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CONYERS SCHOOL AND SIXTH FORM

BEHAVIOUR POLICY

JUNE 2026

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V1 July 2025	Review of legislation and relevant updates
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Conyers Behaviour Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

This Behaviour Policy applies to incidents inside and outside of school and is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024, effective until July 2026)
- Suspension and Permanent Exclusion Guidance (Dfe new guidance effective from July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe 2025)
- Keeping Children Safe in Education (Dfe, effective 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010).

Our Aims & Values

At Conyers we aim to create prepared, lifelong reflective learners, who are constantly curious, contribute positively, and continue to grow in an ever-changing world. Our core aims are for students to be:-

1. Independent, determined students who will achieve their potential
2. Creative, confident learners who will embrace opportunity
3. Enthusiastic, empathetic people who will contribute positively to their community

At the heart of our school is the promotion of high expectations, values and positivity, which are underpinned by our school's overarching principles and basic expectations of being: Ready, Respect, Safe.

Combined with our ethos of perseverance, we aim to create students who are resilient, who can face personal and professional challenges. The motto 'through perseverance' is the glue which binds our community. We celebrate effort, success and hard work. We are kind, supporting and caring of others and our environment. We learn from our mistakes. We stand united. We embrace differences. We make a positive contribution to the community we belong to.

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Key Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- The behaviour policy is understood by students and staff with appropriate training and updates.
- Staff: teachers and support staff and volunteers always set an excellent example to students.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

Social, emotional and mental health (SEMH) needs

The school complies with the Equality Act 2010 and SEND Code of Practice (2015). Reasonable adjustments are made for students with SEND to ensure sanctions and interventions are fair, proportionate and supportive of individual needs.

To help reduce the likelihood of behavioural issues related to SEMH needs, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school promotes resilience and perseverance as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff are aware that potentially traumatic adverse childhood experiences, including abuse and neglect, can potentially impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be considered and made where appropriate to support and promote their positive mental health.

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Behaviour Definitions

Poor Behaviour

This is defined as any behaviour that does not meet basic expectations around being ready, respectful or safe. This includes but is not limited to:

- Disruption to learning within or outside of lessons.
- Disruption between lessons and social times across the site.
- Non-completion of work or independent learning.
- Poor attitude to learning.
- Incorrect uniform.
- Unpreparedness for learning, including no/wrong equipment or iPad issues.
- Not following safety systems including one way systems.
- Single truancy

Serious Misbehaviour

Includes but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Non-attendance to sanctions
- Toilet misuse
- Repeated truancy
- Possession of prohibited items. These include:

- Knives and weapons
- Alcohol
- Mobile Phones
- Illegal drugs
- Substances identified as 'legal highs'
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

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Property Searches

The Head of School and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Conyers authorised senior staff include the Head of School, Deputy Heads of School and Assistant Headteachers. Staff members may use common law to search students with their consent for any item.

They may:

- Ask any student to turn out their pockets
- Search a student's bag
- Require a student to remove outer clothing including hats, scarves, boots and coats

A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Executive Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Bullying

Bullying is not tolerated at Conyers School. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore defined as:-

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take many forms, including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

The anti-bullying coordinator in school is Mr Pete Youll.

Students and parents can report bullying in school and reports will be dealt with accordingly.

Bullying is different from one-off fallouts or isolated poor behaviour. All incidents will be investigated, but not all unkindness is bullying.

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Preventing Bullying

The school will:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related differences.
- Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, nondiscrimination, and respect towards others.
- Support the prevention of cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to help prevent and tackle concerns including all forms of prejudice-driven bullying.
- Create "safe spaces" where required for vulnerable children and young people.

School is continually reviewing its anti-bullying strategies to monitor effectiveness.

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Roles and Responsibilities

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment. Staff training will be provided which is appropriate to the role of each staff member.

The Trust Board	The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives
The CEO	The CEO is responsible for consulting with the Executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders
The Local Governing Committee	The Local Governance Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the Head of School to account for its implementation
The Head of School & Executive Team	Senior leaders are highly visible and engage with students, staff and parents. The policy is communicated with all staff, fully embedded and adhered to. - The school's environment encourages positive behaviour - Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. - Keep behaviour records. - Establishing high expectations of conduct and behaviour, and implementing measures to achieve this.
Staff	- Be responsible for consistently applying the policy process and procedures - Have high expectations of students and praise students doing the right thing - Lead by example and model enthusiasm for learning - Model the positive behaviour expected by students - Model consistent and respectful behaviour, knowing the children and their needs - Establish class routines, welcome, starter, engaging lessons, feedback and praise - Meet the educational, social and behavioural needs of the students - Give feedback to parents about their child's success and behaviour - Being responsible and accountable for the progress and development of the students in their classes - Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour
Students	- Be ready to learn - Respect themselves and others - Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions - Support and care for each other and to treat others fairly and with respect - Respect each other's property and work - Listen to others, respect their opinions - Behave in a way that allows other students to learn. Follow all staff instructions - Follow the school rules

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	- Report concerns which could negatively impact themselves or other students
Parents	- To support the school by ensuring that their child is ready to learn. - Be aware of, support and promote the school's values and expectations - Ensure students arrive on time each day, in full school uniform and with the correct equipment - Communicate with the school any necessary information that will help to support the education of your child - Build good relationships with the school, working together to improve behaviour difficulties - Support the school in having high expectations for behaviour, engagement and conduct - Support the school's approach to independent study (homework)

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

Management of Poor Behaviour

The Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students. Subject to the school's Behaviour Policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-based activity.
- Breaching Conyers School expectations during social times, or when moving around the site during lesson transitions,
- Travelling to or from school.
- Wearing Conyers School uniform, including the school PE uniform.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so diversely affecting the reputation of the school - identifiable as a student from Conyers School in any way not listed.

All staff have the right to impose a range of sanctions in accordance with the policy. The Head of School is the only person who can permanently exclude a student. Fixed term suspensions can only be authorised by the Head of School, or the Deputies in their absence.

The Department of Education (GOV.UK) states that the rules for detention are: 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given.' We will update Arbor with the detention to record the sanction.

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Rewards, Sanctions and Consequences

Our primary aim at Conyers is to recognise and praise positive decisions, learning and effort. This is achieved through formal process and informal mechanisms. Informal mechanisms include verbal praise, positive reinforcement and non-verbal recognition.

The primary formal process for recognition and praise is our positive points system. This awards students behaviour points for a range of categories including positive attitude to learning, effort, homework, outstanding contribution etc.

Points are collated and are recognised through the tutor system and whole school rewards.

In addition to positive points, we also have a range of broader recognition mechanisms which include:

- Positive contact home
- Teacher star of the week
- Golden Tickets
- Hot Chocolate Nominations
- Spotlight & Social Media highlight
- Newsletter recognition
- Celebration of Achievement Rewards
- Head's Commendation Award

In recognition of specific achievements of focuses, each team and year group also operate bespoke rewards each year.

The establishment and maintenance of good order allows effective learning to take place and promotes a positive and safe ethos in school. Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of the Behaviour Policy which seeks to reward and encourage high standards of conduct and achievement.

The behaviour management system and procedures are designed to offer any student failing to meet the required expectations opportunities to rectify their behaviour and maximise learning. Teachers can use a range of strategies to ensure positive behaviour such as reminding students of expectations, using eye contact or standing next to students to keep them focused.

Across the school, a stepped approach to identifying behaviours is used, which is outlined below. This is not a linear process, and depending on the nature of the behaviour, a higher step may be required initially.

1. Verbal warning issued
2. Named noted down / warning given
3. Time-out outside of the classroom / away from the event.
4. Department detention (break/lunch)
5. Department removal (for the remainder of the lesson or one/more lessons).
6. Emergency Alert

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An emergency alert signifies that a student is continuing to not meet expectations, or their behaviour is having a significant impact on the environment. In these instances, a member of the on-call team can attend and implement further actions in the moment. This includes:

1. Removal from the classroom / activity, into department removal areas.
2. Placed in Internal Suspension
3. Placed in Central Detention

Investigating Behaviour Breaches

Behaviour concerns will be investigated where required, involving looking at all available views. This could include collecting the voice of staff/students and exploring CCTV if available/appropriate. Students may be asked for a verbal account in minor situations. In serious incidents, those involved will likely be asked to provide a written statement of their account. More broader statements (e.g. from witnesses) will be collected if appropriate/relevant. Behaviour decisions will be based upon the balance of probabilities, not beyond reasonable doubt.

Broader Behaviour Sanctions

Based upon the behaviours presented including repeated poor behaviour, or serious behaviours or incidents, wider sanctions may be required. This can include but is not limited to:

- Central Detention (taking place at lunch time)
- Internal suspension
- Behaviour contracts
- Behaviour review meeting with student, parent/carers and a member of the Pastoral or Executive team.
- Convene a governors' behaviour review meeting - Hold a formal behaviour panel with governors.
- Issue a fixed-term external suspension.
- Permanent exclusion

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Management of behaviour outside of school including on school buses

Teachers have the power to discipline students for misbehaving outside of the school gates. (Education and Inspections Act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school. This includes travel to and from school on the school buses. Conyers expects the same standard of behaviour on the school bus as we would in a classroom. If students do not meet these basic expectations, then sanctions will be imposed in school and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by Conyers or the bus operator.

Teachers may discipline students for:

- Misbehaviour on any school organised or school related activities including trips & visits.
- Misbehaviour while travelling to and from school
- Misbehaviour in any other way whilst identifiable as a member/student of the school (i.e. wearing uniform), or misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another student or a member of the public
- Misbehaviour that could adversely affect the reputation of the school
- In all cases, the teacher can ordinarily only discipline the student on the school premises, but this can take place elsewhere, for example when the student is under the lawful control of another staff member.

Use of Reasonable Force and Restrictive Interventions

Conyers school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Conyers school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Conyers school does not use force as a punishment. It is unlawful to use force for this purpose.

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Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil'swelfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Conyers school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

Suspensions and Permanent Exclusion

This policy is written in line with the Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (Dfe new guidance effective from July 2026) Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted. Suspensions will only be used as a last resort and issued by the Head of School or Deputy Head in their absence. Only the Head of School can permanently exclude.

A student can be suspended for failing to meet the school's behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Non compliance
- Verbal/physical aggression towards a member of staff/student
- Physical violence towards a member of staff/student
- Dangerous behaviour that puts student/other students/staff at risk of harm or injury
- Bullying of staff/student
- Possession of materials as described about or prohibited by school policy
- Child on Child Abuse

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The school may bypass sanction steps should a student's behaviour warrant such action. It may be appropriate to move a student to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a student is permanently excluded from School in response to a single, serious breach of the school rules. For example, supplying drugs or carrying a weapon on the school premises would result in an immediate recommendation of permanent exclusion.

Before deciding to suspend or permanently exclude a student, the Head of School will consider the student's views, taking into account their age and understanding. Where appropriate, the school will provide support to help the student express their views. These views will be recorded and considered as part of the decision making process.

Suspensions (Fixed Term)

- A student can be suspended for up to 45 days within an academic year.
- Following a suspension, the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further suspensions will be discussed, alongside wider support strategies.
- If a student is excluded for 15 days or more in a term, a Local Governing Body Discipline Committee Panel Meeting will take place to discuss the student's behaviour.
- Conyers may decide to hold a governing body discipline committee panel at any time, where behaviours warrant particular concern.
- Parents cannot appeal a suspension. However, they may make written representations to the Governing Body, and governors must consider these when reviewing behaviour and exclusion records. Only permanent exclusions carry a statutory right of appeal.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the school or repeated possession and/or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

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Conyers will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Head of School and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

If the Head of School is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head of School will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Head of School will consider:

a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and

b) The effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Head of School's decision to exclude. This Committee will require the Head of School to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

The school will work closely with third parties such as the Local Authority, other Secondary Schools and other schools within Spark Education Trust, to undertake offsite direction or respite provision where such a course of action could be of benefit to the student.

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Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Direction off-site

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move.

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Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Looked-After and Previously Looked-After Children (new)

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children. Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as 0.5 day fixed term exclusion and parents will have the same right to gain information and to appeal.

CCTV

Conyers may use CCTV for the purpose of maintaining discipline and managing behaviour and safety across the site. CCTV use is subject to the UK GDPR and Data Protection Act 2018. Images will only be used for safety, behaviour and safeguarding purposes, stored securely, retained for a limited period, and shared only where legally permitted. Students, parents and staff have the right to request access to data in line with the school's Data Protection Policy.

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Student Code of Conduct

Conyers values and expectations are communicated through various routes, including our Readiness, Personal Development and Assembly programmes. They are also reinforced throughout the curriculum. Our core expectations are:

Start of the day **BE READY**	**In Lessons + Homework** **BE READY, RESPECTFUL & SAFE**	**Lesson Changeover** **BE RESPECTFUL & SAFE**	**Social Times** **BE RESPECTFUL & SAFE**
Ensure technology is **switched off** and **placed in bags** before passing through the school gate. Arrive in **full school uniform** / PE uniform on timetabled days. Arrive with **all essential equipment** (including charged iPad) Ensure no jewellery or fake lashes/nails etc. are worn. Arrive on time. Be in tutor rooms on time. Check and clear emails daily. Read **timetable** on Arbor.	Follow staff **instructions** the first time. Participate and give 100% effort. Complete work set. Do not disrupt others. Support others if possible. **Complete homework** set (track on Arbor) Sit in your seating plan. Check **Arbor** before you leave **EVERY lesson**.	**Follow the one-way system**, using the correct stairs and entrances / exits. Walk safely around the site, moving directly to lessons. Be **respectful** of both those around you and the school site.	**Keep toilet spaces clear** and a 'no waiting zone.' Socialise sensibly, being respectful of the environment. Ensure all litter is in the bins provided. Pick up any litter, even if it is not your own. Speak to staff politely. Eat only in designated lunch spaces. **Queue** for lunchrooms **safely.** Be **respectful** of others.

Conyers Student Values

A Conyers student is...

...is ready for learning (equipment, uniform, engagement)	...is respectful (environment, staff, students)	...behaves safely (within and beyond lessons)	...perseveres and never gives up!

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...embraces new challenges.	...participates and tries new experiences!	...supports and cares for our community.	...is polite, courteous and contributes positively to school life.

Essential School Items

1. iPad and stationery (including Maths calculator)
2. Wear full school uniform or school PE uniform (on days with practical PE).
3. A bag with all appropriate equipment (including books, paper etc. where required).
4. Lanyards worn and clearly visible (Sixth Form)
5. A positive 'can do' attitude to the day!

Non-Permitted Items

The school uniform policy outlines the explicit dress requirements. As part of our expectations we have a number of non-permitted items. Some examples include:

- **All personal digital technology** – in line with the school personal technology policy.

- **Non-school uniform: hoodies / jumpers / tracksuit tops** – confiscated and taken to student support for collection by students at the end of the day.

- **Jewellery and lashes** – confiscated and taken to student support for collection by students at the end of the day.

Sixth Form Code of Conduct & Expectations

- Students should arrive to lessons on time and not be dismissed before the bell.
- Work should be completed to the highest standard and on-time. Work below MEG should be redone.
- Lanyards must be worn and be visible at all times. Students will be asked to leave lessons and source a new lanyard from the Sixth Form.
- Drinks (other than water) and food are not permitted in lessons.
- Alongside all other students, the one-way system must be maintained.
- Students should avoid using mobile devices when moving around the site.
- All students are expected to attend assembly, PD and their scheduled mentoring appointments.
- Allocated study rooms should be attended as timetabled.
- Other than in social spaces, personal digital technology is not permitted to be seen or used on site.
- When entering/exiting the site after 8.50am, Sixth Form should use their designated exit, tapping out with their Lanyard. The gate should be closed upon entry/exit.

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Independent Study Expectations

Study room periods will be assigned to all students in Year 12 at a standard of 4 per fortnight.

- Use of mobile phones in the study room is not permitted.
- Allocations will be reviewed after each monitoring point by a tutor who can sign off 1 reduction (or increase) per half term.
- Low attendance / monitoring concerns trigger additional study rooms automatically.
- Students are expected to complete at least 5 hours of additional study per subject per week.

Personal Digital Technology Policy

Rationale

At Conyers we are committed to promoting an environment that prioritises the learning, mental health and wellbeing of our students. With this in mind, we have taken the decision to implement a 'not seen, not heard' personal digital technology policy across the school.

Our approach is in line with guidance published by the Department for Education in February 2024. We believe that this policy will contribute positively to the overall wellbeing of our students, promote healthy habits, and create a conducive learning environment in terms of:

1. Supporting Mental Health and Wellbeing:

- Excessive social screen time and constant connectivity have been linked to increased stress, anxiety, and reduced sleep quality among students.
- By limiting social and passive use of mobile technology use during school hours, we aim to provide students with a much-needed break from digital distractions, allowing them to focus on their studies and mental wellbeing.

2. Development of Social Skills and Communication:

- Prohibiting mobile technology encourages students to engage in face-to-face interactions, fostering the development of crucial social skills and communication abilities.
- By promoting real-life connections, we aim to cultivate a supportive and inclusive school community.

3. Focus on Learning and Avoiding Distractions:

- Personal mobile technology can be a major source of distraction in the classroom, hindering students' ability to fully engage with their learning.

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- By removing this distraction, students can better concentrate on their studies, leading to improved academic performance.

Digital Technology Protocols

All digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) are not permitted to be used anywhere on site by students in Years 7 – 11. Sixth Form students are expected to only use devices in Sixth Form specific social spaces.

As students arrive on site, devices must be fully powered off (not placed on silent) and placed in bags (not pockets or kept anywhere on a student's person). Devices cannot be used at any point whilst on school site. This includes during lessons, between lessons and social times.

Devices can only be switched on and used as students leave site (at the Reception gates) at the end of the school day.

Digital Technology Protocols cease operating at 4:00pm each day (from September 2025).

There is no requirement for students to bring personal technology to school. Conyers is not responsible for devices brought to school. We therefore advise students to leave devices at home.

The following protocols outline our policy and the consequences for non-compliance:

STAGE 1: Immediate Confiscation:

- If a student is seen with a device, they will be requested to hand it over immediately. Their details will be recorded, and the device will be stored in Reception.
- Students can collect their device from Reception at the end of the school day.
- Repeat offences will result in devices not being returned to students. Instead, devices will be confiscated and parents will be required to collect devices on behalf of their child. This will be considered a serious behaviour concern and escalated sanctions will be issued in line with the school behaviour policy.
- Refusal to hand over a device will escalate to stage 2. Escalated defiance / refusal behaviours will escalate to stage 3.

STAGE 2: Refusal Referral and Same Day Detention:

- If a student refuses to hand over their device, this will be referred to the Pastoral team to investigate.
- The response team will visit the student to confiscate the device and a same day after-school detention will be issued. Parents will be informed.
- Continued refusal will escalate to stage 3.

STAGE 3: Immediate Suspension:

- Students who refuse to hand over their device or demonstrate escalated defiance / refusal behaviours to the will be suspended in line with the school behaviour policy.
- Suspension will require a reintegration meeting with parents.

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Wider Access Arrangements

Checking Processes: Periodic checks may be conducted to ensure any devices are in school and switched off. If any mobile devices are found not in bags or switched on during the school day, the above process will be enacted.

Communication with home by students: If necessary, communication with parents can be facilitated through Student Reception. Parents are encouraged to contact or deliver messages via Reception.

Medical exemptions: Students with medical exemptions, where similar Apps/monitoring systems cannot be linked to iPads (e.g. diabetes monitoring) will be issued with a 'green mobile access card' to permit use in school for medical purposes only.

Sixth Form are directed to not use mobile phones whilst moving around the site or during lessons. Sixth Form should only use their devices in Sixth Form social spaces or during non-study room study periods.

Staff: Other than school related business, staff are encouraged not to use devices in student facing spaces. Wearable technology should, where possible, not be on show/visible to students.

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Appendix 1 – Specific Incidents

Deliberate Vandalism of School Property	Any student found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident. In all cases parents/carers will be billed for the cost of making good the damage
Alcohol	Any student who brings alcohol on to Conyers premises will receive a suspension. If the student brings alcohol on to Conyers premises a second time, a recommendation of permanent exclusion will be made. Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.
Weapons	A student who brings a weapon on to Conyers premises is likely to be permanently excluded. The Head of School will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns. In all cases of a weapon being brought on to Conyers premises, the school will inform the police.
Illicit Substances	Any student using illicit substances in Conyers will result in a permanent exclusion. The school will also notify the police.
Fighting	Students involved in fighting with other students will be dealt with in line with the school behaviour policy with all sanctions considered, depending upon the nature of the incident. This can include (but not exclusively) detentions or internal suspension
Smoking / Vaping	This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking/vaping rule. Sanctions include internal suspension, suspension or permanent exclusion; depending upon the nature of the product. Students caught in the company of smokers/vapers, will be sanctioned appropriately.
Bringing the good name of the school and/or staff into disrepute	Any student who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances.

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Appendix 2 – Drugs Education

This policy aligns with statutory Relationships, Sex and Health Education (RSHE) guidance (DfE updated 2025). Drug education is delivered through the curriculum and wider pastoral programme, teaching pupils about risks, law, and healthy choices. The school will respond to drug-related incidents in line with safeguarding and behaviour policies, working with external agencies where appropriate.

To whom does the policy apply?

This policy applies to all of the following people when they are on the school premises: Students, staff, parents/carers and visitors. This policy also applies to students and staff when off-site when the staff are acting in loco parentis. So, this includes all educational visits, including those abroad (see education visits policy).

Although the school is not responsible for Students traveling to and from school we will work with parents and /or other agencies should any problems be identified. The school is responsible for Students during break and lunchtimes (except when it has been agreed by parents/carers that Students will travel home for lunch) and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply:

"a substance people take to change the way they feel, think or behave."

This broad definition allows for the inclusion of all medication (see the school's Administration of medicines policy), legal/illegal drugs (including alcohol and tobacco - see Smoking Policy) volatile substances (see also the school's Health and Safety Policy and COSHH Policy) and all over the counter and prescription medicines. Alcohol is not permitted at any time on the school site or during school visits except on special occasions at the discretion of the Headteacher and when staff are not acting in loco-parentis.

Overall Aims of the Policy

- To provide a framework for effective drug education
- To provide systems for dealing with drug related incidents within the school environment.

To ensure that the school's drug education programme reflects the aims and values of the school and its governing body.

Roles and Responsibilities, Governors

As part of their general responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it. The named lead Governor with responsibility for this policy is Mr Chris Evans.

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Head of School

The Head of School takes overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body, parents, the Local Authority and appropriate outside agencies in the event of a drug-related incident. Students who are suspected of being at risk from drugs, and in particular truanting students will be supported and monitored with assistance from relevant agencies such as The CGL Project, Preventions, VEMT Preventions Group, MIND/ Alliance Service , Attendance Officers Child Protection Officers, and police.

Director of Quality Assurance (DQA) / Curriculum Implementation + Deputy Head

The DQA and Deputy Head are responsible for ensuring that all students receive appropriate drug education and provide guidance on what should be taught and when. The DQA and the PD Coordinator are also responsible for the provision of appropriate staff training.

Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Leads (DDSL)

The DSL is the first point of contact for a drug related incident. The appropriate Pastoral Manager will be responsible for investigating the incident.

All Staff

Drug prevention is a whole school issue. All staff should be aware of the policy and how it relates to them should they be called upon to deal with a drug related issue. The school premises are regularly checked. Any substances or drug paraphernalia found will be reported to the DSL/DDSLs.

Parents & Carers

Parents and carers are encouraged to support the school's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed in line with policy. As a general rule parents will be informed of an incident that could result in potential harm to their child.

Confidentiality

If a child discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed. However, health care professionals (such as the school nurse) are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection concerns. If rumours of drug misuse are disclosed the DSL should be informed who should assess the information and decide whether further action is to be taken.

Monitoring and Evaluating the Policy

This policy will next be reviewed every two years by the DSL and will involve staff, students and other relevant outside agencies e.g. The Drug Education Team and the Police. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitor.

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Appendix 2 – Search and Confiscation

Following guidelines from DFE: 'Searching, screening and confiscation Advice for Schools (DfE,updated July 2023), school staff can search a student for any item if the student agrees.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the staff member to ask the student to turn out their pockets or if the staff member can look in the student's bag and for the student to agree. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply appropriate sanctions as set out in the school's behaviour policy.

Head teachers and 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 items that Conyers school will do searches for include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student personally).

There is no legal requirement to make or keep a record of a search. Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Conyers School will inform parents, where necessary, if a search has been done. Complaints about searching should be dealt through the normal school complaints procedure.

Prior to a search the Head of School will be informed of the facts and told of the reasonable grounds for suspecting that the student may have a prohibited item on them. The staff member carrying out the search will be the same sex as the student being searched; and there will be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Where appropriate and proportionate, the school may use a handheld metal detector wand as a non-contact screening measure to support screening and decision-making before or during a search where there is a suspected concealed prohibited item.

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Confiscation

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. School 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.

Appendix 3 – Sexting

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image ● What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?
- The situation will need to ensure school Safeguarding and On-line Safety policies are followed.

STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. If school suspect explicit images of a child are on a device, staff are instructed not to view the images.

The decision to view imagery should be based on the professional judgement of the designated safeguarding lead and always comply with the child protection policy and procedures of the school. If a decision is made to view imagery the designated safeguarding lead will need to be satisfied that viewing:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network.
- In line with Searching, Screening and Confiscation advice, if it may be necessary to view the imagery then the DSL should:

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- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Head of School
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head of School
- Ensure viewing takes place with another member of staff present in the room, ideally the Head of School or a member of the senior leadership team.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head of School or a member of the senior leadership team's office.
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions Ensure this is signed and dated.
- If any illegal, or suspected illegal images of a child are found, you must inform the police.
- Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

Search a mobile device in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem

- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Always:
  - Inform the Designated Safeguarding Lead
  - Record the incident
  - Act in accordance with the Safeguarding Policy and procedures
  - Inform relevant colleagues/SLT about the alleged incident before searching a device
  - Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

Appendix 4 – IT Policy

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

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Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

- iPad/ Tablet / Portable IT devices.
- Websites & Social Media
- Artificial intelligence
- Cloud Computing
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality
- Digital creativity tools (e.g. Animation)

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Conyers, we understand the responsibility to educate our students on e-safety (online) issues; teaching them the appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Schools hold personal data on learners, staff and other people to help them conduct their day-to-day activities.

Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and students) are inclusive of both fixed and mobile internet; technologies provided by the school (such as iPads, PCs, laptops, tablets, webcams, whiteboards, voting systems, digital video equipment, etc.); and technologies owned by students and staff, but brought onto school premises (such as laptops, netbooks, mobile phones, camera phones and portable media players, etc.). Students will also agree to a Tablet specific agreement in using personalised technology within their education. Whilst students can have mobile phones in school, devices must be switched off and not used in or between lessons. Students take responsibility for bringing personal devices into school.

The same systems are in place throughout the Trust. Mobile Apps play an increasing role in how students work together using mobile technology.

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E-safety (Online)- Roles and Responsibilities

As e-safety is an important aspect of strategic leadership within the school, the Headteacher and governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named E-safety co-ordinator in this school is the Deputy Headteacher, who has been designated this role as a member of the Executive. All members of the school community have been made aware of who holds this post. It is the role of the e-safety co-ordinator to keep abreast of current issues and guidance through organisations such as Stockton LA, CEOP (Child Exploitation and Online Protection) and Childnet.

The Executive Team, Trustees and Governors are updated by the Head of School/ E-safety co-ordinator. All governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

This policy, supported by the school's acceptable use agreements for staff, trustees, governors, visitors and students, is to protect the interests and safety of the whole school community.

E-safety (Online) in the Curriculum

ICT and online resources are used significantly across the curriculum. We believe it is essential for e-safety (online) guidance to be given to the students on a regular and meaningful basis. E-safety (online) is embedded within our curriculum (ICT and tutorial schemes of work) and we continually look for new opportunities to promote e-safety (online). We also dedicate assembly time for each year group to discuss current e-safety (online) trends and concerns. In addition to this, we actively involve third parties (e.g.

Police Community Support Officers) to discuss physical safety of devices, moving between home and school.

The internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internet use is a part of the statutory curriculum and is a necessary learning tool for staff and students.

- Staff will preview any web sites, Apps or other digital resources before their use in school.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Network Manager can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.
- If internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work.
- Students are educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.
- Students are taught about copyright and respecting other people's information, images, etc. through discussion, modelling and activities.

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- Students are aware of the impact of online bullying and know how to seek help if they are affected by these issues, or if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Childline.
- School IT systems have report abuse systems integrated within them. This includes school platforms, tablets and email systems. E-Safety (Online) co- ordinators are alerted of reports, where appropriate action is taken.
- As a school, we encourage responsible use over a 'block all' approach. We encourage students to use all digital systems and technology ethically, morally and responsibly; making mature choices when working digitally.

Internet filtering

The school has a digital filtering solution and all access is logged. The logs are randomly but regularly monitored and whenever any inappropriate use is detected it is investigated. Pattern matching technologies are used to detect unsafe activity under the PREVENT agenda (alongside wider attempts to access inappropriate content). Upon triggering of an alert, the relevant Pastoral Manager(s) are informed automatically.

Student IT Acceptable Use Policy

The following rules outline our school's policy on appropriate use of technology, which is used to support your learning. It applies to ALL equipment used for school purposes. This includes computers, laptops, mobile phones/dongles/data and iPads (including personally owned devices).

1. For my own personal safety:

1.1 I understand I will not share my username or password, nor will I try to use any other person's username and password. I will not disclose or share personal information about myself or others when on-line.

1.2 I will immediately report any misuse, unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable using the school or CEOP reporting systems.

1.3 I will be mindful when using digital technology, using it responsibly and safely with an awareness of my actions online.

1.4 I will ensure that I protect access to my account and the school systems by having a strong password and use a strong passcode on portable devices. Where available, I will also use touch/face recognition.

1.5 I will ensure location services on my iPad are active (e.g. "Find My") and ensure I backup regularly.

1.6 I will ensure my iPad is charged each day and brought to school.

2. I understand that everyone has equal rights to use technology as a resource and:

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2.1 That the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so. Within lessons, I will use IT appropriately, focusing upon learning at all times.

2.2 I will not try (unless I have permission) to action large downloads or uploads.

2.3 I will respect school provided IT equipment; using it appropriately and respectfully at all times. I will not use other people's equipment, nor will I allow other students to use my equipment. I will ensure my iPad remains in the protective case at all times. If my iPad becomes damaged, I will report it immediately.

2.4 I will not leave my iPad unattended. I will keep my iPad safe and secure and will make use of secure storage provided required.

2.5 I will not use my iPad in unsafe conditions (e.g. whilst moving around the school, in adverse weather etc.)

3. I will act as I expect others to act toward me:

3.1 I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.

3.2 I will be polite and responsible when I communicate with others, I will not use strong, threatening, aggressive or inappropriate language or content. I will respect the different views and beliefs of others.

3.3 I will not capture, edit/manipulate or distribute (including sharing online) content of anyone without their permission.

4. I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

4.1 I will only use my own devices (iPads/mobile phones/USB devices etc.) in school, when permitted and only for activities acceptable to school. I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.

4.2 I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any systems that might allow me to conceal my actions, bypass the filtering / security systems in place that prevent access to such materials.

4.3 By using IT facilities or by connecting devices (own/school) to school systems I agree to the school using filtering and monitoring software (whilst connected to school systems) to ensure child safety and learning is focused upon in class.

4.4 I understand that, by using tablet/portable devices at school (own/school owned), the school will add appropriate device management software to provide school specific configurations such as connectivity settings, application delivery and restrictions when used in a school context.

4.5 If using school owned devices (e.g. loan iPads), I understand that the above may also be enabled if the device is taken off site

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4.6 I will not open any attachments or files, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.

4.7 I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings or gain access to IT systems which I know I am not permitted to access.

4.8 When using the internet for research or recreation, I recognise that:

4.9 I should ensure that I have permission to use the original work of others in my own work

4.10 Where work is protected by copyright, I will not try to download copies (including music and video).

4.11 When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

4.12 I will use AI systems appropriately and will disclose when used.

5. I understand that I am responsible for my actions, both in and out of school:

5.1 I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (e.g. cyber-bullying, use of images or personal information).

5.2 I will use AI systems safely and responsibly and always acknowledge when I have used them in my work or as part of my studies.

5.3 I will not share my or others' personal information to online platforms (including AI)

5.4 I understand that these rules are designed to keep me safe and if they are not followed, school sanctions will be applied, and my parents will be contacted.

5.5 For safeguarding and system security purposes, Conyers will routinely monitor system usage and work with students to investigate where there is a violation of these rules. This may involve inspecting devices used, which connect to school systems.

I agree to follow this code of conduct and to support the safe and secure use of IT throughout the school. Conyers School uses Google Workspace for Education, along with additional Google services, as our platform for online learning, communication and collaboration. By signing this agreement, you agree for the school to provide relevant and appropriate information to digital platform providers, to allow you to access school learning systems.

Signed: _____ Date: _____ / _____ / _____

Print: _____ Date: _____ / _____ / _____

Tutor Group: _____

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Email and Digital Communications

The use of e-mail and digital communications (e.g. instant messaging) within most schools is an essential means of communication for both staff and students. In the context of school, email should not be considered private. Educationally, email can offer significant benefits including; direct written contact between schools on different projects, be they staff based or student based, within school or international. Students are introduced to email as part of the ICT Scheme of Work

- Staff and students should use approved e-mail accounts allocated to them by the school and be aware that their use of the school e-mail system will be monitored and checked.
- Students are allocated an individual e-mail account for their use in school / classes
- Students are taught when using e-mail about the need to send polite and responsible messages, about the dangers of revealing personal information, about the dangers of opening email from an unknown sender or viewing/opening attachments.
- Communication between staff and students or members of the wider school community should be professional and related to school matters only.

Each email provides a method to report abuse in the event of inappropriate content received – this will be dealt with by the E-Safety (Online) Co-ordinator.

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