

# Netherhall School

An Ambitious, Caring Community



## BEHAVIOUR POLICY & PROCEDURES

**Adopted by Netherhall School Governing Body**

**On. 6<sup>th</sup> September 2021**

**Signed:**  **(Fiona Woodward, Chair of Governors)**

**Date by which the procedure was last reviewed: August 2021**

**Anticipated review date: August 2022**

### **Equality Act 2010**

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

## **Review Sheet**

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version.

| <b>Version Number</b> | <b>Version Description</b>   | <b>Date of Revision</b> |
|-----------------------|--|-------------------------|
| 1                     | Original   | January 2015            |
| 4                     | Updated the policy to take into account the new version of KCSIE Sept 2016.    | October 2016            |
| 5                     | Re wrote policy to include new behaviour and achievement procedures in school. | February 2017           |
| 6                     | Amendments made to walking on staircases.                                      | January 2018            |
| 7                     | Changes made to detention process  | April 2018              |
| 8                     | Updated with new guidance on exclusions.                                       | May 2018                |
| 9                     | Updated with new sixth form uniform guidelines.                                | June 2018               |
| 10                    | Pastoral Achievement Plan inserted   | September 2018          |
| 11                    | Removed staff section in the policy as this is now in the code of conduct.     | August 2020             |
| 12                    | Updated the policy to take into account the new version of KCSIE Sept 2020.    | September 2020          |
| 13                    | Updated the policy to take into account the new version of KCSIE Sept 2021.    | September 2021          |

# **Behaviour Policy & Procedures**

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# **Netherhall School Behaviour Policy**

## **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)/Part 3 of the Schedule to the 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)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

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 arrangements
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Code of Conduct for Staff and Other Adults
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy – formerly known as sex & relationships policy
- Safer employment and criminal convictions; Recruitment and appointment procedure for school based staff
- Equality Act and Accessibility Plan
- Data Protection Policy
- Children with medical needs; managing medicines policy
- Special Educational Needs Policy
- Whistleblowing policy
- Educational Visits procedures
- Attendance policy

## **Ethos**

Netherhall School provides a learning environment of educational opportunity in which each student can feel confident, secure and able to find success in their academic, physical, social, moral and personal

development.

Our Behaviour Policy is a statement of what is most important to us about all members of our community. Getting it right gives us the best chance of maximising the effectiveness of teaching and learning, and hence the opportunities for all. Our school ethos is created and maintained by the way we interact and behave with one another, and is the bedrock for all other policies and procedures in the school. For the policy to be effective, it needs collective support and consistent application in practice. The underlying values, principles and procedures need to be understood, agreed and accepted by all, students, teachers, support staff and parents. The policy should take into account the views and practices of the Local Authority and other providers and partners. It should be self-evident that the principles on which the policy is based are just, fair and will lead to better outcomes for all.

### **Key principles**

- Positive behaviour creates the conditions for all members of the school community to thrive, feel valued, be safe and feel secure
- Good behaviour requires values, knowledge and skills that can and should be taught
- The skills of self-discipline, self-management and respect for the views of others are key cornerstones of positive behaviour
- Behaviour is a product of a person and their situation. People behave differently at different times and in different places. The policy should be flexible enough to accommodate and make best use of these differences
- Good behaviour is not necessarily evidenced by a lack of problems, but when problems do arise, by the effectiveness with which they are tackled and overcome
- Promoting positive behaviour is the responsibility of the school community as a whole. All therefore need the opportunity to contribute constructively to the enhancement of the school ethos through the formation and application of the behaviour policy. In particular, all staff should model the high standards of behaviour expected from students.
- Harassment, less favourable treatment or discrimination because of age; any disability; ethnicity, colour or national origin; gender; gender identity or reassignment; being pregnant or having recently had a baby; religion or beliefs; sexual identity and orientation is unacceptable and unlawful. (cf Equality Act 2010)
- Respect has to be given in order to be received. Parents/carers, children and teachers all need to operate in a culture of mutual regard (Steer)

Underpinning these principles is our belief in the core British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

## **Mission Statement**

The school's aims are to support the development of healthy, confident, capable and happy young people, who are supportive and tolerant of each other. We are a school that builds understanding, recognises individuality and embraces its collective responsibility. To provide relevant and meaningful experiences, which nurture individual aspirations, whether it is an Oxbridge education, public service, artistic endeavour, industrial, cultural or sporting excellence. We are a school that actively encourages involvement and participation, with the intention of preparing our young people for the challenges of the 21<sup>st</sup> Century.

Principles:

The five principles that guide Netherhall School are:

1. Students first: every decision is founded on the best interests of the students.
2. Aspiration: to be fiercely ambitious for all students.
3. Quality: to provide the highest quality education possible.
4. Opportunity: to provide enjoyable and relevant opportunities.
5. Community: to be an active part of the local community.

## **Our Commitment**

- To Teach our students to their full potential and ensure that they learn effectively
- To provide a high quality education that equips our students with the skills, knowledge and understanding needed for personal success
- To develop in children the characteristics necessary for adulthood; self-confidence, imagination, flexibility, respect for others and the ability to be a positive member of a team
- To build and maintain a partnership between the school and the community which promotes and supports the raising of achievement and the pursuit of excellence

## **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.

## Netherhall School Behaviour Procedures

### Responsibilities

The commitment of staff, students and parents is vital in order to develop a positive whole school ethos. The expectations of **students** are outlined below.

#### **As a student I will:**

- \* Follow the school's behaviour policy
- \* Attend school regularly and on time
- \* Bring all the equipment I need every day including bag, diary, pen, pencil, ruler and other appropriate equipment for PE, technology, etc. as needed
- \* Wear my school uniform and be tidy in appearance
- \* Do all my classwork and homework as well as I can
- \* Be polite and helpful to others
- \* Keep the school free from litter and graffiti

**Signed:** \_\_\_\_\_ (**Student**)

These expectations are outlined in the Home School Agreement which must be signed by each student on their EduLink account. In addition the students must also read and sign the Student Learning Contract in which highlights what we expect from the students in the classroom.

### **S t u d e n t L e a r n i n g C o n t r a c t**

#### **Before the lesson, I will...**

- arrive on time
- line up quickly, quietly and calmly
- remove my coat and smarten my appearance

#### **As the lesson starts, I will...**

- stand quietly and calmly at the place chosen for me by the teacher
- prepare for the lesson by getting ready any equipment needed (i.e. pen, pencil, diary, exercise books, homework, PE kit etc.)
- wait for the teacher's instructions

#### **As the learning begins, I will...**

- Be respectful and listen carefully to the teacher and to others
- Raise my hand if I want to take part in the lesson and wait to be chosen by the teacher before speaking

#### **As the learning continues, I will...**

- Respect everyone's desire to learn and all the resources used
- Work to the best of my ability and follow the teacher's instructions
- Listen to and learn from others whenever possible

#### **As the learning is reviewed, I will...**

- Reflect upon my learning in the lesson
- Be able to tell others what I have learned and how I have learned

#### **If the learning is to continue at home, I will...**

- Make sure that any homework set is understood and carefully recorded into my diary
- Make a note of the deadline for completion of my homework so that I can hand it in on time
- Use on-line learning sites shown on page 9

#### **As the lesson ends, I will...**

- Quickly and calmly put away all resources and equipment
- Place my own equipment in my own bag
- Stand quietly and calmly, waiting to be dismissed by the teacher

All aspects of reward and sanction should be related to the Codes of Conduct, which provide positive guidance on the expected standards of behaviour in and around the school. There are two codes of conduct in the students' EduLink account; one relates to their behaviour around school and the other is more specific to the dining areas.

## **CODE OF CONDUCT AROUND SCHOOL**

### **Respect all those who are here to help you learn and keep you safe**

- Be courteous.
- Speak calmly and politely, using appropriate language
- Avoid confrontations when asked to do something

### **Respect others**

- Move around school in a sensible and mature manner
- Walk in the corridors on the right
- Line up quietly
- Be courteous and speak calmly and politely
- Keep hands, feet, objects and unhelpful comments to yourself
- Allow others to get on with their work
- Listen to each other
- Allow others to get the help they need
- Praise each other for a job well done
- Support each other
- Keep each other safe
- Report all bullying
- When you wish to say something, put up your hand and wait
- Keep your mobile 'phone etc. switched off and out of sight during lesson times
- Use ICT responsibly

### **Respect yourself**

- Choose the right thing to do
- Make the most of every opportunity
- Accept responsibility for your actions
- Always try your best.
- Ask for help when you need it
- Attend and be on time
- Be fully prepared with equipment and homework
- Wear the correct uniform, leave jewellery at home
- Keep healthy by staying away from harmful substances or people

### **Respect the school environment**

- Put all litter in the bin
- Report all damage
- Eat food in the right place at the right time
- Leave chewing gum at home

### **Respect the reputation of our school community**

- Speak calmly and politely, using appropriate language with members of the public
- Think of the needs of others before your own
- Show good manners and courtesy at all times when representing the school



## **CODE OF CONDUCT IN THE DINING AREAS**

### **Respect the school environment**

By eating your food in the right place at the right time.

In the dining areas this means:

- Produce your lunch pass if you would like to take wrapped food or drink out to an activity
- Use the Milk bar if you have an early lunch pass
- If you would like to use the Milk Bar enter by the bottom door only
- When you have finished eating put all litter in the bins and leave your table and floor tidy
- Take your dirty plates etc. to the hatch, empty and stack them
- All food and flavoured drinks which are bought in the dining area must be consumed in the dining area
- Remove your outdoor clothing before entering the dining areas
- If you have incorrect uniform on you must wait at the back of the queue

### **Respect others**

In the dining areas this means:

- Being courteous and speaking calmly and politely to everyone at all times

The expectations of **staff** are outlined below and form part of the Home School Agreement.

### **The school will:**

- \* Care for your child's safety and happiness
- \* Encourage your child to achieve their full potential as a valued member of the school community
- \* Provide a balanced curriculum to meet the individual needs of your child
- \* Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- \* Keep you informed about school matters
- \* Keep you informed about your child's progress with interim data reports, annual written reports and parents/carers' evenings
- \* Contact home if we have any concern about your child's attendance, academic or personal development
- \* Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- \* Encourage students to work together to provide an exciting and stimulating atmosphere in which to learn

**Signed:**  (Head teacher)

In order to fulfil these expectations staff will ensure they:

- i) Arrive before the class, and begin the lesson on time with a register of children present
- ii) Establish opening routines for each class that you teach, and insist upon them being followed. Do not start the lesson until the class is ready to listen
- iii) Be well prepared for the lesson, and have everything you need to hand. Ensure that you have planned stimulating and suitably differentiated tasks, which will capture interest and attention
- iv) Vary the tasks of the lessons over time, and ensure that the pace is brisk, that all children are

constructively occupied and that the most able children are suitably stretched. Encourage dialogue and discussion

- v) Create opportunities for children to work singly, in pairs, in groups and as a whole class. Vary the composition of groups to meet your aims
- vi) Give children both on going and considered feedback, orally and in writing. Encourage children to think about their own progress. Set homework according to the published homework timetable without fail, and mark homework and classwork promptly
- vii) Maintain an attractive, clean and tidy room, with interesting displays which are regularly refreshed. Give children opportunities to display their own work. Make particularly good work available to a wider audience
- viii) Get to know your classes, and address children by their first names. Monitor your use of praise and criticism, and seek a balance where praise is in the clear majority. Do not, however, praise children for work or behaviour which is not worthy; be honest in your feedback
- ix) Establish closing routines for each class that include tidying-up and putting-away activities. Make sure that the class leave your classroom in a calm and orderly fashion. Do not allow them to leave early
- x) If you have to impose sanctions, do so calmly and consistently. Carry out all threats that you have had to make and follow-up all problems to a conclusion. Make sure that you follow agreed procedures and expect to be taken seriously.
- xi) Never leave the class unattended.

### **Colleague Expectations**

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 student 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 ICT acceptable use 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

The expectations of **parents** are outlined below and also form part of the Home School Agreement.

#### **As a parent/carer I will:**

- \* Help my child to use their diary effectively and be well organised for school.
- \* Check their diary every week and sign it.
- \* See that my child goes to school regularly, on time, properly dressed in uniform and properly equipped for learning
- \* Let the school know about any concerns or problems that might affect my child's work or behaviour
- \* Support the school's policies and guidelines
- \* Encourage my child with their homework and other opportunities for home learning
- \* Attend parents/carers' evenings and discussions about my child's progress
- \* Talk to my child about their life at school
- \* Contact school as soon as possible if my child has an unavoidable absence

**Signed:** \_\_\_\_\_ **(Parent/Carer)**

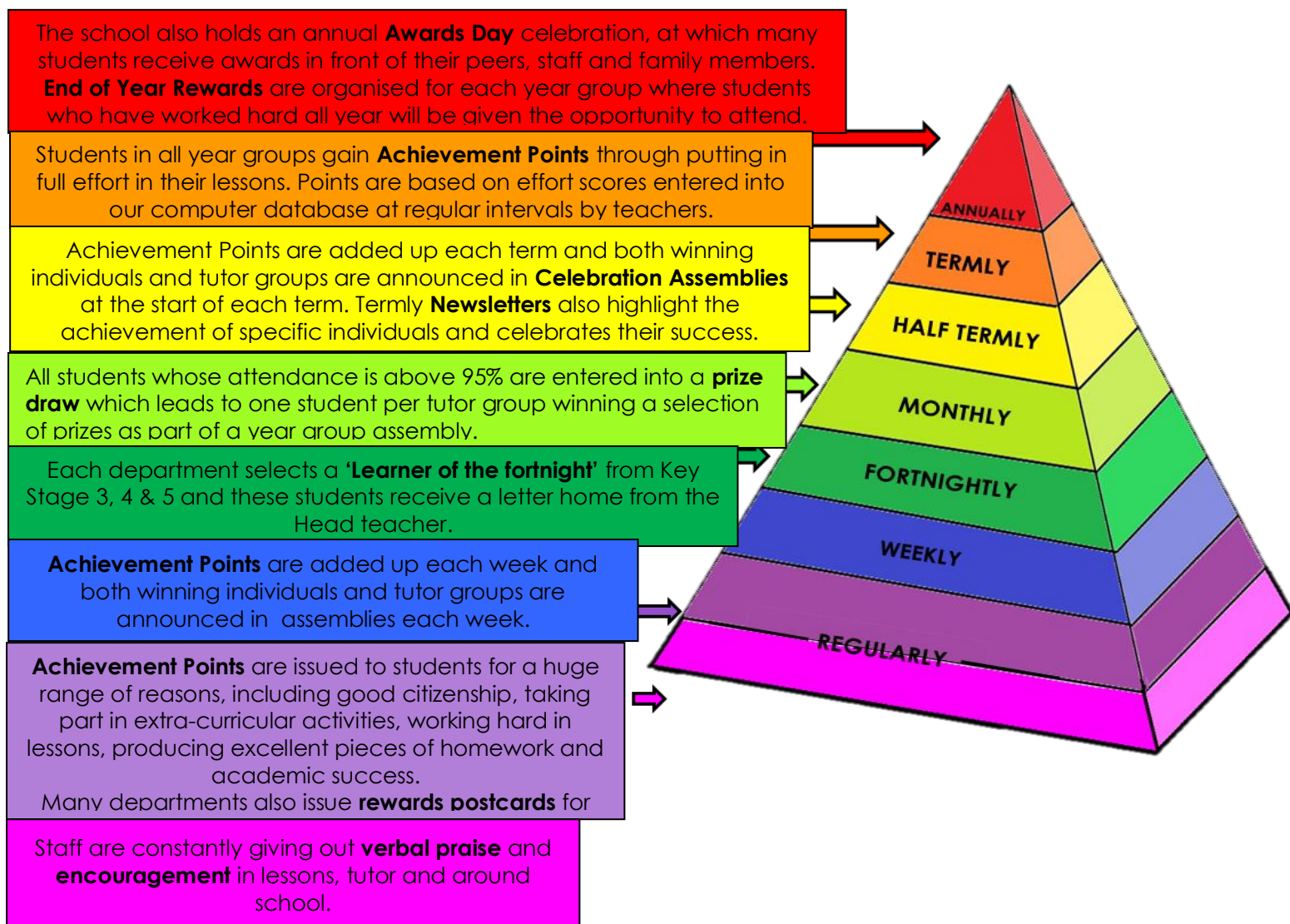
In more detail the school expects all parents to follow the guidelines below:

- treat all staff and other adults with respect;

- treat other parents, students 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 staff 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 as a whole;
- 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.

## Achievement

At our school we regularly celebrate the success of all students 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. It is important to regularly reward students for their efforts and we aim to do this as often as possible with the students themselves, their tutors and their parents. The many ways we celebrate success can be found below and will be reviewed by students, parents and staff during the academic year. Please refer to the Pastoral Achievement Plan in the Appendix to see how each year group celebrates the success of each student.



## **Behaviour**

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

We want practice which enables students 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 students 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.

Students are expected to behave very well, work hard, attend regularly and be punctual to school and all lessons and other appointments. There will be direct consequences for a student who behaves unacceptably.

A member of staff coming upon anything which is not allowed will deal with it directly, making sure the student understands that what they have done is wrong and why. The manner of any reprimand depends upon three things:

- The seriousness of the misbehaviour**
- The past behaviour of the student**
- The cause of the misbehaviour**

Students must be very clear that behaviour which falls short of our high expectations will have a consequence; teachers will firmly but politely make this clear to them. For minor infringements of school rules a clear warning is given, but any repeat of the same misbehaviour is always followed-up. In the case of homework difficulties teachers will make sure the homework was manageable by the student, that they can access the homework and that there are no good reasons why the homework was not done.

A referral system is used for more serious or repeated misbehaviour. For example, none of the following activities are to be tolerated and will be punished, usually by an after-school detention:

- persistent uniform problems
- regular unpunctuality to school, lessons or other appointments
- missing any lesson, registration, assembly etc.
- regular problems of forgetting equipment
- regular homework problems
- being off-task for more than a short time, regularly
- persistent talking in class when asked not to do so
- calling out or shouting out in class
- repeated rudeness to a teacher
- aggressive behaviour to anyone - including bullying
- refusal to do as told by a member of staff

Even more serious misbehaviour will be dealt with by the Pastoral team and senior colleagues:

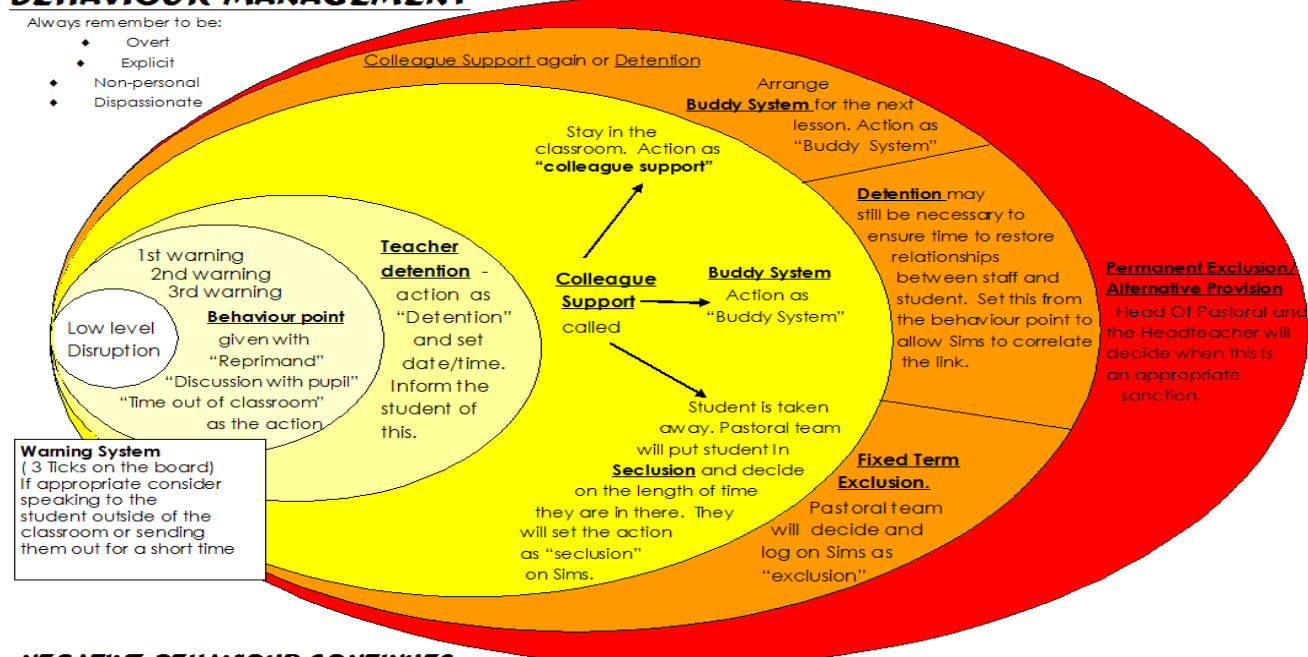
- persistent lesson disruption
- vandalism of school or student property, including theft
- offensive language to a member of staff
- drug, alcohol or solvent abuse
- threats or threatening behaviour to staff
- serious bullying of any student, this includes persistent bullying of any sort
- assault on anyone

- any deliberate action which puts anyone at risk
- any other very serious misbehaviour

In the instance of a serious breach of discipline, which could potentially lead to an allegation and the involvement of a third party, the member of staff involved will immediately inform the Designated Safeguarding Lead or Head teacher.

Additional strategies can be implemented through the Pastoral Support to support students in improving their behaviour. These include the Learning Support Department, Head of Year Mentoring, Homework mentoring and other partners and agencies. Senior members of staff operate a duty rota to provide a colleague support system for each period of the week. Departments provide collegiate support either within the department, or across a particular geographical area of the school (buddy system).

## BEHAVIOUR MANAGEMENT



## NEGATIVE BEHAVIOUR CONTINUES

|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Minor distractions</li> <li>• Off task</li> <li>• Lack of equipment</li> <li>• Interrupting staff or students</li> <li>• Talking over teacher</li> <li>• Overheard or mild bad language</li> <li>• Swinging on chair</li> <li>• Eating/drinking outside of designated areas</li> <li>• Breach of uniform</li> <li>• Argumentative behaviour</li> <li>• Littering</li> <li>• Slow work rate</li> <li>• Name calling</li> <li>• Shouting out in class</li> <li>• Throwing objects</li> <li>• Not complying with instructions</li> <li>• Pushing and shoving in queues</li> <li>• Inappropriate use of electronic devices</li> <li>• Running in corridors</li> <li>• Lack of homework</li> <li>• Late to lesson/registration</li> </ul> | <ul style="list-style-type: none"> <li>• Misbehaviour after 3 warnings</li> <li>• Lack of co-operation</li> <li>• <b>Persistent misuse of equipment</b></li> <li>• Arguing with staff</li> <li>• Persistent lack of homework</li> <li>• Persistent lack of equipment</li> <li>• Continuous name calling</li> <li>• Persistent lateness</li> <li>• Rudeness</li> <li>• Continuous disruption to lesson</li> <li>• Persistent uniform issues</li> <li>• Unacceptable slow work rate after warnings</li> <li>• Persistently talking over the teacher</li> <li>• Swearing at other students</li> <li>• Minor graffiti</li> <li>• Cheating in class tests</li> <li>• Breach of health and safety</li> <li>• <b>Persistent inappropriate use of electronic devices</b></li> <li>• Inadequate completion of report card</li> </ul> | <ul style="list-style-type: none"> <li>• Misbehaviour after 3 warnings and teacher intervention</li> <li>• Intimidation of other students</li> <li>• Persistent disruption to learning at the expense of others</li> <li>• Truancy</li> <li>• Vandalism</li> <li>• Persistent refusal to work or follow instructions</li> <li>• Persistent rudeness</li> <li>• <b>Dangerous handling of equipment</b></li> <li>• Smoking</li> <li>• Incompletion of homework or more than two occasions in the same term</li> <li>• Inappropriate behaviour in internal examinations</li> <li>• Failure to attend teacher detention (no CS call needed just escalate to department detention on sims)</li> </ul> | <ul style="list-style-type: none"> <li>• Extreme insolence/disobedience</li> <li>• Deliberately undermining a number of staff's authority</li> <li>• Physical attack on student/ staff including retaliation</li> <li>• Swearing at or extreme rudeness to or about a member of staff</li> <li>• Behaviour likely to endanger the safety of others</li> <li>• Major vandalism</li> <li>• Persistent bullying</li> <li>• Persistent refusal to comply with school instructions</li> <li>• Threatening or abusive behaviour</li> <li>• <b>Misuse of electronic devices</b></li> <li>• <b>Possession of drugs, alcohol or banned items</b></li> <li>• Stealing</li> <li>• Racism</li> <li>• Fighting</li> </ul> |
|--|---|--|--|

**These items will be confiscated and given to HOY**

Please remember that alongside the school's behaviour management plan there are a number of effective strategies that can be implemented to resolve negative behaviour. These include:

- Contacting home via letter or telephone. Please record this on sims.
- Arranging a meeting with parents and students. Always inform HOY.
- Requesting restorative practice to repair relationships. Contact HOY for this.
- Report card. Request this through tutors and HOY
- Support from HOD. If you feel the behaviour of a student is still not improving despite low intervention from the teacher. Contact your HOD for advice. If it still continues refer to HOY.

## **Behaviour Points**

As with the achievement points, any behaviour point needing to be issued will also be entered on to the students profile on SIMS. The behaviour points will take away from the student's achievement points therefore giving them an aggregate score.

A behaviour point is given when a student has been given 3 warnings and the negative behaviour continues. The point is recorded on SIMS because the students behaviour has disrupted the learning of others, is aggressive or rude. For classroom incidents Heads of Departments should always be aware of any points recorded and agree with the action taken. HODs will act as quality controllers and guide staff as to the most appropriate course of action. Behaviour points should always include what action has been taken by the member of staff as a result of the incident/issue. Staff may seek support from their HOD, HOY or Senior Team, if necessary, to carry out the action. For break or lunch time incidents/issues the HOY or Year Team will support the member of staff with the appropriate action.

