



**Woodbrook Vale School
Policy Document**

Behaviour and Rewards Policy

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Behaviour and Rewards Policy

Statement of principle:

The Woodbrook Vale School motto is Aspire Enjoy Succeed. We have a clear school ethos. This is underpinned by our commitment to providing each student with an outstanding education in a caring, calm safe and supportive environment. Continuity and consistency are essential for the rewards system to be valued and successful.

We aim to challenge and inspire each student to achieve individual excellence and to be the best that they can be. We actively encourage students to be proud of their own achievements and to value, respect and celebrate the success of others. We want our students to have a sense of responsibility; to show respect and tolerance for others and to be prepared for life in the modern world.

This policy is designed to support positive behaviour for learning and enhance the quality of relationships between staff, students and other members of the school community. Good order and consistent behaviour management are central to achieving high levels of learning and achievement. The policy seeks to reinforce positive attitudes to learning and the development of academic and social skills. It recognises that rewards are more effective than punishments in motivating students and specifies how positive behaviour must be reinforced through praise and rewards as well as what sanctions are available to staff.

The Behaviour and Rewards policy fits alongside other school policies, including the Safeguarding Policy, staff code of conduct and DfE statutory guidance “Keeping Children Safe in Education (September 2021).

Aims:

As a school we endeavour to:

- Maintain a consistently high quality of teaching and learning throughout the school.
- Develop positive working relationships with students, with a focus on engagement and praise.
- Teach and model appropriate behaviour and establish positive relationships within our community.
- Maintain and further promote a positive and safe learning environment for all in our school community.
- Motivate students by regular use of praise and ensure that all students receive recognition for their successes.
- Enable students to develop self-discipline and resilience by establishing clear behaviour guidelines backed up by appropriate consequences for unacceptable behaviour, which are consistently applied.
- Work closely with parents, trustees and the local community to promote positive relationships and working partnerships.
- Promote outstanding attendance and punctuality to prepare students for their post-16 destinations and life in the Modern World.

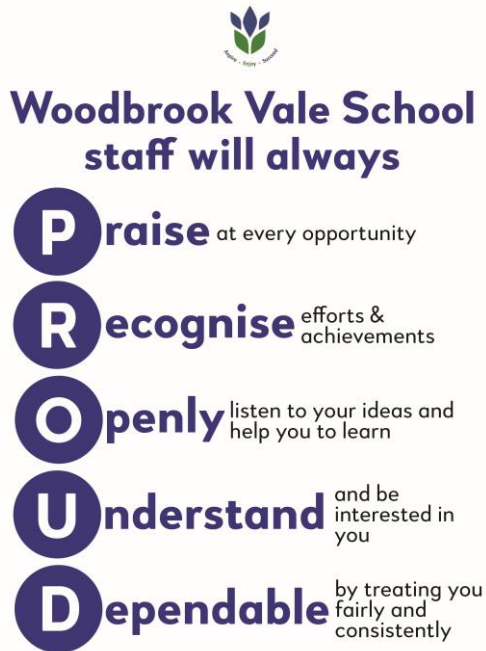
Roles and Responsibilities:

- The Governing Board will keep this policy under review, ensuring that it is communicated to students and parents/carers. The Governing Board, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- The Headteacher, Senior Leadership Team and all teaching staff will be responsible for the implementation and day to day management of this policy. They will promote, recognise and encourage positive behaviour and high levels of punctuality and attendance. The ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression and prejudice will not be accepted.
- All school staff, including teachers, support staff and volunteers will be responsible for ensuring that the policies and procedures are applied. All staff share responsibility with the support of the Headteacher and the Senior Leadership Team, for creating a high quality learning environment and promoting good behaviour. In dealing with matters of behaviour staff should always be seen to:
 - *Act justly and fairly*
 - *Establish a relationship of respect with students*
 - *Deal promptly and personally in matters of discipline*
 - *Apply a consistent approach*
- Students are expected to take responsibility for their own actions and behave in an appropriate manner thereby enabling themselves and others to achieve the highest possible levels of attainment for all. Students will be made fully aware of the school policy, procedures and expectations. Students should be actively encouraged and supported in feeling able to report any incidents of poor behaviour including bullying, aggression and harassment.
- Parents/carers will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school and, where appropriate, external agencies, to promote and contribute to positive behaviour and high levels of attendance and punctuality.

