

Newman Catholic School

REWARDS AND BEHAVIOUR POLICY AND PROCEDURES

2016/2017

Approved by¹: _____

Date: _____

Review Date²: _____

¹Head teacher is free to approve this Policy and procedures. It does not require approval by the Governing Body. Governing Bodies of maintained schools must formulate a 'Behaviour principles written statement'

²Head teacher is free to determine the review period

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 date (if any). Schools should devise their own version history to reflect the Policy status in the school.

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Combined with Newman Catholic School's old Rewards and Behaviour Policy	March 2014
10	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
11	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
12	Updated to reflect implementation of new Behaviour for Learning strategy	September 2015
13	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
14	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
15	Sanctions for truancy and persistent truancy included in policy.	April 2017

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1. 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, students and parents.

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

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of students at the school and of society which, in turn, prepares students 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 students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

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

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

This Policy and procedures should be read in conjunction with the following school policies and procedures (*delete or amend any which do not apply, have different titles or do not exist*)

- Health and Safety Policy and procedures
- E-Safety Policy
- Child Protection Policy and including Whistle blowing procedures
- Managing Medicines Procedures
- Single Equality Information/Objectives
- Special Educational Needs Policy
- Admissions Arrangements
- Complaints Procedure
- Positive Handling Support and Intervention Procedures in Rewards and Behaviour Policy
- Educational Visits Procedures
- Data Protection Policy

2. Ethos

At Newman Catholic School we are committed to the high achievement of all our students. We cultivate success and foster the highest aspirations through excellent teaching.

We are a learning community which has high expectations and actively seek to celebrate the good in every individual. Newman Catholic School is built on the Christian values of trust, respect and compassion.

We inspire an enthusiasm for life-long learning and are committed to success for all. For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, students and parents/carers). Having a positive ethos helps to ensure good behaviour from students in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of students' spiritual, moral and social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. In order to achieve this, we will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect of their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

3. Aims

Newman Catholic School believes that every child has the right to a positive and challenging experience at school. We expect high standards of behaviour at all times, allowing a safe, secure environment where learning is the priority and where good behaviour is reinforced and encouraged by positive rewards. Everyone has a right to learn without hindrance or fear. The school seeks to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the environment

Students and staff will attend lessons prepared and the Behaviour for Learning Strategy should be adhered to at all times. Students will be encouraged to be responsible for their own actions and the subsequent consequences of their behaviour. There are systems in the school to acknowledge and reward positive behaviour as well as promoting self-esteem and self-discipline. This policy will define acceptable standards of behaviour and explain appropriate rewards and sanctions. Students have the right to expect fair and consistently applied rewards and sanctions. This policy will ensure fair treatment for all regardless of age, race/ethnicity, sexual orientation, gender/transgender, pregnancy, religion/beliefs, ability or disability, or any other recognised area of discrimination following the school's legal duties under the Equality Act 2010.

The Whole School Behaviour Policy confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all students can achieve;
- provide every student with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each student's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

The aim of this Policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, school parliament meetings and in published documents;
- reward achievements, effort, good quality work, contributions to school life, attendance, achievement points leading to certificates and prizes etc.
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

4. Communication

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

PROCEDURES

1. Responsibilities

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

1.1 What Students Can Expect from Staff

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

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

1.2 What Staff Can Expect from Students

Staff may expect students to:

- attend school
- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including student planners
- follow classroom rules and procedures and not disrupt the learning of other students;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger students in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;

- use ICT in accordance with school policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What Staff Can Expect from their Colleagues

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

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all 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 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

1.4 What Staff Can Expect from Parents

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

- treat all staff and other adults with respect;
- treat other parents, 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; student planner, maths equipment, pencil case;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;

- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e- safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

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

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

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

2. Celebrating Success

At our school we regularly celebrate the success of all 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. The many ways we celebrate success are listed below and will be reviewed by students, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work and student planners
- Praise letters and postcards sent home
- Positive phone calls home
- Sharing and celebrating success during lesson time – use of circle time for students to discuss their own behaviour related concerns
- Sharing and celebrating success in assemblies, including handing out prizes
- Departmental awards
- Achievement points, stickers and stamps awarded in lessons
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work
- Certificates and prizes awarded for attendance
- Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.
- Honorary trophies for outstanding students in specific disciplines
- Parents' Evenings/Review meetings – use these as a means of praising where appropriate.
- Sports award dinners

2.1 Rewards

Types of rewards include

- Entry into £1 canteen voucher prize draws each half term for students who have at least 5 achievement points
- Entry into £10 voucher prize draws each half term for students who have at least 10 achievement points
- Entry into £20 voucher prize draws each half term for students who have at least 20 achievement points
- Entry into £50 voucher prize draw at the end of the year for the top 20 students in each year group who have the most achievement points
- Positive comments in class and/or reinforcement at end of lesson
- The use of positive comments in student planners
- Parents' Evenings/Review meetings – use these as a means of praising where appropriate.
- Verbal praise
- Trophies for achievement
- Sports award dinners
- Trips
- Letters and phone calls home providing praise
- Tutor group trophy for attendance
- Departmental award
- Certificates
- Badges
- Departmental postcards/letters home.

3. Sanctions and Consequences

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 students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable 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.

At Newman Catholic School a four stage system is followed in classrooms which is used to ensure that all students are on task, working hard and lessons are not disrupted.

- Stage 1 - warning by the teacher
- Stage 2 - second warning by the teacher
- Stage 3 - students are asked to move seats within the classroom and a behaviour log will be completed on our computer system
- Stage 4 - students are referred and sent out of the classroom to another room resulting in an automatic half hour after school detention the following school night. Students will also be expected to return to that member of staff and apologise for their behaviour or lack of work with restorative justice used by the member of staff. A behaviour log will be completed on our computer system and parents/carers contacted via text or phone call
- On reaching stage 4 - arguing, refusing to leave the classroom, disrupting the class they have been referred into, on call being used, failing to return to the teacher to explain their behaviour and apologise will be classed as failing a referral and this leads to a day in isolation with the after school detention also to be completed. A behaviour log will be completed on our computer system and parents/carers contacted via text or phone call

- Any student who fails to behave appropriately in isolation will be excluded for a fixed period and will be placed in isolation for a day on their return

As well as the stages used with the classroom, students who are regularly referred will move up through the Levels of Conduct.

- Level 1 – Three stage 4 referrals/failed referrals in one half term or one serious incident will result in a day's isolation and parents called in for a meeting with the form tutor and head of year. They will also be placed on report to the form tutor for a week.
- Level 2 – A further three stage 4 referrals/failed referrals in one half term or one serious incident will result in another day's isolation and parents called in for another meeting with the Head of Year and SLT link. They will be placed on a Head of Year report for two weeks and an IEP will be written.
- Level 3 – A further three stage 4 referrals/failed referrals in one half term or one serious incident will result in another day's isolation and parents called in for another meeting but this time with the Head of Year and Senior Assistant Headteacher. They will be placed on a Senior Assistant Headteacher report for two weeks. Requests to outside agencies for support – e.g. Educational Psychologist, will also be made and an Early Help Assessment started.
- Level 4 – A further three stage 4 referrals/failed referrals in one half term or one serious incident will result in another day's isolation and parents called in for a meeting with the Head of Year, Senior Assistant Headteacher and Headteacher. An acceptable Behaviour contract will be signed and they will be placed on a Senior Assistant Headteacher report for two weeks. A managed move will be discussed along with an Assessment Centre referral.
- Level 5 - A further three stage 4 referrals/failed referrals in one half term or one serious incident will result in another day's isolation and parents called in for another meeting with a School Governor, the Senior Assistant Headteacher and Headteacher. The Acceptable Behaviour Contract will be reviewed, a managed move set up or permanently excluded.

Any student who arrives late to school and misses registration, is heard swearing or not behaving appropriately at break times will receive an automatic lunch detention. Any student who truants school will be placed in isolation and if truancy is persistent may be excluded on a fixed term basis or even permanently.

School will endeavour to investigate all incidents as thoroughly and impartially as possible and, based upon these investigations, will form a view based on the balance of probability. By employing this approach, it prevents students from adopting a "you can't prove it" line of defence. We believe this to be in the best interests of all concerned.

3.1 Restorative Justice/Reflection on Actions

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

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

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other 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 justice 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 justice 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.

3.2 Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. In lessons, and during social time where possible, students are issued with two warnings (stages 1 and 2) to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious and staff will move straight to stage 4 or place students straight in a lunch detention if during social times. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

Student Behaviour Logs

When a student reaches stage 3, 4 or a failed referral they are issued with a Behaviour Log which is held centrally. These trigger further interventions as explained above in the Levels of Conduct.

Screening, Searching and Confiscation

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

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

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Electronic cigarettes and vapors
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

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

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

Examples:

- Mobile phones except for in accordance with school use rules (can be used outside at break and lunchtimes only)
- MP3 players or similar devices used in class
- Jewellery not in accordance with the school uniform policy
- Lighters or matches
- Chewing gum

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Students are allowed to bring these to school on the understanding that they remain switched off and in lockers or bags during lessons and other directed time.

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

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

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

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

Where items are ‘prohibited’ as outlined above, these will not be returned to 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 items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

Removal from Class

Where a student fails to respond to the two warnings (Stages 1 and 2) and has been moved seats (Stage 3) as reminders to improve an aspect of their behaviour which disrupts the learning of others, or apply greater effort to their work, they will be referred (Stage 4) and another classroom. In such circumstances, the student will automatically receive a half hour detention after school the following night and arguing, refusing to leave the classroom, disrupting the class they have been referred into, on call being used, failing to return to the teacher to explain their behaviour and apologise will be classed as failing a referral and this

leads to a day in isolation with the after school detention also to be completed. Students may also be removed from class for more serious misconduct without the use of warnings.

Detention

After school detentions are used when a student receives a Stage 4 referral. Staff may also issue their own break, lunchtime or after school detentions to resolve homework issues with students. During detentions students are set relevant academic work, outstanding homework to complete or given the opportunity to reflect on an aspect of their behaviour. Lunchtime detentions are also issued where a student arrives late to school, is heard swearing by members of staff or has behaved inappropriately during social times.

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

Detention may be given at the following times:

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

The Head teacher will decide which members of staff can put students in detention. At this school that applies to all staff, including non-teaching staff.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school’s Whole School Behaviour Policy, including persistent disruptive behaviour and refusal to behave appropriately in isolation, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Persistent truancy may also result in a fixed term exclusion.

The Headteacher or a Senior Assistant Headteacher (only) may consider a period of fixed term exclusion. Parents will be asked to accompany the student to school for a formal reintegration meeting with a Senior Assistant Head and the student will be placed in isolation for a day. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one. Parents must ensure that students are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do, the school or local authority may issue a penalty sanction.

Permanent Exclusion

A decision to exclude a student permanently will be taken only:

- a) In response to serious breaches of the school’s Rewards and Behaviour Policy;
- b) If all other intervention strategies have been exhausted
- c) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

A decision to exclude a student permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole

school community. It will usually be the final step in a process for dealing with disciplinary offences or persistent truancy, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort. Only the Headteacher may permanently exclude; parents have the right to participate in the Governors' Student Discipline Committee meeting that will review the Headteacher's action, and to appeal against the exclusion.

There will, however, be exceptional circumstances where, in the Head teacher judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

4. Attendance and Punctuality

The school is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Students who are late are recorded as late on a regular basis are put in a lunch time detention.

If students are late or do not attend:

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

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

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

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

5. Homework

6. Students should always write homework in their planner and include the deadline by which the work has to be handed in. They can access the 'Show my Homework' page on the school website where homework tasks, extra resources, further explanations and deadlines can be viewed. Parents/carers/guardians should sign the planner each week to show that they have seen it. Parents/carers/guardians are encouraged to contact the school if it appears that homework is not being set and check the 'Show my Homework' link on

the school website. All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. They will feel under enormous pressure in Years 10 and 11 if they are trying to catch up on coursework that should have been done earlier. The school does provide advice on study skills to help in this respect.

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

If homework is not completed:

- parents/carers/guardians may use the Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework
- the teacher should be told before or at the beginning of the lesson
- the teacher may record non-completion of work in the Student Planner so that parents/carers/guardians may see it
- the teacher may place the student in a detention at break, lunchtime or after school to complete the work. Missing this detention and or not producing homework at the second opportunity will result in the Head of Subject using further sanctions.

7. Student Conduct and Misbehaviour Outside the School Premises

7.1 What the Law Allows

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate students' 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.

7.2 Out of School Behaviour

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 including the wearing of full school uniform and following all school policies.

7.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, isolation, 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.

7.4 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 to promote success in lessons
- Increased communication between home and school
- Time out cards
- Pupil profiles
- Referral to the Student Support Officer
- Referral to the school counsellor or mentor
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants and senior learning mentors
- 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, Assessment Centre etc.

8. The Use of 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.

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

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

8.2 Circumstances in which reasonable force might be used

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

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

8.3 Power to Use Reasonable Force when Searching Without Consent

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

8.4 Unreasonable Force

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

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

8.5 Staff training

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

8.6 Behaviour Management Plans

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

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

8.7 Informing Parents when Reasonable Force has been used

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

In making a decision about informing parents, the following will be taken into account:

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

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

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

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

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

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

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

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

8.8 Post Incident Support

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

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

8.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for students. It might also be appropriate to review the Rewards and Behaviour policy.

8.10 Other Physical Contact with Students

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

Examples include:

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

9. Allegations of Abuse against Staff and Other Adults Working in the School

9.1 General

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

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

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

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

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

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

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

9.2 Action in the Event of a Malicious Allegation

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

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

10. Bullying

Newman Catholic School has an Anti – Bullying Policy that further outlines anti-bullying procedures at the school. This school be read in conjunction with this policy.

10.1 What is Bullying?

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

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

Specific types of bullying include those relating to:

- race, religion, culture or gender;

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

It can take place between 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.

Acts of bullying can include:

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

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

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

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.

10.2 The Law

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

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

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

10.3 Reporting and Recording Incidents of Bullying

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

10.4 Tackling Bullying

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

10.5 Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- Citizenship programme that discusses issues such as diversity and anti-bullying messages
- Anti-bullying week
- Assemblies and collective worship that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform

10.6 Strategies for Dealing with the Bully

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

10.7 Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Time out card
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given

- Self-assertive strategies discussed

11. Drugs and Drug-Related Incidents

11.1 General

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

Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all students.

- 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 seen as 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.

11.2 Responsibilities

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

11.3 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students 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 students 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/carers on this issue is available on request from the school.

Tobacco

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

Alcohol

No alcohol is consumed during the course of 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 students will be supervised carefully where such substances are used in the course of 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.

11.4 What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order 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.

11.5 What to do in the event of finding or suspecting a student is in possession of a drug/drug paraphernalia

- (1) Request that the student 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 student refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the student when looking for prohibited items.
- Teachers can search a student's outer clothing so long as a witness is present without the consent of the student. 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 in order to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

11.6 Procedures for dealing with a student suspected to be under the influence of a drug or substance

Stay calm, place the student 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 student if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the student (for analysis).

All drug related incidents will be recorded.

11.7 When to contact the police/disciplinary action

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

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student.
- 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 student(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.

11.8 Procedures for dealing with drug-related incidents involving adults

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

- 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 students 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 students in drug misuse or the supply of drugs to students.

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

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

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

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

12. Behaviour of Parents and Other Visitors to the School

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

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

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/carers 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.

12.1 Types of behaviour that are considered serious and unacceptable

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

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

12.2 Procedures for Dealing with Unacceptable Behaviour

When a parent/carer 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/carer 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 of time, 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 still have 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.

12.3 Unacceptable Use of Technology

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

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

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