Carshalton High School for Girls

Behaviour Policy

including
Uniform Policy &
Mobile Phone Policy & Protocol

Reviewed and Agreed by Carshalton Local Governing Body: Autumn 2026

Next Review: Autumn 2027

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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Statement of Intent
Carshalton High School for Girls believes in the highest standards, aspirations and expectations in all aspects of school life. We aim to maintain a positive and respectful culture that promotes excellent behaviour and creates a calm, safe and supportive environment for students and staff that is conducive to excellent learning.

We want students to feel valued as individuals irrespective of religion, race, culture or sexual orientation, to develop self-confidence, pride in their own achievements, and set ambitious goals for themselves. As well as knowledge, we equip our students with the cultural capital that they need to become the future citizens of their community, guided by a strong sense of discipline and moral purpose.

These expectations are displayed in every classroom and are referred to by staff and discussed with students, developing a shared understanding and common language regarding expectations. Training for staff and our behaviour management protocols are designed to improve classroom management and encourage students to take responsibility for their own behaviour and learning.

This policy supports our core values:

CHSG CARES – Community, Accountability, Resilience, Empowerment and Sisterhood.

1. Aims

This policy applies to all students in Key Stage 3 to Key Stage 5 and aims to:

- Set out the school's approach to behaviour with clear expectations and consequences if these are not met.
- Provide a consistent approach to behaviour that considers the needs of individual students.
- Support a culture that requires students to reflect on their behaviour, understand its impact on others, accept responsibility for their actions and consider ways to improve their behaviour.
- Reward and celebrate good effort, behaviour and achievement.

2. Links with Other Policies and School Protocols

This policy should be read in conjunction with Trust and CHSG policies, including the following which can be found on our website www.chsg.org.uk:

- Antibullying Policy
- CCTV Policy
- Complaints Policy
- Equality, Diversity and Inclusion Statement and Equality Objectives
- Health & Safety Policy
- Mental Health Wellbeing Strategy & Policy
- Online Safety Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Student Attendance Policy
- Student Suspensions and Exclusions Policy

3. Statutory Requirements and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'

- DfE ‘Searching, Screening and Confiscation: Advice for schools’
- DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE ‘Mobile phones in schools’
- DfE ‘Creating a school behaviour culture: audit and action planning tools’

4. Unacceptable behaviour

The following are examples of unacceptable behaviour and prohibited items. These expectations apply in school, when travelling to and from school, when representing the school, and to behaviour outside school, including online, where this falls within the scope of this policy.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Chewing gum, energy drinks
- Non-completion of classwork or homework
- Poor attitude
- Poor punctuality
- Continuous failure to wear the correct uniform
- Repeated breaches of the school rules
- Disruption, disobedience or defiance
- Truanting from lessons
- Any form of bullying or harassment
- Spreading rumours or sharing unkind or malicious information about others, including online
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, including sexual comments, jokes or taunting; physical behaviour such as interfering with clothing; and online sexual harassment, including unwanted sexual comments or messages, sharing nude or semi-nude images or videos, including computer-generated images, or sharing unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Aggressive, threatening or violent behaviour, both verbal and physical against any member of the school community
- Making false and harmful allegations against students or staff
- Possession of any prohibited/banned items including

    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic or abusive images
    - Energy drinks
    - Legal highs

- For Year 7 and Year 8, possession of a mobile phone or electronic communication devices other than a brick style phone
- For Years 9-11, possession of a mobile phone or communication device unless locked in a Yondr pouch
- 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 pupil)

5. Roles and Responsibilities

These responsibilities are specific to this behaviour policy and are in addition to the responsibilities set out in other Trust and school policies.

At Carshalton Girls we believe all staff and governors share a responsibility for promoting a culture of excellent behaviour working as a team to create positive social norms and build a sense of belonging.

5.1 Local Governing Body

The LGB is responsible for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Monitoring the effectiveness of the behaviour policy and holding the Headteacher to account for its implementation.

5.2 Headteacher

The headteacher has the ultimate responsibility for and final decision on all matters of behaviour. The headteacher is also responsible for:

- Reviewing and approving the behaviour policy.
- Ensuring that the school culture and environment encourage and support positive behaviour and respectful relationships.
- Monitoring implementation of this policy to ensure rewards and consequences are applied consistently and fairly to all groups of students.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Ensuring new staff receive an induction on the school's behaviour policy ensuring they understand its expectations and routines, and how best to support all students to participate fully in their learning and school life.
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so that all staff can confidently fulfil their duties set out in this policy.
- Ensuring that data is logged and reviewed regularly, to ensure that no groups of students are being disproportionately impacted by this policy and where trends are identified to put in place appropriate actions to address them.

5.3 Staff

All staff are expected to consistently address behaviour that does not meet our expectations. Behaviour management skills are developed through continuing professional development and staff are supported by the Senior Leadership Team.

Staff are responsible for:

- Creating and maintaining a positive, calm and safe environment for students using established routines, behaviour expectations and actively teaching manners.
- Learning and using student names.
- Providing a personalised approach to the specific behavioural needs of some students in partnership with the SEND and pastoral teams.
- Rewarding students consistently, including Golden Tickets, Everyday Stars and positive calls home.
- Representing the school's values.
- Modelling behaviour and positive, respectful relationships.
- Communicating and reinforcing the school's expectations and values consistently through their interactions with students to educate them in positive behaviours and support their personal development.
- Establishing and maintaining clear boundaries of acceptable student behaviour and challenging students if they fail to meet the school's expectations.
- Implementing the behaviour policy.
- Recording behaviour incidents promptly on CPOMS and/or Arbor, as appropriate, and completing a SIF where necessary.
- Raising any concerns with the relevant Head of Year, a member of the Senior Leadership Team or with the Designated Safeguarding Lead as appropriate.
- Working in partnership with parents and carers to support positive behaviour.

5.4 Students

All students, Key Stage 3 – 5, are expected to meet the CHSG standards of behaviour and these are made clear when they join the school, together with the consequences of failing to meet them. Appropriate behaviour is explored with students on an ongoing basis through our behaviour curriculum.

Students are aware of the rewards they can receive.

Students are made aware of the pastoral support that is available to help them to meet expectations.

5.5 Parents and carers

Parents/carers play a pivotal role in supporting the school and ensuring that their child is responsible for their own behaviour in school. The school will endeavour to keep parents/carers informed of their child's behaviour and work in collaboration to address any behavioural issues.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the tutor or subject teacher promptly.
- Support and/or take part in any pastoral work following misbehaviour including attending reintegration meetings.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

We ask that parents/carers sign the Home-School Agreement (Appendix A) to indicate that they will respect and support the school's behaviour policy.

6 Staff Induction Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The headteacher and SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

7 Rewards

Praise, encouragement and rewards are central to the ethos of our school to promote high standards. We believe that we get the best out of our students through praise, encouragement and rewards helping them to realise that good, considerate behaviour, self-awareness and responsibility to self and others is valued. We give rewards for effort and participation to motivate and inspire. We celebrate together termly with our Rewards Assemblies.

The value of verbal praise and positive words of encouragement by any member of staff given at the time should not be underestimated. Staff may also consider a letter or telephone call home to share positive news.

Golden Ticket

Teachers award one Golden Ticket each lesson. This can be for excellent work, effort, attitude to learning or improvement in class. The Golden Tickets are awarded at the end of the lesson and the reward celebrated.

School Values

Students are rewarded with House Achievement Points reflecting when they particularly display any of the school values.

Everyday Stars Letters
Each term teachers identify students who deserve special recognition. This may be due to commitment to schoolwork or because students have impressed staff in some other way. These students are a positive example to those around them and they are sent individual recognition letters.

Academic Distinction Awards
Two students in each subject in each year group receive an award each term. These are for students who have excelled in the subject. This can be for attainment, or for a student who has put in lots of effort or shown excellent improvement in a subject.

Attendance Certificates
Students with the most improved attendance and 100% attendance are celebrated at the end of each term. In recognition of their attendance they receive certificates, enjoy HOY activities and celebration breakfasts for the form with the highest attendance.

Gold, Silver, Bronze Stars
Each term, we give out certificates and badges for students who have received their Bronze, Silver and Gold Star awards in recognition for the number of House Achievement Points they have gained. Stars are awarded to students at the end of each term.

Head of Year Awards
These awards are given to students who have demonstrated outstanding qualities throughout the term. The award recognises the recipient's positive impact on their peers and the school community, as well as their commitment to excellence and upholding school values. Students receive certificates, vouchers and other prizes!

Sports Awards
Students who represent the school in sport and take part in extra-curricular clubs are celebrated at the end of the year at our Sports Awards event. This takes place in the summer term and recognises the students' achievements in both Dance and PE.

Headteacher's Breakfast
Each term, students with the highest number of golden tickets are invited to a special rewards tea with the Headteacher. In addition, students who have made progress throughout the term will also be invited to meet with the Headteacher and receive a certificate.

Key Stage 5 Breakfast
Students have a termly breakfast to celebrate consistent effort and attainment.

8 Uniform Policy

The uniform and the manner in which it is worn reflect the school and its standards. The school believes that school uniform helps every student develop a sense of pride, community and self-esteem. The school uniform policy follows the Halo Code (Appendix D).

Students are ambassadors for Carshalton High School for Girls and, therefore, uniform should be worn in the correct manner on the way to and from school, throughout the school day and on school journeys (unless otherwise instructed).

The school will work with parents to ensure school uniform standards are maintained. Uniform expectations will be applied consistently and fairly, taking account of reasonable adjustments and agreed exceptional circumstances.

If there is a problem concerning uniform parents will be contacted. Not wearing the full school uniform is deemed as a breach of the school rules and students will be sanctioned appropriately. In exceptional circumstances, students may be permitted to wear alternative uniform at the discretion of the Head of Year or Senior Leadership Team, including on the advice of the SENCO.

- If a student breaches the uniform policy they will receive a detention and resolve the issue within a timeframe agreed with parents/carers, usually 48 hours. If the issues remain unresolved further sanctions may be considered.
- If a student refuses a reasonable request to make an immediate change to their uniform they may receive a level 2 sanction.

- Uniform items (for example school shoes or blazers) may be offered to students where available or appropriate, provided by their Head of Year. If they refuse to wear these students may be sanctioned.
- Jewellery that is not allowed may be confiscated and returned to students at the end of the term.
- Students will be asked to remove make-up if they are in Years 7 and 8, or it is deemed excessive in Years 9–13.

The school has consideration for the affordability of uniform and has minimal compulsory branded items in accordance with DfE guidance. Students receiving free school meals may be eligible for a uniform bursary and details can be found on the school website: www.chsg.org.uk/uniform

See Appendix B for the full school uniform.

See Appendix C for the dress expectations for Sixth Form. Failure to follow these expectations may lead to students being sent home and / or incurring a sanction.

9 Mobile and Electronic Devices

Whilst we understand that mobile technology is an important part of everyday life and can have considerable value, particularly in relation to individual safety, there must be a balance with regard to their impact on students' learning and progress. Research shows that smartphones and wearable technology can distract students from learning, increase anxiety and affect emotional wellbeing.

To protect students and promote focus, relationships and confidence, Carshalton Girls operates a phone-free school day from gate to gate. Students in Years 7-11 are not permitted to use a mobile device at any time whilst on the school site, including break, lunchtime, before and after school, unless directed to do so by a member of staff (eg in lessons and clubs such as music or photography).

The scope of this policy covers:

- Mobile phones
- Smartwatches
- Earbuds/AirPods (in ear)
- Over-ear headphones
- Any other device capable of messaging, photography or recording

Year 7 & Year 8

Students in Years 7 and 8 may only bring "brick" type phones into school, not a smart phone. These must not be used in school, but may be for use on their journey to or from school. Bringing a smartphone or another prohibited communication device into school is a Level 2 breach and will result in two periods in the ARC and an ARC detention. The device will not be confiscated and must remain switched off and out of sight for the rest of the school day.

Brick phones brought into school must be turned off and kept in their school bag, out of sight.

Years 9 – 11

Students in Years 9–11 use Yondr pouches to secure devices until dismissal, while retaining physical possession of their phone for travel. Students in Year 9 to 11 will be issued with a personal "Yondr" pouch. Devices are locked in the pouch each morning and remain secure until the end of the day.

Please see Appendix F for the Student Phone & Wearable Tech Protocol.

All students

If a student needs to contact their parents/carers, they may be allowed to use a school phone in their Head of Year's office or the main office. If students wish to use their mobile phone to call home after school but on the school site, they must first gain permission from a member of staff.

Parents/carers should not contact their child via their mobile phone or other device during the school day. They can contact the school office who can pass on a message or take appropriate action.

In highly exceptional cases the school may grant permission for students to use their mobile phone, examples of this may include medical or social care reasons. This must be agreed by the Senior Leadership Team in advance.

Using a mobile phone, smartwatch or other personal device without specific permission from a member of staff will lead to sanctions. Appendix F sets out sanctions for use of a mobile device.

The school accepts no responsibility for loss, theft or damage of mobile devices including those that are confiscated.

10 The Behaviour Curriculum

Carshalton Girls teaches behaviour to our students, so that they understand what behaviour is expected and encouraged and what is not allowed. Our behaviour curriculum reflects the key habits and routines required in school. We use consistent and clear language when addressing positive and negative behaviour. We remind students constantly of the need for good behaviour. This repeated practice promotes the values of our school, positive behavioural norms, and the certainty of the consequences of unacceptable behaviour. Our values and cultures are taught extensively through our PSHE and Personal Development Programme.

Carshalton Girls focuses on forming positive relationships with students based on fairness and building trust allowing staff to understand our students.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

11 Responding to poor behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to address that behaviour, restore a calm and safe learning environment and to prevent a recurrence.

11.1 Behaviour in lessons and removal from lessons

Behaviour expectations in the classroom are clear and there is a graduated response to behaviour that disrupts learning. In the first instance this may include a verbal reprimand and a reminder of expected behaviour. Should poor behaviour persist:

- A first warning is given and the warning is logged on Arbor.
- A second instance of disruptive behaviour will lead to the student being removed and sent to the ARC.

11.2 Behaviour outside the classroom

Poor behaviour outside the classroom will be addressed by the member of staff aware of the behaviour or by Behaviour On Call. If a student fails to comply with a request they may receive a warning. Further failure to follow an instruction will lead to a Direct and Final Instruction.

11.3 Direct and Final Instructions

Students acting unsafely or with defiance may be issued a Direct Instruction by an adult. (For example to leave an area of the school, step away from a situation or to go to the ARC.) Failure to follow a Direct Instruction from a member of staff is a level 2 behaviour.

Should the student continue to act unsafely or with defiance, the student will be referred to a member of SLT. After consultation with the DSL and SENCO if relevant and time permits, they will issue a Final Instruction.

Failure to follow a Final Instruction from a member of SLT is a Level 3 incident and entails a suspension.

12 Academic Reintegration Centre (ARC)

The ARC is a separate behaviour support facility in school. Students may be sent to the ARC for the following reasons:

- Being removed from a lesson because they were disrupting the learning of others.
- Refusal to correct uniform or persistent breaches (eg hair colour)
- Having been involved in a serious incident which is under investigation.
- Missing a centralised detention
- Other Level 2 behaviours (including breaches of the mobile phone policy)

Students will remain in the ARC for the remainder of the lesson following removal from class, and for two periods for other breaches, before returning to their usual class. Both arrangements are accompanied by an ARC detention.

The ARC is managed by the senior staff on a rota and overseen by the Assistant Headteacher with responsibility for behaviour. Heads of Year monitor student attendance in the ARC and will decide in consultation with their pastoral team any additional support required for students.

Unacceptable behaviour in the ARC may result in a suspension.

13 Reasonable Adjustments

Our behaviour policy allows for reasonable adjustments to be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet our expectations. These adjustments may be temporary or permanent.

We specifically consider reasonable adjustments for students who are identified as having a specific SEND whose condition may at times affect their behaviour. We also consider reasonable adjustments for students whose additional needs have not yet been formally identified.

If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

14 Behaviour Support

Carshalton Girls operates a graduated response in relation to students who require support with their behaviour.

We recognise that young people make mistakes and seek ways to support them to move on from these positively. It is important to understand what is driving the behaviour so appropriate support can be given.

We consider a range of support, some of which will include discussions with the parents/carers. Examples include:

- Explicit teaching of what "good behaviour" means beginning in Year 7 and continuing throughout the school.
- For younger students, access to sixth form peer ambassadors and mentors.
- Tutor group or timetable change
- Modified timetable
- Time out card
- Post suspension or removal from lesson reintegration process to ensure patterns of negative behaviour are addressed.
- Careers advice to help them refocus on their goals.
- Where appropriate students can be screened for speech, language and communication needs with a view to offering targeted support where it may be needed.
- LSA Support
- Off-site direction for a set period of time.
- Managed Move to another school.
- Targeted Pastoral Support (with a CHSG Pastoral Support Officer)
- Integrated Youth Service
- Behaviour Panel

The school has access to other outside agencies who can provide support for students. This is detailed in our Graduated Response.

14.1 Behaviour Support Panel

The CHSG Behaviour Support Panel of senior staff, including the Designated Safeguarding Lead, SENCO and Assistant Headteacher with responsibility for behaviour, meets half-termly to review the behaviour record and intervention stage of students causing concern. This may result in students moving up or down a stage or remaining unchanged. A greater escalation will be accompanied by greater intervention and support being offered to a student.

Strategies will depend on the circumstances of an individual case or actions of a student. We use the graduated response strategies in accordance with guidelines provided by the London Borough of Sutton. In addition, we use our internal support mechanisms to help students who need support with their behaviour

There are five stages, with most students remaining on universal support (Stage 0). Students will usually move up a stage when they meet the incident thresholds set out in Appendix E, taking account of the panel's discretion and individual circumstances. Stage 4 is a referral to the Headteacher for consideration of an appropriate outcome, which may include an off-site direction to alternative provision or, in some cases, permanent exclusion.

It is at the discretion of the Headteacher to move a student up more than one stage. A decision would be made based on the types, severity and frequency of the behaviours and the impact on others in the school community.

Some incidents may lead to a student being escalated by two stages, for example deliberately setting off the fire alarm or sustained poor behaviour during a half-term.

15 Behaviour Outside School

Students who are in school uniform outside school, travelling to and from school or representing the school, such as educational visits, sports fixtures or a work-experience placement, are expected to adhere to the same expectations of behaviour as when they are in school.

Students who breach the school's behaviour policy whilst on school business will be dealt with in the same manner as if the incident had taken place at school.

For incidents that take place outside the school but are not on school business or in uniform, this policy will still take effect if the behaviour brings the school into disrepute, or there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes incidents of bullying, whether online or in person.

A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Sanctions will be imposed once the student has returned to the school premises or when under the supervision of a member of staff.

16 Online Behaviour

The school can issue sanctions to students for online behaviour when:

- It poses a threat or causes harm to another student or staff member
- 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 imposed once the student is on school premises or under the supervision of a member of staff.

17 Sanctions

We operate a four-level system by which behaviour that does not meet expectations is categorised with appropriate sanctions.

- Level 1 – low level behaviour
- Level 2 – higher level behaviours, which have no place in our school
- Level 3 – serious behaviour
- Level 4 – extremely serious behaviour

Each level of behaviour has a different consequence:

- Level 1 behaviours will be sanctioned with a 30-minute centralised detention.
- Level 2 behaviours will be sanctioned with time in our Academic Reintegration Centre (ARC) and an ARC detention. Truancy will be sanctioned with an extended 50-minute detention only.
- Level 3 behaviours will be sanctioned with a suspension which may be internal or external.
- Level 4 behaviours will be referred to the Headteacher for consideration of an appropriate outcome, which may include permanent exclusion, in accordance with the Trust Student Suspension and Exclusions Policy.

17.1 Examples of behaviour at each level include:

<table>
<tr>
<td>Level 1

• Late to school or lesson
• Being out of a lesson (including going to the toilet) for more than 5 mins without reasonable excuse
• No homework
• Lack of equipment
• Uniform infringement
• Eating or drinking in the corridor
• Shouting or running in the corridor
• Littering
• Inappropriate language or comments
• Unkindness
• Using prohibited items eg aerosol
• Being out of bounds
• Spreading rumours or sharing unkind or malicious information about others, including online. Serious or persistent incidents, including those amounting to bullying or harassment, may attract a higher-level sanction.</td>
<td>Level 2

• Persistent or serious incidents of level 1 behaviour
• Truancy from lessons
o Being more than 5 mins late without reasonable excuse
o Being out of a lesson (including going to the toilet) for more than 10 mins without reasonable excuse
o Meeting friends in the toilet
• Removal from lessons
• Refusal or failure to correct uniform when instructed
• Being in a toilet cubicle together
• Failure to respond to a direct instruction including to go to the ARC
• Use of a mobile phone
• Bullying or harassment
• Breach of health & safety
• Persistent oppositional defiance or incidents of defiance
• Failure to attend centralised detention or disruption of a detention
• Vaping or smoking in school uniform</td>
</tr>
<tr>
<td>Level 3

These trigger an internal or external suspension.

• Serious incidents of level 2 behaviours
• Persistent truancy from lessons
• Failure to follow a final instruction by SLT
• Abuse of or intimidating conduct towards staff
• Extreme incidents of defiance
• Failure to heed a final warning in the ARC delivered by SLT
• Trafficking drugs or alcohol in school
• Deliberately setting off the fire alarm
• Bringing drugs and/ or alcohol or being under the influence of drugs and/or alcohol
• Violent conduct/fighting
• Inciting violence or hatred
• Racism or prejudice
• Persistent breaches of the behaviour policy
• Bringing the school into disrepute, including on-line</td>
<td>Level 4

These trigger referral to the Headteacher for consideration of an appropriate outcome, which may include permanent exclusion, in accordance with the Trust Student Suspension and Exclusions Policy.

• Reaching Stage 4 on the escalation table
• Very serious level 3 incidents
• Physical assault on a member of staff</td>
</tr>
</table>

• Photographing or filming a student or member of staff in school (with or without their consent).	

Any investigation or decision on sanctions will be conducted fairly for all parties involved. Decisions on sanctions will be made based on the balance of probability rather than beyond all reasonable doubt. Students may receive different sanctions even though they are involved in the same incident. We will discuss an individual student's sanction only with that student's parents/carers.

Decisions to suspend or exclude will follow the Trust Student Suspension and Exclusions Policy.

17.2 Detentions

Centralised detentions are run at the end of the school day, at 3.05pm, and are managed by middle leaders and SLT.

Level 1 Detention:

- Students who receive a Level 1 will serve a thirty minute centralised detention on the same day

Level 2 Detention

- Students who receive a Level 2 for truancy from a lesson will serve a fifty minute centralised detention.

Year 11 students who have a period 6 will serve detentions on Thursday and Friday, and detentions will carry over from earlier in the week.

Failure to attend a detention will result in a Level 2 and ARC sanction on the following day.

18 Searching, screening, confiscation and banned items

The Education Act 1996 and the Searching, Screening and Confiscation at School Guidance (DfE 2022) give school staff the statutory power to search students and their possessions without their consent.

We will always seek to gain consent from a student before a search is carried out. In most cases, students will be asked to remove their blazer, present their bag for inspection, empty their pockets, remove their shoes and undergo a scan using a handheld metal detector. Less formal "bag checks" may also be conducted in the classroom to check for compliance with mobile phone rules.

Searches should be agreed in advance by the Headteacher.

At Carshalton Girls, the headteacher and authorised staff (SLT or DSL with headteacher consent) are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- or any other item deemed likely to be used to commit an offence, cause personal injury or damage property.

The school may also search students without consent if necessary for items prohibited by the school; however, reasonable force will not be used under any circumstances. Items include:

- e-cigarettes and vapes
- lighters
- legal highs and psychoactive substances
- mobile phones, when there is a suspicion that a phone has been used inside school or been used to commit a breach of the behaviour policy.

The school will inform a parents/carers if a search has taken place and make a record of the search. The school will consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs and Disability (SEND) and making reasonable adjustments that may be required where a student has a disability.

Searches must be carried out by a member of staff of the same sex as the student being searched and there must be a witness who is also a staff member and, if possible, they should be the same sex as the student being searched. There is a limited exception to this rule. We can carry out a search of a student of the opposite sex and/or without a witness present where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student identifies as a different gender from their biological sex an agreement will be reached about the most appropriate sex.

The search may be carried out on school premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. The school may confiscate any prohibited or dangerous item found as a result of a search and contact the police where appropriate. For other confiscated items, staff will use their discretion to decide whether to return, retain or dispose of them depending upon the circumstances.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

If a student refuses to be searched, staff will consider applying sanctions in line with the behaviour policy and may contact the police if appropriate. If the police are called to carry out additional searches that the school cannot, the school will do everything possible to ensure that there is an appropriate adult representative from the school present and that the child's safety and welfare has been paramount.

In carrying out a search, staff members must adhere to guidance from the Department for Education: Advice for Schools July 2022 Searching, Screening and Confiscation

19 Use of reasonable force

It is unlawful to use force as a form of punishment and staff should avoid any unnecessary physical contact between teaching/support staff and students. Reasonable force might be used to control or restrain a student who is likely to hurt themselves or others, damage property or cause disorder around the school. This might be when breaking up a fight or stopping some other form of violence. It is good practice to inform parents when reasonable force has been used.

20 Sexual abuse and harassment including child on child sexual violence and sexual harassment

Carshalton Girls adopts an "it happens here" approach to sexual abuse and harassment, including child-on-child sexual violence, sexual harassment and gender-based bullying. In addition to following the Sutton LSCP Multi-Agency Protocol for Child Sexual Abuse Sutton Local Safeguarding Children Partnership - LSCP Protocols, the school will address any reported incidents in line with the behaviour policy and sanctions framework.Sutton Local Safeguarding Children Partnership - LSCP Protocols

We have separate policies on anti-bullying and child protection & safeguarding. Both policies are linked to our behaviour policy and sanctions are set in accordance with all these policies. The named policies refer to Keeping Children Safe in Education (KCSIE).

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy and take appropriate steps 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.

21 Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students are not permitted to bring smoking materials, vapes or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school applies the Behaviour Policy and Child Protection and Safeguarding Policy.

22 Offensive Weapons

The school acknowledges our duty to ensure that students and staff are safe and that students understand the repercussions of carrying weapons. The safety of all staff and students is paramount and as such offensive weapons are expressly forbidden from the school site and all school activities, wherever they may be taking place.

The school takes a zero-tolerance policy on the possession of offensive weapons. This includes weapons that are not used or seen but are in the possession of a student and any item that may be fashioned to make an offensive weapon.

An offensive weapon is defined as an article that is made, adapted or intended to cause injury to another person, including mental and physical injury. This includes items that have been designed to cause harm to another person, e.g. a butterfly knife (made); have been altered to cause harm to another person, e.g. an otherwise inoffensive object that has been sharpened (adapted); are being carried with the express purpose to threaten or cause harm to another person but are not necessarily an obviously dangerous item, e.g. a cricket bat could be used for sport or to cause injury (intended).

All staff are responsible for reporting concerns they have about students and the possession of weapons to a member of the safeguarding team.

Students must adhere to the provisions of this policy in terms of not having prohibited items on their person and inform a member of staff if they have any suspicions that someone is carrying an offensive weapon.

Carshalton Girls operates a zero-tolerance approach to offensive and illegal weapons. Students must not bring onto the school site any prohibited items, including but not limited to flick knives, push daggers, other bladed items, knuckle-dusters, straight or side-handled batons, air guns or any replica or toy guns.

If a student is suspected of being in possession of such an item, the school will follow its searching, screening and confiscation procedures (see section 18). Any prohibited item found will be confiscated immediately. The student will be supervised by appropriate staff while the situation is assessed.

Where an item is identified as illegal, there is a presumption that the student will be sent home and the police will be contacted. The school will support any investigation as appropriate, including the provision of relevant student information.

In instances where a student remains on site following an incident, this will only occur under appropriate supervision and after an initial risk assessment has been conducted. A full risk assessment will be completed before any longer-term return to normal school activities. Throughout, consideration will be given to the student's safety and wellbeing and that of the school community.

The school will consider each incident on a case-by-case basis, taking into account the nature of the item, the circumstances in which it was brought onto the site, and the level of risk posed. Sanctions will be applied proportionately. In serious cases, this may include fixed-term suspension or permanent exclusion. However, mitigating factors and individual circumstances will be carefully reviewed.

23 Joint enterprise

The school takes the position that individuals can be held collectively responsible for an incident involving group behaviour which, in the context of the school, is deemed to be irresponsible and/or inappropriate; therefore, students must remove themselves from a situation rather than being spectators.

24 Working with the Police

There are occasions where the school requests support or advice from the police in relation to specific incidents. If the police would like to talk to students individually or as part of a group, the school should be consulted in advance. Where appropriate the school, usually through the DSL, will ensure permission has

been granted by the parents/carers. If further action is required by the police, parents and carers will be informed, when appropriate.

Any requests from the police for contact details for students or their families should be made through the headteacher.

25 Arbor

The school uses Arbor as a tool for communicating with parents about their child's behaviour. Parents are able to view both positive and negative behaviours, and notifications about detentions, on the Arbor app.

26 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 whether to discipline the student 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 whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (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 Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

27 Headteacher's Discretion

Nothing in this policy shall limit the discretion of the headteacher (or designated deputy in the absence of the headteacher) to determine suitable sanctions for students on a case-by-case basis.

This recognises that some situations will fall outside the scope of this policy, and that only they can suspend or exclude a student

28 Monitoring arrangements

28.1 Monitoring and evaluating school behaviour

The school collects data on the following:

- Rewards
- Behaviour incidents, including removal from the classroom
- Bullying incidents
- Attendance
- Permanent exclusions and suspensions
- Internal interventions
- Use of Alternative Provision, off-site directions and managed moves
- Incidents of restraint and searches

The data will be analysed regularly by the assistant headteacher with responsibility for behaviour to report to the headteacher and LGB. The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies and procedures.

28.2 Monitoring this policy

This behaviour policy will be reviewed annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data or changes in legislation. The headteacher will present changes to the LGB for consideration.

29 Complaints

Any complaints in respect of the application of this policy should be made following the Trust's Complaints Policy.

Appendix A: Home/School Agreement

As a school we want to ensure that every member of the school community is happy and successful and that is best achieved where there is close working between parents, student and the school.

We will provide a safe, calm, orderly environment that is built on high expectations, mutual respect and support. We will ensure on an individual basis that the needs of every student are met and provide a stimulating, rich learning experience that includes a range of extra-curricular activities.

Finally, we will reward success and celebrate your daughter's success and share that with you.



Mr P Baumann-Winn, Headteacher

AS A STUDENT I AGREE TO:

- come to school regularly and on time, properly equipped and in correct uniform
- follow all school rules
- set myself targets and goals and continuously strive to achieve them
- follow instructions in connection with use of ICT and the internet
- do all my work to the best of my ability and hand homework in on time
- take responsibility for my own actions and respect the environment and the needs and privacy of others
- keep my parents informed on all school matters and consult teachers about matters which may affect my work
- be tolerant and respectful of the views of others and treat others as I would expect others to treat me

Student's signature: ……

AS A PARENT/GUARDIAN I AGREE TO:

- see that my/our child goes to school regularly, on time, properly equipped and in correct uniform
- make the school aware of any concerns or problems that might affect my/our child's work or behaviour.
- notify the school of any unavoidable absence as soon as possible that day
- read the school's Behaviour Policy and support the school's practices linked to behaviour.
- support my/our child in homework and other opportunities for home-learning in line with the Homework Policy
- attend Parents' Evenings and discussions about my/our daughter's progress
- support, encourage and take an interest in all aspects of my/our child's school life
- support sanctions set by the school

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.

UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care.

I am aware and fully understand that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement (e.g. belt, stick, slipper) has been used or where the use of that force has resulted in visible injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time.)

I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Parent's/Carer's signature:.....

Appendix B: School Uniform (Years 7–11)

The list below details school uniform and PE kit required by all students, with some optional items. Most items can be bought in any clothing shop or supermarket however, three branded items should be bought from our uniform suppliers or second hand shop.

- Blazer
- School bag
- PE top with blue stripe

These items should be bought from our school uniform suppliers, who also supply non-branded school uniform.

The uniform policy changed from March 2026. The jumper with the school logo, checked blouse and house colour PE top can still be worn but are not compulsory. Items may still be purchased from our uniform supplier or second hand shop while stocks last.

Uniform for Years 7 - 11
Students must wear:

- Navy blue school blazer with embroidered school emblem on the pocket.
- Plain navy-blue box pleat, knee length skirt, no belts attached; no splits or any other decoration or navy blue trousers: tailored business style and full length
- Pale blue revere blouse – short or long-sleeved
- Plain black low-heeled shoes
- Plain white, navy, or black ankle socks or plain black or navy tights
- School rucksack with school logo



For students in Year 7-11, the school bag, with embroidered school logo, is **compulsory** and it can be purchased from our school uniform supplier.

Optional uniform items

- Plain navy blue V-neck knitted jumper or cardigan
- Plain navy or black headscarf for students who need to cover their head on religious or cultural grounds
- Plain black, navy or school scarf may be worn to and from school. No other colours are permitted.
- Sensible outdoor coat in plain black or navy only (parka styles with a fur trim are permitted)

For clarification the following are not permitted

- Trousers: hipsters, combat style, skin-tight or wide leg trousers, no belts attached or any other decoration
- Knee length socks
- Flesh coloured and patterned tights
- Coloured socks with tights ie. socks worn with tights must be black
- Hooded tops
- Headwear: baseball caps, bandanas, multi-coloured headscarves
- Additional clothing which is visible under the uniform e.g., leggings, long sleeved or high-necked tops or legwarmers
- Denim, bomber jackets, leather, or fur coats/jackets (real or simulated)
- Footwear: Trainers, canvas shoes, leather Vans, sandals, and boots higher than the ankle, including Dr Marten's.
- Trainers can only be worn to school if accompanied by a medical note and in this instance must be black.

For PE

- Short sleeved navy polo top with colour stripe and school logo
- Navy shorts
- Trainers
- Navy long socks
- Shin pads and football boots for football would be preferable but not compulsory
- Belly button and nose piercings **MUST** be removed or covered for practical PE lessons

Optional for cold weather

- PE hooded top with school logo
- Plain navy or black tracksuit bottoms
- Plain navy or black base layer

For GCSE PE – optional items

- * Navy GCSE PE ¼ zip tracksuit top
- * Navy GCSE PE polo top
- Plain black shorts if wearing GCSE PE tops.
- White or navy sports socks if wearing GCSE PE top
- Plain black leggings if wearing GCSE PE tops

Dance

- Plain black leggings or tracksuit bottoms or PE shorts
- * Short sleeved navy polo top with colour stripe and school logo (PE top)
- Jazz shoes or bare feet

Jewellery
Students can wear:

- Wristwatch. Smartwatches are prohibited unless secured in a Yondr pouch in accordance with the mobile device policy (see Appendix F).
- One small pair of **plain** gold or silver studs no more than 5mm in diameter; one in the lobe of each ear only
- Religious necklace worn out of sight inside the blouse or jumper
- Nose piercings must be covered or use a clear retainer

Students must not wear any other jewellery.

Make Up and Hairstyles
Students can have:

- Dyed hair, but natural colours i.e., a colour a person could grow naturally **only** are acceptable.
- Braided hair, but natural colours i.e., a colour a person could grow naturally **only** are acceptable.
- Hair ornaments must be navy blue, black or white (single colour only) and must be no wider than 10cm.
- Minimal, natural make-up in Years 9 – 11 only.

Students must not:

- Wear coloured nail varnish
- Wear false nails or false eyelashes
- Wear coloured/patterned contact lenses
- Students in Year 7 & 8 should not wear make-up

The school accepts no responsibility for theft, loss or damage of jewellery or other non-school items if confiscated.

Appendix C: Sixth Form Dress Code

The Carshalton High School for Girls Sixth Form is a professional environment and along with the education it provides it will prepare you for entering the world of work. Part of this preparation is how you present yourself. In line with this student are expected to dress accordingly. Clothing should be smart and professional and not casual wear.



- Tailored trousers
- Smart polos, plain t-shirts and shirts
- Plain sweatshirts
- Skirts and dresses
- Smart shoes, boots or plain black trainers
- Smart jackets or coats
- Plain leggings under an outfit
- Natural hair colour



- No denim or hoodies
- No revealing clothes (e.g. low, crop or see through tops, tight/overly short lycra skirts)
- No sports t-shirts/shorts (except PE/Dance)
- No inappropriate footwear e.g. flip flops, open toe sandals or non-black trainers
- Tops may be sleeveless but should not have spaghetti straps
- No cargo trousers
- Leggings are not acceptable when worn as trousers
- No big logos on tops and sweatshirts
- No gloves, hats or bandannas to be worn inside

Jewellery / Tattoos

- No overly conspicuous jewellery - large earrings, necklaces
- Tattoos should not be visible. Visible body piercing is restricted to the ears and/or one small nose stud only. Bars, scaffolds and stretchers are not permitted.

Appendix D: Halo Code



The Halo Code

For Schools

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

Stage	Movement to the stage	Review and response	Intervention & Support Support is selected from the Graduated Response according to individual need and circumstances and may include the following:				
0	Universal support. Most students remain at Stage 0, having incurred neither a Level 2 or 3 incident nor accumulated multiple Level 1 incidents.		Universal Support: from form tutor, teacher-parent, communication ad pastoral curriculum				
1	From Stage 0: One or more Level 2 or 3 incidents, or 15 or more Level 1 incidents since the last panel.	No Level 2 incidents, or no more than two, since the last panel are likely to lead the panel to retain the stage or move the student down to Stage 0.	**Year Team** • Attendance contracts • School counsellor self-referral • Mediation • Managed timetable • Medical referral to VPP • Pre-social care / Early Help	**SEND** • SEND screeners • Targeted SEND support • Pupil Passport • Calm room / sensory room (identified students only) • Draw and Talk • EP • SALT • Drama therapy (identified students only) • Adapt to Learn (identified students only)	**CHSG VPP** • Peer mentoring • LGBTQ+ support • EWP 1:1 • EWP group work • IYS • EBSA • School counselling • Blended timetable • CAMHS / OTR • Targeted Pastoral Support	**External** • RAE Project (DA) • School nurse • Youth engagement team • MAPS mentoring • Violet Group • Sutton VPP – problem solving / trauma group / Turnaround / Turnaround+ • Cranston – smoking and substances / sexual health • Jigsaw4u – bereavement • Jigsaw4u – Piece of Mind anxiety/depression • Police liaison • The Havens	**Alternative Provision** • Empowered • R2S • JusTLearn • Directed off-site education (before a managed move) • Academy21
2	From Stage 1: • A Level 3 incident or, • Three or more further Level 2 incidents 15 or, • more Level 1 incidents since the last panel, at the panel's discretion.	No Level 2 incidents, or no more than two, since the last panel are likely to lead the panel to retain the stage or move the student down to Stage 1.					
3	From Stage 2: • A Level 3 incident • Three or more further Level 2 incidents; or 15 or, • more Level 1 incidents since the last panel, at the panel's discretion.	No Level 2 incidents, or no more than three, since the last panel are likely to lead the panel to retain the stage or move the student down to Stage 2.					
4	From Stage 3: A Level 3 incident or three or more further Level 2 incidents since the last panel, at the Headteacher's discretion.	Referral to the Headteacher for consideration of an appropriate outcome.	Options include: • A final warning • Dual-registration placement at Limes or alternative provision • Off-site direction • Permanent exclusion				

Appendix F: Student Phone & Wearable Tech Protocols (Years 9–11)

This protocol applies to all students in **Years 9–11** and covers:

- Mobile phones
- Smartwatches
- Earbuds/AirPods (in-ear)
- Traditional over-ear headphones
- Any device capable of messaging, photography or recording

Expectations

- Phones and wearable tech must not be used during the school day.
- Students in Years 9–11 are issued a personal Yondr pouch.
- The pouch is essential daily equipment and must be brought to school every day.
- Devices are locked in the pouch at morning registration and remain secured until dismissal.
- Earbuds/AirPods and smartwatches must be placed inside the pouch.
- Traditional over-ear headphones must be switched off and stored in the school bag.

Daily Process
Morning Routine
Students will:

- Bring their pouch to school.
- Switch phones off and unlock pouch on entry to the school site.
- In morning tutor time, place phone, smartwatch and Earbuds/AirPods inside the pouch and lock it in the presence of staff.
- Keep the locked pouch in their school bag for the day.

End of the Day
Students will:

- Unlock their pouch at a designated unlocking station when leaving site.
- Remove devices.
- Re-close the pouch to protect the locking pin.
- Store pouch in their school bag overnight.

Late Arrivals / Early Leavers

- Late arrivals pouch devices at Main Office when signing in.
- Early leavers unpouch at Main Office when signing out.

Medical Exceptions
A small number of students may require controlled access to a mobile device for medical reasons, e.g. diabetes monitoring apps or equipment linked to a phone.

Parents/carers must notify the school and provide medical documentation where required.

Students will be provided with a medical pouch or an adapted arrangement if agreed by a member of the Senior Leadership Team.

These arrangements will be managed by the first aid and pastoral teams on a case-by-case basis and students must follow the agreed process at all times.

Emergency Procedures
In the event of a school emergency:

- Students must follow all staff instructions and established emergency procedures.
- The priority of the school is to keep students safe and maintain calm communication.

Unauthorised phone use during emergencies can:

- delay emergency response
- spread misinformation
- compromise safeguarding
- create confusion for emergency services

In the event of an emergency, communication, including communication with parents/carers, will be managed by the school.

When safe to do so, senior staff may carry portable unlocking stations to release phones if required.

Sanctions and Procedures

Situation	Sanction
Forgotten pouch	Level 1 – Centralised Detention. Phone stored securely until the end of the day with the Head of Year. Repeated: treated as lost and £18 replacement fee
Lost pouch	£18 replacement fee. Level 1 sanctions continue daily until replaced
Phone, smartwatch or Earbuds/AirPods seen, used or found not locked in pouch during the school day	Level 2 – ARC (isolation) and ARC detention
Traditional over-ear headphones seen or used	Level 2 – ARC (isolation) and ARC detention
Tampering or deliberate pouch damage (e.g. cut fabric, bent pin, graffiti, pouch opens without station, possession of magnet)	Level 3 – Suspension and £18 replacement fee
Damaged pouch	Must be reported immediately. No sanction if reported and deemed accidental. Unreported damage may be treated as deliberate tampering

Communication with Students During the School Day
Parents and carers should contact the school office to ask for a message to be passed to their child. Messages will be passed on promptly wherever possible.

Monitoring and Checks

- Form tutors complete daily checks during morning registration.
- Random pouch/device checks take place throughout the year.
- Students are responsible for caring for their pouch and device.