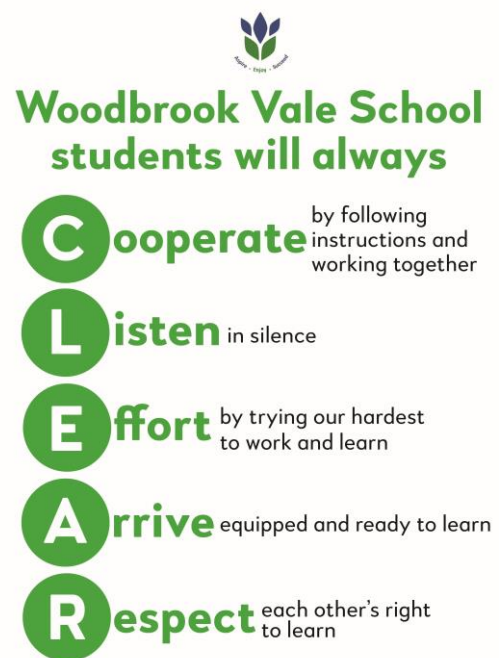
This is summarised in the Home School Agreement that must be signed by parents, students and the form tutor at the beginning of the school year (Appendix 1).

At Woodbrook Vale School we expect staff to be 'Proud' and students to be 'Clear'. These expectations are set out and are displayed clearly throughout the school.

Expectations that students can have of all staff:



Expectations that staff should have of students:



Rewards at Woodbrook Vale School:

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school. Positive behaviour will be recognised and positively rewarded.

A formal system of rewards (GOALS) is in place to recognise and congratulate students across the school. The GOALS system is a cumulative method for rewarding student achievement in all subject areas. The outcomes of the system focus on celebrating individual student success. GOALS competitions will run throughout the year by year group.

GOALS should not be given for behaviour or for doing what is expected of all students e.g. following school rules. Rewards should be given for:

- Commitment
- Effort
- Achievement
- Community Spirit

All GOALS should be recorded on GO4Schools. Rewards, and how consistently they are given, will be monitored by the Pastoral Team. Praise, recognition and rewards will be a feature of weekly assemblies but individual year teams will also lead bespoke reward challenges that are relevant and specific to each year group.

Termly reward assemblies will be held where individual and collective success will be celebrated.

A Headteacher award is in place for students nominated by staff for special recognition.

At the end of each academic year reward events will take place including a Governing Board awards ceremony and an annual Awards Evening.

Faculty areas should also recognise and congratulate students when they set a good example, produce good work or show improvement in their behaviour. Rewards might include, for example:

- Referral to Head of Faculty for praise / “Fast pass” lunch pass
- Note in organiser
- Phone call home
- Personalised letters / postcards to parents
- Certificates
- Mentions and awards in assemblies

Behaviour, Routines and Expectations:

Woodbrook Vale School expects the highest standards of teaching in classrooms in order to maximise learning and to promote good behaviour. To this end, we expect teachers to:

- Be at the classroom before students.
- Take control of the area immediately outside and inside their classroom and to monitor corridor behaviour.
- Greet students at the door.
- Have a seating plan. This should be completed on GO4Schools.
- Where appropriate, have a starter activity ready so that students are engaged as they walk through the door.
- Challenge lateness; inappropriate uniform; negative start to the lesson.

Strategies to Address Poor Behaviour

The most recent DfE statutory guidance on discipline in schools makes explicit reference to those sanctions all schools have the legal power to implement including:

- Teachers have power to discipline students for misbehaviour that occurs in school and, in some circumstances, outside of school.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- Teachers have power to impose detention outside school hours.
- Parental consent is not required for detentions.

Homework

Homework should be appropriately differentiated and the context of why the homework has not been completed taken into consideration before this is treated as behaviour. If there are no circumstances that justify non completion of homework this should be recorded as a Stage 3. Students should be encouraged to use the HUB, intervention and homework club.

Woodbrook Vale Classroom procedures:

Above all students must be polite and respectful towards all staff, each other, visitors and neighbours.

