

# Barnwell School

## Climate for Learning Policy

**(COVID 19 addendums marked in red)**



*Achieving Excellence Together*

<b>Adopted by the Governing Body:</b>	<b>January 2015</b>
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## School Ethos

At Barnwell School we believe that all students are able to conduct themselves in a manner that is appropriate and conducive to a positive climate for learning. This is best achieved by promoting and recognising appropriate and cooperative behaviour and taking action to prevent and stop inappropriate behaviour. We teach our students that all of their actions have a potential impact for better or worse and bring consequences. It is our belief that if our approach to promoting a positive climate for learning is consistent and applied by all it will make a significant difference to our ability to teach outstanding lessons and our students' ability to learn effectively and make good progress. Our school statement is '**Achieving Excellence Together**' and it is with this in mind that the school recognises the importance of working with parents, carers and guardians; as well as recognising the contribution that our students can make in establishing a safe, organised and positive climate. Thus,

- students have the right to learn
- teachers have the right to teach
- all have the right to go about their business in safety and with respect

We believe that our Climate for Learning Policy should not just be a set of rules but more a code of conduct where good behaviour is promoted, recognised and rewarded and where poor behaviour when identified is modified through clear guidance, support and where necessary consequences. All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All our staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

## Principles

Barnwell School has a high expectation for the behaviour of all students and this will be achieved through developing positive attitudes based on mutual respect. The promotion of good behaviour is a shared responsibility and Barnwell School is committed to working in partnership with parents/carers in order to maximise their children's progress and good behaviour. The success of this policy depends on the full support of parents/carers. To this end a Home/School Agreement is in place and will be reviewed annually. All adults who work directly or indirectly with students of our school must ensure that the policy aims are integral to their work and practice.

## Aims of the Climate for Learning Policy

- To promote a culture of praise and encouragement in which all students can achieve
- To work in partnership with parents/carers, students and the school community to establish and maintain good behaviour in school

- To set high expectations of students' work and behaviour both within and outside the classroom
- To ensure that the focus is on student progress and (we demonstrate the types of behaviours we want to see to ensure outstanding learning) negative behaviours are not allowed to impact on learning
- To establish and maintain a positive, calm and safe environment
- To promote students' self-esteem, self-discipline and proper regard for authority
- To promote core values including honesty, fairness and respect for truth and justice, within a safe, nurturing, yet demanding environment
- To develop positive attitudes and constructive relationships based on mutual respect of one another and of property
- To ensure that where behaviour falls short of the acceptable, procedures are followed and consequences are applied fairly and consistently

## **Strategies to promote a Positive Climate for Learning**

### **'PRIDE'**

Barnwell School prides itself on providing all students with the opportunity to achieve personal academic success. We have recognised that students who realise and surpass their individual academic targets have some key character traits that have facilitated their outstanding learning journey. These traits all revolve around the acronym PRIDE.

We therefore have a culture and expectation that all Barnwell students are given the opportunity to be Passionate, Resilient, Innovative, Determined and Empathetic learners - PRIDE. Students are given regular guidance on how to show PRIDE in their learning leading to them exhibiting a positive attitude to learning where they are highly motivated. Students are responsible for their learning and encouraged to work beyond the limits of their ability, behaving in a manner that ensures that outstanding progress takes place.

**PRIDE** stands for:

**Passionate:** Having a drive and thirst for learning which is relentless throughout your learning journey

**Resilient:** Having the ability to recover quickly and overcome difficult tasks and situations

**Innovative:** Having the courage to think creatively when looking for new methods to lead you to success

**Determined:** Having an unwavering desire to succeed regardless of the barriers

**Empathetic:** Having the ability to understand the feelings and circumstances of others

Visual displays are apparent around the school where students can see their nominations and identify any areas of PRIDE they have not been nominated for. These missing nominations then provide the student with the knowledge of which trait they need to focus moving forward throughout the year.

Alongside this a dedicated PRIDE of Barnwell presentation and rewards evening attended by parents and students is held each year for students that have accomplished all five of the PRIDE traits. This evening will acknowledge the outstanding attitude and work ethic displayed by students with staff again nominating to reward the student most deserving of a year group award for each of the 5 traits.

Certificates and prizes will also be awarded throughout the academic year as students achieve the different traits.

## **Rewards**

Barnwell School recognise that praise, the thrill of success and receiving recognition are motivating factors for students. Not all students like to receive praise or rewards in the same way and this is reflected in the different reward systems that operate at KS3 and KS4. The school aims to reward students in a way that will benefit them in the long term and to give them a sense of achievement.

Rewards must be given fairly and consistently as a means of acknowledging an effort, achievement or action by all teaching staff. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school. There should be a clear structure for the issuing and monitoring of rewards for both staff and students.

## Points System for Rewards

Reward	Point
College point	1
Pride	2

### Whole School

As a standard part of every lesson, teachers at KS3 and KS4 are expected to give the equivalent of two reward points; these should be made up of either college points or PRIDE points

At the end of each week the number of rewards points issued by each member of staff is compared against what should have been awarded based on individual teacher's timetabled teaching commitment (less their Sixth Form teaching). This information is ranked according to 'accuracy of giving' and published to all teaching staff showing those on, above or below a set tolerance.

Students are encouraged to set themselves high personal targets and the reward points feed into the College structure in order to capitalise on and engender collective community spirit.

There are two main rewards for staff to issue through SIMs:

**College points** are each worth one reward point; these should be issued to students where work, or commitment in lesson, is above expectation. College points are the core of our rewards system and can be given by any member of the teaching staff.

**PRIDE points** are each worth two reward points; these are awarded to students where an exemplary piece of work has been produced or where exceptional commitment has been shown to a lesson. A member of staff may also choose to contact home to pass on the praise.

There are two further rewards that are issued by specific staff:

**School Representation:** each worth one reward point, these should be issued to all students who participate in activities to represent the school, this includes sports fixtures, musical, dance or drama events, competitions and any other event where students represent the school.

**Star Learner:** each worth four reward points these are only issued by members of the school's senior leadership team as part of a learning walk.

## **The College Competition**

The College competition utilises information generated from SIMs to calculate a leader board of Colleges, tutor groups and individual students based on the number of reward points issued to students within each tutor group and College. This information is updated weekly and tracked throughout the academic year; ultimately leading to a winning College, tutor group and student. The College competition scores are negatively affected by an individual student's behaviour; every concern logged against a student will reduce the positive count by one point for that student, their tutor group and their College.

## **Queue Jumper Pass**

Queue Jumper Passes are issued each week to those students with the highest reward points score from the previous week so long as they have not received any negatives. Students within the Top 10 positive achievers, and with no negative marks against them, for the previous week, will be given a personalised queue Jumper Pass that allows them, and one friend, to jump the lunch queues for that given week. These passes are produced centrally and distributed to students each Monday morning.

## **Pastoral Curriculum / Assemblies**

Each week, tutor groups will review the progress of Colleges/year groups, tutor groups and individual students through pastoral curriculum time. Students will look at their own positions within the whole school and identify what is required to progress. Tutor groups will look at tutor group scores and College/year group scores and their rank position, and also identify targets for progression for the next term. Termly College assemblies will look at College and tutor group positions as well as celebrating the achievements of students with prizes and/or certificates being given out to deserving students and tutor groups.

## **Noticeboards**

Each week, College noticeboards on the Middle School and year group noticeboards on the Upper School are updated displaying College Competition results and individual student's and tutor group positive scores. These charts and tables are produced centrally and made available for students to track their own progress. Included on the noticeboards, are the attendance league tables for individual students; per College on the Middle School and per year group on the Upper School.

## **Rewarding Progress**

At the return of each data track, students' progress will be rewarded by awarding points for progress to individual students. These points will be used to create a leader board of students within each year group and College and will contribute towards the College Competition.

## **School Rewards**

The Middle School, in addition to the rewards that are available whole school, has specific incentives offered to KS3 Students. These include residential trips for Year 8 and Year 9 students as well as after school rewards trips and the whole Middle School.

### **Termly Rewards Trips**

Each term, a rewards trip is organised to celebrate and congratulate those students who consistently 'get it right'. Invitations are based upon attendance and behaviour for a given term. This allows students a fresh start for each term.

### **Residential Trips**

Selections of residential trips are offered to the school students. Invitations to these are based upon attendance and behaviour. These trips might include activity trips, international visits or other residential opportunities.

### **Ambassadors Rewards Group**

A dedicated group of ambassadors will work to support Climate for Learning Policy and in consultation with staff and students look to improve and streamline the systems ensuring that students are included in decisions and have an opportunity to voice ideas and to express any concerns. This group will meet at least termly to discuss rewards and to decide upon rewards events that students would like organised.

### **Inter-College Sports Events**

A number of Middle School only sports events take place through the year focussing on different seasonal sports, the results from these events feed into the College Competition.

## **Attendance**

Students' attendance is key to success this forms a fundamental element of our Climate for Learning Policy. Each week, students' attendance data is monitored and contributes towards their tutor group and College scores.

## **Termly Rewards**

At the end of each term, assemblies are held to celebrate the successes of the term and awards are presented to students for:

- Achievement Points Award – certificate / gift voucher
- 100% Attendance Awards – certificate / gift voucher
- Form Star – certificate / gift voucher

**During COVID-19 restrictions these will take place virtually**

Seasonal reward events are also held, this might be a celebratory meal, or an invite only event or trip. **(Currently not possible due to COVID restrictions)**

## **Year 11 Prom**

At the end of each academic year, the Year 11 prom is held to celebrate the successes of the year, mark the end of Year 11 exams and highlight the culmination of eleven years of schooling. Invitations to the Year 11 Prom are used as a reward strategy and only students who have met a set of positive climate criteria are invited to attend.

## **Achieving Outstanding Behaviour**

Whilst the staff at Barnwell School work within a framework of a Preventative, Corrective and Supportive approach to discipline, the behaviour of any individual cannot be allowed to disrupt the teaching and learning of any other individual or group of students.

With this in mind the following procedures are used to guide students to outstanding behaviour.