## **Detentions**

Detentions can be given for numerous reasons and serve many purposes. However, they should also be used to engage in some form of Restorative Practice. All detentions should be recorded on SIMS so that tutors can remind students about attending them. Teacher/Tutor detentions can be given during the day or after school, but the school offers a whole school detention procedure which staff can also add students to if they wish. These take place in the Library from 3-4pm and parents are sent notification 24 hours before the day of the detention. Students will use this time to complete homework/coursework or read a book. The detentions are staffed by 4 members of staff each day. Below is the detention process that all students have in their school diaries.

Following a behaviour point a detention may be awarded for the following day.

If it is, the student will be informed immediately in the lesson by the teacher. This will be recorded on SIMS, detailing the reason for the behaviour point and actioned as a detention.

This will be completed **before 4pm** for parents to receive notification via EduLink and given 24 hours notice.

If a behaviour point is awarded after 4pm the detention will be given for two days time to allow parents to have 24 hours notice.

The following day at 3.00pm, the student is escorted by HoY/SLT/HoD to the hour long detention in the library. In the library, the student collects a book of their choice and reads for an hour in silence or completes homework, revision or coursework. If the student attends and behaves correctly it is the end of the punishment.

If the student does not attend the detention for an illegitimate reason they are placed into seclusion the following day and do their hour detention at the end of the day. If the student attends and behaves appropriately for the follow-up sanction, the punishment is complete.

If the student does not complete their seclusion and detention, they are fixed-term excluded for one day and parents are invited into school to re-admit the student and discuss their behaviour.

Most student indiscretions will result in an after school detention. If the student was absent, the detention will be carried forward to the next day the student is in school. No student will be left unsupervised during a detention.

Coursework catch-up - These are after-school sessions which could last for more than 1 hour. These should be organised directly with the student and parents if necessary to arrange a suitable day.

### **Buddy System**

The Buddy System is used when a student is being a persistent problem in the lesson and the teacher has tried speaking to the student, phoning home and followed any other departmental procedures put in place for behavioural problems.

The teacher will record this on SIMS and arrange with their HOD to place the student on the Buddy System for the next lesson(s). That student will then be placed with another member of staff during the lesson and work in isolation from their normal class. This normally means they are sat in the back of another class within the Department. When the student has completed the work and behaved appropriately they will then return to their normal class (usually the next lesson) and some form of restorative practice will take place.

### **Colleague Support**

Every lesson of the week a colleague is on support duty. This colleague will be actively walking through classrooms to offer support if required. The teacher may also call CS if there is repeated and/ or serious lesson disruption. Before CS is called a teacher should have given students the appropriate warnings and allowed them time to act upon their requests. They should also ensure that the student is very clear about why CS has been called. The warnings should be clear, phrased positively i.e. describe the behaviour you wish to see.

CS will always be called if there is a serious incident e.g. medical emergency, fight, serious health and safety issue etc. When the teacher is not near a phone or does not have access to a walkie-talkie then a student will be sent to the main office with a note or call a nearby colleague.

Support from CS can be given in a variety of ways e.g.:

- Sitting next to the student to support them in concentrating on their work or explaining it to them
- Removing a student to speak to them outside the classroom and then returning them
- Staying in the room to speak to the class or until the class is settled
- Removing a student for the rest of the lesson. They will either be placed on the buddy system or in Seclusion for an appropriate amount of time decided by the member of staff on CS.

The decision to remove a student is a serious one and should not be made lightly. The important thing to remember is that the learning of the class should be disrupted as little as possible.

### **Seclusion Unit**

Seclusion gives a quality educational provision for students who are internally secluded because their behaviour is unacceptable. Entry to the Seclusion Unit is made by the Head of Year in agreement with the Assistant Head responsible for Pastoral Care. While in the Seclusion Unit, the students have all the work provided for the lessons they would normally be in. They have access to the toilet, food, computer and subject specific resources. They can work in Seclusion for 1 lesson, 2 lessons and break/dinner, half a day or full days. If they are in Seclusion during dinner they will eat their lunch in Seclusion before returning to normal afternoon lessons. There is a member of staff with them at all times and depending on the temperature the door remains open or closed so that students are kept comfortable.



## **Fixed-Term Exclusion**

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' – September 2017. Students may be fixed-term excluded, either to the Seclusion Unit, or to home. All such exclusions are reviewed by the Governing Body.

## **Sixth Day Provision**

From September 2007, The Education and Inspections Act 2006 requires Schools to provide, full time and suitable education from day six of a student's fixed-period exclusion. Section 100 (4)

*Exclusion from maintained schools, Academies and pupil referral units in England (A guide for those with legal responsibilities in relation to exclusion) (September 2017):*

"For a fixed period exclusion of more than five school days, the governing body (or local authority in relation to a pupil excluded from a pupil referral unit) must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion"

In the event that Netherhall School excludes for longer than 5 days, suitable full time education will be delivered to the student through a partnership agreement with Beacon Hill School, Solway School and Cockermouth School. All schools agree this partnership arrangement for access to each other's on-site alternative provision for excluded students, where appropriate. Please see appendix A for partnership agreement.

The agreement applies to excluded students on their sixth and any subsequent day of a fixed-term exclusion, and allows both schools to provide full-time education for the excluded student from the sixth day of exclusion on site, at either the home school or the partner school.

Where the provision is to take place at the most appropriate partner school, a meeting will be arranged prior to the commencement of the provision, involving key staff from both schools, the parents and the student. The meeting will agree the arrangements for the provision, including times of arrival and departure, transport, food and uniform arrangements, a code of conduct for the student, a sanctions procedure to be used if necessary and a risk assessment if appropriate. At the end of the exclusion period a further meeting will be held at the home school with the student and the parent prior to re-admittance to the home school.

This partnership arrangement will be reviewed by all Governing Bodies on an annual basis.

## **Permanent Exclusion**

For very serious one-off incidents, or in cases where over a period of time the range of strategies used by the school has failed to improve the behaviour of a student, Governors will be asked to consider a permanent exclusion. In all cases of prolonged and escalating breaches of school discipline, a meeting will be held with parents to alert them to the possibility of a permanent exclusion.

Permanent exclusion should usually only be used as a final step when a wide range of other strategies has been tried and failed. It is an acknowledgement by the school that it has *exhausted all available strategies* for dealing with the child.

There may be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child 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.
- Possessing or supplying an illegal drug.
- Carrying an offensive weapon.
- Other serious offences which breach the school's rules or policies.

These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community.

For more information on exclusions please visit the link below:

<http://www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012/guidance>

## **Movement around school**

### **Corridors**

Corridors are for movement from one part of the school to another. There should not generally, therefore, be students gathered together in corridors in such a way as to impede or prevent safe movement. When in the corridors, students should:

- walk on the correct side (see signage)
- walk purposefully but not hurriedly
- not run
- not eat or drink
- not push, jostle or hassle any other student
- not drop litter

Corridors will occasionally be closed to provide quiet for examinations or for other reasons. Students must always respect the "corridor closed" signs and find an alternative route.

### **Staircases**

In general, students should only be on staircases on the way to and from classrooms. Students should only be waiting on staircases if a teacher has asked them to. Students should not gather on staircases for social reasons, nor use them apart from for the above purpose. Students should never run on staircases, nor should they slide on the banisters. Students should walk up and down the correct side of the staircases according to the signage at that specific staircase.

### **Outside**

There are two yards for student use; the Ellen and McCarron. Students are also allowed in the central garden on their way to and from the McCarron foyer and the library corridor.

Facilities for ball games are provided on the Astroturf. Ball games may be permitted in other areas, provided there is no danger to other students, staff or the building. The playing fields may be used in summer.

### **Out of bounds**

Certain areas are out-of-bounds to students. These are the front of school, including the car parks and the bus lay-by; the site manager's house and garden; and the river-bank. Students are not allowed to leave the school site without permission.

Failure to adhere to these guidelines will be dealt with under the usual school disciplinary procedures.

## **Uniform & Equipment**

We require all students from Years 7-11 to follow our uniform guidelines, which help us to maintain our high standards of appearance and readiness for work. The following items are the school's uniform requirements (items marked with a \* are embroidered with the school logo):

### **Academic Uniform (Years 7-11)**

Burgundy jumper and/or blazer\*

White collared shirt

Tie

Black trousers for boys / Black trousers or skirt for girls. **Trousers must be loose fitting** (denim/leggings/combat-type trousers or any other variation are not acceptable). **Skirts must be a suitable length.**

Black tights for girls wearing skirts

Completely black shoes/trainers (with no visible logos)

Plain black boots can be worn but only if trousers can be worn over the boots.

Jewellery including studs and sleepers **must not be worn** but watches and medical discs are allowed.

Outdoor coats **must not be worn in lessons.**

Hair colour must be within the normal range of natural hair colours. Any attachments to hair that cannot be removed immediately should not be worn.

Make up can be worn but **must not be excessive.**

### **Sixth Form Uniform**

Students in Sixth form must follow the same guidelines as above but replace the burgundy jumper/blazer with a grey jumper\*

### **Equipment**

Students should come to school every day with the basic equipment required for all lessons in an appropriately sized bag which contains their:

- fully equipped pencil case (pen, pencil, ruler, rubber, etc.)
- calculator

Departments will generally provide additional equipment for specific lessons.

### **PE Uniform**

Burgundy polo shirt\*

Burgundy/White multi sports top\* (outdoors)

Burgundy hoodie\* (optional)

Black shorts\* (over black leggings for certain activities as advised by PE dept)

Black skorts for girls (optional)

Black plain tracksuit bottoms\* (optional)

Black socks with Netherhall lettering\*

Trainers (or boots for rugby/football) – **absolutely no black pumps** (they leave marks on the sports hall floor).

All uniform can be purchased from Mrs Lindsay Routledge at the West Lakes Embroidery shop at 69 Senhouse Street, Maryport. (Tel: 01900 817799 / 07449223985). You can also order uniform via the website - [www.westlakesembroidery.co.uk](http://www.westlakesembroidery.co.uk)

## **Homework**

Netherhall School is committed to raising the standard of work of all of our students, so that they develop the ability to work effectively in all areas of the curriculum, and as a platform to cope confidently with the

demands of further education, employment and adult life. The Netherhall School homework policy document is the starting point for all issues surrounding homework. This document contains generic values common to all departments and a detailed explanation of the value of homework as an educational learning tool. For further details regarding the effectiveness of homework as an effective Teaching & Learning tool, please refer to the Education Endowment Fund/Sutton Trust's T&L Toolkit which can be found at <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary/>

For more information please refer to the schools 'Homework Policy'.

## **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. Regular attendance is vital for all students if they are to achieve their potential. There are clearly documented links between regular attendance and attainment:

- 95% attendance (1 day off every four weeks) gives students an 80% chance of achieving 5 A\*-C grades at GCSE.
- For every 10% drop in attendance, a student is likely to achieve 1 less GCSE
- 90% attendance (1 day off per fortnight) gives students a 60% chance of achieving 5 A\*-C grades at GCSE.
- 85% attendance (1.5 days off per fortnight) gives students a 42% chance of achieving 5 A\*-C grades at GCSE.
- 80% attendance all the way through school is the equivalent of missing a whole year of education.
- 80% attendance means a student is missing 1 full day of education every week.

Regular attendance reduces the risk of underachievement, keeps students safe and creates good habits for a future working life.

Encouraging good attendance is the responsibility of all staff and is a legal duty for parents/carers.

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

For more information please refer to the schools 'Attendance Policy'.

## **Mobile Phones and other Electronic Devices**

Our school rules on mobile phones/tablets/ i-pods, etc. are to make sure there is a focus on learning and that they are not used to bully or harass others.

- Students are permitted to bring their mobile device to school. This is because we appreciate that it allows contact between students and their parents on the way to and from school.
- Students are permitted to use their mobile device before and after school and during break and lunchtime only. **They must be switched off and out of sight during and between lessons.**
- Students are not permitted to take photos, videos or voice recordings of other students or staff, nor are they allowed to use text messaging or social network sites to upset, hurt or bully others.

- Any student not following these rules will have their mobile device confiscated, and returned at the end of the school day. Some students will also have their mobile device removed from them on the following day as a reminder not to re-offend.
- Staff in school also have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” are 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.
- Parents may be asked to come into school if their child repeatedly breaches these rules, to discuss strategies to improve their behaviour.
- All students are reminded that mobile phones and all other electronic devices (apart from calculators) are expressly forbidden in examinations. Examination Boards are extremely strict on this even if the mobile phone is switched off. Any student found to be in possession of a mobile device during an examination will be given a mark of zero in the exam concerned and potentially in all the exams they are taking in that subject, or across all subjects.

### **Confiscated property**

Any item of personal property confiscated from a student by a member of staff must be given to the Pastoral Team for safe keeping, who will arrange with the student and/or parents for its return. Confiscated property may include jewellery, mobile phones and electronic devices.

Where items are ‘prohibited’ these will not be returned to students 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’. Students must not bring any of the following items on to school premises: tobacco products, alcohol, illegal drugs, e-cigarettes, lighters or matches, sexually explicit materials, firearms/weapons, energy drinks, banned items or any other articles that may be a danger or offensive to the students or others. Authorised staff have the power to search a student’s bag or pockets without consent when they have a suspicion that they have ‘prohibited’ items in their possession. The search will take place with two members of staff in the room. There will be severe penalties for students to have these items in school, in certain circumstances it may lead to permanent exclusion.

### **Conduct and behaviour outside school premises**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate student’s behaviour in these circumstances “to such extent as is reasonable.”

Subject to the school’s Behaviour Policy and procedures, the teacher may discipline a student 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 student 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 student or member of the public; or
  - could adversely affect the reputation of the school.

This school is committed to ensuring our students 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 students, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school.
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to 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, seclusions, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether students 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 student or member of staff (e.g. bullying another student or insulting a member of staff).
- Whether the misbehaviour was whilst the student 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 student is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

## **Student Support**

We aim to support all our students 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 students.

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Behaviour Management Plans – The aim of a BMP is to develop strategies that can be taken to support and guide a child with problematic behaviours that disrupt the learning process. It is created in consultation with the student, staff and parents/guardians.
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, pastoral team.
- 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
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.
- Work extended placements

## **Restorative Practice**

Restorative practice 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 students 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 practice works extremely well if there has been a repeated problem for a student 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 practice also works very well when students 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 student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students 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. A Future focused Agreement which is drawn up by the participants serves as a reminder of the points covered and agreed at the meeting. This agreement is not legal but is used to revisit and keep on track the solutions which have been laid out at the meeting.

## **Reasonable force**

In order to maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, 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 students or to restrain them. Control can mean either passive contact (standing between two students or blocking a student's path) or active physical contact (leading a student by the hand or arm, ushering a student 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 students such as unpaid volunteers or parents accompanying students 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 in order to prevent a student 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 students, 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 student and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

## **Bullying**

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child abuse. In addition to the sections below we have a section on Peer on peer abuse in our Child Protection Policy and procedures.

Bullying is usually a wilful, conscious desire to hurt, threaten or frighten someone else, but in some cases it can be less conscious i.e. persistent name calling, teasing and humiliating others. Bullies exist but that side of their behaviour can be changed. 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 or belief, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sex or sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying;
- cyber

It can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Therefore it must be made clear to all students that **BULLYING** of any sort is **NOT ACCEPTABLE AT NETHERHALL SCHOOL**.

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;
- upskirting;
- producing graffiti;
- sexual violence and sexual harassment;
- sexting and initiating/hazing type violence rituals;



- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

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 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.

Everyone must be involved in reducing all sorts of bullying behaviour to as near zero as possible. Frequently and as part of the curriculum, the school will deal with the issue of bullying, drawing it’s often appalling consequences to the attention of every member of our community.

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control
- Bullies tend to lack empathy; they cannot imagine what the victim feels
- Bullies tend to lack guilt; they rationalise that the victim 'deserves' the bullying treatment
- Sexual harassment is a particular form of bullying and most commonly takes place by boys physically touching girls, or calling them names.

When someone is being bullied or in distress, we encourage our students to take action. Watching and doing nothing is the same as supporting the bully. We advise them to inform an adult immediately and they will make sure the right person gets to know quickly. Students are also encouraged not to tolerate bullying in their social group. Students are encouraged to always:

- Be kind and thoughtful to everyone, especially to someone who seems to be unhappy.
- Report any bullying to a member of staff immediately.
- Be honest when asked to give a statement on an incident that you have witnessed or been involved in.

If there has been a bullying incident reported, the incident will be fully investigated by the Pastoral team and appropriate action will be taken. Parents will usually be informed immediately by the Head of Year and encouraged to discuss it with the student. 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.

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 students are under the school’s direct supervision will be dealt with. In cases where cyber bullying occurs while students 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 take action 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.

We use a number of various strategies to prevent and deal with bullying, including:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- Delivering a curriculum that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies - both whole school and year group that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Access to 'report button' in school and outside of school
- 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
- Home school agreement
- School prefects situated around school at breaks and dinners

We also have a number of various strategies to help the bully and the victim. They include:

#### **BULLY**

- Disciplinary sanction imposed either exclusion or time in seclusion
- Engage promptly with parents to ensure their support and involvement
- Restorative practice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

#### **VICTIM**

- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement

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

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

For more information please refer to the schools 'Child Protection Policy and procedures'.

### **Drugs and Drug-Related Incidents**

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 RSHE 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.

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Leah Holliday 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.

### **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.

For more information please refer to the schools 'Children with medical needs' policy.

#### **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.

#### **Discovering 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.

#### **Discovering 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 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.

#### **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.

#### **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.

## **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 the 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.

## **Dealing with violent, abusive or threatening behaviour from a parent**

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 'Controlling access to School premises' (November 2018). 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.

### **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.

### **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 take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

## **Parental use of social networking sites**

Social networking sites such as Facebook and Twitter are now widely used and these types of media allow people to communicate in ways that were not previously possible. Unfortunately, such sites can be used inappropriately by some as a means of expressing negative or offensive views about schools and their staff. This section of the policy sets out the school's approach to parental use of such sites and sets out the procedures that will be followed and action that may be taken when it is considered that parents have used such facilities inappropriately. Where there is reference to "parent" in this document this also include carers, relatives or anyone associated with the school.

The purpose is to:

- Encourage social networking sites to be used in a beneficial and positive way by parents
- Safeguard students, staff and anyone associated with the school from the negative effects of social networking site
- Safeguard the reputation of the school from unwarranted abuse on social networking sites
- Clarify what the school considers to be appropriate and inappropriate use of social networking sites by parents
- Set out the procedures the school will follow where it is considered that parents have inappropriately or unlawfully used social networking sites to the detriment of the school, staff, students or anyone else associated with the school
- Set out the action the school will consider taking if parents make inappropriate use of social networking sites

Social networking sites have potential to enhance the learning and achievement of students and enable parents to access information about the school and provide feedback efficiently and easily. In addition, the school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends and acquaintances. As a guide, individuals should consider the following prior to posting any information on social networking sites about the school, staff, students or anyone else associated with the school:

- Is the social networking site the appropriate channel to raise concerns, give this feedback or express these views?
- Would a private and confidential discussion with someone in the school be more appropriate? If there are serious allegations being made/concerns being raised, social media or internet sites should not be used to name individuals and make abusive comments. Please contact the school to discuss any concerns you may have
- Are such comments likely to cause emotional or reputational harm which would not be justified, particularly if the school has not yet had a chance to investigate a complaint?
- The reputational impact that the posting of such material may have to the school, any detrimental harm that the school may suffer as a result of the posting and the impact that such a posting may have on students' learning

Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is rarely appropriate to do so. Other channels such as a private and confidential discussion with the Head teacher or member of the Governing Body, or using the school's formal complaints process are much better suited to this. The School considers the following examples to be inappropriate uses of social networking sites. (This list is non-exhaustive and intended to provide examples only):

- Naming children or posting any comments about children who attend Netherhall School
- Making any posts that could be deemed to be cyber-bullying
- Making allegations about staff or anyone else connected with the school
- Making complaints about the school or staff at the school
- Making defamatory statements about the school or staff at the school
- Posting negative or offensive comments about staff or any other individual connected to the school
- Posting racist comments
- Posting comments which threaten violence

Parents should also ensure that their children are not using social networking and other internet sites in an inappropriate manner. It is expected that parents/carers explain to their children what is acceptable to post online. Parents/carers are also expected to monitor their children's online activity, including in relation to their use of social media. Please note that most social networking sites require the user to be at least 13 years old but some only allow access to those aged 13-18 with parental consent.

The School will always try to deal with concerns raised by parents in a professional and appropriate manner and understands that parents may not always realise when they have used social networking sites inappropriately. Therefore, as a first step the school will usually discuss the matter with the parent to try and resolve it and to ask that the relevant information is removed from the social networking site in question. If the parent refuses to do this and continues to use social networking sites in a manner the school considers inappropriate, the school will consider taking the following action:

- Take legal advice and/or legal action where the information posted is defamatory in any way or if the circumstances warrant this
- Set out the school's concerns to you in writing, giving you a warning and requesting that the material in question is removed
- Contact the police where the school feels it appropriate – for example, if it considers a crime (such as harassment) has been committed or in cases where the posting has a racial element, is considered to be grossly obscene, grossly offensive or is threatening violence
- If the inappropriate comments have been made on a school website or online forum, the school may take action to block or restrict that individual's access to that website or forum
- Contact the host/provider of the social networking site to complain about the content of the site and ask for removal of the information
- Take other legal action against the individual



## APPENDIX

### A. Pastoral Achievement Plan 2021-22

|                            | 7 - LJW   | 8 - LPH   | 9 - NPF   | 10 - PJL   | 11 - BI   | Assistant Head   |
|----------------------------|---|---|---|--|---|--|
| Weekly                     | <p>Announce in assembly each tutor group individual winner of the week.</p> <p>Display these names and tutor group on the screen within year area along with Friday Forum nominations.</p>  | <p>Announce in assembly both male and female individual winner of the week.</p> <p>Announce top tutor group with most achievement points.</p> <p>Display these names and tutor group on the screen within year area along with Friday Forum nominations.</p>  | <p>Announce in assembly both male and female individual winner of the week all receive certificate.</p> <p>Display these names and tutor group on the screen within year area along with Friday Forum nominations.</p>                      | <p>Announce in assembly both male and female individual winner of the week.</p> <p>EduLink message sent home to parents for top achievers in the tutor group.</p> <p>Display these names and tutor group on the screen within year area along with Friday Forum nominations.</p> | <p>Announce in assembly each tutor group individual winner of the week.</p> <p>Display these names and tutor group on the screen within year area along with Friday Forum nominations.</p>                                    |  |
| Half Termly                | <p>Celebration assembly - top male and female from each tutor group get a certificate.</p> <p>The overall achiever will also receive a certificate and prize out of the box.</p> <p>The best tutor group will receive a certificate and trophy.</p> | <p>Celebration assembly - best male, female and most improved student of that half term.</p> <p>Individual winners to receive a certificate and a prize.</p> <p>The top male &amp; Female in each tutor group get a certificate.</p> <p>The best tutor group will receive a certificate and trophy.</p> | <p>Top male and female from each tutor group get a certificate and chocolates.</p> <p>The overall achiever will also receive a certificate and prize out of the box.</p> <p>The best tutor group will receive a certificate and trophy.</p> | <p>Celebration assembly - best male, female and most improved student of that half term.</p> <p>Individual winners to receive a certificate and a prize.</p> <p>The top male &amp; Female in each tutor group get a certificate.</p>   | <p>Top male and female from each tutor group get a certificate and chocolates. The overall achiever will also receive a certificate and prize out of the box. The best tutor group will receive a certificate and trophy.</p> | <p>Overall winner across the school will receive a trophy and their picture in Main Reception. The prize awarded each half term will differ but be of significant value.</p> |
| After each data collection | <p>Students with biggest increase in effort score to have achievement certificate sent home.</p> <p>Each student receives a letter for the highest P8 score (KS3)/most progress made (KS4) in each subject.</p>                                     |   |   |  |   |  |
| Annually                   | <p>Top male and female and the most improved receive a prize.</p>   | <p>Top male and female achiever from the year receive a prize.</p>  | <p>Top male and female achievers rewarded with prize.</p>   | <p>Top male and female receive a prize.</p>  | <p>Top male and female and the most improved receive a prize.</p>   | <p>At the end of the year each student who has received no behaviour points all year will have a celebration letter sent home.</p>   |

## B. Sixth Day Partnership Agreement









### A Partnership – Sixth Day Exclusion

Beacon Hill School, Cockermouth School, Netherhall School and Solway School agree this partnership arrangement for access to each other's on-site alternative provision for excluded pupils, where appropriate.

The agreement applies to excluded pupils on their sixth and any subsequent day of a fixed-term exclusion, and allows both schools to provide full-time education for the excluded pupil from the sixth day of exclusion on site, at either the home school or the partner school.

Where the provision is to take place at the most appropriate partner school, a meeting will be arranged prior to the commencement of the provision, involving key staff from both schools, the parents and the student. The meeting will agree the arrangements for the provision, including times of arrival and departure, transport, food and uniform arrangements, a code of conduct for the pupil, a sanctions procedure to be used if necessary and a risk assessment if appropriate. At the end of the exclusion period a further meeting will be held at the home school with the pupil and the parent prior to re-admittance to the home school.

This partnership arrangement will be reviewed by both Governing Bodies on an annual basis.

|   |   |   |
|---|---|---|
|  |  |  |
| Head Teacher<br>Cumbria Futures<br>Federation                                       | Head Teacher<br>Cockermouth School  | Head Teacher<br>Netherhall School   |
|  |  |  |
| Chair of Governors<br>Beacon Hill and<br>Solway Schools                             | Chair of Governors<br>Cockermouth School  | Chair of Governors<br>Netherhall School   |