The behaviour policy is based on a number of stages. These are set out below:

Stage	Consequence	Action by staff
1 – one warning	Verbal warning from the class teacher plus choice	Follow up conversation / reinforcement of expectations
2 – First warning ignored. Continued defiance.	Class teacher will issue a short detention during the school day. Student will complete the short detention.	Class teacher arranges and supervises short detention.
3 – Further warning ignored Persistent disruption. Failure to accept or respond to consequence at Stage 2.	Class teacher will issue a longer detention either during the school day or between 3pm and 3:30pm. Student will complete the longer detention.	Class teacher arranges and supervises longer detention. Subject teacher to record on GO4Schools Parent to be informed if the detention is after school.
4 - Either continued defiance beyond Stage 3 cumulative problems over a series of lessons or failure to attend Stage 3.	Class teacher will refer to the Head of Faculty. Student will complete a 30 minute centralised detention	Head of Faculty records Stage 4 on GO4Schools. Admin team to notify parent and inform SLT / Middle leader supervising the centralised detention
5 – Either on call, multiple Stage 4 or a serious incident	Student will complete a 1-hour centralised detention	SLT record Stage 5 on GO4Schools. Admin team to notify parent and inform SLT / Middle leader supervising the centralised detention

GO4Schools will be used to record all behaviour incidents and rewards. This enables daily reports to be available for all staff and parents. It is expected that form tutors, Heads of Year and the Senior Leadership Team will be responsible for monitoring these. Heads of Faculty should also monitor and track behaviour.

Learning Support Assistants should support the classroom teacher in promoting positive behaviour with reminders and prompts for students they are working with.

Learning Support Assistants can use Stages 1-3 when working with students in a small withdrawal group or on a 1:1 but the class teacher responsible for the student should supervise any break or lunchtime detention.

Centralised Detentions:

Faculties are encouraged to centralise detentions at Stage 2 and 3.

Whole-school centralised detentions take place one night each week after school. This is usually on a Friday. These are for more serious incidents of poor behaviour at Stage 4 and 5. Heads of Faculty and SLT can issue a Stage 4 and 5 detentions respectively. These should be recorded on GO4Schools with a clear explanation of the reason for the sanction. This is to enable the administration team to set up the weekly detention, including contact with parents / carers. Centralised detentions will be supervised by SLT, Heads of Faculty and Heads of Year on a rota basis.

Although not legally required to do so, when a detention is issued, the school will always try to give a minimum of 24 hours' notice through a telephone call from the Student Office. Students will be provided with a reminder slip about the detention but will be expected to make their own way there. The school will not waive a detention if a parent is unwilling to support the school decision to impose this sanction.

These procedures are made explicit to students and parents in the home – school agreement (Appendix 1).

On Call:

The on-call system has been set up to manage instances of very poor/disruptive behaviour in the classroom. The system should only be used as a last resort following exhaustive attempts by the Faculty to address the misbehaviour.

The Head of Faculty will always try to de-escalate behaviour. Usually the Head of Faculty will become involved because a colleague within the Faculty has referred a student at Stage 4. Faculties should have their own internal arrangements when a Head of Faculty is not available e.g. use of a senior colleague in a Faculty.

Where a Head of Faculty or nominated Faculty member is not able to resolve a situation, the Head of Faculty should use the 'on-call' system. The Head of Faculty should contact the Behaviour Support Manager who will radio the on-call SLT member.

The SLT member will always remove the student from the Head of Faculty and take the student to referral. A decision will then be taken by the SLT member whether to sanction an immediate 6-lesson referral. In this case, a referral room contract will be completed. Where appropriate, and at the discretion of the SLT member, the students may be given a 'cool off' period (usually until and to include the next break or lunchtime). After this period, they may be allowed back into normal lessons. However, the student will also complete a one-hour centralised detention after school.

If the student does not 'cool off' in referral, the length of time in referral will be extended to make up 6 lessons.

If the student refuses to complete a centralised detention the sanction will be a full day internal exclusion.

There will be some situations where referral is not appropriate because of the severity of behaviour. In these situations, it will be the judgement of the Headteacher as to whether a fixed-term external exclusion or partnership host is appropriate.

The Intervention Room:

- Intervention is only to be used for on-call or internal exclusion or a partnership hosting from another school within the Loughborough Inclusion Partnership;
- Students can only be placed in referral by staff on-call;
- All other detentions (Stages 1 – 3) should be supervised within Faculties or through the centralised detention system (Stages 4 and 5);
- Expectations for behaviour in referral will be clearly displayed and explicit;
- Students have to sign a referral contract (Appendix 2);
- A generic work bank will be provided by faculties for students to work on in referral.

Students ‘at risk’ of exclusion:

A very small minority of students may, at some point during their time at Woodbrook Vale School, be deemed to be at ‘risk of exclusion’. The school has developed a behaviour flowchart (Appendix 3) that outlines the tiered approach that will be taken if a student is deemed to be vulnerable and if normal behaviour management strategies have not been effective.

In addition, Woodbrook Vale School is represented at the Loughborough Inclusion Partnership. The school engages with partner secondary schools to provide alternative provision to vulnerable students including, partnership hosting (including sixth day provision for Fixed Term Exclusions) and funding to support students at significant risk of exclusion through the managed move process or programme management. Students who are programme managed are monitored closely by a member of the Senior Leadership Team.

As a last resort a student may be permanently excluded after all other avenues have been explored. Certain incidents will result in automatic consideration of permanent exclusion for example drugs related incidents, a serious assault or bringing an offensive weapon into school.

Students with SEND:

Some students, for example, students with Autism, will find fixed behaviour strategies difficult and research demonstrates that anxiety will increase as a consequence. The Assistant Headteacher is also the school SENDCO. Staff are encouraged to discuss behaviour management strategies and how these can be flexible and adapted to the particular needs of students with Special Educational needs.

Other external agencies such as Educational Psychology and CAMHS may also become involved to provide information, advice and guidance for students whose behaviour difficulties may be the result of social, mental and emotional health difficulties.

Before and after school:

Students should recognise that during their journeys to and from school they are still part of the Woodbrook Vale School community and therefore their actions will be seen as a reflection on all members of the school. The school will therefore issue sanctions relating to incidents of inappropriate behaviour by students that relate to times outside of the normal school day. Students are expected to accept that the schools anti-bullying policy applies during their journeys to and from school, on trips and visits and at all school related events.

Out of classroom behaviour:

In line with the teacher standards all staff are expected to deal with any behaviour relating to out-of-lesson movement and behaviour.

- Students should not use the toilet / water fountain in lesson time unless circumstances are exceptional.
- Students should always walk sensibly in the corridors and should follow the one-way system at all times, except break and lunchtimes when the one-way system will not be in effect.
- Posters will be displayed in corridors to promote positive behaviour and movement and to provide a reference point for staff.
- All staff and visitors are expected to follow the one-way system.
- Bells will be used to aid the swift movement of students around the school.
- Poor behaviour around the corridors will be sanctioned in line with the stages.
- Students should keep to paths when moving between the buildings or around the school site.
- During break-times and lunchtimes students are expected to be either outside, in the Dining Room, the library or in an allocated room if a wet break or lunch has been called. No students will be allowed in any room unless this is agreed and supervised by a member of staff.
- The decision to call a wet break or lunch will usually be made by the Deputy Head or a member of SLT.

Use of Force:

DfE guidance states that in schools, force is used for two main purposes – to control students or to restrain them. Reasonable force can be used to prevent students hurting themselves or others, from damaging property or causing disorder in school. The most recent advice from the DfE (July 2013) provides clarification on the use of force. It defines reasonable force as:

- Force - usually used either to control or restrain. This can range from guiding a student to safety by the arm or to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Reasonable – means using no more force than is needed.

All members of staff have a legal power to use reasonable force under section 93, Education and inspectors Act 2006.

The decision of whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

Power to search students without consent:

Only a member of the Senior Leadership Team can search a student and have the power to use reasonable force to search for the following:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- An item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

A search will only ever take place with another member of staff present. The Headteacher will be informed before any search takes place.

Exclusions:

- Only the Headteacher will make the decision to exclude a student from school and this will be a measure of last resort.
- No student will be excluded from the school without prior arrangements for their safety being agreed with the relevant parent / carer.
- Parental reintegration interviews to consider future support and future consequences will usually be convened following a period of exclusion preferably before the student returns to the school.
- A behaviour contract may be used for a student on return from exclusion. This will agree general and specific targets and outline the support that will be put in place. It must be signed by the student, parent and school.
- The school will set work for students to complete during a period of fixed term exclusion. During a period of fixed term exclusion students must not come onto the school site.
- Parents are responsible for ensuring that the student is not in a public place during school hours during the period of fixed term exclusion.

External agencies:

Within school there are a number of key staff assigned to support students' behavioural, emotional and social needs. These include the pastoral team led by one of the Assistant Heads, the Behaviour Support Manager and the student office. In addition, the School Nursing service offers a fortnightly drop in service and / or appointments. A counselling service (RELATE) is available each week for students.