## **Preventative discipline**

- Creating and maintaining a positive learning environment

- Well planned lessons to generate responsible behaviour
- Being prompt to the classroom and beginning the lesson on time
- Clear classroom expectations
- Extending and motivating all students so that they have opportunities to achieve their potential
- Marking work promptly and constructively
- Clear expectations about presentation of work
- A safe and attractive environment
- Appropriate curriculum
- Fairness and consistency to deal with all students'

### **Corrective discipline**

When a student behaves inappropriately, the following responses are considered appropriate

- Restating classroom rules
- Restating LLD rules
- Using 3 step behaviour plan, giving simple choices
- Giving simple directions or reminders
- Using time out – as part of the 3-step behaviour plan
- Tactically ignoring some behaviours (at that moment)

### **Supportive discipline**

It is the teacher's responsibility to take steps to re-establish a good working relationship and the following are appropriate

- Record on SIMs inappropriate behaviour so that it can be monitored
- Follow up poor behaviour in a non-emotional way
- Help student to develop a climate of respect
- Use a 'team approach' to solving discipline problems
- Liaise with Head of Department/Faculty about 'repair and rebuild'

If a student is significantly disrupting the teaching and learning of a class or poses a serious risk, then assistance should be sought. Send a reliable student/teaching assistant to

- A colleague in a nearby classroom (currently only if the colleague is teaching the same year group otherwise use on-call)
- Head of Department/Faculty (if available)
- To Reception for a Senior Leadership Team member

## **The Behaviour Management Structure (Procedures)**

In order to be able to use the SIMs system to its full advantage it is important that all colleagues use the system correctly and accurately.

- Rewards – to be recorded on SIMs
- Concern – behaviour log
- Communication with parents needs to be recorded on SIMs
- SIMs will be monitored by the Senior Leadership Team to ensure that the information held is accurate and reliable

## **Managing Unsatisfactory Behaviour**

The aim of any consequence is to help students to modify inappropriate behaviour and to act as a deterrent to other students.

### **General points**

- Whilst it is important that we are consistent in our approach, teachers must always use their judgement
- Whole class consequences should not take place
- Students should be clear about why consequences are being put in place.
- Students should be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their class after a serious incident

All staff should aim to employ a 5:1 ratio of rewards to sanctions to ensure a positive learning environment is created

## **Roles and Responsibilities inline with Home School Agreement (Appendix 3)**

### **Students are expected to:**

- Arrive at school on time
- Be properly dressed following uniform, make-up and jewellery rules
- Be keen to do well
- Take a pride in doing their best
- Form an orderly queue outside the classroom
- Bring the correct equipment to school and any homework set on Show My Homework properly completed

- Show respect by being silent when the teacher is speaking to the class
- Follow all instructions given by the teacher
- Follow all classroom expectations
- Show respect for other students
- Own their behaviour – no excuses for unacceptable behaviour
- Accept consequences for breaking rules
- **Follow the instructions and procedures in place to avoid the spread of COVID 19**

**Governors are asked to:**

- Review the Climate for Learning Policy as part of the cycle of reviews
- Support the school regarding students causing concern
- Monitor school behaviour data

**Parents are expected to:**

- Take responsibility for their child's behaviour and attendance
- Support the school's guiding principles on positive behaviour management
- Support the school in carrying out consequences and celebrating success
- Follow the channels of communication when contacting the school
- Monitor Show My Homework
- **Support the procedures and measures put in place to stop the spread of COVID19**

**All staff are expected to:**

- Read understand and comply with all procedures within this Policy
- Act as role models in their professional conduct
- Dress in a business-like fashion
- Expect a high standard of work and behaviour
- Treat students fairly and consistently
- Monitor Show My Homework
- **Ensure that all students follow the measures and procedures put in place to stop the spread of COVID19**

**Subject and Classroom Support Staff are expected to:**

- Be at classrooms to meet and greet students and monitor the behaviour in the corridor
- Have high expectations of work and behaviour
- Have a seating plan

- Use Learning Objectives and Layered Success criteria
- Follow the school's Teaching and Learning Policy
- Be fair and consistent in their approach to dealing with students
- Use the SIMs system for all records
- Use praise and credits
- End lessons on time

**Form Tutors are expected to:**

- Work with their tutor group to create a cohesive group and positive ethos
- Take action to improve poor behaviour of members of their tutor group
- Monitor students daily for uniform, planners and equipment
- Monitor students on green report as and when necessary
- Monitor students weekly using the information on the behaviour tracker
- Communicate with parents/carers regularly
- Ensure that all students follow the measures and procedures put in place to stop the spread of COVID19

**Head of College/ Head of Year are expected to:**

- Provide professional leadership and management of the College / Year Team
- Be responsible for the progress of the students across the College/Year
- Liaise with the AHOC & AHOY on the management of student behaviour and attendance across the College/Year group
- Oversee the performance of behaviour for learning across the College and monitor the AHOC & AHOY to ensure the priorities that will lead to continuous improvement and the raising of standards
- Establish a culture that promotes excellence, equality and high expectations for all students
- Address the needs of the students in the College or Year group
- Helping students to overcome barriers to learning through raising standards of achievement, attendance and behaviour
- Work in a pastoral role with identified children's families and work in partnership with other professional agencies
- Promote PRIDE within the College / Year group
- Ensure that all students follow the measures and procedures put in place to stop the spread of COVID19

### **The Head of Faculty/Head of Department are expected to:**

- Facilitate departmental discussions of strategies for effective classroom management
- Support teachers in their Faculty/Department in maintaining discipline and following up incidents
- Ensure new teachers, ITT (Initial Teacher Training), students and cover teachers follow the Behaviour Policy and Faculty systems
- Deal with immediate discipline problems in lessons or curriculum specific problems
- Support teachers in their professional development as classroom leaders
- Monitor staff implementing rewards and consequences through regular monitoring
- Log all incidents dealt with on SIMs for monitoring
- Update Senior Leadership Team Line Manager about individuals or classes causing concerns and actions taken
- **Ensure that all students follow the measures and procedures put in place to stop the spread of COVID19**

### **The Inclusion Team are expected to:**

Work with students at risk and decide on the most suitable course of action for their support. This may include a referral to an outside agency but would always be with the involvement of the relevant Senior Leadership Team member.

- They will act on information and referrals from other members of staff
- They will provide support (either/or academic or personal) and tailored programmes for individuals
- Will advise other staff on individual student's circumstances which may have an impact on learning
- They will monitor individuals to measure impact of support and progress

### **The SENCO is expected to:**

- Provide relevant information to staff on students' needs
- Co-ordinate provision for targeted students in consultation with Head of College/Head of Year
- Assist with the statementing of students' as and when required
- **Ensure that all students follow the measures and procedures put in place to stop the spread of COVID19**

### **The Senior Leadership Team are expected to:**

- Regularly communicate with staff and students about the Climate for Learning Policy

- Take action with regard to serious incidents and persistently disruptive students
- Identify and provide for staff development needs
- Monitor referrals, emergency support, exclusions and incidents of bullying, sexism or racism.
- Be directly involved in encouraging and rewarding good behaviour
- Provide opportunities for parental involvement
- Ensure that the Climate for Learning Policy is monitored, evaluated and reviewed
- Report annually to the Governors on the Climate for Learning Policy
- Ensure that all staff and students follow the measures and procedures put in place to stop the spread of COVID19

### **Types of Consequences used to promote a Positive Climate for Learning**

- Discussion/reminder
- Moving student within the classroom
- Following the 3 Step Plan
- Loss of break/lunchtime (arrangements must be made for student to get refreshment and use the toilet)
- Removal from lesson by Head of Department or Head of Faculty
- Removal from lesson by Head of College or Head of Year
- Removal from lesson by Senior Leadership Team
- SLT Detention – Immediate Detention the following evening for all behaviour concerns as seen below
- Reports
- Internal exclusion
- External exclusion

Please note that any student who refuses to follow the measures and procedures put in place to stop the spread of COVID 19 will be breaching current safeguarding regulations. Parents and carers will be contacted and requested to collect the student from school. The student will only return following a meeting with a member of the pastoral and/or EXSLT.

Issues that will require the above action:

- Refusal to use the hand sanitiser when required
- Misuse of hand sanitiser
- Refusal to observe social distancing measures
- Refusal to adhere to year group bubbles
- Refusal to comply with the learning buddy and seating plan procedure
- Refusal to follow the one-way system
- Refusal to keep to year group designated areas

For students travelling to school by the school bus who fail to adhere to the procedures set up by the bus company a meeting with pastoral leader and/or member of the EXSLT will be required before the student can travel on the bus again.

## PLLD / LLD and Standards Concern

A zero-tolerance approach is taken to any behaviour which prevents rapid progress from taking place. Students are regularly informed of the standards and expectations within the school and positive behaviours are modelled through assemblies and pastoral time.

The 3 Step Plan is used to manage behaviour within all learning spaces, this approach ensures consistency across the school when undesirable behaviour is displayed. The system is clear and easy to follow for both staff and students and has a tiered sanction process at each step.

### The 3 Step Behaviour Plan Appendix 1

<b>Step 1</b>	Verbal Reminder & Name on board
<b>Step 2</b>	Issue of LLD – 45 Min DT
<b>Step 3</b>	Time out x 5 minutes if behaviour escalates then move to PLLD – 1 Hour DT

### Behaviour categories / Sanctions

<p><b><u>Standards</u></b> (30 Min DT)</p> <ul style="list-style-type: none"> <li>• Late between lessons</li> <li>• Presentation of work</li> <li>• Use of mobile device</li> <li>• Eating / chewing</li> <li>• Equipment</li> <li>• Uniform</li> <li>• Litter</li> <li>• Out of bounds</li> <li>• Overdue book</li> </ul>
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<p><b><u>Low Level Disruption</u></b> (45 Min DT)</p> <ul style="list-style-type: none"> <li>• Unwanted noise</li> <li>• Not following instructions</li> <li>• Walking around the room</li> <li>• Talking over teacher</li> <li>• Talking over classmate</li> </ul>
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<p><b><u>Persistent Low Level Disruption</u></b> (1 Hour DT)</p> <ul style="list-style-type: none"> <li>• Persistent LLD</li> <li>• Verbal Assault</li> <li>• Rudeness</li> <li>• Truancy (10+ mins late to lesson)</li> <li>• Anti-social behaviour at lunch time</li> <li>• Missed Detention</li> <li>• Inadequate Work/ Homework</li> </ul>
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**Please see above regarding lack of compliance with COVID19 measures and procedures**

**Persistent low level disruption concerns can be given at Step One**

Standards LLD or PLLD Concern	Staff Involved
<ul style="list-style-type: none"> <li>Name entered on SIMs</li> <li>College Administrators/KS4 support ring or texts parents</li> <li>Record on spreadsheet</li> <li>Failure to attend detention – Missed detention issued (1hr)</li> <li>Failure to attend Missed detention-2hr Friday detention</li> <li>Failure to attend extended detention- Isolation</li> </ul>	Classroom teacher College Administrators/KS4 Support Head of College/Year

## Detentions

- Low Level Detentions/PLLD/Homework & inadequate homework detentions are for up to 1 hour after school and take place the day after the concern. Parents are contacted via a text message. Standards are combined and held on Friday after school from 3.00-6.00pm

CONCERN	LEVEL	LENGTH OF DETENTION	Behaviour Points
Standards	1	30 Minutes	1
Low Level Disruption	2	45 Minutes	1
Inadequate Work/Homework	2	Maximum of 60 minutes or when work is completed	1
Persistent Low Level Disruption	3	60 Minutes	2

- Students can be kept on the same night for up to 10 minutes without prior notice
- All detentions must be recorded on SIMs
- Individual classroom teacher, Subject, Faculty detentions
- For a school detention the relevant paper work must be filled in and sanctioned by Senior Leadership Team
- We do not allow whole class detentions
- Extended detentions new from September 2019 and are for up to 3 hours after school, usually on a Friday. Should a student need to sit an extended detention parents/carer will be contacted via telephone call by the most relevant member of staff. Some examples of reasons why an extended detention will be issued are for:
  - Failure to attend a missed detention
  - To make up for lost learning time due to lateness to school
  - Truancy from lessons
  - 3 or more standards in a week

Please note that during the current COIV19 pandemic the school will not be operating the above d/t system. Temporarily the system will be as follows:

- Years 7/8/10 will remain in their period 6 classroom for their detention and will be supervised by their period 6 teacher
- Years 9/11 will be escorted to the campus main hall by their period 6 teacher for their detention
- Detentions will last for 20 minutes

Extended detentions will continue to take place on a Friday with the following adjustments:

- The detention will last until 5pm for years 8-11
- Year groups bubbles will be maintained by holding detainees in the following rooms supervised by a member of staff

<b>Year</b>	<b>Room</b>
8	G2
9	G3
10	Library
11	D2

- Students who accrue three or more behaviour detentions in a week will be required to sit an extended detention in addition to the 20 minutes detention per day for each behaviour issue
- Students will arrive between 15:00-15:10 after being escorted down by their period 6 teacher following the initial 20-minute period in their classroom. This should allow staff who are on duty, the time to arrive and set-up in preparation. On arrival, students will be allocated a computer and will have sensible and silent use of this for the duration. Classroom teachers who teach students that have a scheduled extended detention will be made aware earlier in the day by the pastoral admin staff at both KS3 & KS4. On occasion, the pastoral admin team may be asked to support the escorting process.

## Internal exclusions

Students may be withdrawn from lessons and placed with a senior member of staff on an alternative campus. Some examples of behaviour which may lead to an internal exclusion are:

- consistently disrupting teaching and learning
- multiple standards concerns
- behaviour which contravene the schools Climate for Learning Policy
- rudeness towards a member of staff
- failure to attend after school detention
- refusal to accept the code of conduct
- persistent bullying
- harassment, including racist, sexist or homophobic abuse
- smoking
- incorrect school uniform
- swearing
- damage to property
- defiance

Parents will always be informed of internal exclusion by the most relevant member of staff. Students will work in isolation under supervision. They will

- Complete the work provided for them
- Parents/carers may also be called into school to discuss the incident and the way forward

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom. Any child who does not attend an internal exclusion will be issued with a fixed term exclusion as will a series of internal isolations. Students and parents/carers will always be informed when this is the case. All incidents are logged in SIMs and in more serious cases on the students' file.

## Reflection Room

Sometimes students may be experiencing difficulty in coping with being in mainstream lessons and/or social times, for a variety of reasons. Where this is the case, students may be required to work in our reflection room for part of the school day, the entire school day or for a short-fixed period of time.

## Reports

**Please note that during the COVID 19 pandemic the system below will be not be paper based but all reports will be held on SIMS where they can be edited as necessary.**

Reports should be seen mainly as a way to give students the opportunity to make a positive change and receive appropriate feedback. Students whose work, attitude, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. No students

will be placed on report without communication with parents/carers. Students will have targets to achieve. Teachers and parents/carers will be able to monitor what they do. A school system is in place of five-day booklets for green, amber, red and PSP reports. As well as intervention reports and department reports. (See Appendices for current reports).

### **All Reports must**

- Be on a five-day booklet
- State clearly the student's targets
- Be handed in at the start of the lesson
- Be signed by the teacher at the end of the lesson
- Be signed by appropriate member of staff at the end of the day
- Be signed by parent/carer each day
- Be given to the appropriate member of staff for filing when completed
- Students will move up the report system if they do not meet their targets or conform to the rules regarding reports

### **Key Stage 3/4 Reporting system**

#### **Form Tutor Report – 2 week report monitored by form tutor**

- Contact with home, recorded on SIMs
- Weekly up-date on progress with home

#### **HOY/HOC Report – 8 week monitored with midpoint review by Head Of College/Year**

- Meeting with parents to set up report
- Discussion about support
- Weekly phone calls home from HOC on progress
- Review meeting with HOC in week 2

### **Pastoral Support Plan (PSP)**

A Pastoral Support Plan meeting should be organised for any student who has been given a five day or more external exclusion on return of a second external exclusion. The aim of such a meeting is to ensure that all appropriate professionals are involved in providing support for the student. The behaviour of students is monitored closely by the Head of College/Year. When the behaviour of a student is identified as a serious concern, the Head of College/Year in consultation with the Senior Leadership Team for behaviour will organise a meeting. Those invited should include the student, parents/carers, Head of College, Senior Leadership Team member responsible for behaviour, SENCO and a variety of agencies. If appropriate a representative from Health or the Youth Justice Team may be invited.

The Pastoral Support Plan is intended to run for 16 weeks with a mid-term review after 8 weeks. Setting up a Pastoral Support Plan requires advice and support from an outside agency. PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. However, any member of the Senior Leadership Team may be in charge of a students' PSP.

The following will always apply:

- Students will be encouraged to set their own targets and sign the PSP
- Parents/carers will be involved, and will be asked to sign the PSP
- The nominated member of staff will sign the PSP
- PSPs will identify rewards and sanctions
- PSPs are reviewed half-way through their set time

If at the time of review (usually after 8 weeks or at the end of a 16 weeks period) it is felt that the student is no longer giving cause for concern, then the student will be stepped down to a Red report. If, however, at the time for review it is felt that extra support is needed then the student will remain on a PSP with an exploration of alternative interventions.

It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Advice for setting appropriate targets for PSPs and support may be sought from the following external agencies as appropriate:

- Education Support Centre
- Behavioural Support Unit
- School Nurse
- Attendance Improvement Officer
- Student Support Worker
- Connexions
- School Counsellor
- Educational Psychologist
- The Police – School Liaison Officer
- The Police – Community Police Officer

Working with parents and carers we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social Services
- Family Support Worker

PSPs will be individual.

## Investigating incidents

Investigations into serious incidents should be undertaken in a timeframe of 48hrs if necessary to allow all statements to be taken and collated and those involved to be questioned as necessary.

Parents and carers of students involved should be notified via e-mail that the process may take 48 hours. If necessary protective measures should be put in place to isolate opposing parties until the issue can be resolved and learning consequences put in place.

Students should write their own statements when possible but if a scribe is required the statement should be taken verbatim.

## Attendance for Learning

**The Government guidance regarding school attendance states that attendance will be mandatory from the beginning of the autumn term unless students are complying with clinical and/or public health advice i.e. if students are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).**

At Barnwell School, we want the whole school community – students, parents, staff and governors to be committed to high standards of attendance and punctuality because good attendance helps the young people in this school community to maximise their learning. We believe at Barnwell School that good school attendance assists children and young people to achieve the following five outcomes:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic well-being

## The legal requirement for attendance at school

Section 7 of Education Act 1996 states

Duty of parents to secure education of children of compulsory school age

*The parent of every child of compulsory school age shall cause him to receive efficient full- time education suitable*

*a) to his age, ability and aptitude and*

*b) to any special educational needs, he may have, either by regular attendance at school or otherwise*

## Target-setting and monitoring

In November 2010, the Department for Education issued the following information to schools and local authorities about Attendance Targets from 2012.

*The Department...remains firmly of the view that unnecessary absence is unacceptable and must be prevented and tackled by schools.*

*The Department therefore expects all schools and local authorities to continue focusing on overall absence, particularly unauthorised absence and persistent absence. Absence will continue to be monitored closely via the pupil level school census.*

*The quality of teaching and learning judgement relates to attendance because, however good the teaching, it does not benefit pupils if they are not present.*

## Expectations

The responsibility for good attendance is shared between school, parents and students. Each of these groups need to understand the expectations which the policy makes of them.

