




**John Ruskin School**

**WHOLE SCHOOL BEHAVIOUR  
POLICY AND PROCEDURES**

**2019/2020**

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# POLICY STATEMENT

## 1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

## 2. Introduction

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

- Overarching Safeguarding Statement

- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistleblowing procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints Procedure
- Positive Handling Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- CCTV Procedures)

### 3. **Ethos**

John Ruskin School is a school in which all students are valued equally and where everybody has a right to feel safe and respected. We expect high standards of behaviour from everybody and encourage everyone to reach their individual potential. We try to ensure that staff, students and parents work collaboratively to achieve these standards. We believe that behaviour is learned and can therefore be developed by modelling good practice and teaching skills. This policy should be used as a vehicle for promoting desired staff practice and positive student behaviour; it aims to provide a resource which encourages reflective teaching practice and effective procedures.

### 4. **Aims**

- To encourage a calm, purposeful and happy atmosphere within school
- To create a learning environment which encourages positive behaviour; well-planned, engaging lessons which provide sufficient challenge for all abilities
- To foster positive, caring attitudes towards everyone where everyone's achievements are valued
- To raise students' self esteem
- To encourage independence, self-discipline and personal responsibility
- To have consistent approaches to behaviour throughout the school
- To provide clear boundaries for acceptable behaviour
- To work closely with parents and encourage them to be involved in the life of the school

### 5. **Communication**

The School Governors are required to ensure that this Policy and procedures are published on the school website. A copy of this Policy and procedures is also available on request.

## PROCEDURES

### 1. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

#### 1.1 What Pupils Can Expect from Staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

#### 1.2 What Staff Can Expect from Pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including pupil/student planners;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;

- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

### 1.3 What Staff Can Expect from their Colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

### 1.4 What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. p.e. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;



- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

### 1.5 What Parents can Expect from Staff and other adults in the School

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

## 2. Celebrating Success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

*Examples:*

- *Verbal praise in class*
- *Written praise in marked work*
- *Sharing and celebrating success during lesson time*
- *Sharing and celebrating success in assemblies*
- *Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.*

- *Certificates in assemblies which are awarded for a wide range of reasons*
- *Bronze, silver and gold certificates or prizes awarded for certain number of merits or stickers received*
- *Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.*
- *Honorary badges and certificates for outstanding pupils in specific disciplines linked to the school vision*

## 2.1 Rewards

The emphasis should be on giving rewards. Each student is aiming to achieve 25 merits each term.

Merits can be given for anything positive:

- Effort
- good citizenship
- good work
- one half term of full attendance = 2 merits
- full uniform for one half term = 1 merit
- positive phone calls = 3 merits

A maximum of 2 merits may be issued at any one time, apart from positive phone calls / letters / postcards.

Merits can be awarded for activities in or out of lessons.

These are recorded on pages in their planners, it is therefore very important that they do have their planners with them at all times.

Merits are currency for a reward at the end of every term so they must be recorded.

At the end of every term, students who have a minimum of 25 merits will be eligible to be entered into a draw; one for KS3, one for KS4. Any students with 35 or more merits will be entered twice. The two people who have their name drawn out will receive a token to the value of approximately £15. JF will action the count.

At any time during the school year, if planners and therefore merits are lost students will forfeit the ability to prove their merit tally

### **REWARD TRIPS.**

These will be offered to students on the following terms:

#### AUTUMN AND SUMMER TERM

Any student will be welcome to join a reward trip unless they have failed to consistently meet the standards of behaviour expected by the school as outlined below:

They will NOT be allowed to go on a reward trip if:

- They have more than 10 x C3 detentions recorded during the term.

- They have had 3 or more C3 detentions recorded in one week (resulting in a C5 after school detention)
- They have more than 2 x C4 detention recorded during the term (resulting in a C5 after-school detention)
- They have had one or more internal exclusions – for one full day during the term.
- They have had one or more fixed term internal or external exclusions during the term.
- They have received an internal AND an external exclusion
- Below 90% attendance

If a student has to be excluded for a transgression on the day of a REWARD TRIP then the student loses the right to take part in the reward trip on that occasion.

