

# Behaviour Policy

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<b>By</b>	Curriculum and Committee Committee
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We are part of Newham Community Learning

*Respect, Success, Passion for Learning, Personal Challenge & Harmony*

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## 1. AIMS

Our intention at Rokeby School is to enable all students to fulfil their potential. We aim to develop an ethos in which individual students take full advantage of the opportunities available to them, aspiring to the highest standards in all aspects of school life.

We also recognise that young people make mistakes, and a teacher's response should guide them towards acceptable behaviour. We insist on standards of proper behaviour for the benefit of all students, so that they learn well and are an asset to both the school and community. Students will be encouraged to accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly. The behaviour policy and practice of the school must be accepted; it applies to all students, without exception. The school pursues a "no excuse" culture; whilst students have different needs and backgrounds, there is no excuse for rude, aggressive or disruptive behaviour.

This policy aims to:

- create a positive culture that promotes excellent behaviour, providing opportunity to learn in a calm, safe and supportive environment
- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying and discrimination
- outline how Students are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

**This policy is based on advice from the Department for Education (DfE) on:**

- Behaviour and discipline in schools: advice for headteachers and school staff
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### **3. ROLES AND RESPONSIBILITIES**

At Rokeby we recognise that as a community, it is essential that this policy must apply to the behaviour of all its members and to all adults as well as to our students. Leading by example means we can demand good standards of behaviour from those in our care.

#### **3.1 The governing board**

The governing board is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.

#### **3.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the relevant staff and governing board. The headteacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The headteacher will ensure that new staff are provided with induction and regular training given to all staff to ensure they understand the rules and routines enabling them to fulfil their duties set out in this policy. Behaviour data will be regularly reviewed to make sure that no groups of students are being disproportionately impacted by this policy.

#### **3.3 Staff**

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour, remain calm and in control of their own emotions
- providing a personalised approach to the specific behavioural needs of particular students
- planning lessons that engage, challenge and meet the needs of all learners

- recording behaviour, both positive and negative, incidents using school systems
- following up every time when poor behaviour occurs, retain ownership and engage in reflective dialogue with learners
- never ignoring or walking past learners who are behaving badly
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

The senior and middle leaders should lead by example, standing alongside colleagues to support, guide, model and show a unified consistency to the learners. They are not expected to deal with behaviour referrals in isolation.

### **3.4 Parents**

Parents are expected to:

- support their child in adhering to the schools behaviour policy and home school agreement
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the form or class teacher promptly
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **4. STUDENT RULES AND HOME SCHOOL AGREEMENT**

These are in place to ensure that every child has the opportunity to learn without disruption in a calm and purposeful atmosphere. This is encapsulated by the philosophy of:

**'We look after each other  
We look after our school  
We look after our community  
We take responsibility for ourselves'**

### **Student expectations:**

- behave in an orderly and self-controlled way
- be polite, respectful and considerate to each other and the building / school environment
- follow the instructions of all adults as requested
- arrive on time to school in the morning
- move around the building calmly, safely and quietly. No running
- treat the school buildings and school property with respect
- wear the correct uniform at all times, taking off any coats / scarves and gloves upon entering the building

- be prepared for learning with the correct equipment / PE kit
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### **Classroom expectations:**

- arrive on time
- sit where directed by the teacher / seating plan
- place all relevant equipment on the desk. Bags to be placed on the floor.
- show respect at all times
- complete all work to be best of your ability

All expectations set and the philosophy support and promote the key values of the school by making a significant contribution to our students' **'Dare to be the best'**.

As a school we aim to maintain an orderly and cohesive community, so that the students may learn how to get along with one another and have the space to grow and learn without fear. We ask them to embody our school values of Respect, Success, Personal Challenge, Passion for Learning and Harmony in order to become active citizens of the future.

***See appendix: Home school Agreement***

## **5. RESPONDING TO BEHAVIOUR**

Engagement with learning is always our primary aim. We recognise that for most students a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when more structured intervention is necessary. Steps in the system should always be applied with care and consideration, taking individual needs into account where necessary. Staff should praise positive behaviour - not pander to attention seekers. All students must be given 'take up time' in between steps to allow students time to consider their behaviour.

All staff must remember that consistency is key. It makes students feel safe, secure and confident of expectations.

To this end all staff are expected to:

- have well-planned, engaging lessons that meet the needs of all students
- apply consistent routines and expectations in your classroom
- have carefully considered seating plans for classes
- develop positive relationships with students where communicating clearly and promoting good behaviour is encouraged

## **5.1 Rewards**

It is important to recognise and celebrate achievements and efforts of those students who behave well and work hard. Staff should praise visibly and sincerely. This is important in recognising behavioural norms and reinforcing positive behaviours. As such praise should be a key component of good teaching and student / staff relationships.

All rewards are recorded electronically. Staff are encouraged to reward students using positive points via Class Charts. These rewards will then be publicly shared throughout the academic year via assemblies, form time and in real time with parents. At the end of term each subject area will be asked to nominate students that have excelled in their subject(s) this year so far. Areas are requested to consider both academic success as well as progress. Form tutors also nominate a student from each registration group that embraces and embodies the school values.

The school also uses a number of external agencies, like the Jack Petchey Award to further promote positive behaviours and recognise the work and character of our young men.

***See Appendix: Rewards Triangle***

## **5.2 Sanctions**

Sanctions are in place for poor work and or behaviour. Sanctions range from a rebuke to exclusion. Minor misbehaviours will be dealt with as such but more serious misbehaviours will bring about more serious sanctions. Fortunately, very serious misbehaviours are rare. If a student repeats misbehaviour, then the sanctions will become more severe.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. De-escalation techniques will be attempted to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The behaviour table outlines different levels of sanctions and provides staff with examples of when these sanctions may be applied both within lessons and around school. Our staff have a clear model for maintaining discipline that allows them to calmly assert their authority at an appropriate level when required.

***See Appendix: Sanctions Table***

### **5.3 Departmental support and On call**

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons. Departmental support is when the supervision of students who are removed from lessons are supported by or placed into another teacher's classroom to complete work. This is recorded on Class charts as '*Departmental movement*' and the class room teacher is required to follow up with behaviour to allow reintegration.

'On-call' should be used when in class actions and departmental support is not adequate to manage the misbehaviour, for example if the student leaves the lesson and runs off; the student refuses to work with another teacher; the student is generally beyond verbal control.

The 'on-call' google form is completed and the behaviour dealt with by the member of staff on call. Appropriate sanctions are applied and awarded to the appropriate member of staff to follow up. All data is recorded for monitoring purposes with the view to prevent recurring behaviour and apply interventions for improvement.

### **5.4 Detentions**

Learning conversations should be used by staff for a variety of breaches of expectations around work and behaviour. It is reasonable for a teacher to detain a student at lunchtime or at the end of a school day for up to a maximum of up to 15 minutes in order to talk about appropriate conduct within a lesson.

If the concern is greater, then a student can be issued with a 30 mins same day detention and the information will be recorded on class charts. No other notification will be given to parents / carers. For longer detentions of 45 min to 1 hour information will be placed on class charts 24hrs in advance, although this is not a legal requirement. The safe return home of a student after a detention remains the responsibility of the parent / carer.

Failure to attend a detention will result in an automatic upscaling. However repeated failure to turn up to a detention is a serious breach of discipline and will result in a severe sanction, which could include internal exclusion (IEU) or suspension.

***See Appendix: Detention Structure***

### **5.5 Internal Exclusion Unit (IEU)**

Internal exclusion is for serious misdemeanours and used as a first step alternative to any fixed term suspensions. The Head or Deputy Head Teacher can make the decision to internally exclude a student. An incident form must be provided as evidence and an Internal Exclusion Unit (IEU) admittance slip filled in and signed. Families will be informed via a telephone call and then a letter as to the nature and length of the students stay in the internal exclusion unit.

Any student placed in IEU will attend registration as normal and be collected and escorted to the unit by the 'on call' member of staff. Students can be placed in IEU throughout the day as appropriate. IEU is located on the first floor and follows a different timetable



centred on core subjects, students will also have an isolated sandwich lunch and extended school day.

Students will work in silence in individual booths and are not permitted to communicate with other students. Breaks outside are centred on the students completing community payback in the form of litter picking.

At the end of the day all students will complete a behaviour reflection sheet and where needed a conflict resolution meeting will be organised. If the student continues to misbehave, then an external suspension could be enforced.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the IEU tracking log.

*Refer to the Exclusion Policy for information on Fixed Term and Permanent Exclusions.*

## **5.6 Reports**

A student may be placed on either a curriculum or pastoral report to support behaviour in either a subject or across the whole school.

Each report will contain specific, measurable targets and will be followed for a set period of time. Failure to achieve the targets set on report could lead to contact with home, appropriate sanction such as the setting of detentions, loss of privileges or upscaling the report to the next level

## **5.7 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **5.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school

- the student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## **5.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **5.10 Zero tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and / or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be: Proportionate, considered, supportive and decided on a case-by case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
  - manage the incident internally
  - refer to early help
  - refer to children's social care
  - report to the police

## **5.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

## **6. BULLYING**

In all settings, there are unfortunately situations where young people are subjected to bullying. Bullying can be defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can take the form of:

- physical (eg hitting, kicking, theft, any use of violence)
- emotional (eg being unfriendly, excluding, tormenting)
- verbal (eg name calling, racist remarks)
- indirect (eg spreading rumours, excluding someone from social groups, spreading rumours)
- cyber bullying (eg bullying that takes place online, such as through social networking sites, messaging apps or gaming sites )
- sexual (eg explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching)
- prejudice based discriminatory including: Racial / Faith based / Gendered (sexist) / Homophobic/biphobic / transphobic and Disability based (eg taunts, graffiti, gestures or physical abuse focused on another particular characteristic eg gender race sexuality)

*Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying guidelines.*

## **7. MANAGEMENT OF BEHAVIOUR AROUND THE SCHOOL AND OFF-SITE**

To ensure the safety of all members of the school high expectations must also apply with regard to movement around the corridors and in the playground. Unacceptable behaviour includes:

- physical contact e.g. play fighting
- running in areas other than the 3G / Playground
- eating and drinking in areas other than the canteen or outdoor eating areas.
- excessive noise

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of all staff at all times to challenge unacceptable behaviour.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, therefore bringing the school into disrepute.

## **8. BEHAVIOUR SUPPORT AND INTERVENTION**

Whilst it is important that we sanction poor behaviour and undesirable learning habits it is equally important that, where appropriate, we intervene and offer support in order to allow our students to eliminate these poor behaviours and develop as young adults. The school also recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students.

The school has a variety of mechanisms to provide additional support to these students with an emphasis on early intervention. Pastoral teams regularly review behaviour tracking data and use their professional knowledge to identify students who may be experiencing difficulties. Where appropriate students are referred to the RISE (Rokeby intervention and supportive education) where their needs are tracked, monitored and discussed and appropriate interventions are put in place.

Where there are wider issues the school will work with the family and or external agencies under the early help process to improve circumstances for a young person.

***See Appendix: Intervention Provision Map***

## **9. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- if a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

## **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- whether the student was unable to understand the rule or instruction?
- whether the student was unable to act differently at the time as a result of their SEND?
- whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. TRAINING**

Behaviour management will form part of continuing professional learning and in house training.

## **11.MONITORING AND TRACKING ARRANGEMENTS**

### **11.1 Tracking behaviour**

Behaviour is tracked through the use of the school's behaviour tracking system (Class Charts) upon which all members of staff are able to log behaviour - both positive and negative.

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- the school is able to monitor more effectively patterns of behaviour by individual students and across the school, thus enabling more effective intervention
- Parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

The school will also collect data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- use of internal support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The results of this analysis will enable the school to meet its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **11.2 Monitoring the policy**

This behaviour policy will be reviewed by the headteacher and Community committee governors then full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the chair.

## **12. GUIDELINES TO SUPPLEMENT THIS POLICY**

- Anti Bullying
- Confiscation and Searches
- Use of positive handling and Restraint
- Mobile phones and other electronic equipment
- Smoking and Vaping

## **13. LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## **ANTI-BULLYING GUIDELINES**

The main aim of our school is to encourage every student to reach his full potential. Central to this is the recognition of the worth of every individual and the raising of everyone's self esteem no matter what their gender, race, religion, age, sexuality or disability. We encourage the value of harmony and the acceptance of differences. Everyone has the right to be safe in school and on the way to and from school. It is important that everyone working within our school, students, staff and parents, understands what bullying is and how it can be prevented. Bullying is unacceptable and will not be tolerated. It is the responsibility of all of us to make sure that bullying has no place in our school.

### **Preventative Measures**

In order to reduce bullying incidents a number of preventative measures are actively encouraged, taught and provided by the school continuously throughout the year to promote a harmonious co-existence of all groups of students. These include:

- opportunities to celebrate diversity through the Rokeby values
- P4C activities
- themed assemblies
- developing a culture of openness so students can talk about bullying incidents
- development of the curriculum with a strong emphasis on the role of form tutors in promoting quality relationships and developing a positive ethos within each form group
- investment in developing more student friendly environments and safety displays
- increased provision of extra-curricular activities for students during lunchtimes, before and after school
- the use of the SchoolCouncil and leadership groups in school to bring concerns of students to the attention of school leadership and staff in general
- efficient monitoring of students at break and lunchtimes through duties (further enhanced by use of closed circuit security cameras)
- on site police support via safer school officer

### **Incidents of bullying**

Despite the preventative measures, bullying may still occur at Rokeby School, as it does in any organisation. It is therefore important that all staff recognise this and act swiftly, effectively and appropriately when it does. We must act whilst recognising that our action will not necessarily bring about an instant end to the concerns.

When a student makes a disclosure that he is being bullied, to a friend, a parent / carer, or directly to a member of staff they do so because it is a serious problem to them and because they want us to take action to stop it. Despite this, they will often fear that we will be unable to stop it and that our intervention may make matters worse. Thus they very frequently say that they do not want us to take action. This is not necessarily true.

### **Strategies for dealing with bullying**

When a teacher or other adult is aware that bullying is taking place he or she should intervene or respond immediately. The appropriate Year Co-ordinator and form tutor should be informed as soon as possible.



Key points to consider when dealing with any bullying allegations:

- never ignore suspected bullying
- do not make premature assumptions
- listen carefully to all accounts and take the disclosure seriously
- establish the identity of all those involved
- establish the nature of the alleged bullying and time frames
- attempt to find the reason behind the alleged bullying or the cause
- reassure the student that action taken will not make matters worse provided they continue to keep us informed of developments
- make sure that the victim understands that the situation will probably not become idyllic instantly but that they have taken the first step to making things better

The aim of any bullying investigation should be to bring about awareness and resolution rather than to administer punishment. Until fully investigated a no-blame approach should be adopted towards the alleged bully. Any investigation paperwork must be recorded and outcomes and findings attached to the student(s) file. If the allegations are upheld there must be an assurance that the bullying will stop and whilst we do not aim to punish, there is no alternative to this if the bullying persists.

Appropriate measures should be put in place for the victim, if required, which may include 1-2-1 mentoring, buddy assignment, designated safe space, peer support, timetable changes etc.. Through this process checks should be carried out to ensure that bullying has not resumed. Where possible restorative work should be completed in attempts to establish ground rules that enable those who have bullied and victims to co-exist.

### **Involving parents**

The majority of parents support anti-bullying measures. A significant few do have unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. We need to overcome this type of attitude. Our job is to inform parents/carers of this fact and to assure them that we will take action to deal with the alleged bully but that their energy and ours should mostly be put into supporting their child. If, as they frequently demand, we were simply to punish the alleged bully with an exclusion it is easy for us to see that this would be more likely to make the situation worse rather than better. Equally, if we were to do this without equipping the victim to deal with it, the consequences could obviously become very serious indeed.

Where the parent/carer does not already know of the alleged bullying they should be informed. They should also be informed of the action which is being taken.

### **Adult on student bullying**

If a student makes an allegation against a member of staff or other adults in school, a statement should be taken by the person the allegation has been disclosed to. This statement should then be passed on to the Senior Leadership Team or Safeguarding team.

### **Student on adult bullying**

If such situations occur, the person(s) involved should inform an appropriate member of staff so that action can be taken to deal with the concerns. Depending on the circumstances it may be a Head of Department, Form Tutor, Year Coordinator, Key Stage Coordinator or a member of the Senior Leadership Team.

**Adult bullying an adult**

There may be incidents where adult on adult bullying occurs. Again any incidents should be reported to the line manager. Staff could also contact their UNION. The Newham grievance/disciplinary procedures will be followed in all cases.

## **MOBILE PHONE AND ELECTRONIC EQUIPMENT GUIDELINES**

These guidelines are designed to ensure that the dangers of inappropriate mobile phone / electronic equipment use in the school are minimised and that mobile phones do not disrupt the student's education. The increasing sophistication of mobile phone technology presents issues for schools, particularly with regard to the student's safety and wellbeing. The integration of cameras into phones and the accessibility of internet technology, for example, can lead to potential child protection and data protection issues. The high value of modern phones also presents a risk both in school and whilst travelling to and from home. We recognise, however, that nearly all students now possess a mobile phone and with this in mind, the following procedures have been designed.

### **Application of policy**

If a student brings their phone to school it must be handed into reception before 8:30am or be switched off all day and kept safely out of sight. Phones stored in reception can be collected at the end of the school day. If a student does not hand their phone in and they are caught using the device on the school site, or if their phone causes a distraction, e.g. by ringing inside their bag, they will be asked to hand it over. It must then be handed over straight away without argument. The phone will be stored in reception in a yellow zip wallet and a sanction allocated. The student may collect the item at the end of the day. Names will be recorded and monitored, any student who has their phone taken on three separate occasions will not have their phone / electronic devices returned until a parental meeting has been held. The equipment will be stored in a red zip wallet in reception until this time. Similarly if a student refuses to hand over any item electronic item then the item maybe confiscated and placed straight into a red zip wallet

Electronic devices of all kinds that are not handed into reception are the responsibility of the user at all times. The school accepts no responsibility for the loss, theft or damage of such items. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. If a student needs to contact home or vice versa then this should be done via the school reception.

### **Inappropriate conduct**

Mobile phones are banned from all examinations. Students are expected to hand over their mobile phones outside the hall to invigilators, switched off, before entering the exam hall. Any student found in possession of a mobile phone during an examination runs the risk of having that paper disqualified. Such an incident may result in all other exam papers being disqualified.

Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face a school sanction and their phone will be confiscated and placed in a red zip wallet.

Students must ensure that files stored on their phones do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, 'sexting' – which is the sending of personal sexual imagery - is also a criminal offence. As such, the school may consider it appropriate to involve the police.

## **SMOKING AND VAPING GUIDELINES**

Rokeby School recognises the right of all persons to work in a smoke/vapour free environment. The school is committed to promoting health and welfare, and wishes to create a high quality, healthy, and safe working environment for staff, students and visitors. It must, therefore, ensure that everyone is protected from the dangers of smoke/vapour in work and rest areas.

With effect from the 1st July 2007 new legislation in relation to the Smoke Free Premises Act came into force and smoking became illegal in certain wholly or substantially enclosed public places. It became an offence to smoke in no smoking premises or to knowingly permit smoking in no smoking premises. Vehicles used for business purposes were also covered by the law. The school is responsible for monitoring adherence to this policy, and has prime responsibility for ensuring compliance with the law.

### **Application of guidelines - employees**

Smoking and vaping is prohibited on all parts of the school premises and on all surrounding grounds, including the car park. This policy applies to employees whether employed directly by the school, through an agency, by a contractor or other organisation, and visitors. Employees who wish to smoke / vape may do so in their own time during designated breaks away from the school grounds preferably out of sight. Employees are not permitted to smoke/ vape whilst carrying out their duties and responsibilities.

### **Application of guidelines - students**

Smoking / vaping among students during school hours is not permitted, this includes any external trips and visits. Smoking in school uniform, whether in school hours or out of school hours, is not permitted. Any student seen smoking with a cigarette or equivalent or found to have cigarettes and / or other smoking materials openly in their possession or associating themselves with others who have been caught in the act of smoking will be punished. This may be an after school detention, student report, parents informed and the student will be subject to future searches. Any smoking items will be confiscated. Persistent offenders will receive an Internal or fixed term exclusion as appropriate.

## THE USE OF REASONABLE FORCE OR RESISTANT GUIDELINES

At Rokeby school we are committed to a positive behaviour policy which encourages students to make the right choices. Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Any physical intervention is based on the following principles:

- physical intervention should only be used as a last resort when other strategies have failed
- physical contact should be only the minimum required
- physical intervention must be used in a ways that maintain safety and dignity of all concerns
- incidents must be recorded and reported the the headteacher
- parents / carers informed on the day of the incident

The school acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

Every effort will be made to ensure that all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Reasonable force can never be used as a form of punishment.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

The NEU has produced a guidance document titled [Education, the law and you](#) which provides a helpful summative overview.

## **CONFISCATION, SEARCHES, SCREENING GUIDELINES**

These guidelines are outlined for authorised staff on searching students and the retention and disposal of items that have been confiscated in accordance with government guidance. This applies when students are in the care of the school, including on school trips or in training settings.

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Screening

Rokeby School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' students as they arrive at school. This might involve students walking through a metal detector (arch) or being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of students and parents is not required and is part of the School's statutory power to manage the safety of staff, students and visitors. Reasonable adjustments will be made for students with SEND to ensure they understand the procedures. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

### Searching

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Where possible searches will always be conducted in pairs, with at least one member being of the same sex. Searches without another adult will only take place if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, deputy headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away

from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other students or staff at risk
- consider whether the search would pose a safeguarding risk to the student
- explain to the student why they are being searched
- explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- explain how and where the search will be carried out
- give the student the opportunity to ask questions
- seek the student's co-operation

### Searching with consent

There are occasions when schools must use their power to search, screen or confiscate items from students in order to ensure the safety of all members of the school community and to maintain school discipline and good order. Rokeby School searches should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

At Rokeby school staff are permitted to search a student for any item if the student agrees. However, if a student does not agree they may receive a sanction for non-cooperation.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, bags, desks or lockers.

Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes, boots

### Searching without consent

There will be rare occasions the Head teacher (or a member of staff authorised by the Head teacher) decide to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

Searches without consent should take place with verbal authorisation from the Head teacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

However, it should be noted that the Headteacher always authorises a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which endangers themselves or other members of the community. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. When conducting a search the staff members will adhere to the government guidance.

## Prohibited Items

Whilst not exhaustive prohibited items include:

- knives or weapons – brought into school or taken from the building (e.g. from Food technology). This will result in permanent exclusion
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette (including E-pens / Vapers / Shisha pens) and smoking paraphernalia
- fireworks including 'snaps' and 'bangers' / laser pens
- pornographic images
- unnecessary amounts of money, specifically £20 or more
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

Additionally Rokeby school bans the following items and identifies these items which may be searched for.

This may include:

- any items being sold by students on school site without permission
- mobile phone or electronic devices that may contain content of malicious communication or content used to bully, intimidate or place a young person at risk of harm
- unhealthy food items, specifically including sweets, large bags of crisps, chocolate, junk food, energy drinks and sweet or fizzy drinks

## Confiscation

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

In instances where there are reasonable grounds to believe that an electronic device



contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- confiscate the device as evidence and to prohibit further use
- take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police)
- delete the malicious content from the device, if they believe there is a good reason for doing so, and return it to the student.

If there is reason to believe the electronic device may contain indecent images of children it must be immediately handed to the DSL. This will then only be searched if absolutely necessary and in the presence of the Headteacher.

### Disposal of confiscated items

Alcohol which has been confiscated will be safely disposed of. It will not be returned to the student under any circumstances. Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances, and at the discretion of the Head Teacher, the drugs may be destroyed without the involvement of the police if there is good reason to do so.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

### Recording and informing parents

A log on any search and confiscation conducted will be kept by authorised staff.

There is no requirement for the school to inform parents before a search. Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the student or the school. If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

#### Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical well being and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for students wellbeing at all times.

### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the students parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- the appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- act to safeguard the rights, entitlement and welfare of the student
- not be a police officer or otherwise associated with the police
- not be the headteacher
- be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

### Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL) or their deputy. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken

## **APPENDIX - HOME SCHOOL AGREEMENT**

Rokeby School aspires to encourage all students to 'dare to be the best', so that they may fulfil their individual potential in education and develop into responsible adults who make a positive contribution to society. This is encapsulated in the philosophy of:

We look after each other  
We look after our school  
We look after our community  
We take responsibility for ourselves

### **AS A SCHOOL WE AIM TO:**

- provide a happy, caring and safe environment
- provide a challenging learning environment
- provide good moral guidance and role models for your son
- to develop amongst all students a sense of respect for themselves, other individuals, their own and other communities, and their environment
- deliver the National Curriculum and provide a broad and balanced education which aims to meet the individual needs of each student
- effectively monitor your son's progress and teach the skills necessary for effective and efficient learning
- develop a sense of pride amongst the students, so that they always aim to achieve the highest possible standards of work in all subjects
- ensure that homework is set, marked and monitored
- advise you about the equipment, books and materials that are required for learning
- provide information and guidance about careers and higher education
- praise your son for their achievements where appropriate
- communicate our concerns and problems concerning your son
- provide enrichment activities
- provide up-to-date and timely information about the school's events
- deal with problems in a professional, fair and consistent manner

As a school we underpin everything we do in conjunction with the school values of Respect, Success, Personal Challenge, Passion for Learning and Harmony.

We believe these aims are more likely to be achieved if there is a partnership between the school, the students and the parents based on mutual trust, respect and understanding. This is outlined in the home school agreement which all parties are asked to commit to and sign on admission to the school.

**We are part of Newham Community Learning**

***Respect, Success, Passion for Learning, Personal Challenge & Harmony***

## **THE SCHOOL IS ENTITLED TO EXPECT THAT YOU (AS A STUDENT):**

- embrace the Rokeby Values and show integrity in your actions
- are punctual and attend regularly
- follow the school uniform expectations
- observe the school rules set out in the school policies
- work to the best of your ability, completing homework / deadlines
- take responsibility for your own learning and organisation of equipment
- follow the internet access policy
- are honest, polite and well behaved at all times
- show respect for others, their possessions and the school environment
- raise any concerns or problems, with us and your parents / carers quickly
- conduct yourself at all times in such a way as to enhance the school's reputation within the community.

Failure to adhere to these commitments can cause you to lose privileges and may result in sanctions being issued.

**Signed by the student:**

**Date:**

**THE SCHOOL IS ENTITLED TO EXPECT THAT YOU (AS A PARENT / CARER):**

- support the school's aims, values and policies as set out in the school prospectus / website
- ensure regular and punctual attendance by your son and avoid holidays in term time wherever possible
- reply to school communications and supply absence notes / medical evidence promptly
- keep the school up to date with your contact details
- ensure your son comes to school with the appropriate uniform and equipment
- do your best to provide an appropriate environment and time at home to enable your son to complete his homework
- support and encourage your son to achieve his full potential
- endeavour to attend the school's activities (parents'/carers' evenings / concerts / events) and meetings about your son
- advise the school of problems / achievements / issues concerning your son
- work constructively and cooperatively with the school to resolve any concerns

I understand that my child must follow the school's rules and the direction of its staff so as to protect the safety, interests, and rights of all individuals.

**Signed by the Parent / Carer:**

**Date:**

**PERMISSION REQUEST**

**MEDICAL EMERGENCIES**

In the event of an accident, if the school is unable to contact parents quickly, do parents wish a senior member of staff to sign medical consent forms?

**Yes / No**

**MEDIA IMAGES**

Are you willing to give permission for your son's image to appear in in-house publications / on the web site / videos?

**Yes / No**

**EXTERNAL PUBLICATIONS/VIDEOS**

Are you willing to give permission for your son's image to appear in external publications / videos?

**Yes / No**

**DATA**

Are you happy that data concerning your child is shared with relevant agencies?

**Yes / No**

**ELECTRONIC LUNCH**

Are you willing for your son's fingerprint to be stored electronically? It will be used to confirm his identity when getting lunch in the dining room.

**Yes / No**

**DAMAGE**

I understand that any willful damage / breakages /graffiti which is purposefully committed to school property will result in a request for a financial contribution

**Yes / No**

**VISITS**

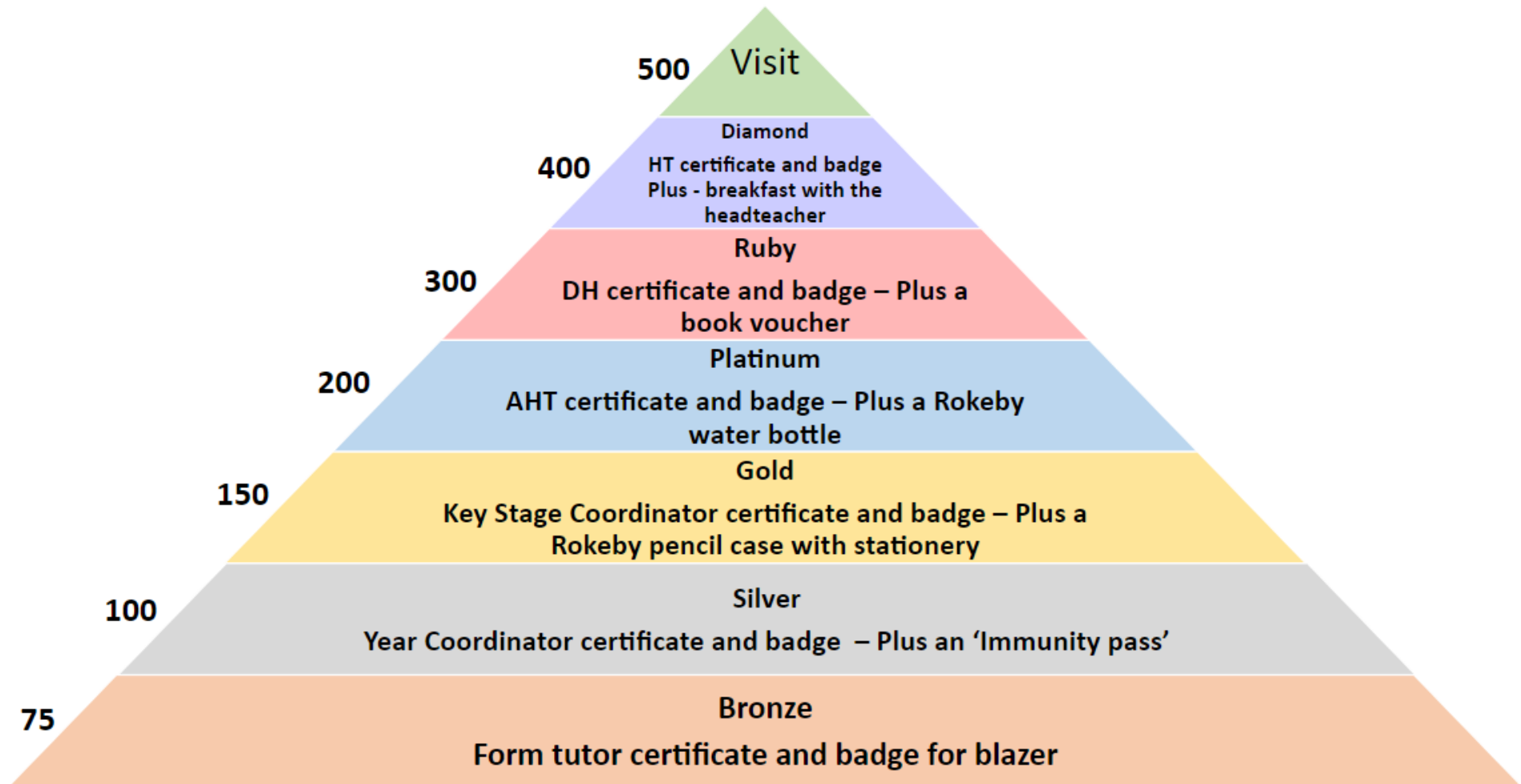
I give permission for my child to visit the locality during the school day, as part of the national curriculum, provided that the students are supervised in accordance with the London Borough of Newham guidelines.

**Yes / No**

**Name of Parent/Carer** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## APPENDIX - REWARDS TRIANGLE





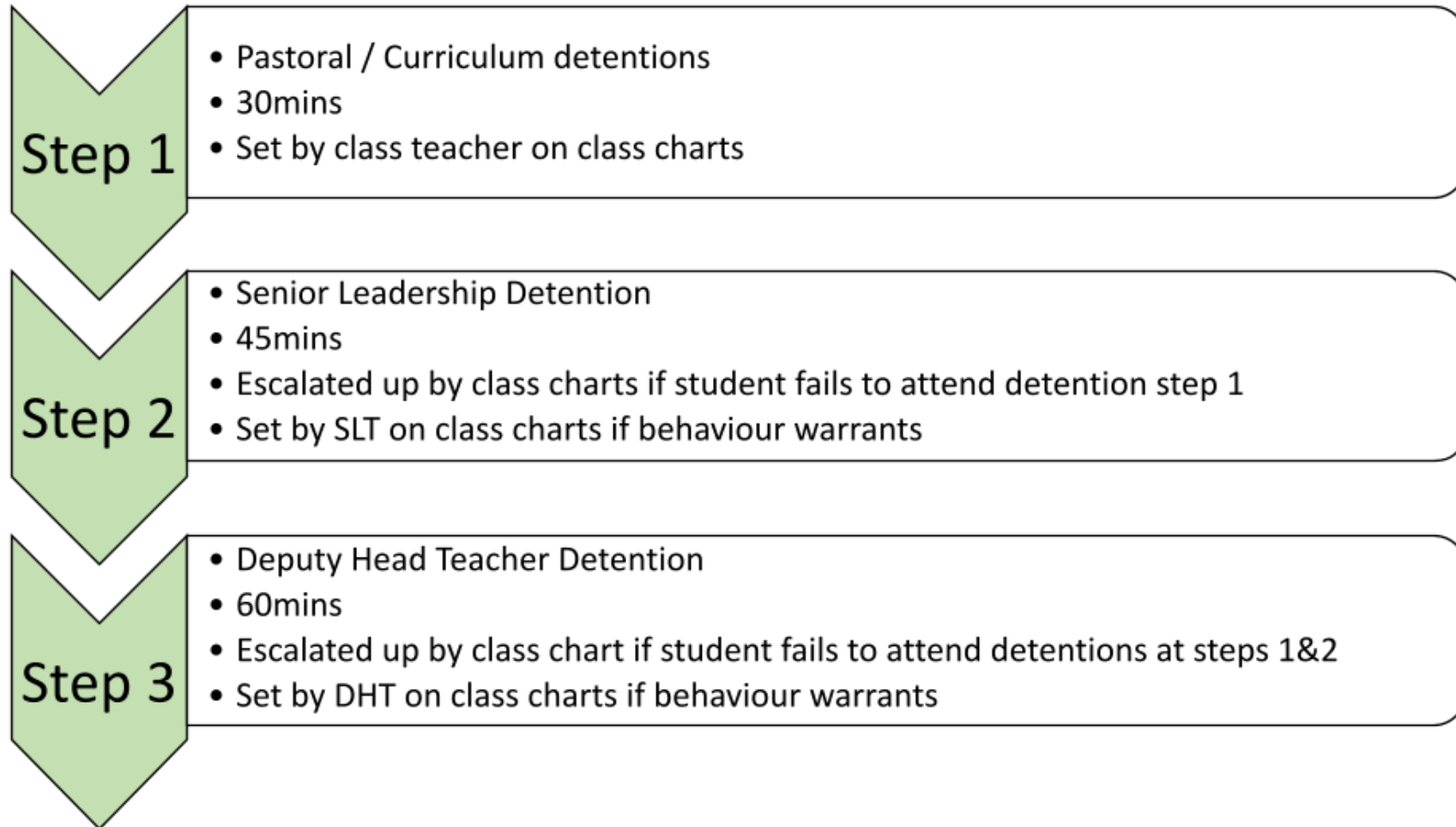
## APPENDIX - SANCTIONS TABLE

Behaviour Level	Examples (can include but not exhaustive list )	Action
<p><b>LEVEL 1</b></p> <p>Low level / first instance of disruption to learning or <u>not following</u> the expectations of the school</p>	<ul style="list-style-type: none"> <li>• Uniform breach</li> <li>• Lack of equipment</li> <li>• Off task behaviour</li> <li>• Late arrival to class / school</li> <li>• Not following instructions</li> <li>• Distracting other students</li> <li>• Poor attitude</li> <li>• Non completion of work / homework</li> <li>• Running in the corridors</li> <li>• Unwanted physical contact</li> <li>• Cussing</li> <li>• Disrespectful behaviour</li> </ul>	<p><b>Address the issue with the student</b></p> <p>Other possible actions: Verbal warnings / In class changes Time out (max. 5 mins) Negative point allocated Lunch time catch up / break loss (15mins) Departmental support Repeat offensives of Level 1: Departmental / pastoral detentions (30mins) Appropriate report Restorative action</p> <p><b>*Recorded appropriately</b></p>
<p><b>LEVEL 2</b></p> <p>Persistent breaches or escalation of Level 1 behaviours and <u>refusal</u> to comply with the expectations of the school</p>	<ul style="list-style-type: none"> <li>• Issues relating to health and safety (smoking, play fighting, rushing; or similar behaviour likely to cause injury or upset)</li> <li>• Repeated breaches of school rules</li> <li>• Internal truancy</li> <li>• Leaving a classroom without permission</li> <li>• Continued non-compliance / defiance to follow instructions</li> <li>• Continual disruptive behaviour affecting theirs and others learning rights</li> </ul>	<p><b>Address the issue with the student, relevant staff and parent if required</b></p> <p>Other possible actions in addition to above: Removal from the classroom Appropriate report Contact with parent / carer Withdrawal of privileges for a fixed time period (e.g. no access to lunchtime facilities, positions of responsibility taken away) Community payback Appropriate allocated interventions in place Restorative action</p> <p><b>*Recorded appropriately</b></p>
<p><b>LEVEL 3</b></p> <p>Escalation of Level 2 behaviours and <u>confrontational defiance</u> of the expectations of the school</p>	<ul style="list-style-type: none"> <li>• Violence</li> <li>• Any form of bullying</li> <li>• Continual non-compliance with report</li> <li>• Stealing</li> <li>• Abusive / threatening language and behaviour to staff or students</li> <li>• Severe repetitive non-compliance with school expectations</li> <li>• Deliberately endangering the safety of others</li> <li>• Extreme / intended verbal or physical behaviour</li> </ul>	<p><b>Address the issue with the student, relevant staff and parents</b></p> <p>Other possible actions in addition to above: Appropriate report Use of Internal Exclusion Unit (IEU) RISE referral SLT Detentions Saturday Detention (set by SLT only)</p> <p><b>*Recorded appropriately</b></p>
<p><b>LEVEL 4</b></p> <p>Escalation of Level 3 behaviour and <u>extreme and open defiance</u> of school expectations</p>	<ul style="list-style-type: none"> <li>• Extreme violence</li> <li>• Racist, sexist, homophobic or discriminatory behaviour</li> <li>• Carrying / use of weapons</li> <li>• Possession of prohibited items</li> <li>• Drugs possession and / or use</li> <li>• Repetitive abusive / threatening language and behaviour to staff or students</li> <li>• Sexual violence / harrasment</li> <li>• Persistent escalation of level 3 behaviour where interventions have failed</li> </ul>	<p><b>Address the issue with the student, relevant staff, parents and external agencies if required</b></p> <p>Other possible actions in addition to above: Appropriate report Fixed Term Exclusion Permanent Exclusion Managed Move Alternative Provision</p> <p><b>*Recorded appropriately</b></p>

\*\*Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## APPENDIX 4 - DETENTION STRUCTURE

Detentions would be used for escalation and deterioration of repeated behaviours once all other low level strategies have failed.



## APPENDIX 5 - Intervention Provision

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL OR MEDICAL	FAMILY SUPPORT AND PARENTAL ENGAGEMENT
<b>WAVE 1</b>	<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>CPD for teaching staff with specialist training staff and providers</li> <li>Whole school policies ( SEND ; T&amp;L, BFL, Safeguarding)</li> <li>Citizenship – SMSC programmes &amp; policy – Thought of the week, T2L, P4C, Quiz / CEIAG</li> </ul>				Food bank Housing signposting Immigration signposting DV signposting Coffee mornings (Ethno linguistic) Parent courses Newsletters Information sessions
<b>WAVE 2</b>	Referrals to : Pastoral team, SENCO, Safeguarding team, SLT				
	Accelerated reader Reading mentors Phonics programme Team up Brilliant Club Targeted intervention groups EAL induction	SEND small group social skills Speech and language therapy input.	Teens and Toddlers 1:1 mentoring Buddy system (MPAs) Outward Bound Talkabout for teenagers Zones of regulation	Lego therapy Cycle confident Home visits	
<b>WAVE 3</b>	Discussion at inclusion meetings, RISE, Multi Agency, specialist reviews				
	Educational psychologist input Personalised transition programme/timetable 1:1 SEN literacy programmes. ASDAN	LCIS NHS speech and language therapy input. Educational psychologist	In class support CFCS – referral Alternative provisions redirections EMHP sessions Place to Be counsellor	School nurse Occupational therapy Physiotherapy advice Sensory service input	



# Non negotiables



**Arrive on time to school and lessons**



**Be in full school uniform**



**Follow instructions from all adults**



**Have the correct kit and equipment**



**Complete all homework set**



**Have a positive attitude to learning**



**Follow the five values at all times**

**Respect, Success, Passion for Learning, Personal Challenge & Harmony**



# Zero Tolerance



No  
Cussing



Hands  
Off



No Play  
Fighting

**There will always be consequences for your actions**

**Respect, Success, Passion for Learning, Personal Challenge & Harmony**