### 1. The School

- Barnwell School will provide a safe learning environment. All staff are responsible for this, and procedures are monitored and reviewed by senior staff (by Assistant Head responsible for student safeguarding, and School Business Manager, liaising with colleagues on senior team).
- The School will ensure that records of attendance are maintained according to Government legislation and guidance on a daily basis. Form-staff and Heads of College/Year work with the Attendance co-ordinators, and procedures are monitored and reviewed by senior staff (Assistant Head, responsible for attendance liaising with colleagues on senior team)
- Barnwell School will follow up all instances of poor attendance and punctuality. Responsibility for this lies with all staff, crucially form-teachers and Heads of College/Year and Attendance Officer, and procedures are monitored and implemented by senior staff (Assistant Head, responsible for attendance) and AIO.

### 2. Parents

- Parents are expected to ensure that their child attends school regularly, punctually, properly dressed and equipped and in a fit condition to learn
- Parents will inform school on the first day of absence, of the reasons for their child's absence from school. For known absences a note in the planner in the absence page or

a letter will be required. Alternatively, for known or unexpected absence the student attendance line must be called:

(01438) 761430 Redgrave College Admin

(01438) 761420 Hoy College Admin

(01438) 761410 Ennis College Admin

(01438) 730876 for Upper Campus (Yrs 10 and 11)

(01438) 744416 for Sixth Form

or a message sent via absence email ([absence@barnwell.herts.sch.uk](mailto:absence@barnwell.herts.sch.uk) )

- Parents will not arrange family holidays during term-time
- Parents will maintain regular communication with school staff where necessary
- Parents will ensure that school are informed of any changes of contact details

### **3. Students**

- All students are expected to attend school and all of their lessons regularly and punctually
- Students must remember to hand any note/show the relevant page of their planner, giving reasons for absence to their tutor or Head of College/Year
- Students are expected to be ready to learn

### **Doors Open**

Breakfast Club opens at 8.00am and students may arrive from 7.55am. Students should not arrive before 7.55am.

### **Registration**

The school is operating a staggered day due to COVID restrictions and year 7 students are expected to be in school by 8.35am. Form period is 8.35-8.45am. Year 8 students start at 8.45am and year 9 students start at 8.55am. Registers are taken by teaching staff in all lessons. The afternoon registration is taken at the start of Session 5. The Attendance Officers on each campus are responsible for checking that all registers are marked in accordance with DFE guidance

### **Following up Lateness**

Any student who arrives late must sign in at Reception with a time and a reason. The names of students arriving late will be passed by Attendance Officer and duty-staff and collated on a list for Heads of College/Year. We implement a late policy for Years 7,8,9,10 and 11 whereby students late to school without a valid reason earn themselves a detention on the next day given by Heads of College/Year.

## **Absences**

Notification must be provided for all absences from school, by email or telephone or letter to the Attendance Coordinator, or a note in the student's planner when the student needs to leave campus during the day and signs out at Reception. Notification is kept electronically. Absences are only authorised by designated staff within the school (members of the senior team liaising with Assistant Head with overview of Attendance). It is the school and not the parent who authorises absence. The school may decide not to authorise absence, even when a reason is provided. The school will normally only accept a parent, guardian, carer or social worker giving valid information.

Absence from school may be authorised if it is for the following reasons:

- Sickness
- Unavoidable medical or dental appointments (although these should be made, whenever possible, outside school hours)
- Designated days of religious observance (but not days before/after for travelling)
- Exceptional family circumstances such as bereavement
- Older sibling's graduation
- Music or dance examinations
- Moving to a new house

Absence will not be authorised for the following reasons:

- Shopping
- Looking after parents/siblings who are unwell
- Birthdays
- Holidays in term-time
- Funeral of distant relative involving more than one day of absence

## **Following Up Absences**

If no reason for absence has been provided on the first day of absence, a parent of the student will be contacted via a telephone-call from the Attendance Coordinator as soon as practicable.

There is an escalation of school and AIO response to absence, depending on the level from stage 1 letters to fixed-penalty-notice warning letters, and ultimately court proceedings.

Parents whose children have more than 15% absence from school in any half-term will be contacted by the Attendance team who will work with the parents to bring about an improvement in attendance.

If the student's attendance does not improve sufficiently, the Assistant Head with overview of Attendance will refer the student to the County Attendance Improvement Officer as an open case.

Form tutors, Heads of College/Year and the Attendance Co-ordinators all work together to follow up absences. Form Tutors, Heads of House and the Attendance Co-ordinators liaise with the Assistant Head with the overview for Attendance to agree strategies for individual students. This may involve letters home, meetings with parents in school, involvement of Attendance Improvement Officer (AIO) and home visits.

Where appropriate other professionals are informed and involved e.g. Social Workers, School Health Advisers etc.

In the case of a student likely to be absent for a long time due to illness a referral is made to ESTMA (Education Support for the Medically Absent) by the Head of College/Year in consultation with Attendance and Safeguarding staff.

In the case of students being taken off-roll to attend another school, it is the responsibility of the Attendance Coordinators and Data staff to complete the EWN1 form to alert Attendance and Pupil Support.

Students Dual Registered

### **Students leaving and returning to school during the school day**

Students should sign out and sign back in at Reception. The Attendance Coordinator will have responsibility of this list in the event of fire.

### **Truancy**

The school works with all parties to reduce truancy. Computerised registers are taken for every lesson. Students who truant may be placed on an Attendance Report. For students who go home for lunch there is a standard lunch pass. Students who have permission to leave the school site will be issued with a standard pass stating the time of departure and expected time of return. Duty staff monitor exit points.

### **First Day Response**

The target group for First Day Response will change according to current attendance, year-group etc. The Attendance Co-ordinator/KS4 college Administrator will contact as many parents as practicable of students who are marked absent for whom we have no reason/explanation for their absence. On the second day of absence, any student for whom we still do not have a reason for absence will be targeted. Registers are updated by the Attendance Coordinator with First Day Response information.

## **Penalty Notices**

At Barnwell School we expect parents to work with us to address attendance problems. Where a student has at least 21 sessions (half day = 1 session) unauthorised absence in a term -or equivalent length of time- (including unauthorised holidays) the Headteacher may decide to ask the LEA to issue a Penalty Notice. The penalty is £60 per child per parent if paid within 28 days of receipt of the notice, rising to £120 per child per parent if paid after 28 days but within 42 days. If the penalty is not paid the LEA may prosecute the parents for their child's irregular attendance.

## **Rewards for Attendance**

Barnwell School rewards good attendance. Certificates are issued to students with 100% attendance. College/Year Assemblies remind students of the advantages of good attendance and foster an element of inter-House competition.

## **Integrated Working**

Barnwell School will demonstrate full commitment to integrated working by

- Using the Common Assessment Framework (CAF)
- Sharing information
- Encouraging staff to take on the role of Lead Professional
- Working with other agencies and being part of 'teams around the family' (TAF)

## **Working with the Attendance Improvement Officer (AIO)**

The school works in partnership with the allocated AIO to improve attendance for individual pupils and the whole school.

The Assistant Headteacher with the overview for Attendance meets regularly with the AIO and the Attendance Co-ordinator discuss individual students and agree strategies and actions. When attendance does not improve sufficiently and after discussion with the AIO the school will make a formal referral to Children, Schools and Families. Students and families who are open cases to the AIO will receive intensive support and have clear targets to meet. Where this does not bring about the necessary improvements the AIO may seek to prosecute.

## **Publication of Information**

Parents, students, staff and governors are informed of whole school attendance issues and statistics on a regular basis.

The school shares information on individual students' attendance as necessary with parents, students and staff. Whole school data is provided regularly to the DCSF and Local Authority.

Attendance is a standing item on the Agenda of School Governors' Meetings, and detailed reports are submitted half-terminly by the Assistant Head with overview of Attendance.

New parents are informed of the School's ethos on attendance for the first time at a presentation during the New Intake Evening prior to the start of Year 7. Staff have access to the Policy electronically.

### **Routines and Procedures for a Positive Climate for Learning**

<b>Before School Routines</b>	<b>Staff Involved</b>
<ul style="list-style-type: none"> <li>Meet and greet students at entrance gate and identified areas</li> </ul>	Duty Rota

<b>Assembly Routines</b>	<b>Staff Involved</b>
<ul style="list-style-type: none"> <li>Latecomers to assembly sit at the back of hall</li> <li>Take registers and engage with students</li> <li>Support HoC</li> </ul>	Tutors Head of College/Year Assistant Head of Year

<b>Registration Routines</b>	<b>Staff Involved</b>
<ul style="list-style-type: none"> <li>Take register</li> <li>Tutors check uniform and send to HOC if not correct and cannot be corrected</li> <li>Tutor checks equipment – planner, pencil case, pen, pencil, etc., Reading book</li> <li>Issue replacement planners</li> <li>Tutor checks absence notes brought and report of attendance officer</li> <li>Tutors lead the organise tutor-based activities</li> </ul>	Tutors Head of College/Year Assistant Head of Year

<b>Late and students out of lessons Routines</b>	<b>Staff Involved</b>
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<ul style="list-style-type: none"> <li>• Students late to school report to reception to sign in</li> <li>• No student to be out of lesson without a pass for exceptional circumstances</li> <li>• Students are only allowed to the toilet during lessons if they have a medical pass which is issued by the Head of Inclusion who keeps a record of these students so staff can check or if the teacher judges it to be an emergency</li> </ul>	Receptionist – KS3 and KS4
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Transition Routines	Staff Involved
<ul style="list-style-type: none"> <li>• Every member of SLT, all HOC/Y, AHOY/C and other staff with paid responsibility to ensure smooth transition of students</li> <li>• All staff responsible for standing at door of their classroom at transition to meet and greet students</li> </ul>	SLT, all AHOY/C, HOC/Y, and other staff with paid responsibility

### Uniform and appearance

Correct uniform must be worn at all times on the way to and from school and when representing the school off-site. When non-uniform items are worn, they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students may be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their HOC/Year and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. This also applies to shaved eyebrows. Hair must be one natural colour. Only plain, functional and safe hair accessories are allowed.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed to reception, if it's the first occasion this may be collected at the end of school. On the 2<sup>nd</sup> or more occasion parents will be contacted asking them to collect the item from school. Students wearing excessive amounts of makeup will be asked to remove it.

Our school uniform is:

## Middle and Upper School

- A College tie
- Navy blue sweater with school logo
- Navy Blue Blazer with School Logo
- Standard white shirt
- Black trousers – no 'skinny' or denim style
- Black pleated skirt – Pleated and knee length (pleats must be the full circumference of the skirt, either from the waistband down or with a short plain panel from the top of the skirt. There is no stipulation on the size or style of pleat.)
- Black shoes –no sandals, trainers, boots or plimsolls
- Socks – plain, dark colours (**no over the knee socks**)
- Tights-black or beige (**no hold-up stockings**)

**Cardigans, non-logo jumpers and hooded tops are not permitted and are not to be worn as outdoor coats**

Additional items:

- Outdoor coats – All coats should be plain black, navy or dark brown. Students are not permitted to wear hooded tops or bring them to school
- Hats/scarves - In cold weather, plain dark coloured hats, scarves or gloves may be worn outside school buildings
- Hair - Hair style should be appropriate for school with no exaggerated cuts or styles and **of a natural colour only and no obviously contrasting highlights**. Shaved hair no shorter than a No.2 cut. Hairbands: plain and of dark colour. No decorative bands or clips
- Make up – Make-up should be discreet and kept to a minimum. No false eyelashes, coloured nail varnish or false nails

## FOOTWEAR

Black closed shoes only – **No sandals, trainers\*, converse 'style', plimsolls or canvas style are permitted**. Every part of the shoe must be completely black. No stripes, logos, coloured soles or non-black laces are allowed.

\*Should a student due to a medical reason need to wear trainers, the school will require a doctor's note in order to issue a uniform pass for the required period of time indicated by the doctor.

In extreme weather students will be permitted to come to school in boots. Students will be informed, and details will be published on the school website

## **PE KIT**

Girls and boys should wear the following:

Red/Black Barnwell Polo Shirt.

Barnwell Logoed Hooded Jumper.

Black shorts (with red stripe or Skorts, tracksuit bottoms or Sport Leggings.

Red socks.

Appropriate Footwear such as sports trainers (no plimsolls or canvas trainers are allowed, due to safety reasons).

Shin pads for both Girls and Boys.

Both Girls and Boys require Football Boots.

Underarmour /Skins can be worn under the Barnwell Logoed Sport Top but must be black.

## **Jewellery**

No facial and visible body piercings allowed. Students will be expected to remove their piercings without exception. Clear retainers are not permitted for any facial piercings.

It is permissible to wear the following:

- 1 earring in each ear – a small single stud
- 1 watch

## **Make Up**

Make up should be discreet and kept to a minimum. No false eyelashes, coloured nail varnish or false nails. False nails pose a health and safety risk to students as well as contravening our uniform policy. They are not permitted on any school day including non-school uniform days.

## **Consequences for incorrect items of uniform:**

If students arrive at school with incorrect compulsory uniform:

- Students who are non-compliant with the School Uniform Policy may need to borrow a suitable replacement item from their HOC/HOY, may be sent home to change or may be placed in isolation. In some cases, a uniform pass may be issued depending on the circumstances. This will also be recorded in their behaviour log as a “Standards Concern”.

- This will trigger a 30-minute detention on a Friday afterschool. Standards concerns from a Thursday to Friday the following week are combined and sat on a Friday for a maximum of 3 hours.
- Parents will be contacted via text message or a phone call to inform them of the detention.

Parents/Carers are reminded that it is their responsibility to ensure that uniform is correct every day. If there is an issue with uniform parents must contact the school via phone, email, or message in students' planner detailing the issue and providing a date for the resolution of the issue.

If students arrive at school with items that are not permitted, on the first occasion they will be confiscated and if appropriate returned to the student at the end of the day. On the second occasion, the item will be retained and returned only to the parents. The school cannot be held responsible for any loss or damage to prohibited items brought into school.

### **School Equipment**

All students must bring the following equipment to school each day:

- Writing pens in blue or black ink.
- Green pen
- Pencils
- Ruler
- Eraser
- Sharpener
- Maths equipment: protractor, set square, compass
- Scientific calculator
- Reading book

### **Additional Information Regarding School Rules**

Our rules and the consequences for breaking them are summarised in students' planners and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following gives more information about some of the rules we regularly reinforce. When rules are broken students receive a consequence in line with our policy.

### **Extraneous Circumstances**

In exceptional circumstances we reserve the right to make "necessary and appropriate adjustments" to detentions and isolation depending on the needs of certain students.

## Mobile Phones

The school recognises that students may wish to carry a mobile phone to and from school for their own personal safety. The school does not encourage students to bring mobile phones into school, but if students choose to do so they must be turned off before entering the school gate and kept in their bag. Mobile phones must not be used during the school day and may only be turned on at the end of the school day after leaving the school's premises.

Should a student need to make an urgent phone call during the day they should go to either reception or the Pastoral hub on Middle Campus and Heads of Year office on Upper Campus where they will be allowed to use the school telephone.

The school cannot be responsible for any loss or damage to mobile phones.

If it is the first time that the student's mobile phone has been confiscated, they will be given permission to collect it at the end of the day. Where a student has previously had their phone confiscated it will only be returned to a parent/carer. Should a student refuse to hand over their mobile phone this will be construed as defiance and will result in serious consequences up to and including excluding from school. Students who have refused to hand over their mobile phone or have had the phone confiscated for a third time will also be required to hand their phone into reception every morning for collection at the end of the day. **Please note that during the current COVID19 pandemic the use of NHS Covid 19 App in Schools guidance will be adhered to. To support use of this App students age 16 or over who have downloaded the app can have their phones switched on silent in their bags.**

### Prohibited items:

The following items are not allowed on school site and will be confiscated if seen or heard

- Any music playing devices
- Headphones
- Chewing gum
- Cigarettes
- Matches / lighters
- High energy or cola type drinks
- Jewellery except for the items stated above
- Hooded tops
- Baseball Caps

- Permanent markers
- Correction fluid (eg Tippex)
- Other items inappropriate for school
- Aerosols

### **Confiscation of Items**

Confiscated items to be handed to Reception.

### **Inappropriate language**

Any student heard swearing will be reprimanded by the member of staff at the time. Verbal abuse towards other people is not acceptable and will be dealt with via our system.

### **Damage to property**

The member of staff at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be dealt with using a suitable consequence. Damage should be dealt with by the Head of Department in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair. Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our sanction system.

### **Out of bounds**

Students are expected to be in designated areas in break times, lunchtimes and before and after school. Clear guidelines to the exact areas forbidden are displayed around the school. The following areas are currently out of bounds:

- All laboratories and specialist areas
- The cycle sheds, except for leaving & collection of cycles
- The vicinity of motor vehicles
- The kitchens & staff offices
- All roof spaces, windows and fire escapes
- Any area where building work is taking place
- School field when weather conditions prevent these from being available for use

Additional areas may be added as appropriate.

## **Travel Code of Conduct**

### **All students should:**

For their own sake and the sake of the neighbourhood, behave with courtesy and consideration at all times going to or from school. Do not run, push or shout, drop litter or loiter in groups.

If possible use as environmentally-friendly means of travel as possible, walking or cycling if living within a reasonable distance, otherwise car-sharing or using public transport where available. Both Campuses have adequate Cycle Storage facilities. Cyclists must dismount and mount their bikes at the school gates and should not ride them in school. This includes the pathways leading from the rear gates on the A602. Students cycling to school are advised to wear a cycle helmet at all times whilst riding their bike. We expect students who ride bikes to and from school to do so in a safe, responsible manner and abide by the Highway Code. This includes using cycle paths where they are available and not performing tricks/stunts, on the journey to and from school. If students are found to be riding in a dangerous or anti-social manner in the local community then this may result in a ban from bringing bikes onto the school sites.

### **Sixth formers should:**

Adhere to speed limits in the car park. Please note the speed limit is 5mph.

Follow the directional arrows located in the car park.

Register details of their car with sixth form staff before using it to come to school.

Sixth form parking is permitted on the Upper School Campus only. Please use the far end of the car park only, adjacent to the field to the left of the Leisure Centre. Sixth form students are not permitted to park on the Middle School Campus.

Sixth form students required to attend lessons on the Middle School Campus should park at the Upper School. Please do not park on Barnwell or on Shephall Way.

Sixth form drivers must pay close attention to the requirements of the Sixth Form Driving policy. Please remember that allowing students to park on the Upper School Campus is a privilege and may be withdrawn if this code or the Sixth Form Driving policy is not complied with.

## **Truancy**

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our sanction system.

## **Misuse of computer equipment**

The school has clear guidelines on misuse of computer equipment. Misconduct in this area such as 'hacking' or improper use of the internet can result in loss of privileges and will be dealt with via our sanction system according to the severity of the incident.

## **Offensive conduct to other students**

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always considered serious.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved. (See Appendix 1- Anti Bullying Statement and Procedures)

### **Offensive conduct to members of staff**

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including exclusion from school. Threatening or aggressive conduct, causing damage or repeated misconduct of this sort would be aggravating factors.

Violent conduct of any sort towards staff, harassment of a member of staff or their property or family, including beyond the timings of the school day or term would be a very serious offence and would result in an appropriate consequence.

Offensive conduct to staff will be dealt with by a member of the Senior Leadership Team in line with our sanction system which covers permanent exclusion for certain single incidents.

### **Deliberate classroom disruption**

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our sanction system.

### **Theft**

All cases involving theft, including taking property without permission, will be investigated by a senior member of staff. Exclusion is the normal sanction for theft although each case will be taken on its merits. The Police may be informed. To avoid difficulties, no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

### **Smoking**

Smoking is not allowed on the school site or in school uniform off-site. Students who are caught smoking or are part of a group in which people are smoking will receive the sanction as outlined in the sanction system. Even association with smokers such as standing with another student whilst they smoke will receive a sanction as outlined in the sanction system. Sixth Form students may not smoke anywhere on site or within 400 metres of the school boundaries, during school hours.

### **Alcohol & drug-related offences**

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance either off or on the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to a permanent exclusion (See Appendix 2- Drugs and Substance misuse procedures)

### **Possession or use of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances which are inappropriate within the school confines. The weapon will be confiscated, and parents/carers will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the:

- degree to which the item was used to cause alarm or harm to others
- the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others
- the potential for the item to cause harm and alarm to others

Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

### **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the sanction will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a sanction. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **Improper conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve Police action and sanctions up to and including exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

### **Consequences**

As with the rewards system we are aware that we need to have a varied range of strategies to deal with the individual needs of all our students. However, we recognise that consistency is essential when creating an effective and efficient system but whilst we have a clear procedure for students going on to report we reserve the right to escalate through the system as and when necessary. The philosophy behind the Sanctions Policy is to enable students to improve their ability to learn in the school environment.

- The system allows for effective and efficient communication
- Staff are supported in ensuring consistent behaviour management
- Negative behaviours are to be dealt with using a series of strategies and consequences that escalate in seriousness over a period of time
- Students will be kept informed of where they are in the system and their parents informed if negative behaviour persists and/or escalates
- At each stage, negative behaviours and corresponding response will be documented on the school system (SIMs)
- Negative behaviour of the individual will not be allowed to affect the majority

## **Professional Guidance**

### **Definition of School Jurisdiction**

This policy applies on school premises and during school hours, on visits, trips, school events, other occasions related to the school and any occasions when the students are the responsibility of the staff. The policy applies when students are off-site, on study leave or work experience. When students are travelling to and from school in uniform, they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off-site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school and its students and/or the reputation of the school in the local community.

### **Social Media Sites**

Whilst we appreciate the problems that students may experience when using social media sites such as Facebook the school is unable to arbitrate in these matters and recommends that parents/carers make use of the social media 'Report Abuse' function or report the matter to the police. However, if a student uses social media to disparage the school and such misconduct prejudices the good order and welfare of the school and its students and/or the reputation of the school in the local community, then the school would take appropriate action

### **Exclusion**

In keeping with DfE guidelines the school operates two types of exclusions:

- Fixed term
- Permanent

In most cases exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE and LA guidelines on exclusions and the final decision to externally exclude can only be made by the Headteacher or nominated member of the Senior Leadership Team in the Headteacher's absence. When deciding to exclude a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff.

The length of fixed term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record, including the primary or previous school record, if appropriate

- the nature of the offence
- the home backgrounds
- exam obligations

The following type of incidents or offences will normally lead to a fixed term exclusion:

- persistent refusal to accept the Code of Conduct
- deliberate damage or vandalism
- theft
- making malicious allegations against a member of staff
- swearing directly at a member of staff
- physical violence towards a student
- persistent bullying or a single case of extreme bullying
- bringing the school into disrepute
- bringing an offensive weapon onto the school site
- possession of illegal substances on the school site

When a student is excluded the school will:

- notify parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed term exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed term exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the student's problems; and consider what support will best help with the student's reintegration into the school at the end of the exclusion

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, our tariff system is only a general guideline.

The parents or carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with the Governors to review the exclusion. The Governors will meet within a reasonable number of days of the request being made (there is no statutory time limit in this situation) and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 days to review the exclusion. After a fixed-term exclusion student should attend a re-admission meeting with their parents and a member of the Pastoral Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies

have failed. However, permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious. These might include (but are not limited to):

- actual or threatened violence against a member of staff
- theft from the school, a student or a member of staff
- serious actual violence against another student
- sexual abuse or assault
- supplying or intent to supply an illegal drug or possession of an illegal drug in school on more than one occasion
- carrying an offensive weapon with intent to cause harm
- making malicious allegations against a member of staff

These instances do not constitute an exhaustive list but indicate the seriousness of an offence for which the Headteacher may, in his judgement, impose a permanent exclusion for a first or “one-off” offence.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School’s Behaviour for Learning Policy and b) the effect that the student remaining in the school would have on the education, welfare and safety of other students and staff.

In line with its statutory duty, the Governors’ Student Discipline Committee, when it meets to consider the Headteacher’s decision to exclude would require the Headteacher to explain the reasons for the decision and will look at the appropriate evidence.

### **Searching and Confiscation**

The Schools’ common law powers to search:

#### **Searching with consent**

School staff can search students with their consent for any item which is banned.

- Barnwell School is not required to have formal written consent from the student. It is enough for the teacher to ask a student to turn out his or her pockets or if the teacher can look in the student’s bag or locker and for the student to agree
- If a member of staff suspects a student has a banned item in his/her possession they will immediately bring this to the attention of the Senior Leadership Team or the Leader of Pastoral Care who will carry out a search with consent in the presence of another member of staff. At least one of the staff members will be the same sex as the student concerned

- A student refusing to cooperate with the search will be issued with a one-hour detention after school any confiscated banned items will be returned to parents

### **Establishing grounds for a search**

Staff of Barnwell School will only undertake a search with consent if they have reasonable grounds for suspecting that a student may have in his or her possession a banned, prohibited or illegal item. The staff member will decide in each particular case what constitutes reasonable grounds for suspicion.

### **Location and extent of a search**

Searches will only take place on school premises unless there is cause for suspicions on a school trip where a search will take place. In these circumstances, the most senior member of staff present on the trip will take responsibility and follow the guidelines set out here, applicable to searches on school premises.

A search with consent will mean that staff will have no physical contact with the student. The student may be required to remove outer clothing i.e. jumpers, shoes, hats, gloves or socks. In these circumstances students will be asked to remove their own outer clothing. Students may also be asked to turn out bags, pockets or lockers with their agreement.

### **Informing parents**

Barnwell School is not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search
- Complaints about searching should be dealt with through the normal complaints procedure
- There is no legal requirement to inform parents or carers where alcohol, illegal drugs or potentially harmful substances are found, but the school will inform the parents in these circumstances (see below).

### **Searching without consent**

As policy Barnwell School will not search students without consent even for illegal and potentially harmful items. Where such items are suspected, students will be isolated and kept under supervision by a member of staff. The Police or Police Community Support Officer (PCSO) where appropriate, will be contacted.

Examples of illegal or potentially harmful items include (but are not limited to):

- Knives
- Multi tool
- weapons of any kind
- items that the school believe may be used as a weapon
- alcohol
- illegal drugs
- legal highs
- suspected stolen items

## **Anti – Social Behaviour**

Students are expected to identify the perpetrators of anti-social behaviour so that the school can deal with issues effectively.

## **The Police**

It will be for the Headteacher or a member of the Senior Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the Police. The possession of illegal substances on the school premises will always lead to the involvement of the Police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for Police interviews to take place at school only in the presence of parents or carers. If parents cannot be contacted, the interview will take place with the Headteacher or a member of the Senior Leadership Team.

Staff should not obstruct the Police in the course of their duty. The Police have the right to enter the site without permission of the Headteacher but should only exercise this right in exceptional circumstances.

## **When to call the Police**

- once a 'prima facie' case has been established, school led interviews and investigations should stop and the Police should be called
- accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- once a criminal investigation is under way school investigations and/or interviews MUST stop

- Offences where the Police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Any illegal or potentially harmful items will be passed to the Police or the Police Community Support Officer.

With regard to stolen items of low value such as pencil cases, it may not be reasonable to involve the Police or pass items on to them. However, the school may deem it appropriate to contact the Police regarding any theft.

## **Use of Force**

### **Key Points**

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders will support their staff when they use this power appropriately

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions that can be used by teachers that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from:

- Guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to control students and to restrain them
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

## **When can reasonable force be used?**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control students or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving or entering the classroom where allowing the student to do so would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

At Barnwell School, physically removing a student from a classroom will ALWAYS be an action of last resort.

## **Communicating the school's approach to the use of force**

- As legally required, this Climate for Learning Policy is made known to staff, parents/carers and students
- Barnwell School acknowledges the legal duty of members of staff to make reasonable adjustments for disabled children and children with SEN
- Barnwell School does not require parental consent to use force on a student
- Barnwell School does not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm
- By taking steps to ensure that staff, students and parents/carers are clear about when force might be used, we hope the school will reduce the likelihood of complaints being made when force has been used properly

## **Telling parents when force has been used on their child**

Parents will be informed about serious incidents involving the use of force. All incidents of the use of force will be recorded. In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- the student's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the student or member of staff
- the child's age
- whether account needs to be taken of a disability or SEN

### **What happens if a student complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the member of staff delegated by the Headteacher. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Where an allegation of using excessive force is made against a teacher, the Headteacher would seek advice from the Local Authority and an investigation would be carried out.

**3 Step**  
**in class behaviour plan**

Forms

Appendix 1

**Step 1 – Reminder**  
*(Verbal and name on the board)*

**Step 2 – LLD Concern recorded**  
*(45-minute detention after school)*

**Step 3 – Time out – Persistent Low-Level Concern recorded**  
*(1-hour detention after school)*

Persistent Low level concerns can be given at step 1.

**This procedure is non-negotiable**

**You know the expectations.**

Report pack

of

**Behaviour Intervention Report**

Focus for the week:

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Reason for report:

<b>Review of previous week</b>			
Attendance	LLD	HLD	Positive

## The Report.

If a student has a positive lesson the report should look like below, the positive column will only be ticked if a positive point has been awarded on the system.

Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
ENG						Positive comment	SIGN

If a student has had a negative lesson, ticks will be placed to illustrate where the student has reached on the three step behaviour plan. A concern will be issued on the system and detentions will be set accordingly.

Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
ENG	√	√	√	√		What happened?	SIGN

Day: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Subject</b>	<b>Standard</b>	<b>Warning</b>	<b>LLD</b>	<b>HLD</b>	<b>Positive</b>	<b>Comments</b>	<b>Signed</b>
<b>1</b>								
<b>2</b>								
<b>T T</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								

Parent comment

Signature

.....

Day: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Subject</b>	<b>Standard</b>	<b>Warning</b>	<b>LLD</b>	<b>HLD</b>	<b>Positive</b>	<b>Comments</b>	<b>Signed</b>
<b>1</b>								
<b>2</b>								
<b>T</b> <b>T</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								

Parent comment

Signature \_\_\_\_\_

Day: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Subject</b>	<b>Standard</b>	<b>Warning</b>	<b>LLD</b>	<b>HLD</b>	<b>Positive</b>	<b>Comments</b>	<b>Signed</b>
<b>1</b>								
<b>2</b>								
<b>T T</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								

Parent comment

Signature

.....

Day: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Subject</b>	<b>Standard</b>	<b>Warning</b>	<b>LLD</b>	<b>HLD</b>	<b>Positive</b>	<b>Comments</b>	<b>Signed</b>
<b>1</b>								
<b>2</b>								
<b>T T</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								

Parent comment

Signature

.....

Day: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Subject</b>	<b>Standard</b>	<b>Warning</b>	<b>LLD</b>	<b>HLD</b>	<b>Positive</b>	<b>Comments</b>	<b>Signed</b>
<b>1</b>								
<b>2</b>								
<b>T</b> <b>T</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								

Parent comment

Signature \_\_\_\_\_

## **ANTI-BULLYING Statement and Procedures**

### **“Bullying: don’t suffer in silence”**

#### **Statement of Intent**

Barnwell School is committed to providing a caring, friendly and safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety.

Bullying of any kind is unacceptable at our school. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

*We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.*

It is VITAL that all adult members of our school community should be constantly vigilant to ensure that any situations where bullying is taking place are quickly perceived, and then dealt with, with thoroughness and with sensitivity.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

The School’s aims with regard to bullying

- To make clear to children, staff, parents and guardians that bullying is not acceptable.
- To encourage a climate of openness in which children, staff and parents act immediately if there is any suspicion of bullying.
- To provide a clear framework for dealing with incidents of bullying
- To educate children in resisting bullying.
- To provide support for those being bullied and a framework within which those bullying others may recognise and reform their behaviour.

In accordance with the schools’ ethos to instil in all members of the school community a sense of caring and kindness for one another

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

## **What Is Bullying?**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Sustained over time
- Intended to hurt someone either physically or emotionally

Bullying can be:

- Emotional, (indirect bullying) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) about someone, deliberately excluding someone from social groups or an activity, being made the subject of malicious rumours, sending malicious e-mails or text messages.
- Physical harm or the threat of physical harm - pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of or focusing on the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Religious or cultural
- Directed at those with special educational needs or disability
- Cyber bullying (including bullying using social websites. Mobile phones, text messaging, photographs and e mails)

## **The Seriousness of Bullying**

Bullying hurts and can cause psychological damage. Although bullying is not specifically a criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

## **Why it is important to respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Barnwell School has a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school bus
- Begs to be driven to school instead of using the school bus
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering

- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Anti-Bullying Strategies adopted Barnwell School**

Acknowledge the problem. Bullying may happen anywhere in our society, including the staff-room.

The strategies that the School employs are varied, and this policy details the various ways we tackle bullying. They are not sequential neither are the exhaustive. The most appropriate action will be used when required

- **Ongoing messages** to ensure understanding, recognition and acknowledgement that bullying may happen anywhere and to anyone. This communication takes place through assemblies, presentations and day to day conversations with members of the whole community including outside stakeholders.
- **Teachers establish a climate of good discipline and structure in lessons**, so all student feel safe to learn and express their ideas. We aim to ensure the students have the confidence to report bullying issues that may occur. By developing a culture of praise, celebrating and rewarding the success of all students then we aim to prevent incidence of bullying.
- **Establish support mechanisms to help children who are being bullied.** This could be an assigned group of staff or a group of pupils formed through a peer support scheme. Peer support schemes such as buddying, peer listening or peer mediation can create a happier, friendlier environment and offer much needed support to children who have problems. Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.
- **Comprehensive Citizenship Curriculum which includes** SOL targeted on the issues and solutions to bullying. Link the Citizenship SOL to assemblies and other lessons where appropriate to talk about bullying/intimidation in general.
- **Induction of new student in year 7.** The work with the New Year 7 students begins in year 6 with the transition programme. All year 6 students are introduced to School Ambassadors who are available to help year 6 students make a smooth transition to year 7. The most vulnerable year 6 pupils attend after school induction sessions to smooth their transition.
- **Using additional support** to help those students that find making and keeping friends difficult. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to individuals, small groups and classes may be a way to make more children make friends.

## **Procedure for dealing with incidents involving bullying**

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. The informal, discreet and sensitive approach has proved very successful in the genuine cases dealt with to date.

Once an incident of bullying has been identified or reported the subsequent procedures will be followed.

- Statements will be taken from all relevant participants and witnesses by the students support staff
- All incidents will then be recorded in the bullying log. The statements will be reviewed and depending on the individual circumstances of the bullying incident may be dealt with by:
  - Form Tutor
  - Assistant Head of College
  - Head of College
  - SLT – responsible for Behaviour for learning
  - Deputy Headteacher
  - Head teacher

Once the incident is resolved then the School's Sanction Policy will be employed, and the bully will receive the appropriate sanction. This may include

- Detention
- ISLA – Internal exclusion
- Exclusion – external

Once the appropriate sanction has been served then AHOC/HOC/HOY/AHOY/SLT will employ aspects of restorative justice to help all parties to develop the skill to improve emotional intelligence.

## **The role of the Governors**

The Governors support the Headteacher and school in implementing a zero tolerance towards bullying.

The Governors monitor the incidents of bullying that occur and review the effectiveness of the school policy regularly.

The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

## **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's form tutor immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **Sources of Information**

This policy takes into consideration the detailed information and strategies to reduce incidents of school bullying, to support victims and to deal with children who bully as follows: Kid Power: [www.kidpower.org/library/article/preventbullying](http://www.kidpower.org/library/article/preventbullying)

Turn to me: On line support for parents. [www.turn2me.org](http://www.turn2me.org)

Anti-bullying alliance: [www.anti-bullyingalliance.org.uk/1050](http://www.anti-bullyingalliance.org.uk/1050)

Kidscape: [www.kidscape.org.uk/resources/anti-bullying-week-2013/](http://www.kidscape.org.uk/resources/anti-bullying-week-2013/)

Childnet: [www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying](http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying)

Government support about bullying: [www.gov.uk/.../the-use-and-effectiveness-of-anti-bullying](http://www.gov.uk/.../the-use-and-effectiveness-of-anti-bullying)

Department of Education:

[www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying)

## **Drugs and Substance Misuse Procedures**

### **Philosophy**

The misuse of (both legal and illegal) drugs and the consequent impact on the lives of young people are a very important concern to all. Young people today are exposed to the temptations of alcohol, tobacco, and illegal substances with more frequency. It is important that all those involved in the care of young people in school send a clear message through a well delivered education programme and through the general ethos that the misuse of these substances, particularly those that are illegal, is totally unacceptable.

### **Definitions:**

The definition of a drug given by the United Nations Office on Drugs and Crime is:

**A substance people take to change the way they feel, think or behave.**

The term 'drugs' and 'drug education', unless otherwise stated, is used throughout this document to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers); all over-the-counter and prescription medicines.

### **Application of these Procedures**

The policy is applicable to all students when they are, or should be, involved in school-based activities. For the purpose of this policy the limits of the school boundaries are extended. They include all school journeys undertaken in school time or during school vacations, all residential trips, work experience placements and journeys to and from school. The area in proximity to the school is included.

### **The purpose of this Procedure is to:**

- reinforce and safeguard the health and safety of students and others who use the school; clarify the legal requirements and responsibilities of the school;
- clarify the school's approach towards substance misuse.
- give guidance on developing, implementing and monitoring the drug education programme;

- enable staff to manage drugs on school premises and any incidents that occur with confidence and consistency and in the best interests of those involved;
- ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school;
- reinforce the role of the school in contributing to local and national strategies.

## **Practice**

### **The School's Stance towards Drugs**

#### **Key Responsibilities**

- Governors: formulation and review of school policy and ensuring its consistent application.
- Headteacher and Deputy Headteacher:
  - formulation and implementation of the School's policy on substance misuse and dealing with incidents
- Heads of House and Pastoral Support Officers:
  - Individual counselling/support of students at risk.
  - Ensuring that all students are fully aware of school policy; welfare of students
- All staff: Reinforcement of the school's policy and participation in the encouragement of students to avoid misuse of all drugs legal or otherwise.

#### **Statement of Intent**

- The school is committed to educating its students in the inherent dangers involved in drug and substance misuse.
- The school acknowledges the importance of its pastoral role in the welfare of its students and, through the general ethos of the school, seeks to persuade students in need of support to come forward.
- The school cannot and will not allow its premises to be used for the production, supply or use of any illegal substances nor the misuse of legal substances, for instance alcohol. The school cannot and will not permit the use of any substances which will impair the students' ability to learn or have an adverse effect on behaviour.
- The school's policy on the possession, use, supply of illegal substances within the boundaries defined above is one of zero tolerance.

- Where there is evidence that a pupil may be mis-using substances outside of school, the school will inform parents and refer the pupil to a suitable support agency.
- Where there is compelling evidence that a pupil has been involved in the supply of an illegal substance to others it is likely that they will be permanently excluded.
- Any student using illegal drugs on the school premises will face serious sanctions, which may even include a permanent exclusion from school.
- Students found to be in possession of a drug under circumstances which clearly does not involve use of said drug in school or any “dealing” or supplying of substances to others then they will face serious sanctions which may involve an exclusion from school and a requirement to participate in a programme of drugs counselling.
- Students found to be users of illegal substances outside of school will be offered a programme of drugs counselling

### **Management of substance misuse at school**

Where a pupil discloses substance misuse on the premises, staff must inform the Deputy Headteacher.

Where a student discloses substance misuse outside of school time, the matter needs to be reported to the relevant Head of College/Year who will use his/her discretion as to how to proceed. The Head of College/Year may wish to contact parents and will likely seek support from appropriate agencies. The Head of College/Year will make it clear to the student that he/she can offer no guarantee of confidentiality.

If a member of staff discovers a substance on school premises that is suspected to be harmful or illegal, he/she will need to record its appearance, quantity, time, place and circumstances of it coming into their possession. If possible, an adult witness should be present who can endorse the record. They will then need to place the substance in a sealed container and put in a place of safekeeping until it can be secured in the school safe and the police informed.

In the event of the discovery of any equipment believed to be associated with substance misuse, e.g. needles, syringe, students should not be allowed to handle them. A member of staff will with the utmost care (wearing gloves etc), place them in a rigid container and give them, and any relevant material, to a senior member of staff who will secure it until collection by the appropriate service. The police should be informed prior to any service removing such items.

If a student is suspected to be in possession of an illegal substance or a legal substance that may affect their behaviour, attainment or health (e.g. alcohol, cigarettes), he/she should be isolated and interviewed in the presence of two members of staff, one of which will be the Deputy Headteacher. The student may be warned that failure to co-operate will lead to police attendance. The student may be asked to hand over the substance. On no account will the student be searched against their will, although their locker or bag can be. The substance will need to be secured in a sealed container and put in a place of safekeeping until it can be secured in the school safe.

If a student refuses to hand over a substance, or if there is concern that drug dealing is taking place, the Deputy Headteacher may request police attendance (the police are allowed to search the student). This may lead to the student's arrest. Meanwhile the student should be isolated and supervised by a member of staff. The student's parents should be informed of the situation and invited to be present. Written accounts of the relevant circumstances will be taken with each student involved. These will be taken individually and witnessed by two members of staff. All staff involved in, or witnesses to, such incidents must produce a written account. These accounts may be used as evidence in exclusion proceedings. The Deputy Headteacher will inform parents of the situation.

The school is legally obliged to tell the Police and seek advice about its disposal.

### **Incidents whilst on school trips**

The procedure for managing substance misuse incidents whilst on a school trip are similar to the above, with the following differences.

#### **Before the Trip commences**

- Where a school trip is visiting a country where their stance towards drugs is significantly different from our own then the trip leader will make themselves and their party aware of the possible consequences of becoming involved in substance misuse.

#### **Dealing with Substance Misuse whilst on a school trip**

- Any incidents involving substance misuse will be reported to the trip leader.
- The trip leader will contact the Deputy Headteacher by phone and inform him of the details.
- A decision will then be made as to the best course of action.
- Any incidents deemed to be serious will immediately be reported to parents and carers by the Deputy Headteacher.
- In cases where it is necessary to send the pupil home immediately, the pupil and parents shall be liable for any extra costs incurred.
- The decision to call the police will only be taken after consultation with the Headteacher.

School trips to countries where the legal framework in relation to drugs is substantially different may pose particular problems. Under these circumstances all students and staff participating will be subjected to the school's expectations and values regarding substance misuse as set out in this policy, irrespective of local legal variations.

### **Drugs Education**

A programme of drug education (covering legal and illegal substances) organised by year group will be delivered through use of a variety of activities or methods. These will include classroom-

based discussions, sessions facilitated by external experts during drop-in days, individual drug education and counselling for those in particular need. In addition, specific programmes for small groups will be organised as and when necessary (smoking panel, drugs panel etc). In essence the school's drugs education will:

- enable students to make healthy and informed choices about substances by increasing knowledge, exploring their own and other people's attitudes and developing and practising skills;
- promote positive attitudes towards healthy lifestyles;
- provide accurate information about substances;
- increase understanding about the implications and possible consequences of use and misuse;
- encourage an understanding for those experiencing or likely to experience substance use;
- widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS;
- seek to minimise the risks that users and potential users face;
- Enable young people to identify sources of appropriate personal support. Such as FRANK

### **External Contributions**

In the main teachers teach drug education but, where appropriate, outside visitors may contribute. They will be aware of the school's drug policy.

Examples of external agencies that the school involves are:

- Young Person's Alcohol and Substance Services
- PHSE Advisor
- Police – School Liaison Officer
- Drama groups etc

### **Staff support and training**

All staff will undergo continuous drugs awareness training; those with day-to-day responsibilities for drugs issues will regularly update their knowledge.

## **Dealing with a Major Drugs Related Incident**

1. Inform the Deputy Headteacher.
2. Do not leave the incident/student, where practicable.
3. If the person is unconscious, place them in the recovery position.
4. Contact the school office immediately. Ask them to:
  - (a) Contact first aid staff who should go immediately to the incident
  - (b) Telephone for an ambulance
  - (c) Telephone the student's parents.
5. The student should be questioned, if conscious, to ascertain the nature of any suspected substance misuse. Any evidence e.g. bottles, tablets, syringes etc. should be gathered and given to the emergency services on arrival.
6. If the student is conscious but appears to be influenced by a substance:
  - (a) Sit them down in a quiet area
  - (b) Ensure windows are open
  - (c) Stay calm, keep them calm
  - (d) Call for help; appropriate Deputy Headteacher via the school office
  - (e) Ask school office to telephone home
  - (f) An ambulance should be called if there is any doubt whatsoever as to the student's condition
  - (g) Advise parents to seek medical advice if collected
7. All staff involved in, or witnesses to, such incidents must produce a written account. Any statements taken should adhere to good practice guidance. These accounts may be used as evidence.

### **Involvement of parents/carers**

All parents will have access to the School's Policy on substance use and will be invited to comment on its appropriateness when it is reviewed. Parents will be informed of any drugs related incidents unless doing so would risk the welfare or safety of the pupil.

### **Role of Governors**

- To review the School's Policy on (drugs) substance misuse annually.
- To have an overview of major drugs related incidents.
- Be aware of any changes to local or national policies.

## **Liaison**

The school will liaise with:

- Other schools via Head teacher meetings;
- local primary feeder schools;
- the police.

## **Confidentiality Guidance to staff**

In managing drugs, schools need to have regard to issues of confidentiality.

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to students. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- child protection;
- co-operating with a police investigation;
- referral to external services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information. It may be necessary to invoke local child protection procedures if a pupil's safety is under threat. It should be only in exceptional circumstance that sensitive information is passed on against a pupil's wishes and, even then, the school should inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue;
- Where a life is in danger

This liaison will have the aim of facilitating the sharing of information about good drug education practice and joint initiatives to enhance the safety of young people in the locality.

## **Monitoring, evaluation and review**

The school will evaluate the effectiveness of its Drug Education Programme periodically through lesson observation, discussion with students, staff and outside agencies.

The Governing Body will review this Policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the school by all members of the school community.

## Home School Agreement 2020-2021

As Barnwell school, we agree to:	As a Barnwell student, I agree to:	As parents/carers of a Barnwell student, we/I agree to:
<ul style="list-style-type: none"> <li>• Provide a safe, secure and welcoming environment.</li> <li>• Encourage excellence in intellectual, creative and physical activities.</li> <li>• Value all students and celebrate their achievements.</li> <li>• Achieve the best possible academic results for all students.</li> <li>• Encourage moral and spiritual development.</li> <li>• Encourage self-respect, respect for others and for the world in which we live.</li> <li>• Develop independence of view and enthusiasm for the challenge of learning.</li> <li>• Provide equality of opportunity for all students wherever possible.</li> <li>• Encourage participation in a wide range of extra-curricular activities.</li> <li>• Foster a commitment to the highest standards of curriculum practice and provide a curriculum which allows for a wide range of educational experience</li> <li>• Form partnerships with parents and the wider community.</li> <li>• Plan for continued development of the school.</li> <li>• Maintain regular and early communication with parents on all aspects of the students' development.</li> <li>• Set the highest standards for behaviour, care, support and development at all times.</li> <li>• Encourage the following traits of PRIDE-Passion, Resilience, Innovation, Determined and Empathetic in children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to work hard in class and at home.</li> <li>• Bring the right equipment.</li> <li>• Attend regularly and be punctual.</li> <li>• Wear the correct Barnwell uniform with pride.</li> <li>• Be mindful of the British Values of tolerance, respect and responsibility.</li> <li>• Be prepared to share ideas and ask for help and guidance.</li> <li>• Listen to others and be polite to everyone; students, visitors and staff.</li> <li>• Look after the school environment and take care of personal belongings and those of others.</li> <li>• Take pride in high standards of work, behaviour and appearance.</li> <li>• Complete all homework set on time and to the best of my ability</li> <li>• Support the school approach to digital safety and not deliberately upload or transmit any images, video, sounds or text that could upset or offend any member of the school community.</li> <li>• Report any infringements of school expectations to a member of staff.</li> <li>• Remember that it is an honour to represent the school in any field or arena of intellectual, community, creative or sporting endeavour.</li> <li>• Be a positive representative for the school at all times when you are in the local community, travelling to and from school, or at local events.</li> <li>• Remember that bringing the school into disrepute in any way undermines the work and well-being of every member of the school community.</li> <li>• Ensure I follow traits of PRIDE-Passion, Resilience, Innovation, Determined and Empathetic in my learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure regular, prompt attendance throughout term time and avoid term-time holidays.</li> <li>• Provide correct school equipment and uniform.</li> <li>• Provide a suitable home-working environment so that my/our child can complete all homework set to the best of his/her ability</li> <li>• Support the school's policies and guidelines for behaviour, and not undermine these to children.</li> <li>• Attend parents' evenings and discussions about their child's progress.</li> <li>• Communicate with the school about issues affecting their child's work or behaviour.</li> <li>• Support the school approach to digital safety and not deliberately upload or transmit any images, video, sounds or text that could upset or offend any member of the school community.</li> <li>• Use Social Media responsibly and not post negative or defamatory comments, views or undue criticism.</li> <li>• Contact the school to discuss concerns and issues in a reasonable and respectful manner after first considering the validity of the concern.</li> <li>• Regularly check for school letters, emails and communications, and check information and updates on the school website.</li> <li>• Regularly check and monitor Show My Homework, and support students in home learning.</li> <li>• Encourage the following traits of PRIDE-Passion, Resilience, Innovation, Determined and Empathetic in children's learning.</li> </ul>
<p>Name: Signed:</p>	<p>Name: Signed:</p>	<p>Name: Signed:</p>