The school works in partnership with external agencies such as Social Care; Early Help; Youth Offending Service and the Police. Designated Safeguarding Leads are the first point of contact for such agencies.

Uniform:

Uniform is an important part of the ethos of Woodbrook Vale School. Monitoring uniform is the responsibility of all but starts with the form tutor in morning registration. Throughout the school day all staff are expected to monitor and uphold the highest expectations of students with regard to uniform. Staff should apply sanctions to students who do not follow uniform expectations. Where students continue to be uncooperative or who refuse to comply with the uniform policy they will be placed in referral by the Head of Year or a senior member of staff. Parents will be contacted.

Uniform expectations shared with students:

- All students are expected to wear the Woodbrook Vale School uniform. They must be tidy in appearance and always wear the correct uniform as outlined in the school dress code.
- Parents / carers will be briefed every year in the summer term about the school's uniform expectations. Trying on evenings will be arranged.
- Students must remove coats, hats, scarves, gloves immediately in tutor rooms at the beginning of the school day.
- Students must not wear coats, hats, scarves, gloves when leaving any classroom to move to their next lesson.
- Blazers must be worn correctly as students move around the building.
- Shirts must be white and tucked in at all times.
- Only the standard chequered school skirt can be worn.
- Trousers must be formal. No skinny trousers, jean style, leggings or tracksuit bottoms are allowed.
- Ties should be worn to an acceptable length with the school logo visible. Clip ties are also available to buy, if preferred.
- Footwear must be plain black with no logo. Sandals or boots are not permissible.
- One pair of stud earrings is permissible. Apart from this, for safety and security reasons, jewellery, including bracelets, necklaces, rings and nose, face or body piercings should not be worn in school. If such jewellery is worn it will be confiscated and students and / or parents / carers will be informed when it can be collected. Tattoos are not permitted.
- Make up is not permitted in Years 7 and 8.
- **Light** make-up in Years 9, 10 and 11 is permissible but should not be noticeable.
- Nail varnish, including acrylic or gel nails are not appropriate for school and should not be worn.
- Hair styles should not be extreme. This includes closely shaved; decoratively shaved or vivid colour.
- The school would wish to be sensitive towards students who choose to wear a specific item if it is for a religious reason.

Valuables:

Excessive amounts of money and items of considerable personal value should not be brought into school. During PE lessons, items of value must be given to the teacher for safekeeping. Personal possessions that cause a distraction in class will be confiscated and kept in the student office for safekeeping until collection by a parent or carer.

Bullying:

Any form of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the schools Anti-Bullying policy. A student version of the Anti-Bullying policy and the Anti-Bullying Charter is displayed on all classroom walls. The school has been re-accredited with an Anti-Bullying award from Leicestershire County Council.

Mobile technology:

Mobile phones are not permitted to be in view during the school day or be switched on in lessons. All staff must confiscate phones if they are visible at these times. Phones will be confiscated if this school rule is not adhered to and kept in the Student Office until the end of the school day. A record will be kept in the confiscation book. When a student has had their mobile phone confiscated on three occasions it will only be returned following a meeting with the parent during which the parent will be given the mobile phone. If a student needs to contact home, they will be allowed to use the telephone in the Student Office if it is felt necessary for them to do so.

Any filming must only ever be for the purposes of learning and planned by the teacher as part of assessment processes and this must be discussed beforehand with the Senior Leadership Link. The school will take extremely seriously any other incident where filming has taken place on a mobile phone and/or camera. All students will be expected to sign an 'Acceptable use of Information Communications Technology' agreement (Appendix 4).

E-Safety:

Woodbrook Vale School recognises that the Internet is an essential element in 21st century life for education, business and social interaction. As part of learning Woodbrook Vale School will:

- provide students with quality Internet access as part of their learning experience;
- provide Internet use that is a part of the statutory curriculum and a necessary tool for staff and students;
- provide school Internet access that is designed expressly for student use and will include filtering appropriate to the age of students;
- teach students what Internet use is acceptable and what is not and give them clear objectives for internet use;
- educate students in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

Alongside this the school takes seriously its responsibility to promote E-safety. This will be promoted through CEOP training for students; Internet safety and cyber bullying awareness across the curriculum including Personal Development and assemblies.

Parent's attention to e-safety will be highlighted through letters, resources and parent meetings.

Smoking:

Students are not permitted to smoke tobacco or any other substance on the school site. This includes the use of e-cigarettes. Any student who is caught smoking on the school site will be excluded from school for a fixed period or hosted at an alternative school within the Loughborough Inclusion Partnership. Students who require smoking cessation will be referred to the school nursing service or Turning Point, a local drug and alcohol misuse service.

HOME SCHOOL AGREEMENT

Woodbrook Vale School is a community where we learn to live and learn together. It is a place where we treat each other with consideration and respect.

We want everyone to:

- Have high expectations and a determination to achieve success in all aspects of learning;
- Value each person equally and celebrate the fact that everyone can achieve success;
- Become active and responsible citizens, participating in and benefiting from the life of the school and community;
- Be a highly motivated lifelong learner equipped for the modern world;
- Be actively involved in raising, recognising and celebrating their own achievements and those of others;
- Have a sense of personal and social responsibility within our diverse and multi-cultural society;
- Have high self-esteem and respect for themselves and all others.

The school should provide the best possible education in a safe and caring learning environment that encourages every child to achieve success.

Woodbrook Vale School will:

- provide a high standard of teaching with high expectations of students' learning;
- provide a broad and balanced curriculum which will be challenging, demanding and Interesting;
- take every care to ensure the safety, well-being and happiness of students.

Parents should support their child's learning by making sure he/she is prepared and motivated to learn.

Parents will:

- Make sure their child attends school every day, on time and properly equipped;
- Tell the school of any problems that may affect their child's behaviour or learning;
- Fully support the school's policies and guidelines on behaviour and uniform;
- Encourage their child to complete learning tasks to the best of his/her ability;
- Attend parents' evenings and actively support their child's learning.

Students should be prepared for their learning and work hard to achieve success.

Students will:

- Attend school every day and be on time
- Make sure that they have the correct equipment every day
- Work as well as they can at school and help others to do the same
- Do their work to the best of their ability and hand it in on time
- Be polite and helpful to other students, staff and guests
- Take a positive role in all that the school has to offer
- Be responsible students, respect the school and help to make it a nice place to be

I have read this agreement and will do my best to keep to it.

Signed Student: Date:

Signed Parent/Carer: Date:

Signed Form Tutor: Date:

Referral Room Contract

Name of student	
Date	
SLT	
Faculty referred from	

You are in referral because you have not followed our school expectations in terms of behaviour in the classroom and / or expectations of behaviour around the school.

You will be in the referral room until we are certain that you can meet our expectations.

During your time in the referral room we will expect you to follow the rules of referral.

Please tick to show that you understand the rules and are prepared to follow them:

In the event of not ticking all boxes I understand that I will be sent home and will have to complete a day in referral on my return:

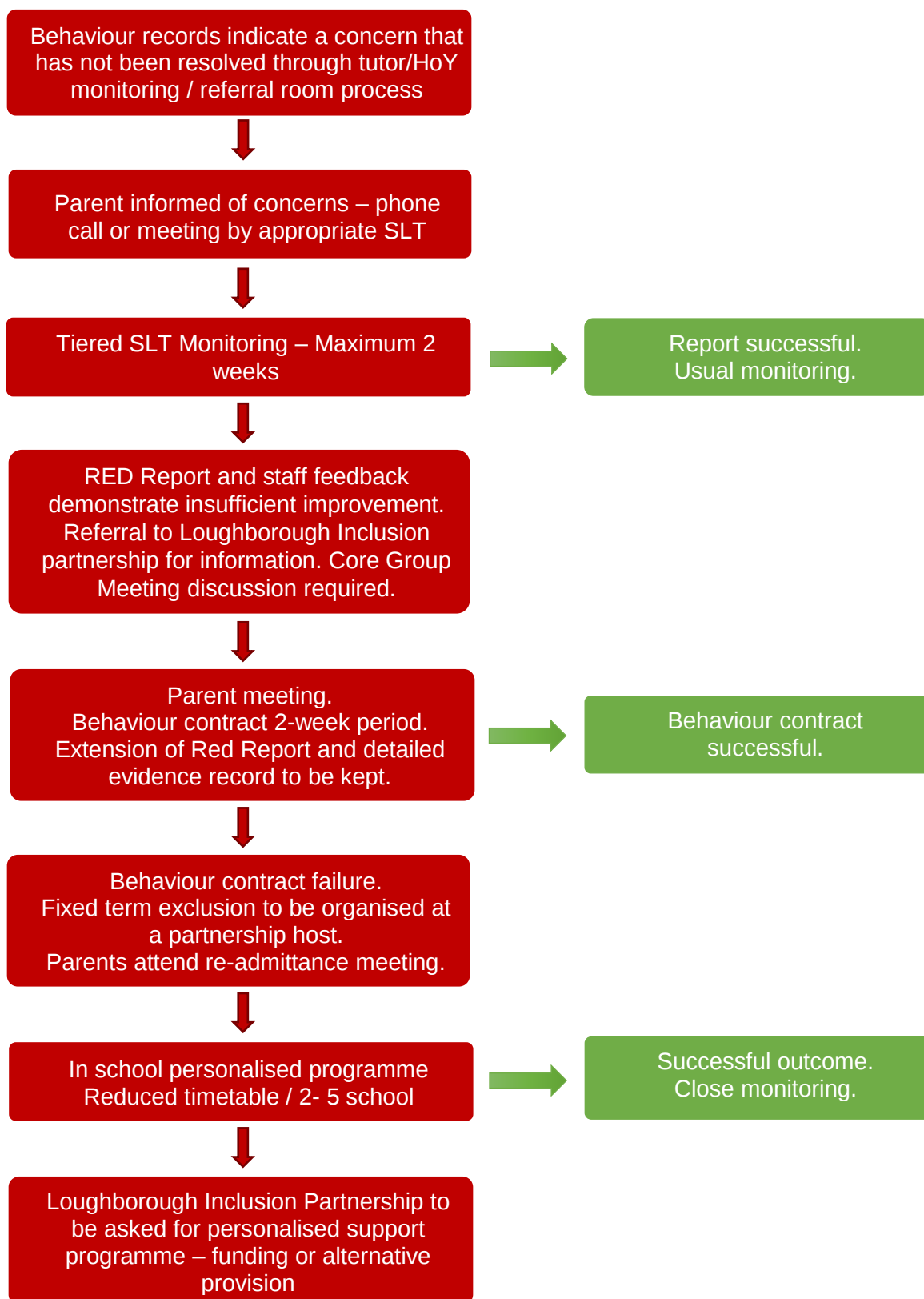
- ☐ I will remove my outside clothing and wear full school uniform
- ☐ I will hand over my mobile phone to the teacher in referral
- ☐ I will work in silence
- ☐ I will complete work to the best of my ability
- ☐ If I need help I will ask in a polite way
- ☐ I will not communicate with anyone outside of the referral room
- ☐ I will not leave referral at break and lunchtime unless I am told by a member of the Senior Leadership Team that I can do so.

Signed _____ (Name of student)

Signed _____ (SLT)

Behaviour Flowchart

This flow chart will be used when a student has been identified as causing serious disruption and is at risk of exclusion and/or requiring an element of alternative provision.



Acceptable use of Information Communications Technology

Learning at Woodbrook Vale includes regular use of computers, the internet and other information and communications technology. We need to make sure that you use communications technology safely and sensibly.

Students who agree to the following guidelines will be allowed to use ICT.

1. I will only access the system with the correct login name.
2. I will not access other people's files.
3. I will only use the computers for school work and homework.
4. I will NOT bring in pen drives from outside school unless I have been given permission.
5. I will ask permission from a member of staff before using the computers and the Internet.
6. I will not access or attempt to access inappropriate web pages.
7. I will only e-mail people my teacher has approved.
8. The messages I send will be polite and responsible.
9. I will NOT give my home address or telephone number, or arrange to meet someone, unless my parent/carer or teacher has given permission.
10. I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other students and myself.
11. I understand that the school will check my computer files and will monitor the internet sites I visit.
12. I will not take photographs without permission of a teacher.

Use of Mobile Phones

13. Use of the mobile phone during lesson time will only be allowed with the explicit agreement of the teacher and for the purpose of supporting learning. Using the phone for a non-curriculum purpose or any unacceptable use will result in the withdrawal of the privilege and also the confiscation of the phone.
14. At all other times the mobile phone will be switched off and it will be kept out of sight. It is not acceptable for phones merely to be put on silent.
15. No student may take a mobile phone into a room or other area where examinations are being held.
16. The security of phone will remain the student's responsibility in all lessons including PE lessons.
17. If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher.

Unacceptable use:

The school will consider any of the following to be unacceptable use of ICT and mobile phones and a serious breach of the school's Behaviour and Rewards Policy resulting in sanctions being taken.

- Photographing or filming staff or other students without their knowledge or permission
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

Signed Student: Date: