachers and school staff (2024)'
- DfE guidance 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies (2023)'
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2026
- Keeping Children Safe in Education 2026
- Anti-Bullying Policy
- Safeguarding Policy
- Special Education Needs Policy

Rights and responsibilities

The Blue Coat School aims to provide the highest quality education, maintaining a disciplined, safe, caring environment in which teachers can teach, and students can learn.

Our code of behaviour rests on a set of shared values and common expectations:

Shared values (rights)

- The right of all members of the school community to be treated with dignity and respect.
- The right of all members of the school community to work in a clean, well-resourced and well cared for physical environment.
- The right of all members of the school community to be secure at all times from any threat to their personal well-being.
- The right of all members of the school community to participate in learning activities without disruption or distraction.

Common expectations (Responsibilities)

Staff:

- To treat students with respect
- To know their students and know their names
- To have high expectations of themselves and the students
- To model good behaviour and challenge those who fail to meet behaviour responsibilities.
- To teach and promote social and emotional aspects of learning
- To investigate incidents carefully and promptly listening to both sides
- To ensure the classroom and other areas of the school provide a safe, clean and attractive environment which motivates individuals and stimulates learning

- To ensure that the school safeguarding procedures are applied and that students feel safe
- To prepare lessons carefully to meet the needs and abilities of all students.
- To apply rewards and sanctions consistently and fairly
- To work with Student Support, parents, carers and external agencies to ensure that each student's needs are met

Students:

- To arrive at school and lessons on time
- To always be in full uniform and have appropriate equipment (pen, pencil, ruler, rubber, etc every day plus PE kit when timetabled)
- To treat adults and other students with respect
- To work hard in class and allow others to work
- To obey the agreed Clear Boundaries for Behaviour both in and out of class
- To look after other students in the school
- To report bullying or any accident or incident that concerns them
- To look after school equipment and the school environment

Parents/Carers:

- To ensure their child arrives in good time to school, with the correct uniform and equipment.
- To support regular school attendance and not take holidays in school time.
- To support students in completing their homework.
- To attend all meetings relevant to their child.
- To treat school staff and other school families with respect.
- To model good behaviour to their children particularly around the school site.
- To respect and support the school rules including uniform, jewellery and hair styles and colours.
- To notify the school of their child's needs as appropriate.

Commending students for their good conduct promotes a positive environment that is conducive to learning and personal development and encourages students to behave responsibly and respectfully. The overwhelming majority of students make a very positive contribution to the life of The Blue Coat School and should be recognised for this. Students are rewarded for going 'above and beyond' minimum expectations in accordance with the criteria set out in this Policy.

It has been agreed that a system of rewards should be used in the school rewarding good behaviour, politeness and effort. All staff are expected to participate in the rewards system and as a matter of course they should actively seek opportunities to praise students and compliment students, for example, by sharing successes with parents, showing work to members of the Senior Leadership Team or other members of staff.

1. Rewards Overview

Reward principles:

The merit reward system provides:

- An opportunity for students to have their best work celebrated and/or to highlight the progress and achievement they have made.
- Consistent and exemplary behaviour and conduct enables students to become academic and personal role models to others, both in and outside of school.
- It provides staff with exemplary work to support the scaffolding of expected work from all students
- It provides the opportunity for parents/carers to be made aware of the exemplary work their child has produced, their child's outstanding progress and achievement and/or their high standard of behaviour.

Merits

All merits are weighted the same, 1 merit. Students will be awarded a merit for displaying the following attitudes:

S	Service: Contributing to the well-being of others and the community.
H	Hard work: Putting in consistent effort and dedication to achieve goals.
A	Ambition: Having a strong desire to achieve goals and aspirations.
P	Perseverance: Continuing to strive towards goals despite challenges and setbacks.
E	Empathy: Understanding and sharing the feelings of others.

All members of staff can issue merits, for any of the above reasons, both in and out of lessons.

Merits will also be given out at the end of each term for attendance and punctuality.

All merits will be communicated with home automatically.

Merit milestones	
Bronze	40
Silver	80
Gold	150
Merit milestones will include bronze, silver and gold badges.	

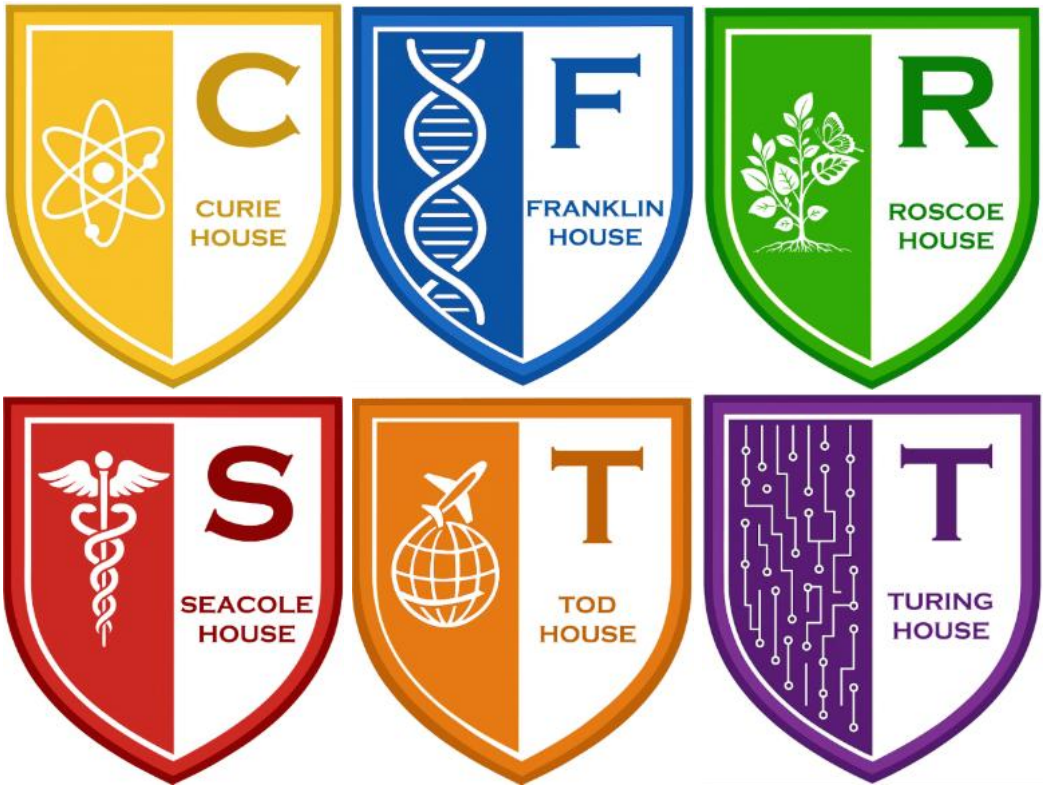
Merit trophy		
Whole school House competition	End of each term awarded to the house with the most merits.	There are also termly Achievement Celebrations that will take place throughout the year. During these events, nominated students will receive awards from across all areas of school.

Students earn merits not only as recognition for their individual effort and achievement, but also as contributions towards their House. Each merit awarded adds to the overall House total, encouraging teamwork, collective responsibility, and a shared sense of pride in the success of their House within the wider school community

House System

At The Blue Coat School, we operate a House System in which every student is assigned to one of six houses: Curie, Franklin, Roscoe, Seacole, Tod, or Turing. Students earn merits through their achievements, positive behaviour, effort, attendance and contributions to school life, with these merits contributing to their house totals.

The House System fosters healthy competition between houses and plays an important role in developing our strong sense of community, belonging and school pride. Through house events, competitions and collective achievements, students are encouraged to work together, support one another and actively contribute to the wider school community.



2. Behaviour overview

Principles

- The purpose of behaviour intervention strategies is to promote high standards of behaviour and modify unacceptable behaviour.
- Consequences form part of these strategies. These will be most effective if fair, staged, consistent and systematically recorded.

- Consequences should always be used in conjunction with positive strategies – well planned lessons which are inclusive, differentiated and challenging: praise, and celebration of achievement - to promote good behaviour.
- Students should always be encouraged to learn from their mistakes and to reflect on how to avoid unacceptable behaviour.

All incidents are weighted the same and are not point based. A list of the behaviour incident categories can be found below:

Incident type
Incorrect uniform
Jewellery
Appearance of hair falls below expectations
Make-up
Failure to bring equipment/PE kit
Failure to complete classwork
No homework
Failure to follow instructions
Unacceptable behaviour in the classroom
Unacceptable behaviour outside the classroom
Disrespectful to a member of staff
Unauthorised use of mobile phone
Cheating/Plagiarism
Bringing the schools name into disrepute
Internal truancy
External truancy
Sixth form – failure to sign in/out
Bullying – verbal, cyber or physical
Racist incident
Incident of sexual harassment
Homophobic incident
Transphobic incident
Internet misuse
Damage to property
Bringing a prohibited item into school
Smoking/Vaping
Alcohol/drug misuse
Physical assault
Possible sanctions may include: 30 minute - Lunchtime detention 60 minute - Middle leader detention 90 minute - Senior leader detention Internal suspension/isolation Suspension Permanent exclusion *Further information regarding sanctions can be found within this policy.

List of prohibited items:

Staff have the power to search for the following items without consent:

- knives, bladed items and weapons
- alcohol
- energy drinks
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vape pens/E-Cigs
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the school rules as an item which may be searched for.

Behaviour incident logs, including comments about the incident will be sent directly to parents.

Behaviour may be an indicator of an underlying safeguarding concern or unmet need. Where behaviour gives rise to a safeguarding concern, staff must act immediately and report the concern to the Designated Safeguarding Lead (DSL) or a Deputy DSL in accordance with the school's Child Protection and Safeguarding Policy.

Detentions

Detentions are given when students do not meet the school's expectations for behaviour, effort, or conduct. They provide an opportunity to reflect on choices made, take responsibility, and consider how to improve in the future. Detentions are intended to be fair, consistent, and proportionate, supporting students in making positive changes.

30 minute lunchtime detention	Class teacher led
60 minute middle leader detention	Monday 3.30 – 4:30pm in the Canteen
90 minute senior leader detention	Friday 3:30 – 5pm in C10

Mobile phones Students should not have phones out in lessons, on corridors or at social times. They must be out of sight at all times.	Mobile phone will be confiscated by teacher and student will be issued a 60 minute middle leader detention. Mobile phones will be held securely. Repeated mobile phone confiscations will result in parent/carers being contacted and additional disciplinary measures being applied.
Smart watch Smart watches are not allowed to be worn in school. They must be out of sight at all times.	Smart watches will be confiscated by teacher, and student will be issued a 60-minute middle leader detention. Repeated smart watch confiscations will result in parent/carers being contacted and additional disciplinary measures being applied.
Airpods, earphones, earbuds.	Airpods, earphones and earbuds will be confiscated by teacher, and student will be issued a 60-minute middle leader detention.

	Repeated Airpods, earphones or earbuds confiscations will result in parent/carers being contacted and additional disciplinary measures being applied.
Smart Glasses	Smart Glasses, including glasses capable of recording, photographing, filming, communicating, accessing online content or displaying digital information, are not permitted to be worn or used on the school premises. Any Smart Glasses worn or used in breach of this policy will be confiscated by a member of staff. Parents/carers will be informed, and an appropriate and proportionate sanction will be issued in accordance with this policy. Where the use of Smart Glasses gives rise to a safeguarding concern, including concerns relating to recording, sharing images or video, privacy, bullying or harmful online behaviour, the matter will be dealt with in accordance with the school's Child Protection and Safeguarding Policy.
Lates (punctuality)	A student is late to school after 8:45 and will be issued a late mark. If a student is late twice in a termly period they will be issued a 60-minute after school detention. After this point, a student will be issued a 60-minute afterschool detention every time they are late. Students arriving after the register has closed at 9:05 will be marked as absent for the session. We take exceptional circumstances into consideration when addressing lateness.

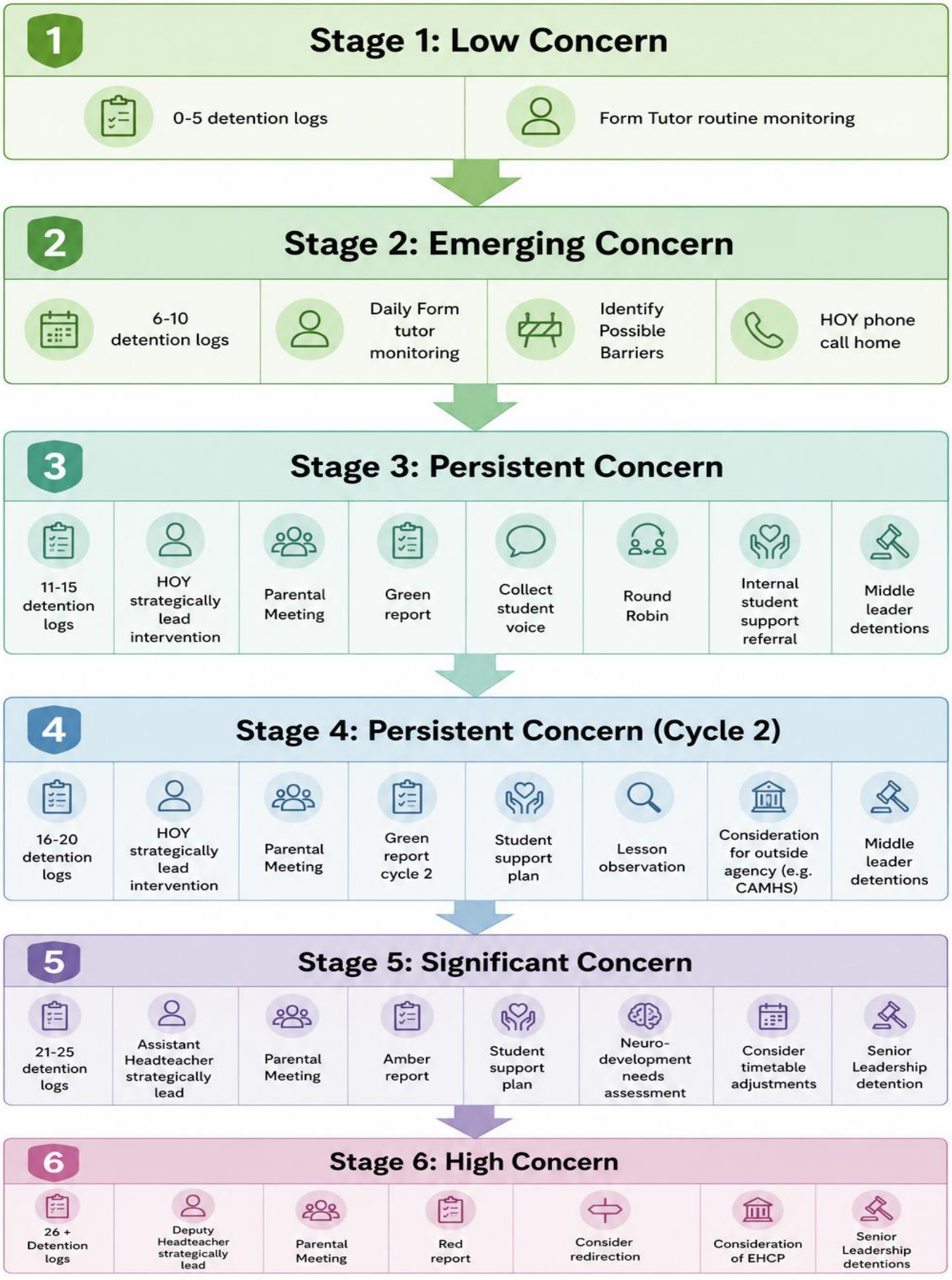
If a student does not attend their detention, it will automatically escalate to the next level. Students who fail to attend a Level 3 detention will be isolated at the earliest opportunity the following week.

The expectation for all detentions is that these are formal not social occasions where all normal classroom expectations apply. Students are expected to work in silence. Parents will be notified of any after school detentions on My Child At School (MCAS).

The school operates a gate-to-gate approach to behaviour. This means that all students are expected to uphold the school's rules, values and expectations from the point of entering the school grounds until they exit the site at the end of the day.

Behaviour monitoring and intervention

All behaviour incidents are monitored daily by Heads of Year and Curriculum team leaders. Each year group produces a daily behaviour review sheet identifying any further action needed. This is then reviewed and agreed by the Senior Leadership Team. A range of further intervention strategies, outlined below, will then be used if necessary.


1
Stage 1: Low Concern
0-5 detention logs
Form Tutor routine monitoring
2
Stage 2: Emerging Concern
6-10 detention logs
Daily Form tutor monitoring
Identify Possible Barriers
HOY phone call home
3
Stage 3: Persistent Concern
11-15 detention logs
HOY strategically lead intervention
Parental Meeting
Green report
Collect student voice
Round Robin
Internal student support referral
Middle leader detentions
4
Stage 4: Persistent Concern (Cycle 2)
16-20 detention logs
HOY strategically lead intervention
Parental Meeting
Green report cycle 2
Student support plan
Lesson observation
Consideration for outside agency (e.g. CAMHS)
Middle leader detentions
5
Stage 5: Significant Concern
21-25 detention logs
Assistant Headteacher strategically lead
Parental Meeting
Amber report
Student support plan
Neuro-development needs assessment
Consider timetable adjustments
Senior Leadership detention
6
Stage 6: High Concern
26 + Detention logs
Deputy Headteacher strategically lead
Parental Meeting
Red report
Consider redirection
Consideration of EHCP
Senior Leadership detentions

Behaviour Intervention Framework 2026/2027

Stage	Threshold	Key Interventions	Pastoral Focus	Pastoral Strategies	Strategic Lead
Stage 1: Low Concern	0–5 detention logs	Form Tutor routine monitoring	Universal pastoral care and early identification	Positive relationship building, explicit teaching of routines and expectations, public praise/private correction, seating plans informed by peer dynamics, restorative conversations, tutor-led organisation support	Form Tutor
Stage 2: Emerging Concern	6–10 detention logs	Daily Form Tutor monitoring, identify possible barriers, HOY phone call home	Structured pastoral monitoring and early barrier identification	Daily tutor check-ins, simple target setting, exploration of friendships, motivation and emotional wellbeing, early mentoring support	Form Tutor / HOY
Stage 3: Persistent Concern	11–15 detention logs	HOY strategic intervention, parental meeting, Green Report, collect student voice, round robin, internal student support referral, middle leader detentions	Targeted intervention and formalised support planning	Behaviour Improvement Plan, Green Report with lesson feedback and check-in/check-out, restorative practice, agreed home-school strategies, key adult mentor, emotional regulation strategies, behaviour coaching	HOY

Stage	Threshold	Key Interventions	Pastoral Focus	Pastoral Strategies	Strategic Lead
Stage 4: Persistent Concern (Cycle 2)	16–20 detention logs	HOY strategic intervention, parental meeting, Green Report Cycle 2, student support plan, lesson observation, consideration of external agency involvement, middle leader detentions	Review, refine and intensify support	Revised behaviour plan, increased mentoring, small group intervention, strengthened parental engagement, subject-specific support from middle leaders	HOY / SENDCo
Stage 5: Significant Concern	21–25 detention logs	Assistant Headteacher strategic intervention, parental meeting, Amber Report, student support plan, neurodevelopmental assessment consideration, timetable adjustments, senior leadership detentions	Senior leadership oversight and coordinated intervention	Amber Report with success criteria, senior oversight, formal mentoring programme, timetable adaptations, internal alternative provision planning, behaviour support room where appropriate	Assistant Headteacher
Stage 6: High Concern	26+ detention logs	Deputy Headteacher strategic intervention, parental meeting, Red Report, consideration of redirection, EHCP consideration, senior leadership detentions	Intensive, specialist and multi-agency support	Red Report with parental communication, personalised intervention timetable, intensive mentoring, reduced timetable if appropriate, managed move exploration, behaviour contract, alternative provision and specialist pathways	Deputy Headteacher

Equipment for learning

All students are expected to arrive at school each day with the correct equipment required for learning. In all non-practical lessons, students must place their pencil case on their desk as they enter the classroom to demonstrate that they are prepared and ready to learn.

Form Tutors will use the morning registration period to check that students have the necessary equipment. Students who repeatedly fail to bring the required equipment to school will receive a detention. Persistent failure to be properly equipped for learning will result in further sanctions and parents/carers will be contacted.

A copy of the school's equipment list can be found in Appendix 1.

School uniform expectations

The school believes that uniform should be worn with pride, and we have the highest expectations of our students. We publish a set of uniform requirements to ensure students, and their parents clearly understand what is / is not acceptable. Where uniform and appearance expectations are repeatedly flouted, a consequence will be issued. Form tutors will use morning tutor period to ensure that students appear well-presented and are conforming to the uniform expectations. This time provides an opportunity for our students to take responsibility for their own uniform. Continued failure to adhere to the uniform requirements will result in a detention. Repeated failure will result in a further consequence and parents will be contacted.

A copy of the school's uniform expectations can be found in Appendix 2, the Home School agreement in Appendix 4 and the school's expectations in Appendix 5 and 6.

Moving around school

We always encourage safe conduct around school and, in a busy school environment, courtesy and consideration are important. We encourage, for example, doors to be held open for others. Students should walk around the school building on the left-hand side of corridors and use the appropriate entrances / exits and staircases.

Dining hall and social areas

Encouraging a positive approach to our communal eating areas, ensuring food is consumed in a calm and orderly way, is important to the ethos of The Blue Coat School. We expect our students to develop healthy eating habits in the best environment we can provide. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school buildings. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity.

Behaviour in the wider community

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises. The school reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school
- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online.

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so. Students in Years 12 and 13 may leave the premises at lunch times and afternoon study periods providing they behave responsibly and sign out on departure and sign in on their return to school.

Examinations

Prior to Internal and National Examinations:

• We will ensure candidates are made aware of the content of the JCQ Unauthorised Items and Warning to Candidates posters during an exams assembly.

• Ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments.

• Ensure that candidates are aware that inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'. 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

• We will ensure candidates are aware that all cases of malpractice will be investigated, recorded and reported to awarding bodies, and could impact their grades.

Addressing poor behaviour and consequences

When dealing with incidents of poor behaviour, the following principles will be applied.

- Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and the school will not accept behaviour by a minority of students that prevents others from learning.

- Where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour.
- Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school.
- The school seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour.
- Where a student has misbehaved, the matter will be investigated and, if considered appropriate, a consequence will be imposed.
- A student may be taken out of circulation whilst a breach of the policy is investigated.
- In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible.
- Students will be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others.
- A consequence will never be humiliating or degrading and blanket punishments will not be imposed.
- When issuing a consequence, a student's prior conduct may be taken into consideration.
- Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.
- Any consequences will be reasonable and proportionate and will consider the individual circumstances of the student.

While this policy sets out the school's general approach to behaviour and disciplinary procedures, the Headteacher reserves the right to exercise professional judgement and make decisions on individual cases as appropriate, taking into account the specific context and circumstances involved.

3. Procedures and processes

Detentions

Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. Parents/carers will be given 24 hours' notice of a detention that takes places out of school hours. If a student misses a detention without good reason the matter will be escalated and further sanctions issued.

Suspension and Permanent Exclusions

The decision to exclude is not taken lightly and will only be used when serious breaches of the school's Behaviour Policy occur or when a student is persistently poorly behaved. The school would prefer to keep students in school and will consider imposing an internal exclusion before a suspension. In some circumstances, however, it may be necessary and appropriate to suspend a student. Where a student receives an internal exclusion, they will report to school at 8.30am and will remain in school until 3:30pm and will work under supervision in isolation throughout the day.

Suspension 'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education'. The Government supports headteachers in using exclusion as a sanction where it is warranted. (Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement Guidance for Maintained Schools,

Academies, and Pupil Referral Units in England July 2026) All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear School uniform which has been provided (where possible) for a student who is in incorrect
- uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of prohibited item and/or related offences involving a prohibited item.
- Wilful damage to property.
- Homophobic, transphobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Knowingly making a deliberately false and malicious allegation against a member of staff, where this has been established following appropriate investigation.
- Behaviour which calls into question the good name of the school.
- Persistent defiance or disruption.
- Minor assaults or fighting.
- Other serious breaches of School rules.

A permanent exclusion is the ultimate sanction and will only be used where very serious breaches or persistent serious breaches of this Policy have occurred. The school follows the statutory guidance set out in Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement Guidance for Maintained Schools, Academies, and Pupil Referral Units in England July 2026.

Where a student is excluded from school the Headteacher's decision may be reviewed by the Trust Board in accordance with the guidelines set out in the statutory guidance (Appendix 3). This function will be delegated to the Trustees' Disciplinary Committee. Where a permanent exclusion has been imposed, the Trustees' Disciplinary Committee must meet to review the decision and has the power to reinstate. In the case of a permanent exclusion, if the Trustees' Disciplinary Committee uphold the Headteacher's decision, the parents of the child have the right to make representations to an Independent Review Panel.

Permanent Exclusion. A decision to exclude a student permanently should only be taken:

'In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school' (Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement Guidance for Maintained Schools, Academies, and Pupil Referral Units in England July 2026).

The following list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Headteacher may permanently exclude a student for: -

- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

The following offences are considered so serious that a student may be permanently excluded for a first- or one-off offence:

- Possession of a knife or other offensive weapon may warrant consideration of permanent exclusion, including for a first or one-off offence. Any decision will be made by the Headteacher in accordance with the statutory guidance, taking account of the facts and individual circumstances of the case.
- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- possession of an illegal drug;
- possession of an illegal drug with intent to supply;
- intent to use an illegal drug;
- carrying an offensive weapon; In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the school to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.
- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.

Role of parent/carers

On admission to school parents/carers, students and the Headteacher sign the Home School Agreement (Appendix 4), clarifying the roles and responsibilities of all parties, and clarifying expectations. Where breaches of the Behaviour Policy have occurred, the school will seek to involve parents from the outset and will strive to provide them with accurate and timely information. Where there may have been a serious breach of the behaviour policy, the student's parents/carers will be contacted to arrange a meeting with a member of the Senior Leadership Team. On other occasions, it may also be necessary and appropriate for parents/carers to attend a meeting in school concerning their child's behaviour with other key members of staff.

Confiscation of and search for inappropriate items

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011 The school reserves the right to search students and their possessions where there are reasonable grounds to suspect that they are in possession of a prohibited item, or an item identified in the school rules as an item for which a search may be conducted. This includes e-cigarettes, vapes and vaping paraphernalia, and any other items identified as prohibited under the school's Behaviour Policy.

Any search will be carried out in accordance with the Department for Education's Searching, Screening and Confiscation guidance. The member of staff conducting the search will be of the same sex as the student being searched. A member of staff will normally be present as a witness and, where possible, will also be

of the same sex as the student. A search may be conducted without a witness in exceptional circumstances where there is a risk that serious harm may be caused if the search is not carried out urgently.
The student's parent/carer will be informed that a search has taken place and will be notified of the outcome of the search, including any resulting sanctions.

Where a member of staff finds an item that is prohibited or banned under the school rules, the item may be confiscated. Staff will take account of all relevant circumstances and exercise professional judgement, in accordance with Department for Education guidance, when determining whether an item should be returned to its owner, retained, disposed of or passed to the police or another appropriate agency.

Where a weapon, illegal drug or other item presenting a serious safeguarding or safety concern is found, the school will take appropriate action in accordance with its Behaviour Policy, Child Protection and Safeguarding Policy and relevant Department for Education guidance. This may include referral to the police and consideration of suspension or permanent exclusion, where the statutory criteria for such action are met.

Smoking/vaping

Any student caught smoking/vaping on the site or with smoking/vaping related paraphernalia will be isolated for the remainder of the day and will remain in school until 3.30pm pending a suspension and parents will be informed. This includes smoking outside the school grounds, or on the way to and from school. Subsequent offences will result in more serious sanctions being issued.

Theft and vandalism

Theft of school property or wilful destruction to school property will not be tolerated and consequences will be imposed depending on the seriousness of the incident based upon the judgement of the school.

Use of restrictive interventions and seclusion

- The Blue Coat recognises that at times there are circumstances when it is appropriate for staff in schools to use restrictive interventions or seclusion.

- The term 'restrictive intervention' means to prevent, restrict or subdue movement of the body or part of the body of a student**.** Restrictive intervention can involve no physical contact with a student (for example, removing a walking aid from a pupil).

- The term 'seclusion' means a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave. Seclusion should not be confused with removal from the classroom which is a disciplinary intervention used in response to deliberate or wilful misbehaviour.

- Seclusion will be used by The Blue Coat as a safety measure to protect others from harm where a pupil is experiencing high levels of emotional or behavioural dysregulation.

- Members of staff have the power to use restrictive interventions, which may also include the use of reasonable force.

- The Blue Coat expects that staff should limit the use of restrictive interventions and, in most situations, will seek to minimise the use through prevention and de-escalation. The Blue Coat seeks to minimise the use of restrictive interventions by;

    - considering how the school and classroom environment can support all pupils to learn and thrive
    - sharing best practice for whole class behaviour management
    - training staff in effective communication strategies
    - recording and analysing data on the use of restrictive interventions
    - working closely with parents to support individual pupils
    - implementing support for pupils based on their identified needs

Reporting the use of restraint and/or seclusion

Where there has been use of seclusion or non-physical restraint incident the member of staff must;

- complete the Reporting Form under Appendix 7 of this policy**;** and

- submit the Reporting Form to Mrs J Baker as soon as possible

The school will record and report incidents involving the use of force and seclusion in accordance with the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).

Every significant incident involving the use of force will be recorded in accordance with the statutory requirements. The record will include the information required by the relevant legislation and DfE guidance. The school will inform the parent/carer of a pupil involved in a significant incident involving the use of force as soon as practicable after the incident and will provide the required information about the incident.
Every incident of seclusion will be recorded and the pupil's parent/carer will be informed as soon as practicable after the incident, in accordance with the statutory requirements and DfE guidance.

Following an incident, the school will consider whether the pupil or members of staff require medical attention, pastoral support or any other appropriate support. Where an incident gives rise to a safeguarding concern, this will be reported to the Designated Safeguarding Lead or a Deputy DSL in accordance with the school's Child Protection and Safeguarding Policy.

Leaders will monitor and analyse the use of restrictive interventions and seclusion, including patterns relating to individual pupils and groups of pupils, and will use this information to consider whether changes to support, reasonable adjustments, staff practice, risk assessments or other preventative measures are required.

The school will seek to minimise the need for restrictive interventions through prevention, de-escalation, appropriate support and consideration of individual pupils' needs, including SEND and disabilities.

Positive handling

DFE guidelines state that “All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property and to

maintain good order and discipline." Teachers and support staff may use reasonable force in the aforementioned circumstances. The school does not require parental consent to use reasonable force.

Students with SEND

Students with an Educational Health Care Plan or with identified educational needs are expected to follow the school's Behaviour Policy. When considering behaviour and any appropriate sanction, the school will consider whether the student's SEND contributed to the behaviour, whether reasonable adjustments are required, and whether additional support is appropriate. The school will comply with its duties under the Equality Act 2010 and, where applicable, the Children and Families Act 2014. A student's SEND does not prevent the school from applying an appropriate and proportionate sanction where this is justified. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted, and every reasonable step will be made to ensure the needs of the student are being supported and that 'reasonable adjustments' are set in place to support the student's needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

Social, Emotional and Mental Health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

Looked after Children

Looked after Children are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted, and every reasonable step will be made to ensure the needs of the student are being supported.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Loss of personal items on school property

The school cannot take responsibility for any personal items lost within the grounds of the school property. This includes bicycles, electrical equipment, musical instruments, items of uniform (sporting and non-sporting) jewellery and money.

False allegations against members of staff

Under the Education Act (2011) where, following appropriate investigation, in the view of the Headteacher, there is sufficient evidence to conclude that a student has knowingly made a deliberately false and malicious allegation against a member of staff, the school may consider appropriate disciplinary action in accordance with this policy.

Complaints

If a parent has a complaint about a disciplinary matter, he/she should follow the procedures laid down in the school's Complaints Policy.

4. Attendance and punctuality

At The Blue Coat School, we promote high standards of punctuality and attendance for all of our students as we believe that it is important to establish this in readiness for a student to be successful in their next steps and future careers.

Consistent high levels of attendance provide students with the opportunity to fully benefit from the educational experience offered at The Blue Coat School. Any absence has been proven to impact a student's progress and achievement within their subject areas. The school promotes the highest possible levels of attendance and expects students to attend every session for which they are required to be present. The school's aspiration is for every student to achieve 100% attendance wherever possible, recognising that there will be legitimate reasons for absence. Further information regarding attendance can be found in the school's Attendance Policy.

Our school follows a graduated response system to address attendance concerns, ensuring early intervention and consistent support. The process begins at Level 1, where initial concerns are addressed through letters home to inform parents or carers of attendance issues. If attendance does not improve, the case progresses to Level 2, which involves a parental meeting to discuss underlying reasons and agree on strategies for improvement. At Level 3, continued concerns will lead to a referral to the Education Welfare Officer (EWO), who will work with the family to support attendance. Should there be no improvement despite these interventions, Level 4 includes the issuing of Fixed Penalty Notices (FPNs) in line with local authority policy. This tiered approach ensures that students and families are supported at every stage, with clear expectations and opportunities to improve attendance before formal action is taken.

Punctuality to school is also important. Key messages and pastoral support take place during form time at the start of each school day. If students are late to school, this limits them receiving this information and support. Poor punctuality also impacts attendance as any student who arrives to school after registration closes, is marked absent for the morning.

- Merits will also be given by the HOYs at the end of each term for good attendance
- Any student that arrives after 8:45 is classed as late and will be issued a late mark.
- If a student in late twice in a termly period they will be issued a 60 minute after school detention. After this point, a student will be issued a 60-minute afterschool detention every time they are late.
- Students arriving after the register has closed at 9.05am will be marked as absent for the session.
- HOYs and FTs are responsible for checking patterns in attendance and punctuality.
- Attendance below 97% may trigger additional monitoring and support, taking account of the student's individual circumstances and any barriers to attendance.
- Should students' attendance fall below 97%, HOYs will begin a staged support system to ensure that both students and parents are supported.
- Should attendance fall below 90%, this is categorised as persistent absence. The school attendance lead will work the Education Welfare Officer to support attendance and escalate, if required.

Equipment list

Essential equipment:

- ✓ Pencil case
- ✓ Pens in black or blue, green and purple
- ✓ Pencil
- ✓ Eraser
- ✓ Ruler
- ✓ Mini-whiteboard pen
- ✓ Scientific* calculator (recommended model: Casio FX-83GTX)
- ✓ Full PE kit
- ✓ Suitable sized bag to carry items

Ideal extras:

- ✓ Pencil sharpener
- ✓ Glue stick
- ✓ Colouring Pencils
- ✓ Compass
- ✓ Protractor

Optional extras:

- ✓ Notebook
- ✓ Oxford English Dictionary and Thesaurus
- ✓ Collins French Dictionary
- ✓ Collins Spanish Dictionary

*Please note, some calculators say they are scientific calculators, but they struggle to deal with the formulae used in secondary school. Although it is not a requirement to get the recommended model, it may be worth checking that the model you intend to buy, or use has the same functionality as the model highlighted.

School uniform expectations

School expects students to wear the school uniform smartly when at school and when travelling to and from school.

All items of uniform should be clearly marked with your full name.

Y7-11

✓School Blazer, blue braid and blue cord.
✓ Grey V neck jumper or cardigan with Blue Coat crest.
✓ White shirt.
✓ Charcoal grey regular fit trousers (not slim-fit, tight-fitting or bootleg).
OR
✓ Knee length pleated charcoal grey skirt.
✓ Plain black shoes that can be polished.
✓ Grey socks or grey tights.
✓ School tie.
✓ Dark hair bobbles to tie back hair that is shoulder length or longer.
✓ Hair must be of one natural colour
✓ No jewellery is permitted, including earrings and facial piercings.
✓ Nail polish and false nails are not permitted.
✓ False eyelashes and make-up are not permitted.

Y12-13

✓ School Blazer, yellow braid and yellow cord.
✓ Navy V neck jumper or cardigan with Blue Coat crest.
✓ White shirt.
✓ School tie.
✓ Grey regular fit trousers (not slim-fit, tight-fitting or bootleg).
OR
✓ Knee length pleated navy skirt.
✓ Either grey or navy socks or navy tights.
✓ Plain black shoes that can be polished with heel no greater than 3cm.
✓ Dark hair bobbles to tie hair back where required.
✓ A single stud earring in each ear is permitted.
✓ Any other jewellery including facial piercings are not permitted.
✓ Natural nail polish is permitted. False nails are not permitted.
✓ Natural-looking make-up may be worn, no false eyelashes
✓ Hair must be of one natural colour

School Shoes

Our school uniform policy requires students to wear plain black, polishable shoes. Shoes must not display visible logos, branding, coloured markings, patterns, or decorative features.

Here are some examples of school shoes that would meet the criteria set out in our uniform policy:

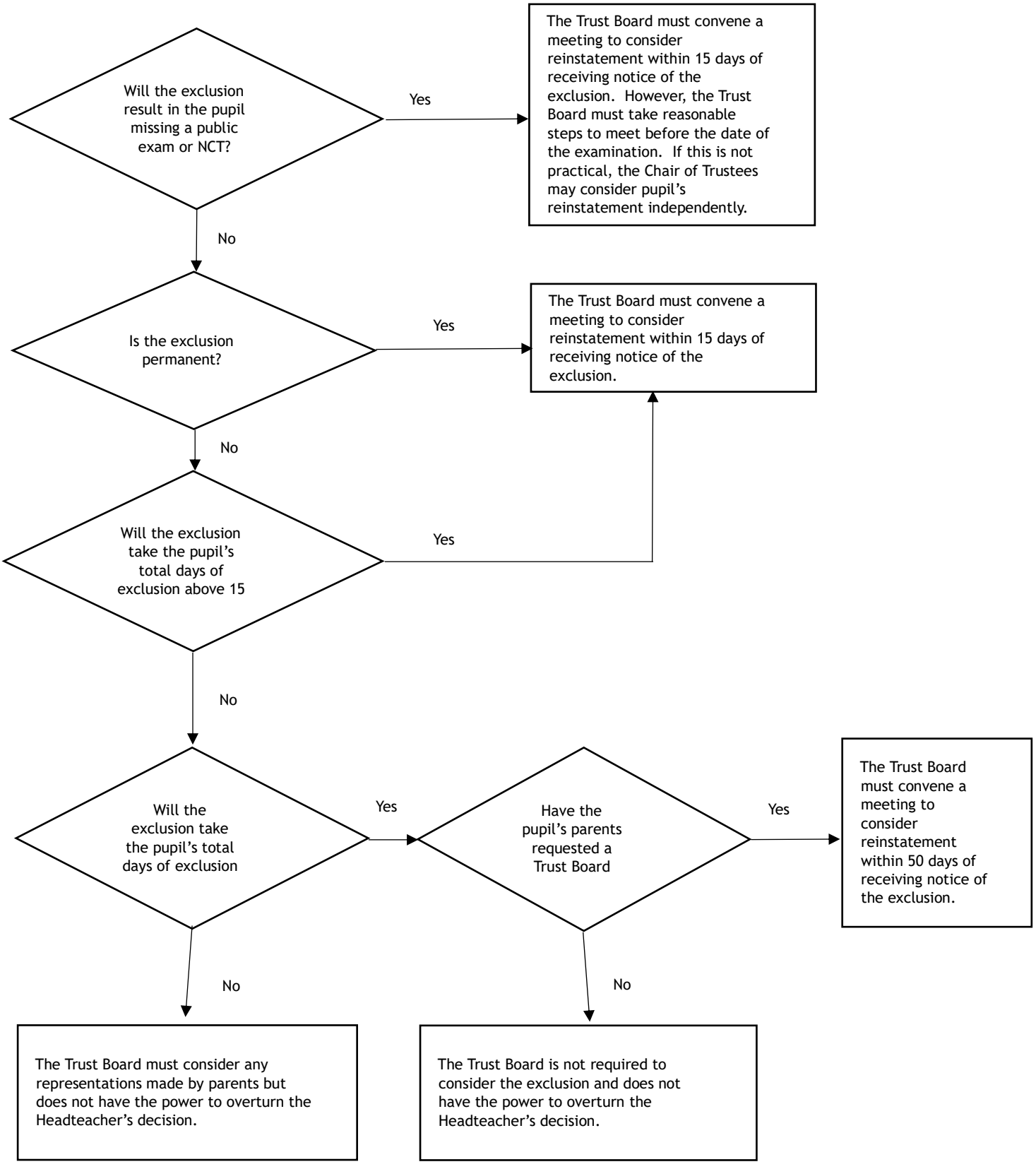


Here are some examples of school shoes that do not meet the criteria set out in our uniform policy:



Appendix 3

Trustees' Disciplinary Committee



(Reference to 'days' means 'school days'.)

Appendix 4

Home-school agreement

Our Vision is to	Develop exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.
Our Values	We are committed to working in partnership with parents. It is this strong collaboration between students, staff and parents that ensures every student has the chance to develop and to achieve their best.

Our individual commitments

I/We Will (School)

- contact parents if there is a problem with attendance, punctuality or equipment
- let parents know about concerns and problems that affect their child's work or behaviour
- send home regular assessments
- set, mark and monitor homework
- arrange Parents' Evenings during which progress will be discussed
- keep parents informed about school activities through regular letters home, newsletters etc
- care for your child's safety and well being
- not authorise holidays taken in term time

I Will (Students)

- Attend school regularly and be punctual to all lessons
- Wear the correct uniform
- Bring all the necessary equipment
- Complete all my classwork and homework as well as I can
- Be polite and helpful to others, use please and thank you
- Obey all school rules
- Take care of school property and the property of others
- Respect differences across school
- Will not use my mobile phone in school
- Follow the acceptable user policy for ICT

I/We Will (Parents)

- see that my child goes to school regularly, punctually and properly dressed in school uniform and equipped
- let the school know about any concerns or problems that might affect my child's work or behaviour
- support the school's policies for behaviour
- support my child with their homework and other appropriate home learning
- attend Parents' Evening and discussions about my child's progress and behaviour
- inform the school immediately if my child is absent from school and complete the online absence request form for known absences
- ensure that the school is informed of changes of address and contact numbers immediately
- not arrange holidays in term time

Headteacher Signature:
Date: April 2025

Student Name:
Student Signature:
Date:

Parent Signature:
Date:

Year 7 - 11 Expectations – Attendance, Appearance, Behaviour, Safety & Property

Appendix 5

Attendance	Appearance	Conduct	Safety	Property
Full time attendance and presence at all registration periods and timetabled lessons is required. Students must be in School by 8.40am and should be punctual for all parts of the School day. If students are late for School, they must report to the School Office to sign in late. Arrival after 9.05am will be classed as an absence and a Request for Absence form must be completed via the School website. Absence must be reported to the School Office by parents before 9.30am on the first day of absence. Parents must also explain the absence by phoning or emailing the School Office. Pre-arranged appointments must be notified to the School by parents in writing using the Request for leave of absence form available on the School website. The School requests that all appointments are arranged outside of the School day, where possible and that evidence is provided. For illness or accident, students must in the first instance go to the School Office. No student can go home without permission from a Head of Year or senior staff. All students leaving the School premises for any reason MUST sign out.	School uniform is compulsory for all students. The school operates a Gate to Gate approach to uniform standards. School uniform must be worn correctly at all times, including on the journey to and from school. All items of uniform must be clearly marked with your name. Shirts should be tucked inside trousers or skirts. Top buttons must be fastened, and ties worn neatly. Skirts must be no shorter than knee length. Make-up is not permitted; false eyelashes are not permitted. Nail polish and/or false nails are not permitted. Students must not wear earrings, facial piercings, or jewellery. Hair must be clean, neat and tidy and of one natural colour. All hair past shoulder length must be tied back around school and in lessons. Boys with facial hair are expected to keep it short and neat. The School reserves the right to make individual decisions about the suitability of a student's appearance and uniform whilst in School and will advise parents if necessary. Sixth form students may be sent home to change. School shoes should be black and polishable. Trainers or boots are not permitted. While this policy sets out the school's general approach to behaviour and disciplinary procedures, the Headteacher reserves the right to exercise professional judgement and make decisions on individual cases as appropriate, taking into account the specific context and circumstances involved.	Students are expected to refrain from rudeness, discrimination, bullying, aggression, or any form of violence. Students are expected to be polite, kind and supportive of others. Students are expected to respect others' privacy. Students must never open another student's locker or bag and must not attempt to access another student's online user accounts. Gambling of any kind is not permitted. Students are expected to follow instructions given by all School staff. Students are expected to keep the School clean, tidy and free of litter. Chewing gum is not permitted. Hot food and drinks are not permitted to be brought onto School Premises. Students are expected to have positive attitudes to learning and classroom work and submit homework on time. Students are expected to take great care and pride with their books and school resources.	Students are expected to keep themselves and others safe. They should never be in possession of offensive weapons, smoking materials, drugs or alcohol or any prohibited item. Students must not enter licensed premises whilst identifiable as a Blue Coat student. Students must not activate the fire alarm without good and clear reason. Students are expected to be vigilant for safety. Students are expected to contribute to an orderly, calm and safe School environment. Students must not run in corridors. Students must adhere to the ICT AUP and ensure that they maintain high standards of behaviour and conduct when online.	Expensive items (e.g. mobile phones, musical instruments or bicycles) should be covered by parents' insurance and clearly marked with the student's name. Bicycles must be stored in the bike racks provided by the School. We advise that non-essential valuables should not be brought to School. The School cannot be responsible for them. Loss of personal valuables should be reported to the School Office as soon as possible. Students must not have mobile phones or smart watches or air pods/earphones out in lessons, in corridors or at social times. They must be switched off and out of sight at all times. The school operates a Gate to Gate approach to mobile phones, smart watches and air pods/earphones. Mobile phones, smart watches and air pods/earphones will be confiscated if seen by a member of staff. Students will be issued an after school detention and will need to collect them from the School Office at the end of the day.

