



Anthony Gell
— School —

BEHAVIOUR FOR LEARNING POLICY

Approval Level	Date of Issue	Minute No/Version	Date of Review
Local Governing Team	June 2025	1766/25	June 2027

Review and Evaluation

This policy will be reviewed by Governors every two years.

The policy will be discussed with staff and students and their views will be taken into account in discussion with governors.

All staff who teach or support students will be responsible for implementing the policy.

Principle

There should be a safe, calm and purposeful atmosphere in the school. Students will be expected to work to the best of their ability and behave sensibly at all times, including when representing the school off-site. Students, staff and visitors should always treat others with courtesy and respect.

Outstanding pastoral care, coupled with the most appropriate curriculum, underpin and support responsible behaviour; creating well-ordered working conditions and enabling excellent student achievement.

Aims

- to actively promote and foster high standards of personal conduct.
- to create good working relationships, both in and out of the classroom.
- to provide students with the opportunities and encouragement to make the most of their abilities and aptitudes, in order to develop self-respect and a respect for others.
- to recognise student individuality, achievements, needs, opinions and feelings and to reward the effort and achievement of all students.
- to enable students to take personal responsibility for their own work and learning.
- to monitor student progress and performance in all aspects of school life.
- to enable the tutor to take a central role and provide students with a personal point of contact.
- to treat parents/carers as partners in encouraging the personal and academic development of children and young people.
- To better ensure that all staff in the school know that they have a responsibility to provide care and support for students in all aspects of school life and to support into adulthood to become positive members of society.
- to develop positive links with external support agencies.
- to prevent bullying, sexual harassment and discrimination of any kind.

Overview

Students are expected to behave well in school and show respect to all staff and students, and to follow all reasonable instructions given by any member of staff.

A rewards structure, achievable for all, is an effective way of improving and maintaining good behaviour and should be applied consistently by all staff.

All staff are expected to behave in a way that sets a good example to students and follows the guidelines set out in the Teacher Standards, the Staff Handbook and the Guidelines for Adults Working with Young People. It is the responsibility of all staff to maintain good order and behaviour in the school and to follow guidelines to deal with any unacceptable behaviour which they encounter. Staff should always act within the law and particularly within the advice given in the document "Behaviour and discipline in schools" published in July 2013 and last updated February 2024.

Everyone should treat each other with respect in all circumstances, using appropriate language and appropriate

means of address. Swearing, use of demeaning languages or sarcasm used to ridicule are not acceptable.

Students come under the authority of the school in the following circumstances:

- During the normal school day including lunchtime both onsite and offsite
- On journeys to and from school, including walking or on school transport
- On any school trip including residential trips
- When they are clearly identifiable as school students
- When their behaviour outside school has repercussions inside school, threatens the safety or well-being of another student or member of staff, or adversely affects the reputation of the school.

Staff should only use sanctions that are legal, reasonable, proportionate and are outlined in this policy. Corporal punishment is illegal in all circumstances and should never be used.

When staff use detentions or inclusion spaces, students must always be given reasonable time to eat and use the toilet. [see page 7]

Staff have the legal power to confiscate and retain items including mobile phones and smart watches from students as a sanction or to maintain good order. Items taken should be stored securely.

Staff have the legal authority to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Staff should try to avoid using physical intervention whenever possible. Staff should not use physical intervention to stop a student leaving a room unless they consider that the student could be in danger or endanger others if they do so.

Sixth Form

All elements of this policy are applicable to Sixth Form students unless specific reference is made within the policy/appendices.

Rewards Policy

Our use of rewards aims to:

- Better enable more effective teaching and learning.
- Promote positive behaviour including school attendance, through the establishment and maintenance of good relationships within the school community built upon mutual respect.
- Recognise good behaviour, academic progress and wider contributions to the school community.
- Be accessible for all and applied consistently across all areas of the school.

Reward points or 'positive points' are issued by teachers and staff using the school's MIS system (ARBOR). On a half-termly basis, pastoral leaders review the positive points data and apportion rewards as appropriate.

Examples of rewards given to students can include:

- Vouchers
- Prize draws for items such as iPad at the end of the year
- Rewards trips e.g. trips to the Northern Lights Cinema or sailing at Carsington Reservoir
- Free or discounted prom tickets

Awarding and Reviewing Rewards Points

- All rewards points will be awarded using appropriate software.
- DTLs and ADTLs should check that departmental colleagues are issuing rewards points on a regular basis and with consistency.
- The tutor will award positive points for those students who have achieved a half-termly good attendance. The attendance statistics will be provided by the Attendance Officer/ Pastoral Manager.
- The Head of Pastoral Care will oversee the rewards system and inform other leaders of key issues.

The Sixth Form Rewards policy is currently under review and will be added as an addendum to this policy.

Student Behaviour Code of Conduct

We want to do well in school. We have high expectations, and we are aspirational. All of us aim to give our best in all that we do.

At AGS we are polite to each other. We cooperate with other members of the school. We behave sensibly.

We want everyone to be safe in school and to do well in lessons. To make sure this happens we:

- Arrive on time and are ready to learn by coming to lessons with correct books and the equipment we will need for that lesson.
- Listen to and follow instructions. This allows us and others to learn effectively.
- Switch off and place mobile phones and other personal digital devices in our bags as required.
- Behave in a way that does not stop others from learning.
- Behave in a way that is courteous and respectful. Respect the views of others so we can all contribute to school life. This involves following instructions eg. putting your hand up when contributing to the lesson or asking a question.
- Join in and give others the chance to do the same.
- Support each other to allow our community to thrive.
- Do our best to complete the work set and make as much progress as we can.
- Treat books and equipment with care and keep our school tidy.
- Only leave the school site if we have permission to do so.
- Respect that we have a zero-tolerance approach to bullying and discrimination of any kind.
- Respect that we have a zero-tolerance approach to sexual harassment.

We want our school to be a healthy place for all staff and students. We do not allow smoking on site for any adult or child, regardless of age. If found, any smoking paraphernalia - including vapes - will be confiscated, disposed of, and sanctions will be issued.

We have rules for the safe and appropriate use of mobile phones and other digital media. We expect this equipment to be used sensibly and within the school rules including staying safe online.

Any inappropriate behaviour will result in consequences.

We expect good behaviour and our achievements to be recognised and sometimes rewarded.

Behaviour for Learning – classroom process

The table below details the normal response staff will use if there is disruption of learning:

Dealing with disruption to learning*
Step 1. Verbal warning - record name on board
Step 2. Second verbal warning – record a negative on Arbor
Step 3. Reflection and adaptation – speak to student (preferably privately) and agree strategy...
Step 4. Issue a central curriculum detention – let the student know the next step is Removal**/On Call
Step 5. If use of Removal is practicable use without On Call. If not, use On Call.
Step 6. If a student refuses the Removal or fails the Removal, or if an incident warrants an immediate use of On Call, please use On Call.

*Sixth Form lessons will also follow Steps 1-3. However, if a teacher needs to use steps 4-6 they should send the student directly to the Sixth Form Centre and alert the Ho6th / 6th form learning mentor immediately.

**Removal occurs when a student is required to go and work in another classroom.

For low level disruption, the table above should be used, and a graduated response taken. Below is a table which outlines how sanctions might be used for other behaviours which might warrant a more immediate response. Please note the information about homework and equipment:

Behaviour and Sanctions		
Issue	Probable or Potential Action	Additional good practice
Lateness - <i>defined as either arriving after the register has been taken or two minutes after the start time of the lesson.</i>	Record on register Issuing of a detention Confiscation of mobile phone or smart device	Keep student behind at break or lunch to make up lost time Contact parents
Verbal abuse	On Call – Record on Arbor	Contact parents...email tutor and Pastoral Manager
Dangerous behaviour	On Call – Record on Arbor	Contact parents...email tutor and Pastoral Manager
Discrimination / Child on Child abuse	On Call – Record on Arbor – email DSL	Email Tutor and Pastoral Manager
Homework	Email tutor and ask student to complete in tutor time.	Offer student support from within Faculty.
Equipment	For repeated failure to bring equipment issue a detention.	Tutors will contact parents following tutor time equipment checks.
Mobile Phones and associated equipment	Confiscate and give device to one of the Pastoral Managers for safekeeping.	Pastoral Managers will contact parents and arrange collection.

Behaviour for Learning – On Call & Inclusion

If a student's behaviour is such that it warrants attendance by On Call staff, and the Removal option has been exhausted or is not appropriate or practicable, students will be escorted by an On Call member of staff to the inclusion room. The inclusion room is a supervised space. The inclusion room, along with the rest of the school site for students in Y7-11, is a 'no-phone zone'. Students must switch off and hand over their mobile phone and smart watches on entry to the inclusion space.

Once inside, students must follow the expectations within the inclusion space as follows:

- No access to mobile phones or smart watches
- Engage positively with work provided
- Do not interact with other students unless directed to do so by the duty member of staff

Failure to comply with expectations following the arrival of an On Call colleague can result in higher level sanctions being issued.

In addition to students being required to attend the Inclusion Room further to issues within classrooms, students might be required to attend the Inclusion Room for behaviours outside of the classroom, for repeated behaviour issues, or for a one-off event.

Behaviour for Learning – Graduated Response

The following table details the graduated response to behavioural issues and the sanctions and strategies which might be appropriated. Sanctions/strategies may be used in combination and the school might look to appropriate lesser or higher sanctions in response to a particular behaviour or set of behaviours as is necessary and in the best interests of the learning community.

Below the table, there is guidance on key terms which feature in the table.

Behaviour	Indicative sanction/strategy
<ul style="list-style-type: none">• Lack of progress with work• Disruption to learning of others• Rudeness towards staff• Lack of equipment for learning	Verbal warning Adaptation such as move seat/reflection outside of class for a few minutes only Negative behaviour recorded on Arbor
<ul style="list-style-type: none">• Over 3 minutes late without valid reason• Repeated issue with any of the behaviour above	Negative behaviour recorded on Arbor Detention issued Use of buddy system
<ul style="list-style-type: none">• Continued disruptive behaviour• Discovery of repeated behaviour across multiple lessons further to Pastoral Manager review• Truancy (one-off)• Inappropriate use of phones/smart watches	Negative behaviour recorded on Arbor Detention issued (lunch or after school) Use of buddy system Use of On Call and inclusion room Loss of social time Confiscation of phone and/or smart watch and hand to Pastoral Manager. Pastoral Manager will coordinate required response (see Annex A)

<ul style="list-style-type: none"> • Insulting/intimidating/ threatening behaviour to others including verbal abuse • Damaging equipment • Persistent disruption of the learning of others • Persistent defiance of staff in class/learning 	<p>Negative behaviour recorded on Arbor</p> <p>Detention issued (lunch or after school)</p> <p>Use of buddy system</p> <p>Use of On Call and inclusion room</p> <p>Loss of social time</p>
<p>area</p> <ul style="list-style-type: none"> • Ongoing issues with any of the above behaviours • Repeated truancy 	<p>Restorative sanction</p> <p>Inclusion room sanction</p> <p>Time under the supervision of a senior leader</p> <p>Use of off-site direction and/or managed move</p> <p>Stage 1 GRASP Report</p> <p>Potential restriction of access to trips, visits and off site events</p>
<ul style="list-style-type: none"> • Serious escalation of behaviour and defiance of staff • At risk behaviour (e.g. alcohol, banned substance use, fighting) • Multiple On-Calls per day • Failure to improve with Stage 1 GRASP intervention 	<p>Negative behaviour recorded on Arbor</p> <p>Detention or after school detention issued</p> <p>Use of buddy system</p> <p>Use of On Call and inclusion room</p> <p>Loss of social time</p> <p>Inclusion room sanction</p> <p>Time under the supervision of a senior leader</p> <p>Use of offsite direction and/or managed move</p> <p>Use of Alternative Provision</p> <p>Suspension</p> <p>Stage 2 GRASP Report</p> <p>Potential restriction of access to trips, visits and off-site events</p> <p>Restorative sanction</p>
<ul style="list-style-type: none"> • Persistent behaviour resulting in serious disruption to learning and defiance of staff. • Dangerous behaviour including e.g. assault of students, use of banned substances on-site. • Failure to improve with Stage 2 GRASP intervention 	<p>Negative behaviour recorded on Arbor</p> <p>Detention or afterschool detention issued</p> <p>Use of buddy system</p> <p>Use of On Call and inclusion room</p> <p>Loss of social time</p> <p>Inclusion room</p> <p>Time under the supervision of a senior leader</p> <p>Restorative sanction</p> <p>Use of offsite direction and/or managed move</p> <p>Use of Alternative Provision</p> <p>Suspension</p> <p>Pastoral Support Plan</p> <p>Potential restriction of access to trips, visits and off-site events</p>

<ul style="list-style-type: none"> • Single incident of behaviour causing high level concern to include e.g. assault of staff, possession or sale of banned substances on site, bringing a weapon onto site or obtaining a weapon whilst on site. • Failure to improve with Pastoral Support Plan 	<p>Permanent Exclusion. Governor panel required</p>
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Key Terms Explanation:

STAGE 1 GRASP

A Stage 1 Graduated Response and Support Plan (GRASP) is usually a 6-8 week process, which aims to support students in improving their behaviour. A letter will be sent to parents/carers outlining that a GRASP process is to start and there will usually be a meeting between parents and the child's pastoral manager. A GRASP is issued and monitored by the pastoral team. Students will meet routinely with their pastoral manager who will be tracking key indicators such as attendance, behaviour points, detentions and inclusion sessions. Students will be supported in making improvements.

STAGE 2 GRASP

A Stage 2 GRASP is usually a six-week process which aims to support students in improving their behaviour at a point where they are beginning to exhaust school systems and processes. A letter will be sent to parents/carers outlining that a GRASP process is to start and there will usually be a meeting in school. Issued and monitored by the pastoral lead in liaison with key senior leaders. Students will continue to meet routinely with their pastoral manager who will be tracking key indicators such as attendance, behaviour points, detentions and inclusion sessions. Students will be supported in making improvements.

PASTORAL SUPPORT PLAN (PSP)

A Pastoral Support Plan is typically an 8 to 12 week process which aims to support students in avoiding permanent exclusion. A meeting will take place with the Headteacher and a governor will be present. Students will be given key targets in relation to ongoing behavioural issues, and those targets will then be reviewed every four weeks until the end of the process. If a student does not improve on a PSP the Headteacher might take the decision to recommend permanent exclusion of the student to school governors.

OFF-SITE DIRECTION

An off-site direction occurs when a student is required to attend another school for a fixed period. Typically, an off-site direction involves a period of five to ten days. Anthony Gell School works in partnership with other local schools to facilitate off-site direction.

MANAGED MOVE

A managed move is a process involving the permanent managed transfer of a student from one school to another school.

ALTERNATIVE PROVISION

Alternative provision occurs when a student is withdrawn from the normal curriculum offer, and spends time at an alternative venue, studying a programme of study which does not feature on the mainstream curriculum.

SUSPENSION

Suspension is when a student is not permitted to attend the school for a fixed period of time. Following a suspension, students will attend a reintegration meeting to which parents/carers are also asked to attend.

PERMANENT EXCLUSION

A permanent exclusion occurs when a student is permanently removed from the school roll and can no longer attend the school.

Behaviour for Learning – Searches

Teachers only have the power to search a student if the student agrees. This should only involve asking a student to turn out their pockets or permission to look in their bag and no force should be used. If the student is not in agreement to a voluntary 'search' and the member of staff believes a search to be necessary, the matter should be immediately referred to the Headteacher or Deputy Headteacher.

Only the Headteacher, or member of staff delegated with this responsibility by the Headteacher, has the authority to search students or their possessions **without consent** under the Education and Inspections Act (2006), where the Headteacher (or delegated member of SLT) has reasonable grounds for suspecting the student may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or smoking paraphernalia
- Fireworks
- Pornographic images
- Any item that he reasonably suspects has been or is likely to be used to commit an offence
- Any item that could be used to cause damage or injury to a person including the student themselves.
- Any item banned by the school (including, for example, a mobile phone).

No member of staff other than the Headteacher should search a student without their consent without the permission of the Headteacher. If this is not readily obtainable and a crime may have been committed, then the police should be contacted. The Headteacher may in any event decide that he/she prefers the police to perform a search. All reasonable efforts should always be made to contact parents/carers where the police are called. Force may be used to search for the items listed above, but unless the immediate safety of a person is involved, it is most unlikely that the Headteacher will do this and, instead, the police will be contacted.

A search must be performed only when two members of staff are present, one of whom is the same sex as the student and with a witness present. If possible, the witness should also be of the same sex as the student.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent/carer of the student suspected of concealing an item in advance of the search, even if the parent/carer is not acting as the appropriate adult. Parents should always be informed by a staff member if a search has taken place. Schools should keep records of searches that have been conducted on school premises and monitor them for any trends that emerge.

The student can be requested to remove outer clothing. This includes hats, shoes, coat, jackets and gloves, but not any item worn next to the skin or immediately over a garment that is worn as underwear. Desks, lockers and bags may also be searched.

Nobody should perform a more detailed or intimate search and if this is required a police officer should be summoned.

If electronic items are found then data, files and images may be examined if there is good reason to do so. Such files can also be viewed when shown willingly by the student. Files may be deleted if

there is good reason to do so. 'Good reason' includes use to cause harm, to disrupt learning or to break the school rules. This therefore includes any image that could be used to bully or tease another student. Staff should not view any indecent images or harmful images under any circumstances and students should switch phones off when being handed in to school and be stored securely.

Alcohol, tobacco or fireworks found can be disposed of, but any other illegal items (drugs, weapons etc.) should be passed to the police. Pornographic images can be destroyed or deleted, unless they are extreme images (including of child abuse) in which case they should be passed to the police.

All reasonable efforts should be made to inform parents if anything is found as a result of a search.

Behaviour for learning – use of reasonable force

There is a separate policy with detailed guidance on the use of reasonable force.

Mobile Phone and Electronic Device Use in School

See Annex A

Importantly, phone calls or messages to parents or carers from students during the school day are unnecessary, and it is not acceptable for students to use their phones or smart watches to garner support from parents when facing sanctions. This constitutes mobile phone or smart watch misuse and will result in higher level sanctions including but not limited to mobile phone bans.

Parents and carers should also refrain from contacting their child during the school day as this can disrupt learning. If contact is required, parents should contact the relevant pastoral manager.

Detentions

Any teacher or teaching assistant may require a student to attend a break time, lunchtime or after-school detention. Students should always be allowed sufficient time to eat and to use the toilet, but staff may change a student's normal lunch arrangement and require them to attend detention. If a student is expected home for lunch then the parent/carer should be contacted.

The law allows detention without notice after school. The school will usually seek to give parents/carers notice of after school detentions. Typically, Pastoral Managers will contact parents/carers to organise the time and day, or parents/carers will get automated messages from Arbor. Importantly, by law, we do not have to give 24 hours' notice of an after-school detention.

Consideration should be given to transport arrangements, but the school does not have to move the detention because it causes inconvenience to parents or students.

Parents and carers do not have the right to refuse a detention on behalf of a student. The school does not need parental agreement regarding the setting of or attendance at a detention and if a student does not attend further sanctions will be applied.

Although the law allows detention at weekends, the school will not use these without a change in this policy. Under some circumstances, and in agreement with parents/carers, students may be required to attend school on INSET days.

Detentions for Sixth Form students are managed by the Head of Sixth Form on a need's basis. Teachers will alert the Head of Sixth Form after Stage 3 of the Behaviour for Learning process and a suitable sanction will be determined.

Confiscation

Teachers have the legal power to confiscate an item from a student and to retain it or dispose of it as long as it is reasonable in the circumstances.

Teachers may confiscate any item from a student if it is being used to disrupt the learning in a lesson. This includes mobile phones and any other electronic equipment. When an item is confiscated, the teacher should ensure it is stored safely or given to another member of staff for safekeeping. The law protects teachers from liability for loss or damage provided they have acted legally but teachers should take all reasonable steps to secure the item and to ensure that it is not damaged.

Mobile phones and other electronic devices which are being used inappropriately will be confiscated according to school policy. However, for other items it is at the teacher's discretion as to when an item will be returned but this will normally be at the end of a lesson, session or day. It should be made clear to the student how and when they can collect an item and teachers should ensure that this happens if at all possible. The teacher may decide that an item will only be returned to a parent/carer and should liaise with the Pastoral Manager over this.

If the item confiscated is illegal for the student to possess, then it should not be returned and should be passed to a member of the Senior Leadership Team. Items in this category would include:

- Knives and weapons
- Alcohol
- Stolen items
- Tobacco or any smoking paraphernalia including vapes or vaping equipment
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence or cause damage or injury, such items may either be returned to the parent/carer, passed to the police or destroyed.

Record keeping

The school uses Arbor to record information from referrals and it is the responsibility of leaders including Pastoral Managers, to ensure that this information is analysed, discussed and relevant policy and practical decisions made. This could include:

- Staff training
- Intervention with individual staff
- Changes in policy or the introduction of new systems
- More detailed analysis of certain areas
- Interventions with certain students
- Information given to or intervention with the whole student body about emerging issues

Important Links with other Key Policies

The school's behaviour policy very much links to the Child Protection and Safeguarding Policy, as well as Child on Child Abuse Policy, Harmful Sexual Behaviour and Anti-Bullying Policy.

Staff are asked to make sure they read all of these key policies at the beginning of the year and when they are updated to ensure they are up to date with any changes or amendments. Staff receive training on Keeping Children Safe in Education (KCSIE) and updates every September and there is an on-going dialogue and communication with regards to individual student's needs and behaviour.

Mobile Phones & Smart Devices Policy and Practice

First incident: Returned to student at the end of the day at the Pastoral Managers' Office

Second incident: Parent/carer collection from the Pastoral Managers' Office

1. Why AGS has this policy

1. **Clear boundaries** during the school day ('phones off and invisible' – kept out of sight in bags).
2. **Teaching students how to use phones safely and responsibly**, as recommended in national guidance.
3. **Support for parents/carers** to manage phone use at home, which the DfE emphasises is crucial. [\[assets.pub...ice.gov.uk\]](#)

Why boundaries matter

- Phone use is a common source of **distraction in lessons** — nationally, 58% of secondary pupils report phones being used without permission in lessons. [\[assets.pub...ice.gov.uk\]](#). Whilst the level of distraction is much lower at AGS, the majority of teaching staff who completed the survey state that mobile phones do cause disruption in some lessons. 1 in 14 AGS students said that disruption or distraction due to mobile phone misuse happened often or very often in lessons.
- Phones reduce focus even when not in use and **disrupt social interaction** at breaks.
- Phones can **easily be misused** and can reduce our ability to **safeguard a child/young person from harm**.
- Phone-free time **improves wellbeing, friendships, and attention**.

Our Jan 2026 stakeholder survey showed:

- Most students and families value phones **for safety when travelling**. AGS staff agreed with this.
- Most AGS staff and families favour **stricter controls in school** and **slightly more independence for Sixth Form students**.

This policy reflects those views.

2. The AGS Rules (simple and consistent)

Years 7–11:

Phones must be:

- **Switched OFF** (not in any mode such as 'vibrate' or 'do not disturb')
- **In school bags**
- **Never used, seen or heard anywhere on site**, including before/after school while still on school premises.

Years 12–13 (Sixth Form)

Sixth Form students may use phones **in the Sixth Form Centre**.

Sixth Form students may use mobile phones **in certain lessons** as a learning device but **only when directed by a member of staff to do so**.

Use of mobile phones by Sixth Form students will be supervised whilst the student is on site.

Sixth Form students must not use mobile phones anywhere else on the school site.

This adaptation is permitted in DfE guidance, which allows limited, supervised Sixth Form use.

3. Smart Devices

Smartwatches

Smartwatches must not be worn by students whilst on the school site.

If a device can receive/send messages, notifications, or be used to record audio/video, they are treated as mobile phones under DfE policy.

Headphones/Earbuds

For students in Y7-11, headphones/earbuds must be **out of sight at all times** whilst on the school site.

If these devices are used during the commute to and from school, they must be removed before entering the school grounds.

Sixth Form students may be permitted to wear headphones/earbuds whilst in the Sixth Form Centre to aid concentration or assist with learning.

4. Exceptional Circumstances

AGS will make reasonable adjustments where necessary, including:

- medical needs (e.g., diabetes monitoring via phone-linked sensors)
- SEND or disability adjustments
- specific safeguarding needs (e.g., young carers)

DfE guidance requires schools to allow such adjustments where reasonable.

Agreements must be made **in advance** unless there is a genuine emergency.

Requests for exceptional circumstances to be applied will be considered on a case-by-case basis and all requests must be supported by reliable, robust and verifiable evidence.

5. Contacting home

Students must **not** use their mobile phones to contact home during the day.

If students need to contact home, they should go to **Pastoral Managers' Office**.

Parents/carers should phone the school office if they need to pass a message on — this is DfE-recommended good practice. [\[assets.pub...ice.gov.uk\]](#)

6. Sanctions

If a phone/device is **seen, used, or heard**:

1st Incident

- Confiscated immediately.
- Stored securely.
- **Returned to the student at the end of the school day.**
- Collection from **Pastoral Managers' Office**.

2nd Incident

- Confiscated immediately.
- Stored securely.
- **Parent/carers of the student must collect** from the **Pastoral Managers' Office**.
- This replaces the previous return to the student.

Serious Misuse

If a student's device is used for bullying, intimidation, recording/sharing images without permission, safeguarding risks, or harassment, sanctions may be escalated more severely, consistent with DfE expectations.

7. Refusal to hand over a device

Refusal is treated as **defiance** and will lead to immediate removal from the lesson and further sanction.

8. Searching, safeguarding & legal consistency

DfE guidance allows schools to:

- identify mobile phones as items that may be searched for, and
- confiscate devices for a proportionate length of time.

Any safeguarding concerns arising from device misuse will be addressed in line with **Keeping Children Safe in Education**.

9. Privacy, photos and video recordings

Students must not record or photograph others without permission.

10. Responsibility for loss or damage

Phones and devices are brought to school **at the student's own risk**.

AGS cannot accept responsibility for loss, damage, or theft.

11. Teaching digital responsibility

AGS will teach students:

- online safety
- respectful communication
- managing screen time, sleep, and wellbeing
- how to report concerns

The DfE expects schools to teach students about mobile phone risks and benefits, not simply restrict use.

Parents/carers will receive ongoing guidance, as recommended in national communication expectations. [\[assets.pub...ice.gov.uk\]](#) . Banning mobile phones during the school day does not remove mobile phone risks; it simply moves them to home, travel, and social settings which could often be without supervision or guidance. 1 in 4 families who responded to a survey in December 2025 reported that they placed no restrictions on their child's mobile phone use.

12. Review

This policy will be reviewed regularly to ensure it remains effective and aligned with best practice and technological change.