### **EXPECTATIONS FOR YEAR 11 PROM ATTENDANCE, 2017/18**

Students attending the Year 11 prom must have shown consistent commitment, attitude and good behaviour throughout their final year at John Ruskin School

Attendance at the prom is not a 'right' as it is still an official school event where normal expectations of behaviour and conduct apply.

The vast majority of students consistently meet the school's expectations and Year 11 proms are always positive and enjoyable events. The staff willingly give their free time to help organise and supervise the event and ensure it all runs smoothly.

#### **Permission to attend the prom is linked to consistent behaviour and attitude throughout Year 11:**

- In Year 11, any student who has received more than two days of fixed term exclusions will forfeit the right to attend the Year 11 prom – if a student has paid for their prom ticket a full refund will be given by school.
- If a student is permanently excluded or on extended study leave prior to the prom and only attending school to sit his or her exams, then they will also forfeit the right to attend the Year 11 prom. Again, if a student has paid for a prom ticket a full refund will be given by school.
- Attendance throughout Year 11 must be at 90% or higher.
- The final decision as to whether any student may attend the prom will be made by the Head teacher.

The vast majority of students do not, of course, receive fixed-term exclusions or finish Year 11 on extended study leave so we know the prom will still be a well-attended and enjoyable event.

In addition to this, so that the Year 11 prom is a special event to celebrate the end of their formal education at John Ruskin School, the prom is an exclusively Key Stage 4 John Ruskin School occasion:

- Year 10 guests must be approved by staff (and have not received a fixed term exclusion of any sort during Year 10.)
- No guests from outside John Ruskin School will be invited to attend

We know that this absolute transparency on pre-prom expectations will ensure that this special celebration remains a positive and memorable finale to the time students spend at John Ruskin School.

### 3. Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

#### **CONSEQUENCES**

These are given in stages for low level disruption, but if behaviour is anti-social, abusive to staff, physically intimidating to them or other students then the C5 option will be used. Students are told if they are given a C verbally and preferably by having their names/initials recorded on the board.

There may be one or two verbal warnings

**C2** will be first official warning that students are proceeding towards a sanction. This MUST be displayed on the whiteboard for all to see. No further action is necessary if the student's behaviour is modified.

**C3** student will be informed that they will be expected to attend a lunchtime detention, supervised by a member of the teaching staff.

Staff will conduct detentions in the room of their choice. It will take place at lunchtime starting at 1:05pm. Students are expected to arrive promptly at the designated room. A room and staff timetable will be displayed in several key places around school.

**Action:** Names will have to be logged in the C3 file kept in a tray in the staff room. Staff must ensure that students have been clearly told that they are to attend C3, preferably written into planners.

If a student does not attend, on the first occasion staff should complete a reminder slip to be given to form tutors so that the students can attend the following day (unless absent). These are usually distributed to form tutors during morning briefing. If a student does not attend after the first reminder they may be required to attend a C4 detention.

It is recommended that if a student arrives late for C3 they should be kept in until they have completed a full twenty minutes.

A member of staff **must not enter more than three students** into C3 on any one day – if they wish to sanction four or more they must supervise their own detention. However many students are logged into C3, their names **MUST** be recorded in the C3 file.

It is at the discretion of staff what students do during the 20 minute detention; they may sit in total silence, they may be given tasks, they may be required to reflect on what they have done wrong in written form or they may be invited to take part in a discussion about what they might do to improve their behaviour.

Weekly photocopies/emails will be given to form tutors so that they can monitor which students are repeatedly in C3.

It is at the discretion of staff as to whether they use the centralised system or their own. It is however, important to ensure that records are kept centrally so that form tutors can monitor their own students and contact home as appropriate.

### **THREE OR MORE C3 DETENTIONS**

If a student receives three or more C3 detentions during one week, they will automatically sit a **C5 after –school detention** on a designated day: **Friday**.

A letter and text will be sent to parents informing them that their child will be kept in school on that date.

**C4** – detention - more or same of above, a first offence of smoking on /in the company of a smoker on / bringing smoking paraphernalia on to the school grounds (designated letter) or more serious 'one off' misdemeanours usually given out by senior members of staff, although not necessarily, (e.g. truanting a lesson, foul language,) or persistent non-attendance of C3.

Students to report to the C4 detention room at 1:05pm promptly where a 45 minute detention will be supervised by a member of the SLT. Students can buy sandwiches and water for lunch.

#### **Action:**

1. Record in mark book. Record date C4 detention to be done in student's planner.

2. Complete appropriate pre-printed C4 letter (in the trays outside the staff room) and leave in **PB's tray** on top of the filing cabinets next to the photocopiers.
3. Staff should be conscious of the fact that the letter to parents is a public document and should use appropriate tone and vocabulary to detail the incident
4. Copies of the letter are reproduced by office staff; 1 copy to parent/carer; 1 copy in student file.

If a student receives more than one C4 detention during one term, then the second and all subsequent ones that term will be completed after school (**C5 detention**), supervised by a member of the Senior Team.

At the beginning of each new term all students return to a nil tally of C4's.

## **REMOVAL OF A STUDENT FROM THE CLASSROOM**

This is a very serious stage to reach and will be used sparingly as it means that a student has to be removed from a lesson by a member of the SLT.

It may be for persistent disruption or failure to comply with classroom expectations, or it may be for a serious one-off incident which jeopardises the safety and well-being of anyone in the vicinity.

It may also be imposed when students are in corridors or anywhere else outside the classroom.

If a student needs to be removed from a classroom, staff should contact the office, who will contact a senior member of staff, who will remove the student for individual supervision.

Students must not be left on the corridor, unsupervised. Staff may ask other colleagues to take a student into their classroom for part of a lesson if it is felt that a student is being overly disruptive.

The decision will be made in consultation with the SLT as to what further sanction will be imposed; this may be supervised breaks and lunchtimes and / or an after school detention. It is necessary that the sanction is commensurate with the misdemeanour.

**Action :** Record in mark book.  
Complete an incident form (light blue form kept in the shelves on the staff corridor)  
Consult with a member of the SLT as to what the appropriate sanction should be

In situations where a student is threatening, abusive or intimidating and there is a subsequent investigation, the student will be removed from lessons and will be under the jurisdiction of a member of the SLT until the student shows a willingness to comply and has apologised to the relevant member of staff, and/or other students.

## **Friday after school detentions – C5.**

If a student has had to attend more than **three C3** detentions in on week or more than **two C4** detentions during a term then subsequent detentions will have to be completed after school and will last one hour.

There may be other occasions when it is felt that an after-school detention may be appropriate, eg truanting, extremely poor or inappropriate behaviour. These will be imposed only by a member of the SLT.

A letter and / or text will be sent to parents, giving at least 24 hours notice, of an after-school detention.

### **Report cards.**

Students may be required to complete a five day report card, which must be presented to class teachers for comment and signature.

There is a separate policy explaining the reasons and procedures for report cards called '**USE OF REPORT CARDS POLICY - SEPTEMBER 2011**'

### **Other.**

Mobile phones, MP3's and other electronic gadgets may be brought into school and stored in lockers.

They must NOT be taken into lessons.

Phone calls or texts must not be made anywhere inside the school building.

Students may briefly check for texts AT THEIR LOCKER.

Students may listen to music on the first floor landings during morning break and lunchtime.

Students may make calls and texts during break and lunchtime OUTSIDE at a respectable distance from the school building.

If a student is found to have such a gadget on them staff will confiscate it and at the earliest opportunity place it in the school office where it will be kept safely.

Students should then collect their property at the end of the school day, during KS4 locker time.

If a student repeatedly brings electronic gadgets into lessons then the item may be confiscated for a longer period of time, e.g. until the end of the school week and parents will be asked to collect the item.

As a healthy school, we actively discourage students from bringing unhealthy food items in to school. These particularly include highly coloured fizzy drinks, high energy drinks and large amounts of sugary or fatty foods. These items will be confiscated if they are brought in to school.

If a student is defiant, refuses to hand over an item, is rude or disrespectful, this will be dealt with through the sanctions available from the Behaviour Policy, depending on the severity of the reaction.

There may be some rare occasions when Behaviour Management, Positive handling, support and physical intervention may be appropriate. (see policy) If possible risk assessments will be in place.

For repeated disruption/breaches of the school rules or one off significant events the school may place a student in isolation as an alternative to fixed term exclusion. Generally this punishment is served in the isolation room between the staff offices, however on occasion it may be necessary to isolate students either with a senior member of staff in the back of their classroom or with a member of the support staff team

### **Fixed term exclusions.**

See Exclusions Policy.

### **PROCEDURE WHEN THERE IS CAUSE FOR CONCERN ON STUDENT BEHAVIOUR**

- If a student is giving cause for concern in a lesson the teacher will discuss the behaviour with him or her.
- The teacher will try to ascertain what the trigger for the behaviour might be
- The teacher will try to diffuse or redirect the student to a more constructive activity. The teacher will ensure that the student is advised of the consequence of his/her behaviour or accepting the consequence.
- If the behaviour is causing distress or danger the teacher may need to have the student removed from the classroom (see consequences system).
- If the behaviour is persistent then a young person may be referred to other agencies for further support, (with parental consent)
- A Pastoral Support Plan may be drawn up, or, if the student is already on School Action on the Special Needs Register, additions/alterations may be made by the SENDCO.
- If concerns continue advice from an external professional such as Educational Welfare Officer.  
Students may be offered alternative learning opportunities, where appropriate, through the Appropriate Curriculum Extension (South Lakes Federation). Names can be referred through our Inclusion Advocate (JF). These are mostly for Key Stage 4 students.
- In exceptional circumstances the student may be excluded from school (see Exclusion Policy). In this eventuality, where behaviour has been unacceptable, including physical abuse, extreme defiance to staff (including swearing at staff) a student may be given fixed-term exclusion. The opportunity to isolate a student who is facing fixed-term exclusion on the following day as outlined above also exists.

The procedure for fixed term exclusions is as follows:

- In the first instance a **one day fixed-term exclusion**.
- If a student again behaves unacceptably within a short period of time, the length of the following fixed term exclusion may be increased incrementally by one day. It is at the discretion of the Headteacher as to how long a fixed-term exclusion will be.



- In an extreme circumstance, a **permanent exclusion** will result if it is considered that the school can no longer meet the needs of the student.

On returning to school from a fixed-term exclusion a student will have a readmission meeting with parents / carers and will be put on class report for the following five working days. However, a student may be put on report at any time if the form tutor in consultation with the SLT if it is felt that monitoring of classroom behaviour is appropriate (see Policy: **USE OF REPORT CARDS POLICY - SEPTEMBER 2011'**)

### **MONITORING EFFECTIVENESS OF THE BEHAVIOUR POLICY**

The effectiveness of John Ruskin School's behaviour policy will be monitored by:

- Recording the number of consequences and their type on SIMS
- The Senior Leadership team, especially the Senior Leader (JF), with responsibility for student support, analyzing the use of consequences and report systems.
- Monitoring the use of exclusions by the Senior Leader (JF) and EWO
- Meetings with parents on an annual basis

#### **3.1 Restorative Justice/Reflection on Actions**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what

alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

### 3.2 Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

#### ***Screening, Searching and Confiscation***

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014 (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

- i) to commit an offence,
- ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules:

#### ***Examples***

- Mobile phones used in class
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Chewing gum
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils can bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual

harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances, this may lead to permanent exclusion.

### ***Removal from Class***

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to Senior Manager/Head of Year/Head teacher. In such circumstances, the pupil will automatically receive a detention and possibly removal from other lessons to work in isolation. Pupils may also be removed from class for more serious misconduct without the use of warnings.

### ***Detention***

Lunchtime and after school detentions are used when a pupil receives a high number of warnings. Staff may also issue their own break and lunchtime detentions to resolve inappropriate behaviour from pupils. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour. Detentions are also issued where a child fails to complete homework despite a second chance to hand work in late. During homework detention, pupils complete the outstanding piece(s) of homework.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and whether suitable travel arrangements

can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Detention may be given at the following times:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as 'training days', INSET days or non-contact days

At this school, all staff, including non-teaching staff are permitted to put pupils in detention

### ***Other examples of sanctions***

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader's classroom.
- Time out with senior staff

### ***Fixed Term Exclusion***

*See exclusions policy*

## **4. Attendance and Punctuality**

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

If pupils are late or do not attend:

- Parent should telephone the school in the morning on the first day of their child's absence.
- Any absence needs to be explained, on return to school, by a letter or phone call from parent.
- Parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances, this may also involve a home visit, and/or contact with other agencies.

On return to school, it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention to ensure that this is done.

Serious lapses in punctuality may lead staff to decide that an after-school detention is warranted.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'.

## **5. Homework**

Pupils should always write homework in their planner and include the deadline by which the work must be handed in. Parents should sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Pupils are

encouraged to plan their homework and personal study. They will feel under enormous pressure in Years 10 and 11 if they are trying to catch up on work that should have been done earlier. The school does provide advice on study skills to help in this respect.

Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents may use the Pupil/Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework
- the teacher should be told before or at the beginning of the lesson
- the teacher may record non-completion of work in the Pupil/Student Planner so that parents may see it
- the teacher may keep the pupil in an informal detention at break or lunchtime to complete the work. Missing this informal detention and or not producing homework at the second opportunity will result in a formal lunchtime detention.

## 6. Pupil Conduct and Misbehaviour Outside the School Premises

### 6.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the school.

### 6.2 Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- good behaviour on the way to and from school.
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### 6.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### 6.4 Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual support plans
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, school mentor etc.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

## 7. The Use of Reasonable Force

To maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force*:

*advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).



All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### 7.1 Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### 7.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### 7.3 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

## 7.4 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

## 7.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

## 7.6 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

## 7.7 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is distressed though clearly not overreacting.



The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

## 7.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support if necessary in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

## 7.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

## 7.10 Other Physical Contact with Pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

## **8. Allegations of Abuse against Staff and Other Adults Working in the School**

### **8.1 General**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which is part of the Child Protection Policy and procedures).

The Governors of the School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria SCB Core procedures.

### **8.2 Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned needs additional services, or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

## 9. Bullying

### Statement of Intent

The school is committed to providing a caring, friendly and safe environment so that all students can enjoy and achieve during their time at this school and when they are travelling to and from school.

- Bullying of any kind is unacceptable. Bullying hurts, threatens and frightens. Everyone has the right to be treated with respect if they behave in a way that commands respect.
- When bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and efficiently.

### 9.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

## 9.2 The Law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils' Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

## 9.3 Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or tutor to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

## 9.4 Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

## 9.5 Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Anti-bullying Ambassadors

## 9.6 Strategies for Dealing with the Bully

- Disciplinary sanction imposed either exclusion or period of time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling suggested
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

## 9.7 Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling suggested
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

## 10. Drugs and Drug-Related Incidents

*See Drug and Alcohol Policy*

### 10.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

## 10.2 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Miss Flangan is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

## 10.3 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

### ***Medicines***

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

### ***Tobacco***

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

### ***Alcohol***

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

### ***Solvents***



The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

### ***Illegal substances***

Illegal or illicit substances must not be brought to school or used on school premises.

#### **10.4 What to do in the event of finding a drug or suspected illegal substance**

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head teacher/Senior Leadership Team member.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

#### **10.5 What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia**

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

#### **10.6 Procedures for dealing with a pupil suspected to be under the influence of a drug or substance**

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the pupil (for analysis).

All drug related incidents will be recorded.

### 10.7 When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

### 10.8 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.



If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out with school premises, the Head teacher or other member of staff will consult with the police.

## **11. Behaviour of Parents and Other Visitors to the School**

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

### **11.1 Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

## 11.2 Procedures for Dealing with Unacceptable Behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will act where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

## 11.3 Unacceptable Use of Technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police.

Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures.