



# BEHAVIOUR POLICY & PROCEDURES

**Adopted by Netherhall School Governing Body**

**August, 2024**

Signed:  (Neil Watt, Chair of Governors)

**Date by which the procedure was last reviewed: August 2024**

**Anticipated review date: August 2025**

## **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.

# **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.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on school suspensions and permanent exclusions to ensure that these interventions are used appropriately.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), 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. The school pays regard to the DfE Departmental advice for maintained schools 'Promoting fundamental British values as part of SMSC in schools'.

The governing body of a maintained school is responsible for setting general principles that inform the behaviour policy and procedures. Governors must have a 'Statement of Behaviour Principles' which is a statutory document. In turn, the Head teacher must act in accordance with the Governors' 'Statement of Behaviour Principles' and have regard to any guidance provided by the Governors on promoting good behaviour in school. 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 sanctions for breaking the rules.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

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 the code of conduct, all employees engaged to work under the teachers' terms and conditions of employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013 and 2021) which set out the expectations that all

teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where the behaviour of pupils is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available in the form of re-induction of rules routines and expected standards of behaviour. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

The procedures which support the school's behaviour policy must include measures to prevent all forms of bullying, harassment and intimidation 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 the accessibility plan.
- Data protection policy.
- Children with medical needs; managing medicines policy.
- Special educational needs policy.
- Whistleblowing policy.
- Educational visits procedures.
- Attendance policy.
- Mobile Phone Policy.
- Vaping Policy.

## **Ethos**

Netherhall School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, be honest, be kind and to achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the school is a positive and safe place to be.

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; having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example; therefore, it is paramount that the adults in and associated with the school demonstrate the highest standards of behaviour.

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

- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils 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 pupils 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 pupils to acquire an appreciation of and respect for their own and other cultures.
- 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.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the school is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The school will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. A complaint of bullying will always be taken seriously.

## **Aims**

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.

The whole school behaviour policy and procedures confirms the school commitment to:

- Teach our pupils to their full potential (educationally, morally and spiritually) and provide them with the confidence and motivation to learn effectively.
- Provide a high-quality education that equips our pupils with the skills, knowledge and understanding needed for personal success.
- Promote a culture of praise and encouragement in which all pupils can achieve.
- Provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil'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 and other agencies who are willing to assist.
- Help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- Provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and any form of harassment.
- 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.
- Value every child regardless of ability, sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation [pregnancy or maternity].
- Maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.
- Build and maintain a partnership between the school and the community which promotes and supports the raising of achievement and the pursuit of excellence.

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

To achieve this, the school will:

- Make clear its expectations of good behaviour, through assemblies, school council meetings and in published documents.
- Reward achievements, awarding achievement points, selecting star learners, Friday forum nominations, creating subject certificates of achievement and delivering achievement assemblies.
- Promote good relationships and a sense of belonging to the community; to thrive, feel valued, be safe and feel secure.
- Teach pupils the skills of self-discipline, self-management and respect for the views of others as they are key cornerstones of positive behaviour.
- Follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.
- Intervene early to challenge undesirable behaviour.
- Provide and promote positive examples for modelling behaviour; 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 pupils.
- Create a zero-tolerance environment against all instances of bullying or discrimination (both online and offline) based on the protected characteristics of sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, [pregnancy or maternity].
- Treat every member of the community as individuals and respect their rights, values and beliefs. Parents/carers, children and teachers all need to operate in a culture of mutual regard.

The five principles that guide Netherhall School are:

1. Pupils first: every decision is founded on the best interests of the pupils.
2. Aspiration: to be fiercely ambitious for all pupils.
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.

Underpinning these principles is our belief in the core British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

### **Communication**

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish the school Behaviour Policy and procedures to parents, staff and pupils at least once a year. We will also publish the Behaviour Policy on the school website along with the Governors' statement of Behaviour Principles.

# Netherhall School Behaviour Procedures

## Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment in which all pupils can learn and reach their full potential and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff Code of Conduct.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

The expectations of **pupils** are outlined below:

- 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, respectful and helpful to others.
- Keep the school free from litter and graffiti and respect school and others property.
- Arrive to lessons on time.
- Line up quickly, quietly and calmly.
- Follow classroom rules and procedures and not disrupt the learning of other pupils.
- Follow instructions given by staff and other adults without arguing.
- Use appropriate language.
- Lead by example creating a good role model for younger pupils in the school.
- Accept responsibility for my behaviour.
- Use ICT in accordance with the school online safety policy and procedures.
- Be an ambassador for the school and behave appropriately outside of school.

These expectations are outlined in the home school agreement which must be signed by each pupil on induction to Netherhall School and is also available on their Edulink account. *Please see appendix A for a copy of the home school agreement.*

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 on the pupils' Edulink account; one relates to their behaviour around school and the other is more specific to the dining areas. *Please see appendix B and C for both of code of conducts.*

The expectations of **staff** are outlined below and form part of the home school agreement:

- 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 challenging and 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 pupils to work together to provide an exciting and stimulating atmosphere in which to learn.
- Arrive to lessons on time.
- Plan and deliver good to outstanding lessons which engage and motivate you to achieve.
- Allocate sufficient time for each task.
- Celebrate the success of pupils in lessons, after school activities and assemblies.
- Have a well organised room.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Always take seriously any complaints of bullying (both online and offline) or inappropriate behaviour reported to them.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

These expectations are outlined in the home school agreement which is included in the staff code of conduct. *Please see appendix A for a copy of the home school agreement.*

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

- Help my child to use their Edulink account effectively and be well organised for school.
- Check my child's Edulink account regularly.
- 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 and encourage them to achieve their very best.
- Contact school as soon as possible if my child has an unavoidable absence.
- Treat all staff and other adults at the school with dignity, kindness and respect.
- Behave responsibly whilst on school premises.
- Reinforce the value of good behaviour at home and at school.
- Work with school staff to help their child accept responsibility for their behaviour and actions.
- Discuss any issues of concern with staff in a calm and non-aggressive or threatening manner.
- 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.

These expectations are outlined in the home school agreement which must be signed by each parent on induction to Netherhall School and is also available on their Edulink account. *Please see appendix A for a copy of the home school agreement.*

### **The school behaviour curriculum**

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

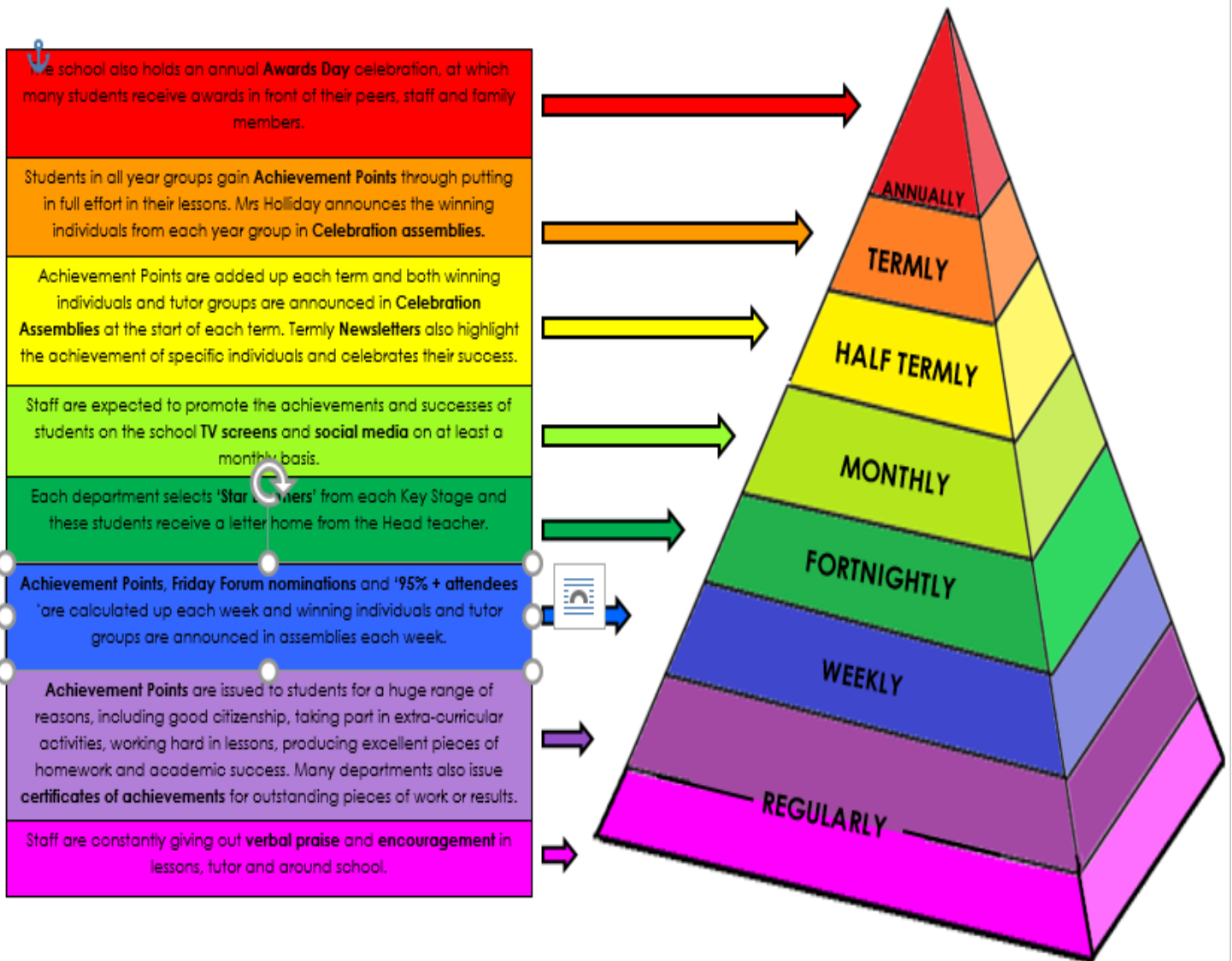
Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in home-school agreement. It states our expectations of each member of the school community described in the section above. This is also promoted around school and on Edulink one. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.



# Achievement

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. It is important to regularly reward pupils for their efforts and we aim to do this as often as possible with the pupils themselves, their tutors and their parents. The many ways we celebrate success can be found below and will be reviewed by pupils, parents and staff during the academic year. *Please see appendix D for a copy of the pastoral achievement plan.*



## **Behaviour**

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

In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy and the training and direction they have received. The first priority will be to ensure the safety of pupils and staff and to restore a calm and safe environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

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

Pupils 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 pupil who behaves unacceptably.

A member of staff coming upon anything which is not allowed will deal with it directly, making sure the pupil 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 pupil.**
- The cause of the misbehaviour.**

Pupils 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 pupil, that they can access the homework and that the pupil is firstly supported with the completion of their homework.

A referral system is used for more serious or repeated misbehaviour and detentions are usually issued for the following actions:

- Persistent uniform issues.

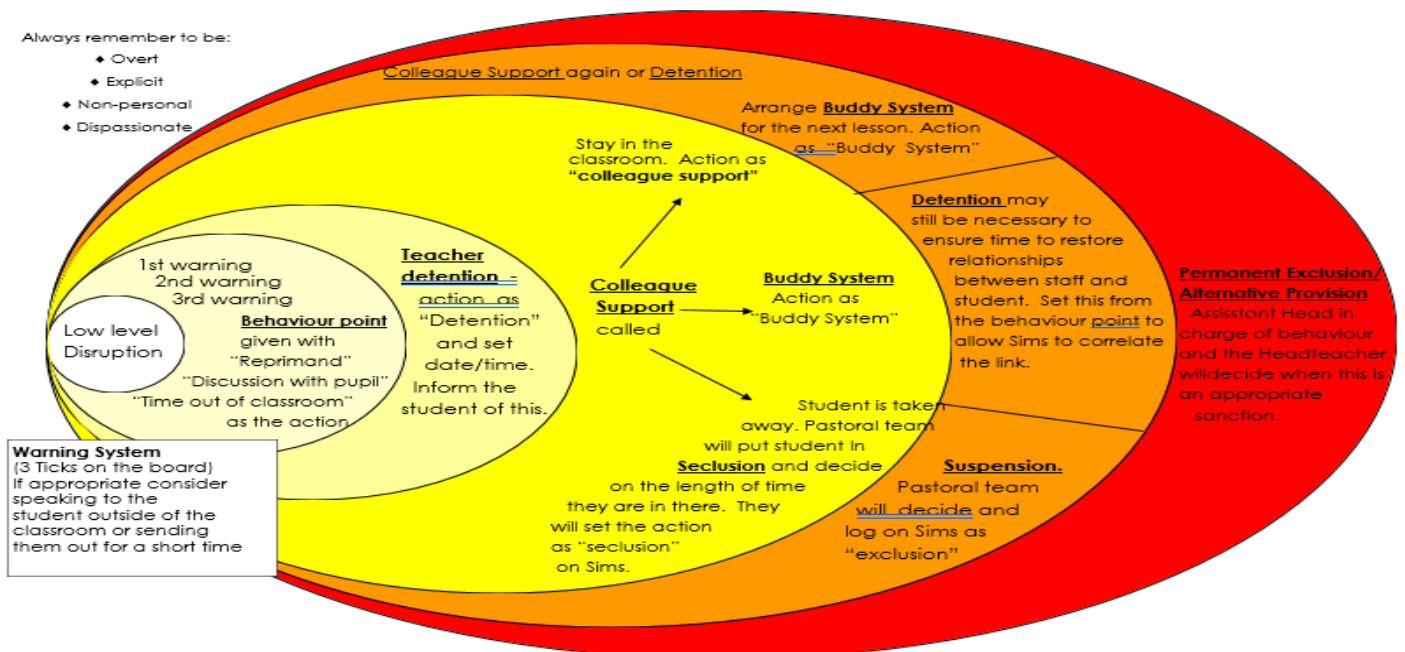
- Regular unpunctuality to school, lessons or other appointments.
- Missing any lesson, registration, assembly etc.
- Regular problems of forgetting equipment.
- Regular homework problems.
- Disruptive behaviour.
- Chewing gum or eating in class.
- Rudeness.
- Aggressive behaviour.
- Refusal to do as reasonably asked by a member of staff.
- Use of mobile phones/smart watches or electronic devices in class in contravention of school rules– item may be confiscated.

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

- Vandalism.
- Theft.
- Offensive language.
- Drug, alcohol or solvent abuse including smoking and vaping.
- Threats or threatening behaviour.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Deliberately invented or malicious allegations against staff or other pupils
- Assault.
- Deliberate action which puts anyone at risk.
- Walking out of lesson or detention without permission.
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image or values.
- 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.

## Behaviour Management



Negative Behaviour Continues

Additional strategies can be implemented to support pupils to improve their behaviour. These can include the learning support department, head of year mentoring, pastoral support, 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).

## **Sanctions and disciplinary action**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school. The Head teacher has the authority to extend the power to discipline to adult volunteers e.g. parents who have volunteered to help on a school trip.

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

This school has a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

### **Behaviour Points**

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

A behaviour point is given when a pupil has been given 3 warnings and the negative behaviour continues. The point is recorded because the pupil's 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. HOD's 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.

### **Colleague Support (CS)**

For every lesson of the week two colleagues are on support duty. The colleagues 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 pupils the appropriate warnings and allowed them time to act upon their requests. They should also ensure that the pupil is very clear about why CS has been called. The warnings should be clear, overt, dispassionate, 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, health and safety issue etc. When the teacher is not near a phone and does not have access to Edulink, then a pupil 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 pupil to support them in concentrating on their work or explaining it to them.
- Removing a pupil 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 pupil 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 pupil 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.

## **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 pupils 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 pupils to if they wish. If a pupil is already placed in detention for the same day, teachers will inform their HOY and an appropriate sanction will be arranged. These take place in the library from 3-4pm and pupils will use this time to complete homework/coursework or read a book. The detentions are staffed by 3 members of staff each day. Although the Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside of school hours **without parental consent**, parents will be sent notification 24 hours before the day of the detention via Edulink.

The senior leadership team and heads of year have the authority to remove pupils from detention, if they believe it is in the best interests of the pupil. All other colleagues can also request the removal of a pupil from detention, which will be for the member of the senior leadership team or head of year to make the final decision.

Most pupil indiscretions will result in an after-school detention. If the pupil was absent, the detention will be carried forward to the next day the pupil is in school. No pupil will be left unsupervised during a detention. If a pupil chooses to not attend an after-school detention they will be placed in seclusion for the following day until 4:30pm.

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

Maths, English and science detentions – These are after-school detentions that take place within the specific department from 3-4pm on a certain day of the week. Pupils will be placed in the subject detention if they have failed to complete the weekly homework. Similarly, to the after-school detentions parents will be sent notification 24 hours before the day of the detention via Edulink.

Below is the detention process.

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

If it is, the pupil will be informed immediately in the lesson by the teacher. This will be recorded on SIMS and EduLink one, 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 24hours notice.

The following day at 3.00pm, the pupil is escorted by HoY/SLT/HoD to the hour long detention in the library.

In the library, the pupil collects a book of their choice and reads for an hour in silence or completes homework, revision or coursework.

If the pupils attends and behaves correctly it is the end of the punishment.

If the pupil does not attend the detention for an illegitimate reason they are placed into seclusion the following day and do an hour and a half detention at the end of the day.

If the pupil does attend but behaves incorrectly they are placed into seclusion the following day and will do their hour detention at the end of the day.

If the pupil attends and behaves appropriately for the follow-up sanction, the punishment is complete.

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

### **Buddy System**

The Buddy System is used when a pupil is being a persistent problem in the lesson and the teacher has tried speaking to the pupil, 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 pupil on the buddy system for the next lesson(s). That pupil 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 pupil 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.

### **Seclusion Unit**

Seclusion gives a quality educational provision for pupils 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 pupils 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/lunch, half a day or full days. If they are in seclusion during lunch, 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 pupils are kept comfortable.

The senior leadership team and heads of year have the authority to remove pupils from seclusion, if they believe it is in the best interests of the pupil. All other colleagues can also request the removal

of a pupil from seclusion, which will be for the member of the senior leadership team or head of year to make the final decision.

## **Suspensions**

We will endeavour to avoid suspensions from school at all costs. A decision to suspend 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 or is allowing the pupil to remain in school would seriously harm the education of welfare of other people or the pupils themselves in the school. Reference will be made to DfE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement'. Pupils may be suspended, either internally to the seclusion unit, or externally to home. All such suspensions 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 pupil's fixed-period suspension. Section 100 (4). 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement' - September 2022:

"For a suspension of more than five school days, the governing board (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension".

In the event that Netherhall School excludes for longer than 5 days, suitable full-time education will be delivered to the pupil 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 pupils, where appropriate. *Please see appendix E for partnership agreement.*

The agreement applies to excluded pupils on their sixth and any subsequent day of a fixed-term suspension, and allows both schools to provide full-time education for the excluded pupil from the sixth day of suspension 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 pupil. 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 suspension 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 all governing bodies on an annual basis.

## **Managed Moves & Managed Transfers**

A managed move/transfer is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently (transfer) or temporarily (move). If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

## **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 pupil, 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 headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Actual or threatened serious violence against another pupil 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.

### **Reintegration**

We have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Pupils are also expected to complete a reflection form if placed into seclusion. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

## **Responding to the Behaviour of Pupils with SEND or other health conditions**

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the Equality Act 2010 and the SEND code of practice: 0-25 years so that appropriate support can be provided to pupils who have additional needs.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on Mental health and behaviour in schools.

### **Pupil Support**

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

- Monitoring report cards with targets to promote success in lessons.



- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Behaviour Support Plans (BSP)– The aim of a BSP 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 pupil, staff and parents/guardians.
- Support from the Pastoral Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, HOY's, attendance officer and assistant head for pastoral care.
- 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 an educational psychologist, mental health worker, behaviour specialists, etc.
- Work extended placements.

## **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 pupils if they are to achieve their potential. Regular attendance also reduces the risk of underachievement, keeps pupils 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.

On return to school, it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class, he/she must catch up on work missed.

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

## **Homework**

Netherhall School is committed to raising the standard of work of all of our pupils, 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 toolkit, 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'.

## **Movement around school**

### **Corridors**

Corridors are for movement from one part of the school to another. There should not generally,

therefore, be pupils gathered together in corridors in such a way as to impede or prevent safe movement. When in the corridors, pupils should:

- Walk on the correct side (see signage).
- Walk purposefully but not hurriedly.
- Not run.
- Not push, jostle or hassle any other pupil.
- Not drop litter.

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

### **Staircases**

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

### **Outside**

There are three yards for pupil use; the Ellen, McCarron and rear yard. Pupils are also allowed in the central garden. Facilities for ball games are provided on the Astroturf and tennis courts at dinner time. Ball games may be permitted in other areas, provided there is no danger to other pupils, staff or the building.

### **Out of bounds**

Certain areas are out-of-bounds to pupils. These are the front of school, including the car parks and the bus lay-by; the site manager's house and garden; and the riverbank. Pupils 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 pupils from Years 7-13 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, cardigan (girls) and/or blazer\*.
- White collared shirt.
- Tie.
- Black trousers for boys or girls. **Trousers must be loose fitting. (denim/leggings/combat-type trousers or any other variation are not acceptable).**
- Black Trutex senior stitch down 20 inches pleated skirt, which will be supplied by the school in the online school store, <https://www.netherhall.cumbria.sch.uk/online-store> which you will be able to collect from the main school reception. **Please note that from September 4<sup>th</sup>, 2024, this is the only skirt that will be accepted.**
- 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**.
- If a pupil has a tattoo, the tattoo should not be on show and should be discreetly covered by clothing when in school.
- Nail length should be appropriate for health and safety reasons.

#### **Sixth Form Uniform:**

- Pupils in Sixth form must follow the same guidelines as above but replace the burgundy jumper/cardigan with a grey jumper\* and the burgundy blazer with a black blazer\*.

#### **Equipment:**

- Pupils 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:**

- PE uniform for Netherhall School students can be ordered via our online store on the school's website and is manufactured by the Halbro Sportswear Company. The following items of PE uniform are compulsory:
  - Gold & maroon universal playing shirt\* or Gold & maroon games top\* (girls only)
  - Gold & maroon games shorts\* (over black leggings for certain activities as advised by PE dept) or Gold & maroon skort\* (girls only)
  - Gold & maroon performance socks\*
  - Trainers (or boots for rugby/football) – **no black soled pumps** (they leave marks on the sports hall floor).
- The following items of PE uniform are optional:
  - Infinity track pants\*
  - Gold & maroon champion hoodie\*
  - Gold & maroon champion rain jacket\*
  - Gold & maroon evo full zip mid-layer fleece jacket\*
  - Black leggings\* (girls only). **Please note only Netherhall logo leggings must be worn for PE**

All PE uniform and the black pleated school skirt can be purchased from Netherhall School website – <https://www.netherhall.cumbria.sch.uk/online-store>

All other embroidered school uniform can be purchased from Stitch & Print, Wigton (016973 43546) <https://www.stitchandprint.co.uk>

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

The school has decided to remove the use of mobile phones on school premises and in school time to reduce distraction, disruption and diversion supporting concentration and engagement; the promotion of social interaction, conversation and physical activity; the limitation of the risks and dangers associated with social media, cyber-bullying, peer pressure and stigma.

This means that:

- Students don't bring mobile phones to school.
- If a mobile phone is brought to school, it is to stay in the student's bag throughout the day and is to stay switched off throughout the school day.
- If the mobile phone is seen to be in use during lesson times or during social times: breakfast, breaktime, lunchtime, lesson change, etc. the mobile phone will be confiscated and put into

safe storage until the end of the school day, where it can be collected from students' services.

- Refusal to hand over the mobile phone for confiscation would result in seclusion, the awarding of a behaviour point and detention.
- If the student is a serial / repeat transgressor of the no mobile phone on school site policy, parents / carers will be asked to come into school to collect the mobile phone from safe storage at students' services. The parents / carers will be asked to not allow their child to bring their mobile phone to school.
- Sixth form students are allowed to use their mobile phone in the sixth form study room, but not in the rest of the school; this includes at break and lunchtimes in the canteen.
- Students can use their mobile phones after 3.00pm / 3.05pm to inform parents / carers / significant others about the arrangements for after school extracurricular and enrichment activities.
- If a student needs to get in contact with home / parents / family / significant others, they are to ask permission from their teacher, go to students' services to make a private phone call, which they can do so under the supervision of the students' services team.
- If a student has a serious medical condition which requires the use of a mobile phone app, for example Diabetes, they will be issued with a card giving full permission to have and use their mobile phone in school for the purpose of monitoring and supporting the treatment of the condition.
- Students will be welcome to hand in their mobile phone to students' services at the start of the day for safe keeping and to collect the mobile phone from students' services at the end of the day.
- Please be informed that the school Wi-Fi system does not support the use of smart watches. As smart watches are expensive and valuable items it is recommended that students do not bring smart watches to school as they won't be supported to work.
- All staff will be asked to lead by example and to use an electronic device, like an i-pad in school for operational activities like registration, Edulink, colleague support, etc.
- All visitors to the school will be asked not to use their mobile phones whilst on the school premises.
- All students will be supplied with a planner which will contain their timetable and their code to access their account for school dinners and breaktime snacks.
- The school is working hard to ensure that for lessons and learning, all students can readily access an electronic device such as an i-pad, lap top computer or PC to support them with their in-school learning in lessons.
- For the purposes of homework, it should firstly be completed at home. If the student requires in-school support to complete their homework, they will be able to do this using one of the school's electronic devices in school, such as an iPad, lap top computer or PC.

## **Searching, Screening and Confiscation**

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document Searching, Screening and Confiscation – Advice for schools.

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

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

- Knives and weapons
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco, vapes and cigarette papers

- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed. The search may include a metal scanner.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance 'Searching, Screening and Confiscation – Advice for schools'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils without their consent for such items. There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers or fireworks will either be retained or disposed of, but not returned to the pupil. Pupils will also receive sanctions for smoking or vaping near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- The value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable.
- Whether the item is banned by the school.
- Whether retaining or returning the item to the owner may place any person at risk of harm; and whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

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

- Mobile phones and smart watches.
- Digital media devices or similar used in class.
- Jewellery not in accordance with the School Uniform Policy.

- Lighters or matches.
- Energy drinks.

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

Any item of personal property confiscated from a pupil by a member of staff must be given to the pastoral or pupil support team for safe keeping, who will arrange with the pupil and/or parents for its return. Confiscated property may include jewellery, mobile phones, smart watches and electronic devices, etc.

## **Vaping**

The school is committed to improving health and wellbeing and therefore we enforce the removal of vapes / vaping on school premises and in school time to improve health and wellbeing.

This means that:

- Students are not to bring vapes into school.
- When using the toilets, students are to leave bags and coats on the hangers installed outside the toilets, where they will be supervised and secure. Students can collect their belongings on departure from the toilet.
- Female students will be able to take sanitary products into the toilets.
- The toilets will be supervised by toilet attendants. The number of students allowed into the toilets at any one time will be the same as the number of cubicles in the toilets.
- Only one person per toilet cubicle at any one time.
- Toilets will be inspected after use and the cisterns have been securely fastened.
- If your child is suspected of vaping in the school toilets, the pastoral team, their head of year and an assistant will use a vape detector / bag search in order to assess as to whether the student is in possession of a vape.
- Possession of a vape will result in its immediate confiscation. The student will receive a one hour after school detention and be supervised at break and lunchtimes for at least a week of school; repeated transgression will result in a more serious sanction.
- Refusal to be scanned, bag searched or hand the vape to the member of staff will result in parents / carers being requested to attend school to remove the vape from the student. The student will also be given a suspension (fixed-term exclusion).
- Parents / carers will be asked to ensure that their child does not bring to or use a vape in school again.
- The sixth form toilets situated by student services are for the exclusive use of sixth formers and out of bounds to students in years 7-11. A joint approach with parents / carers, students and the school all working together for the benefit of our young people is the only way that this will succeed, and we can create a safer and more appropriate environment for our young people to grow up healthily, with positive behaviours and attitudes for their future. If school staff are provided with information about where the students are buying vapes from, this will be passed on to the Police.

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

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

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

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

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

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, seclusion, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

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

## **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 pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative practice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how

the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

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

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

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved, or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

Restorative practice is used by pastoral staff when pupils have been placed in seclusion and detention, to help them avoid re-offending.

## **Reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and will always depend on individual circumstances.

The governing body have taken account of advice provided by the DfE – 'Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised event / 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 pupil from doing or continuing to do any of the following:

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

Force will never be used as a punishment.

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



## **Mental health and behaviour**

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the Promoting children and young people's mental health and wellbeing - a whole school or college approach issued by the Children and Young People's Mental Health Coalition, leads to improved pupil emotional health and wellbeing, which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

## **Child on child abuse**

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is generally referred to as child on child or peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse. Guidance on dealing with cases of peer-on-peer abuse is included in our child protection policy and procedures.

## **Sexual violence and sexual harassment (SVSH)**

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stages. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school. We believe that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity.
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance and calling someone sexualised names.
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- Displaying pictures, photos or drawings of a sexual nature.
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing.
- Purposefully cornering or hindering an individual’s normal movements.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.
  - sharing of unwanted explicit content.
  - sexualised online bullying.
  - unwanted sexual comments and messages, including on social media;
  - sexual exploitation coercion and threats; and,
  - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

### **Managing a Report of SVSH**

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children's Social Care or the Police where it is determined that a crime has been committed.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child-on-child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report, and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on Searching, screening and confiscation. Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the relevant LA Safeguarding Hub for the area in which the child resides to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged

perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

### **Internal Management of reports of SVSH**

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

### **Sanctions**

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

## **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".

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.

Specific types of bullying (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

- Race, religion or belief, culture, sex (gender), gender reassignment.
- 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 pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Therefore, it must be made clear to all pupils 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 (consensual and non-consensual sharing of nude and/or semi-nude images/videos).
- Up skirting.
- 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.
- 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 its 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 pupils 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. Pupils are also encouraged not to tolerate bullying in their social group. Pupils 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 pupil. 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.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with. In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this behaviour policy and procedures. The school, wherever possible,

will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

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 pupils.
- 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 suspension 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**

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

For more information please refer to our child protection policy and procedures.

## **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 school's child protection policy and procedures.

## **Suspected Criminal Behaviour including the Possession/use of Drugs**

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in Keeping Children Safe in Education, it would be expected in most cases that the DSL (or deputy) would take the lead.

## **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. -

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 headteacher has responsibility for supporting other members of staff in the implementation of these procedures. Assistant headteacher - 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 headteacher 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 school's 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 headteacher/senior leadership team member who will inform the Headteacher 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 Headteacher 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 Headteacher/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 Headteacher 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 Headteacher/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 unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police.

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs.'

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. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

As a result of a drug-related incident, the pupil(s) concerned will be subject to sanctions. 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 headteacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

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

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

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out with school premises, the headteacher 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, sexist, defamatory or other derogatory comments.
- All types of sexual violence and sexual harassment as outlined above.
- 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 pupils, 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, pupils 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 pupils 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, pupils 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 pupils' 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 headteacher 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. Home school agreement

#### Netherhall 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 challenging and 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 pupils to work together to provide an exciting and stimulating atmosphere in which to learn.
- Arrive to lessons on time.
- Plan and deliver good to outstanding lessons which engage and motivate you to achieve.
- Allocate sufficient time for each task.
- Celebrate the success of pupils in lessons, after school activities and assemblies.
- Have a well organised room.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Always take seriously any complaints of bullying or inappropriate behaviour reported to them.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

Signed: \_\_\_\_\_



Headteacher

#### As a pupil of Netherhall School 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, respectful and helpful to others.
- Keep the school free from litter and graffiti and respect school and others property.
- Arrive to lessons on time.
- Line up quickly, quietly and calmly.
- Follow classroom rules and procedures and not disrupt the learning of other pupils.
- Follow instructions given by staff and other adults without arguing.
- use appropriate language.
- Lead by example creating a good role model for younger pupils in the school.
- accept responsibility for my behaviour.
- Use ICT in accordance with the school online safety policy and procedures.
- Be an ambassador for the school and behave appropriately outside of school.

Signed: \_\_\_\_\_

Pupil

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

- Help my child to use their Edulink account effectively and be well organised for school.
- Check my child's Edulink account regularly.
- 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 and encourage them to achieve their very best.
- Contact school as soon as possible if my child has an unavoidable absence.
- Treat all staff and other adults at the school with dignity, kindness and respect.
- Behave responsibly whilst on school premises.
- Reinforce the value of good behaviour at home and at school.
- Work with school staff to help their child accept responsibility for their behaviour and actions.
- Discuss any issues of concern with staff in a calm and non-aggressive or threatening manner.
- 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.

Signed: \_\_\_\_\_

Parent/Carer

## B. Code of Conduct Around School

### 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 calmly and sensibly.
- 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 and use your mobile phone in a responsible manner.
- Use ICT responsibly.

#### **Respect yourself**

- Endeavour to 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.



### C. Code of Conduct in the Dining Area

#### **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:

- 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.

##### **Respect others**

In the dining areas this means:

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

**D. Pastoral Achievement Plan 2024-25**

	7 - LJW	8 - NPF	9 - PJL	10 - BI	11 - LPH	Assistant Head
Weekly	In assembly, announce individual tutor group winners for the tutor group with most achievement points.  Display these names and respective tutor group on the screen within year area along with Friday Forum nominations.	In assembly, announce individual tutor group winners for the tutor group with most achievement points.  Display these names and respective tutor group on the screen within year area along with Friday Forum nominations.	In assembly, announce individual tutor group winners for the tutor group with most achievement points.  Display these names and respective tutor group on the screen within year area along with Friday Forum nominations.	In assembly, announce individual tutor group winners for the tutor group with most achievement points.  Display these names and respective tutor group on the screen within year area along with Friday Forum nominations.	In assembly, announce individual tutor group winners for the tutor group with most achievement points.  Display these names and respective tutor group on the screen within year area along with Friday Forum nominations.	Pupils with 100% attendance will be announced in assembly and receive 1 achievement point. These names will be shared on the TV screens throughout school.
Fortnightly	Each subject nominates Star learners for KS3, KS4 and KS5, letters are then sent home.					
Half Termly	Celebration assembly: top students from each tutor group to receive a certificate.  The overall top achiever will also receive a certificate and prize. The top students in each tutor group.  The best tutor group will receive a certificate and trophy.	Celebration assembly: top students from each tutor group to receive a certificate.  The overall top achiever will also receive a certificate and prize. The top students in each tutor group.  The best tutor group will receive a certificate and trophy.	Celebration assembly: top students from each tutor group to receive a certificate.  The overall top achiever will also receive a certificate and prize. The top students in each tutor group.  The best tutor group will receive a certificate and trophy.	Celebration assembly: top students from each tutor group to receive a certificate.  The overall top achiever will also receive a certificate and prize. The top students in each tutor group.  The best tutor group will receive a certificate and trophy.	Celebration assembly: top students from each tutor group to receive a certificate.  The overall top achiever will also receive a certificate and prize. The top students in each tutor group.  The best tutor group will receive a certificate and trophy.	The overall winner across the school will receive a trophy, prize and their picture on the TV screens and a Facebook article. Pupils with 95% and 100% attendance will be announced in assembly and receive achievement points. These names will be shared on the TV screens throughout school.
After data collection	Each pupil receives a letter for the highest effort scores and those who have made the most progress in each subject.					
Annually	Top students to receive a prize at awards day presentation.	Top students to receive a prize at awards day presentation.	Top students to receive a prize at awards day presentation.	Top students to receive a prize at awards day presentation.	Top students to receive a prize at awards day presentation.	At the end of the year, each pupil who has received no behaviour points will have a celebration letter sent home.

**E. Sixth Day Partnership Agreement**









**A Partnership – Sixth Day Provision**

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 suspension and allows both schools to provide full-time education for the excluded pupil from the sixth day of suspension 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 pupil. 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 suspension 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 Cumbria Futures Federation	Head Teacher Cockermouth School	Head Teacher Netherhall School
		
Chair of Governors Cumbria Futures Federation	Chair of Governors Cockermouth School	Chair of Governors Netherhall School