Behaviour for Learning Policy

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Committee approved by	Foxford Local Governing Body
Author	Mrs S Harris

Date	Notes

Introduction - "Respect to all, from all"

Student behaviour and successful learning are inextricably linked. Foxford Community School's Behaviour for Learning Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning. We believe that this can be achieved through: -

- Encouraging students to develop and maintain positive relationships with both their peers and adults, characterised by mutual respect
- Encouraging students to be fully involved in the life of the school by providing opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, disability, ethnicity, sexual orientation, attainment and background
- Encouraging a determination to succeed in the face of any adversity
- Encouraging excellence in learning, progress and achievement

The school will ensure that behaviour policies are applied fairly and consistently, with due regard to the Equality Act 2010. Reasonable adjustments will be made for students with special educational needs and disabilities (SEND), in line with their individual needs and support plans.

Aims

1. To promote positive behaviour throughout the school based on mutual respect
2. To promote a positive achievement ethos- an ethos of excellence
3. To promote high self-esteem, self-worth and self-regulation in all
4. To promote a strong partnership with parents/carers and all stakeholders in supporting positive behaviour
5. To ensure that there are strategies in place to deal with poor behaviour choices promptly and effectively to ensure a safe and purposeful working and learning environment for staff and students

Our Ethos

The school has an ethos embedded with a belief that we want all our young people to grow into successful adults.
At Foxford we believe that: -

- **Success is realised in variety of ways**
- **Growth is achieved through learning and partnership**

Our approach is a relational one where we value every student. We view all behaviour as a communication of need. We are committed to being trauma informed and have this in mind when supporting students.

Our students follow the principles of the 3 R's

Foxford students are…

- **Ready**
- **Respectful**
- **Responsible**

Fundamental British Values

All Foxford students must follow the Fundamental British Values, which are a set of principles that help people live together positively in modern Britain. Schools are expected to promote these values through pupils' Spiritual, Moral, Social and Cultural (SMSC) development.

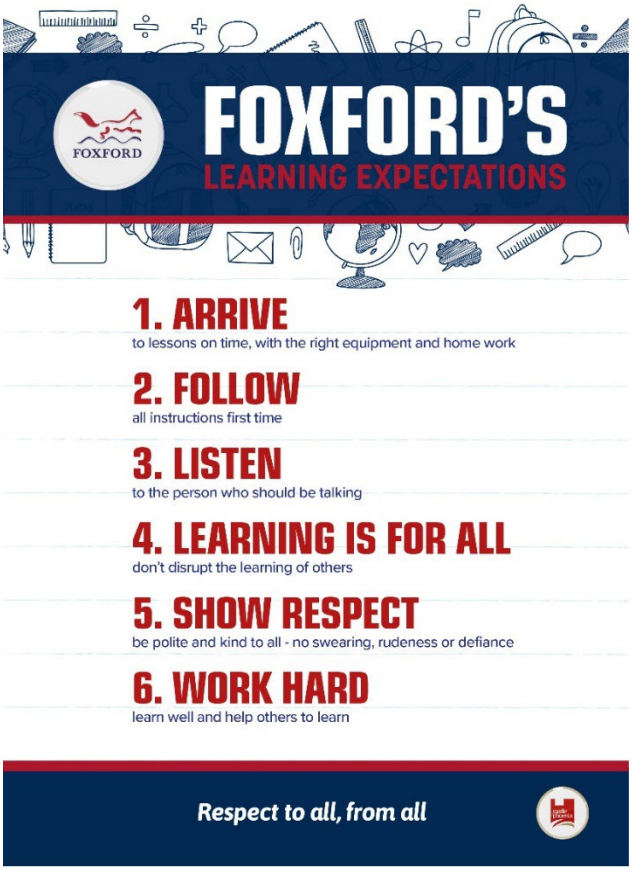
Democracy - Everyone has a voice and the right to be heard.
Rule of Law - Laws help keep people safe, fair and responsible.
Individual Liberty - People have the freedom to make choices and express themselves safely.
Mutual Respect - Treating others with kindness, fairness and consideration.
Tolerance of Different Faiths and Beliefs - Respecting and appreciating diversity

Why Are British Values Important?
British Values help students to:

- Develop self-confidence and self-esteem
- Distinguish right from wrong
- Respect others and their rights
- Contribute positively to society
- Understand and challenge discrimination
- Become responsible, active citizens

Underpinning this are the Foxford Learning Expectations in every classroom.

1. **Arrive** to lessons on time, in full Foxford uniform, equipped and ready to learn
2. **Follow** all instructions first time
3. **Listen** to the person who should be talking
4. **Learning is for all** – don't disrupt the learning of others
5. **Show RESPECT** – be polite and kind to all – no swearing, rudeness or defiance
6. **Work hard** – learn well and help others to learn



Our **Six Principles of Great Behaviour Management**, for all staff, are central to achieving *an ethos of excellence* at Foxford.

1. Build relationships and restore when needed
2. Exude positivity showing kindness and compassion
3. Celebrate success to foster ambition
4. Deliver certainty though relentless routines
5. Communicate clearly with shared language
6. Consistency and fairness in sanctions.

Our **Standard Operating Procedures** ensure that students have a consistent transition into and out of lessons.

- Students line up in full uniform. The teacher meets and greets, providing a positive reminder of the learning expectations, as appropriate.
- When line ups happen outside buildings or in the courtyard, the same rules apply for conduct.
- In Tutor (Standards) in the morning, students are expected to show their equipment to their tutor, including their Foxford 'bus pass'- the student's timetable and any passes, including toilet passes, must be visible and carried around throughout the school day. Repeated failure to produce this will result in sanctions being applied.
- Once in the classroom, students are given an appropriate 'Do Now' task to engage them from the start.
- The register is taken during the 'Do Now' by the member of staff- any latecomers are swiftly engaged into the lesson and dealt with at an appropriate time.
- Home learning is set and followed up as appropriate.
- An illuminated seating plan is used during the lesson and available for any visitors who require this information.
- An enquiry question is set for the lesson.
- Informal and inappropriate language is challenged. The teacher encourages discussion in subject specific language.
- Students should not leave lessons unless authorised by the teacher, using the agreed pass system, except in emergencies or safeguarding situations. Students are not asked to stand outside unless in exceptional circumstances, where the member of staff follows the student out of the room to discuss their concerns. If a student has a time out pass, they are to stand outside the classroom for the stated time allowed, under the supervision of the teacher.
- The learning is summarised towards the end of the lesson – "today we have learnt…."
- At the end of every lesson, students stand behind their chairs, in full uniform, without outside coats.
- Students are dismissed in small groups, as appropriate to the classroom, to avoid corridor congestion.

Strong Start policy

- Students have a maximum of five minutes to walk from one lesson to another from the time of the changeover bell.
- Students that are late to lessons, without a note, or who partially truant, are expected to make up any time missed with their classroom teacher.
- Repeated lateness to lessons to be reported by classroom teachers to year leaders for the appropriate Key Stage, who will issue further sanctions.
- The 'strong start' policy is reinforced by senior leaders, middle leaders and year leaders, dropping into lessons and all staff having a positive, proactive presence on corridors at changeover times.

Health and Safety

- Students may not bring anything to school that has the potential to be a danger to others. This includes vapes, cigarettes, lighters and matches. The full list of banned items in school is contained within appendix E.
- No illegal substances may be brought into school.
- Vaping and smoking are prohibited on school premises, at the school gates or in close proximity to them. Students must not smoke or vape at all whilst in school uniform, including on the way to and from school. This also applies at any time that a student is engaged in school activities.
- Valuable items and large amounts of money should not be brought into school because we cannot accept responsibility for their loss or damage.
- Mobile phones, headphones and other electronic devices are to be handed in during morning tutor registration. They will be confiscated if they are visible or heard and further consequences will apply.
- All students must remain on the premises during the school day unless permission for absence has been mutually arranged and authorised.
- All students must be where staff expect them to be at all times- such as in timetabled lessons or in designated areas at social times.
- All students will be asked to sign and agree to an internet usage agreement when logging in. This agreement must be followed at all times when using electronic devices or desktop computers.
- Only minimal jewellery may be worn (refer to uniform list), piercings should have small studs or sleepers; a watch may be worn. Sikh bangles may be worn but no others.
- Students must remove hats on school site and coats within the buildings.

Student Toilet Protocol

Outside Lesson Time

Toilets are open for students to use at the following times:

- Before school (lower two storey and refectory only)
- Break (all blocks, year group specific)
- Lunchtime (all blocks, year group specific)
- After school (lower two storey only)

At the above times, the toilets are monitored by designated staff.

During Lessons

Toilets may be restricted during lessons to support learning and safeguarding; however, students will always be able to access toilet facilities when needed, and requests will be considered sensitively.

All students must be registered by their teacher before they go to the toilet in order for us to safeguard all students.

In order to maximise learning time, toilet visits are monitored and reported to parents/carers. Where there is a lot of learning time lost for toilet visits, this will be raised as a concern.

Students with a toilet pass: may leave the classroom with minimal disruption after informing the teacher, due to identified need.

All toilet passes must be shown to the member of staff supervising toilets in lower two storey.

Students without a toilet pass:

1. Ask the teacher who will issue a red slip which contains key details of times and staff
2. Student to go directly to the designated toilet and show red slip to on call staff, who will log on Arbor
3. Once toilet has been used, red slip returned to student and student must return directly to their lesson and hand the slip back to the teacher

Staff will ensure that no student is prevented from accessing toilet facilities where there is a genuine need.

Mobile Phones

At Foxford, in line with government recommendations, students are not allowed to use mobile phones at all during the school day. This does create some logistical challenges for parents/carers, so any contact that is required with home during the day must happen through the year leader or other appropriate member of staff. For example, it is important that top ups for refectory purchases are completed prior to the school day to reduce the need for students to contact home.

As part of the school's behaviour expectations, students are required to store mobile phones securely in tutor group storage during the school day. This means that all students in Years 7-11 are required to hand their mobile phones into their tutor box every morning. They will receive them back by going back to their tutor room at the end of the school day (time has been built in to allow for this).

The phone boxes are kept individually locked and then locked away in a secure location for the duration of the school day.

If students arrive late to school, they are expected to hand their mobile phone in at reception, where it will be kept for collection at the end of the school day.

If a student knows that they will be leaving school for a planned absence, such as a medical appointment, it is helpful that the student hands their phone in at reception for collection rather than to their tutor. This will enable the phone to be returned during the school day in a more time efficient manner. If a student needs to leave the school site unexpectedly during the day, the site team will be alerted who will collect the phone from the appropriate box and return it to the student.

As a rule, students are strongly encouraged to leave their phones at home during the school day- this will remove the temptation to be distracted on the way to and from school. We understand that this may not always be the case so expect the above process to apply to all students. While the school takes reasonable steps to store devices securely, students bring devices at their own risk.

Students who are seen on devices throughout the day, thus not following policy, will have their devices confiscated. Parents will be asked to collect the devices at an agreed time. If a student refuses this will be regarded as a consequence 4 incident.

Confiscations

Non-compliant aspects of school uniform/dress code, including visible phones/earphones, will be confiscated by staff. These can be collected by students at 3.15pm from the designated place. The name of the student will be logged. For persistent confiscations from individual students, further sanctions will be issued by the Year Leaders and parents/carers may be asked to collect the confiscated item(s).

Any student who fails to comply with the confiscations policy will be issued further sanctions.

Detentions

Detentions at Foxford are issued as follows: -

- Teacher/tutor detention: 10 minutes, at the discretion of the member of staff, for a restorative conversation
- Faculty/year detention: 30 minutes, at the discretion of the Faculty Leaders/ Year Leaders
- SLT daily detention: 30/60 minutes after school, depending on the reason for the detention
- Break or lunch detentions will be issued for lateness to school or other incidents, at the discretion of the member of staff involved

All after-school detentions are issued on a 'same day' basis to reinforce clear boundaries and support a calm and purposeful learning environment for all students. Parental consent is not required for detentions.

Praise and Rewards

We believe that students thrive on encouragement and that achievement and high standards should be recognised. At Foxford School students can be rewarded for various achievements including: -

- Attendance
- Effort and achievement in lessons
- Outstanding classwork and homework
- Being polite and respectful
- Representing a school team
- Attending revision classes
- Attending extra-curricular activities
- Making positive contributions to the school community

Postcards and letters are sent home to parents/carers to recognise outstanding achievement and effort. Students are rewarded according to the Graduation system. The school also has an Annual Celebration (Awards) Evening, where awards are given for effort, progress and commitment to school life.

Whole School Strategies for ensuring the Behaviour Policy is carried out through: -

1. **School Assemblies**

- To give a school identity and promote belonging to Foxford
- To give a consistent message to every student
- To re-enforce our expectations of students' behaviour in the classroom and around the site
- To learn about British values and relevant PSHE topics.
-

2. **The support and monitoring role of the Leadership Team**

- Senior leaders will walk the school regularly and enter classrooms to monitor that students have the appropriate uniform and equipment and are responding in a positive manner to the five learning expectations
- There will be a rolling programme of classroom observations and ethos walks
- There will be regular student work scrutinies for each year group
- Teaching groups where disruptive behaviour is consistently limiting progress must be referred to line managers and then senior leaders, who will coordinate additional support, as appropriate

3. **The support and monitoring role of the pastoral team and faculty leaders**

To promote an achievement ethos within the curriculum area/year team

- Ensure that school policy is carried out in their areas of responsibility and establish internal strategies for monitoring and establishing good learning and discipline
- To walk the faculty area/year group regularly to monitor that students have the appropriate uniform and equipment; also, to check that students are responding in a positive manner, and that behaviour for learning routines are having impact

4. **Staff Training and Development**

- The Leadership team will ensure that all new teachers are given an induction programme which explains the Behaviour for Learning Policy
- All staff will receive training in behaviour for learning strategies
- Individual teachers will receive additional classroom management training and development as identified through their Professional Growth objectives
- Teachers should be encouraged to ask for specific training that they feel would be of benefit

Behaviour – Sanctions and Processes

The emphasis is on building positive relationships between staff and students by using a restorative approach to poor behaviour; allowing students to reflect and accept responsibility for poor behaviour, whilst allowing positive relationships to be built between staff and students. To support this, the restorative blue slip system in in place. If a student is removed from a lesson, they receive a blue slip and then are expected to attend a short restorative conversation with that teacher at the end of the day. This is aimed at students arriving each morning with a fresh and positive start.

At Foxford we look to promote students' self-regulation of their behaviour. Students are expected to take responsibility for their actions and accept the consequences of poor behaviour that is not corrected. Sanctions should be used when students fail to adhere to the expectations of the classroom rules and school Code of Conduct.

At Foxford we run the restorative approach alongside a clear and fairly applied consequence system as we believe in giving students ample opportunity to regulate and align their behaviours to meet our expectations.

The grid below is used by teachers in lessons and is published to students. This enables classrooms across the school to be consistent and students to be clear about the process that may lead to escalation of consequences.

A student may be removed from a classroom for serious disruption, safety concerns, or refusal to comply with reasonable instructions, in line with DfE guidance

Incident Type: these lists are not exhaustive and there may be context that makes behaviour types difficult to identify- please use 'best fit'. Behaviour does not always fit neatly into categories; please use the grids below as advisory.

R1 – Verbal Warning: No Log	
R2 – Verbal Warning: No Log	
R3 – Verbal Warning: Log	C1 – Log on Arbor Teacher 10 min
A) Blue Slip Removal B) Escalation to FL (or YL if during tutor, break or lunch)	C2 - Log on Arbor FL/ YL DY 30 mins If Blue Slip room successful then No DT – If not successful/ not attended workflow will escalate to a C3 Teacher MUST call home.
	C3- Log on Arbor 1 hour SLT Reporter MUST call home
	C4- SLT/ YLs only Log on Arbor Investigations/ statements gathered IE/ Suspension (this is subject to circumstance)

Reminder 1 and 2 - Not recorded on Arbor	
Teacher ownership	**Potential Outcomes**
This behaviour is considered to be 'low level' and only needs to be brought to the attention of subject/year leaders if persistent (via escalating on Arbor)	Verbal reminder Movement in seating plan Restorative conversation A phone call home, if appropriate
Examples of Reminder 1 Behaviour	
Chewing Lack of equipment/kit/ingredients No home learning Inadequate work Low level disruption Uniform Lateness to lesson	

Reminder 3 / Consequence 1– recorded on Arbor; 10 minute teacher detention	
Teacher/subject ownership	**Potential Outcomes**
This behaviour is still considered 'low level' but must be brought to the attention of subject/year leaders (via Arbor)	Verbal reminder Movement in seating plan Teacher detention 10 mins Blue slip / Restorative conversation Work catch-up Use of referral timetable Written/verbal apology Report card Home contact
Examples of Reminder 3/ Consequence 1 Behaviour	
Defiance Inappropriate use of tech/mobile confiscation Missed detention Disruption (persistent infringement)	

Consequence 2 – recorded on Arbor; 30 minute faculty/year detention	
Wider Ownership	**Potential Outcomes**
This behaviour is considered to be persistent or 'higher level' and must be actioned by subject/year leaders (via Arbor)	Lesson removal Blue slip / Restorative conversation Use of referral timetable Written/verbal apology Faculty detention Report card Home contact Internal Reflection
Examples of Consequence 2 behaviour	
Persistent defiance Persistent disruption Inappropriate/ abusive language Lack of personal engagement in learning	

Consequence 3 – recorded on Arbor; 60 minute SLT detention or further consequences issued	
SLT Ownership	**Potential Outcomes**
This behaviour is considered to be 'high level' and must be actioned by SLT (via Arbor)	Report card Home contact Internal Reflection Suspension Off site direction Permanent Exclusion
Examples of Consequence 3 and 4 Behaviour	
Abuse Aggressive or threatening behaviour Bullying Damage Discrimination Fighting Health and safety breach Possession of illegal substances Offensive language	Persistent defiance Premeditated fighting Possession of a dangerous object Sexual misconduct Serious inappropriate use of social media/tech Smoking/vaping Theft Truancy

In an instance where behaviour continues to escalate or behaviour does not improve, parental engagement is essential. At Foxford we firmly believe that school and home relationships are powerful when we work together to improve and resolve concerns for the student to achieve great outcomes. At every stage of the behaviour policy parents/carers will be informed and involved in their child's next steps and school-based support.

'On Call'

Each lesson, a senior member of staff (or designated support) is on call, with access to a radio. This is for critical incidents only, such as fighting, swearing at a member of staff or possession of a banned item.

This should not be used to settle a class or follow up defiance.
Emergency toilet requests must also be accommodated through 'on call'.

Types of suspension and Isolation

All incidents recorded at a phase 3 or 4 which reach thresholds for exclusion from mainstream classes will be investigated and a judgment made by SLT to ensure a consistency of response. Parents/carers will be informed and kept up to date with any investigations as they progress in a timely manner.

Internal Reflection

In accordance with Consequence 3/4 behaviour or persistent Consequence 1/2 behaviour, Year Leaders and or the Senior Leadership Team may take the decision to isolate a student for a fixed amount of time. This could be for part of a day or full day, depending on the type of incident, and is likely to take place in the isolation room. However, there are occasions where students may be isolated elsewhere within school. Isolation is recorded on Arbor and parents/carers are always notified. A full day of isolation will be until 4pm.

Internal Reflection will be used proportionately and for the shortest appropriate duration, with access to suitable educational work, supervision, and welfare support.

The rules for isolation are clear and must be adhered to at all times:

- Students are expected to hand in mobile devices in order to remove temptation to use them
- Students are expected to work in silence and complete work to a good standard, so that their educational progress is not being affected by their behavioural choices
- Students are also expected to be polite and respectful to staff and other students at all times

Failure to comply with the rules of isolation will result in further consequences and, for persistent refusal to cooperate, students may receive a suspension from school.

Suspension

The Headteacher may suspend a student for a fixed period, with the total not exceeding 45 school days in any academic year.

Parents/carers are notified via phone call and letter. At the end of a suspension, students are expected to attend a readmission meeting with parents/carers and a Senior Leader unless other arrangements have been made. A build-up of suspensions may lead to a placement in another school or the student and his/her parents/carers being called before a governor's students discipline panel to decide a way forward.

Placements at other Mainstream Secondary Schools (off site direction)

The school operates within the DfE guideline of Off Site Direction processes to direct education for a limited period of time to another secondary school. This is for repeated breaches of the Behaviour for Learning Policy or significant incidents that do not automatically meet the threshold of permanent exclusion. This is the responsibility of the Headteacher.

Off-site directions (as stated by DfE, 2023):
To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between two different locations. This should only be used when it is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.
If your child has an EHC plan, the local authority should be told about an off-site direction placement.

Permanent Exclusion

This will be used when the Headteacher decides the student should not return to school.

Permanent Exclusion is only used as a last resort and in response to a serious breach or persistent breaches by a student of the school's behaviour policy or where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Parents/carers have a right to make representation to the school governors whenever their child is excluded. This right is clearly stated in the letter of exclusion.

Full details are included in this link:
https://www.gov.uk/government/publications/school-exclusion

Behaviour Outside School

Our behaviour policy covers not only behaviour within school but also outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

Taking part in any school organised or school related activity, or

- Travelling to and from school, or
- Wearing our school uniform, or
- In some other way identifiable as a Foxford student

Misbehaviour at any time, whether or not the conditions above apply, that

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

For students engaged in criminal behaviour, the school will liaise with parents/carers and the Police with appropriate school sanctions also being considered.

Monitoring and Review

Behaviour for learning will be under constant review throughout the school. This document is freely available to the entire school community on request or via the school website. It will be reviewed on an annual basis.

Remote Learning Addendum

"Respect To all from all"

When participating in a 'live lesson' on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when in a classroom environment.

This includes:

- Be on time and prepared for your live lesson
- Only join lessons which you have been invited to and that are on your timetable
- Ensure that your cameras off and microphones are muted.
- Be dressed appropriately for learning (e.g., no pyjamas)
- Remain attentive and present during sessions
- Respond appropriately and as directed in the chat function
- Interact patiently and respectfully with your teachers and peers
- A teacher will remind you to behave appropriately, should undesirable behaviour continue you will be removed from the live lesson.
- Join a live lesson from an environment that is quiet, safe, public and free from distractions (Please try to avoid using a bedroom for live lessons – if this is the only way that you can access the live lesson, please blur your background)
- Students must not record each other's online interactions – this has been prevented through Teams

- If you are having an intervention session ensure that an adult is aware and where possible present in the room
- Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left

Compliance Statement

This policy is written in accordance with:

- DfE Behaviour in Schools guidance (2024)
- Suspension and Permanent Exclusion guidance (2026)
- Equality Act 2010
- Keeping Children Safe in Education (latest edition

Appendix A

The Responsibility of Teachers and Support Staff

- It is the responsibility of every member of staff in the school to ensure appropriate behaviour within the school environment and to effectively manage the behaviour of groups and individual students at all times, according to the Six Principles of Great Behaviour Management
- Every teacher will use the agreed system of rewards and sanctions
- The school's policy on rewards should be seen and used as a means of promoting good discipline
- Sanctions should not be humiliating or degrading; students should be able to see that they can make amends for their behaviour and learn from their mistakes
- Sanctions should be given to individuals and rarely whole groups; the system of sanctions should be applied fairly and firmly
- Staff will regard each lesson as a fresh start and understand that classroom practices can be both strict and warm concurrently
- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate
- Every teacher will provide well-planned, well-resourced lessons that are accessible to all students, therefore making a considerable contribution to positive behaviour in the classroom
- All staff should lead by example in terms of dress, presentation, behaviour, language and punctuality to school and lessons (strong start)
- Reasonable force can and will be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Use of reasonable force (Restrictive interventions, including use of reasonable force, in schools DfE 2026)

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff will avoid physical intervention wherever possible. However, all staff have the legal power to use reasonable force where necessary, in line with DfE guidance, to prevent injury, damage, or serious disruption. They have a duty of care to protect themselves, a safeguarding responsibility for appropriate contact and a duty of care to not harm students. In most circumstances the support of another colleague or a Leadership call will be enough to manage an incident. In the event of critical behaviour staff should ensure that all other students are removed
from the room / area and the individual isolated
If a decision is made by a member of staff to physically intervene with a student, it is made on the professional judgement of the staff member involved and would depend on the individual circumstance. For example, a member of staff on duty notices a child about to step out in front of traffic placing themselves at a serious risk of harm and therefore they use reasonable force to stop the child being injured. A further, more extreme example may be to separate two students where they are presenting a significant physical risk to one another.
In all instances members of staff are not expected to place themselves in a position where they themselves are at risk of harm.
It is not illegal for adults to make physical contact with a student, and in certain circumstances, such as demonstrating an exercise in a PE lesson, may be proper or necessary.

Appendix B

Confiscation of inappropriate items, in line with controlled searches guidelines
What the law allows:

1. Senior staff can search a student for any item if the student agrees.

   Schools' general power to discipline, as circumscribed by Section 91 of the education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

   The senior member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

   Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

2. Head teachers and senior staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. 'Prohibited' refers to any item that is banned from school due to being disruptive to the learning and/or safety of others or is illegal.

Confiscation

Senior or designated staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

The legislation sets out what must be done with prohibited items found as a result of a search.

What the law says:
A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if senior staff think there is a good reason to do so.

Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers, matches, lighters, cigarettes and vaping devices they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e., it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item, which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

All should be reported to the police and parents/carers, if the school feels this is the appropriate action.

Screening
What the law allows:

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any senior member of staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in "Searching, Screening and Confiscation – DfE guidance (latest edition)"

Appendix C

Personal Electronic Devices

Foxford adheres to the DfE guidance surrounding mobile phone and smart devices.

Foxford is a mobile phone free school. However, we understand that students may need to be in possession of a mobile for for travel safety, in this case all devices such as mobile phones, smart devices including smart watches must be handed in during morning tutor time. Students how chose to bring their device to school do so at their own risk.

The school accepts **no responsibility** for personal electronic devices that are brought to school and **takes no responsibility** to investigate their misplacement, loss or theft.

If a student is caught in possession of or using a smart device then appropriate sanctions will be applied in line with the behaviour policy.

Appendix D

School Uniform

We believe that students achieve at their best in a purposeful, interesting and challenging school environment. Teaching and learning are of prime importance. However, students' attitudes to learning and education and the promotion of a structured learning environment are vital. School uniform supports the development of a positive approach to learning and contributes to a strong, cohesive school identity which all students can relate to. The wearing of school uniform also protects students from social pressures to dress in a particular way and influences the wider public perception of the school.

It is important that students feel a sense of belonging and allegiance to Foxford Community School and are able to identify with the ethos of the school. We are proud of our diverse cohort of students and we ensure that our uniform respects religious and cultural dress. We believe that there are practical advantages for parents/carers and students alike by having a functional school uniform.

- School uniform is intended to be smart, conventional and free from fashion extremes
- School uniform is also worn to help identification of students and to create a more secure establishment
- All items of clothing in our school uniform should be 'school wear' not fashion items
- The school will endeavour to ensure minimum cost is incurred to achieve an acceptable standard
- The Headteacher's decision on suitable items will be final
- We will regularly review uniform items to ensure that they are of good quality and value

School Uniform Expectations

Students at Foxford Community School are expected to conform to a dress code.