Year 12 - 13 Expectations – Attendance, Appearance, Behaviour, Safety & Property

Appendix 6

Attendance	Appearance	Conduct	Safety	Property
Full time attendance and presence at all registration periods and timetabled lessons is required. Students must be in School by 8.40am and should be punctual for all parts of the School day. If students are late for School, they must report to the sixth form mentor to sign in late. Arrival after 9.05am will be classed as an absence and a Request for Absence form must be completed via the School website. Sixth Form students are permitted to leave the School premises from 12.30pm provided this is during lunchtime or a study period. Absence must be reported to the School Office by parents before 9.30am on the first day of absence. Parents must also explain the absence by phoning or emailing the School Office. Pre-arranged appointments must be notified to the School by parents in writing using the Request for leave of absence form available on the School website. The School requests that all appointments are arranged outside of the School day, where possible and that evidence is provided. For illness or accident, students must in the first instance go to the School Office. No student can go home without permission from the sixth form team or senior staff. All students leaving the School premises for any reason MUST sign out.	School uniform is compulsory for all students. The school operates a Gate to Gate approach to uniform standards. School uniform must be worn correctly at all times, including on the journey to and from school. All items of uniform must be clearly marked with your name. Shirts should be tucked inside trousers or skirts. Top buttons must be fastened, and ties worn neatly. Skirts must be no shorter than knee length. Sixth Form students only are permitted to wear a single stud in each ear. No other jewelry is permitted. Natural-looking make-up may be worn. Make-up should be discreet and appropriate for the school environment. False eyelashes are not permitted. False nails are not permitted. Hair must be clean, neat and tidy and of one natural colour. All hair past shoulder length must be tied back around school and in lessons. Boys with facial hair are expected to keep it short and neat. The School reserves the right to make individual decisions about the suitability of a student's appearance and uniform whilst in School and will advise parents if necessary. Sixth form students may be sent home to change. School shoes should be black and polishable. Trainers or boots are not permitted. While this policy sets out the school's general approach to behaviour and disciplinary procedures, the Headteacher reserves the right to exercise professional judgement and make decisions on individual cases as appropriate, taking into account the specific context and circumstances involved.	Students are expected to refrain from rudeness, discrimination, bullying, aggression, or any form of violence. Students are expected to be polite, kind and supportive of others. Students are expected to respect others' privacy. Students must never open another student's locker or bag and must not attempt to access another student's online user accounts. Gambling of any kind is not permitted. Students are expected to follow instructions given by all School staff. Students are expected to keep the School clean, tidy and free of litter. Chewing gum is not permitted. Hot food and drinks are not permitted to be brought onto School Premises. Hot drinks bought in the Bistro should not leave sixth form. Students are expected to have positive attitudes to learning and classroom work and submit homework on time. Students are expected to take great care and pride with their books and school resources. Students should have a physical planner and required equipment on them daily.	Students are expected to keep themselves and others safe. They should never be in possession of offensive weapons, smoking materials, drugs or alcohol or any prohibited item. Students must not enter licensed premises whilst identifiable as a Blue Coat student. Students must not activate the fire alarm without good and clear reason. Students are expected to be vigilant for safety. Students are expected to contribute to an orderly, calm and safe School environment. Students must not run in corridors. Students must adhere to the ICT AUP and ensure that they maintain high standards of behaviour and conduct when online. Students must sign in and out of the clock tower entrance when entering and leaving the school.	Expensive items (e.g. mobile phones, musical instruments or bicycles) should be covered by parents' insurance and clearly marked with the student's name. Bicycles must be stored in the bike racks provided by the School. We advise that non-essential valuables should not be brought to School. The School cannot be responsible for them. Loss of personal valuables should be reported to the School Office as soon as possible. Students must not have mobile phones or smart watches or air pods/earphones out in lessons or in corridors. They must be switched off and out of sight at these times. Sixth form are permitted to use their mobile phone in the sixth form common room only. Mobile phones, smart watches and air pods/earphones will be confiscated if seen by a member of staff if out in lesson or on corridors. Students will be issued an after school detention and will need to collect them from the School Office at the end of the day. Personal laptops can be used to study in the sixth form common area only. Personal headphones can also be used with laptops - students must connect to the school network. The school accepts no responsibility for these items and parental insurance would be recommended.

Appendix 7

USE OF SECLUSION AND NON-FORCE RELATED RESTRAINT

REPORTING FORM

Date of Incident:	**Time of Incident:**
Location of Incident:	
Duration of Incident:	
Dealt with by:	
Report Completed by:	

Type of Incident / Concern:

Seclusion	
Non-physical restrictive intervention	

Name of Pupil	
Witnesses	
Does the pupil have SEND?	
SEND Status Code	

SUMMARY OF THE INCIDENT (attach additional sheets if necessary)

Include:

- Brief account
- Why intervention was necessary.
- Details of any injuries sustained (if applicable)
- Post-incident support (including medical treatment)

ACTION TAKEN & FOLLOW UP (attach any letter to parent/carers)

Other Information: (previous history log, background information etc)

LEADERSHIP COMMENTS

Signed by Reporting teacher

Signed by Leadership