- Black blazer with school badge (COMPULSORY)
- Black school trousers
  (No jeans, leather, corduroy, stripes, slits, legging type or excessively narrow legs and no decorative belts)
- **Skirts Year 7 -10 Students -** Black Foxford School skirt with Foxford School Badge
  Year 11 Students - Black Foxford School skirt with Foxford School Badge OR black skirt (no shorter than one inch above the knee, school skirt material (not lycra)
- White shirt (COMPULSORY)
- School tie (COMPULSORY)
- Plain black shoes / trainers (COMPULSORY) No boots or heels are permitted
- Black v neck jumper (OPTIONAL)
- School coat – dark colour to be worn over blazers, no fashion jackets or hoodies (fur, leather, denim, sports jackets are not permitted)
- No hats are to be worn on site; however, Sikh students may wish to wear a black turban or head covering. Muslim girls may wear a black hijab and boys may wear a cufi
- Only minimal make up (no false eye lashes) and jewellery plus a watch may be worn. Piercings should only be 1 small stud or sleeper in each ear lobe and a single nose stud, no other piercings are permitted.
  Hoop earrings or nose rings are not allowed.
- Acrylic nails and nail polish must NOT be worn. Sikh bangles may be worn but no others. The school accepts no responsibility for damage or theft to jewellery, which students may wear
- PE KIT: The Foxford School kit must be worn along with pumps or trainers and white socks.
  (It is advised that students wear different trainers for PE, than those worn for school)



Uniform infringements

It is a professional responsibility of all staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted, and to take appropriate action.

If a student arrives to school without correct uniform, without the authorisation of a signed parent/carer note or medical note, Assistant Year Leader / Year Leader to be alerted as soon as is reasonably possible:

1. Year Leader to contact home by phone to ascertain reasons for incorrect uniform and expected date of compliance. Note handed to student to authorise for the agreed period of time.

2. Non-school jumpers inc hoodies, hats and jewellery should be removed on teacher request and retained securely; jewellery should be placed in an envelope with the student's name on and retained in a locked drawer until the end of the school day. If non-uniform items cannot be retained securely by the staff member, then the student should be sent to Year Leader / Year Leader to remove; jewellery/non-uniform items (including baseball caps) to be placed in secure storage.

3. For continued non-compliance the relevant Year Leader should be informed, and parents/ carers should be telephoned again by the Year Leader and issues discussed.

4. If there is further non-compliance, except where a reasonable arrangement has been made with parents/carers, the infringement will be considered an act of defiance and further sanctions will be considered by the Year Leader and may include the student losing social time.

Around School/In Lessons

All staff are expected to challenge students who do not comply with the School Uniform Policy. Students should show permission notes where appropriate. For students not complying with the uniform policy around the school or during lessons and who cannot provide a note the staff member will inform the relevant tutor/Year Leader who will contact home.

Appendix E

List of Banned Items which will be confiscated

1. Any item that can be used as a weapon (including replicas) and ear piercing devices
2. Laser pens
3. Cigarette lighters
4. Cigarettes and e-cigarettes (vapes)
5. Any smoking paraphernalia
6. Drugs of any description
7. Any drug paraphernalia
8. Matches
9. Fireworks
10. Stink bombs
11. Alcohol
12. Energy drinks
13. Fizzy drinks which do not have a school compliance label
14. Aerosols unless stored in a bag for personal use
15. Loom bands / spinners / fad items
16. Stickers being used inappropriately
17. Any pornographic material
18. Any computer games console
19. Any age restricted product
20. Any electronic tablet (except Y12/ 13)
21. Mobile / smart phones
22. Any electronic device requiring a mains adaptor
23. Smart glasses
24. Smart watches (when used as a phone / gaming device)
25. Phone and tablet chargers
26. Hair straighteners
27. Inappropriate clothing
28. Inappropriate piercings
29. Inappropriate jewellery
30. Inappropriate head or hair attire
31. Any other item or substance that has an adverse effect on learning

This list is not intended to be exhaustive and the school reserves the right to declare new banned items. The school will not take any responsibility for the theft or loss of banned items or substances bought onto school site.

Student use of mobile phones is covered Appendix C.

Please note students are prohibited from using motor bikes and motor vehicles on the school site.