

Barnwell School

Climate for Learning Policy



Achieving Excellence Together

Adopted by the Governing Body:	January 2015
Reviewed:	September 2021
To be reviewed:	October 2022

Vision and Values

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 prosocial behaviour and taking action to prevent and stop antisocial 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

Our Climate for Learning Policy is based on Hertfordshire's Emotional Wellbeing and Behaviour Strategy. In it we provide the clear expectations of good behaviour and how it is promoted, recognised and rewarded and where poor behaviour when identified is modified through clear guidance, support and necessary consequences. It also reflects flexibility to ensure individualised tailored support for children where necessary. All staff need to know how to promote prosocial 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 adopted the following set of principles from Hertfordshire's Emotional Wellbeing and Behaviour Strategy. The strategy aims to protect, champion, and safeguard the entitlement of children also recognising that positive emotional wellbeing is an essential prerequisite to effective learning;

- **A commitment to a positive and respectful culture within our school or setting**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through our strong leadership this is designed and detailed through clear vision and values focusing on realistic social and academic expectations for all

- **Behaviour is a form of communication**

Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour

- **Not all behaviours are a choice**

We recognise that children and young people with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings

- **Behaviours can change, and improvement can be secured**

At Barnwell expectations of students' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured

- **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well communicated climate for learning policy is used to set standards and create consistency. This policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities

- **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning

- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used at Barnwell to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race

- **Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. We believe firmly that parents and carers are key in

promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making

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, consistently and observing to make reasonable adjustments when necessary

Roles and Responsibilities

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

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

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, consistently, making reasonable adjustments where necessary
- Monitor Show My Homework
- Use praise and credits
- End lessons on time

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

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
- Oversee the performance of behaviour for learning across the College/ Year group to ensuring 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

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

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

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

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 consequences 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

Universal Provision

This section includes the processes and practices to create positive emotional wellbeing and behaviour for all learners.

'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

Seasonal reward events are also held, this might be a celebratory meal, or an invite only event or trip.

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.

Routines to support positive behaviour

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

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

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

Late and students out of lessons Routines	Staff Involved
<ul style="list-style-type: none"> Students late to school report to reception to sign in No student to be out of lesson without a pass for exceptional circumstances 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 	Receptionist – KS3 and KS4

students so staff can check or if the teacher judges it to be an emergency	
Transition Routines	Staff Involved
<ul style="list-style-type: none"> • Every member of SLT, all HOC/Y, AHOY/C and other staff with paid responsibility to ensure smooth transition of students • All staff responsible for standing at door of their classroom at transition to meet and greet students 	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. If incorrect footwear is 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.

Only plain, functional and safe hair accessories are allowed. Hairbands: plain and of dark colour.

Hair must be one natural colour and hair styles should be appropriate for school with no exaggerated cuts or styles and of a natural colour only and no obviously contrasting highlights, bleaching or bright colouring. Shaved hair no shorter than a No.2 cut. This also applies to shaved eyebrows.

Nails and eye lashes should also be natural with no false/fake nails or nail polish and no false eyelashes or eyelash extensions.

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

Middle and Upper School

- A College tie
- Navy Blue Blazer with School Logo
- Standard white shirt
- Black trousers – no 'skinny' or denim style
- Black pleated skirt no shorter than 2 inches above the knee
 - 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
- Tights-black or beige

Cardigans, non-logo jumpers and hooded tops are not permitted and are not to be worn as outdoor coats under any circumstances. Inappropriate items will be confiscated.

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

Footwear

Black closed shoes only – **No sandals, trainers*, converse 'style', plimsolls or canvas styles 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.

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.

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.

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

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 “Not ready for school “ concern.
- This will trigger a 30-minute detention on a Friday afterschool. “ Not ready for school “ concerns from a Thursday to Friday the following week are combined and sat on a Friday for a maximum of 2 hours.
- Parents/ carers 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.

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 consequence 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 Climate for learning 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

Positive and Negative emotional wellbeing and behaviour

Positive emotional wellbeing and behaviour relates to behaviour which is helpful, values social acceptance and upholds the school's values and visions.

Negative emotional wellbeing and behaviour relates to behaviour that causes harm to an individual, a group, to the community or to the environment and contradicts the school's values and visions.

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
- Head of Department/Faculty (if available)
- To Reception for a Senior Leadership Team member

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

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 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)

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

Behaviour categories / Consequences

<p style="text-align: center;"><u>Not ready for school</u></p> <p style="text-align: center;"><u>(30 Min DT)</u></p> <ul style="list-style-type: none"> • Late between lessons • Presentation of work • Use of mobile device • Eating / chewing • Equipment • Uniform • Litter • Out of bounds • Overdue book 	<p style="text-align: center;"><u>Low Level Disruption</u></p> <p style="text-align: center;"><u>(45 Min DT)</u></p> <ul style="list-style-type: none"> • Unwanted noise • Not following instructions • Walking around the room • Talking over teacher • Talking over classmate 	<p style="text-align: center;"><u>Persistent Low Level Disruption (1 Hour DT)</u></p> <ul style="list-style-type: none"> • Persistent LLD • Verbal Assault • Rudeness • Truancy (10+ mins late to lesson) • Anti-social behaviour at lunch time • Missed Detention • Inadequate Work/ Homework
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Persistent low level disruption concerns can be given at Step One

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

Detentions

- Not ready for school/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. Extended detentions for those accruing 3 behaviour concerns or more are held on Friday after school from 3.00- 5.00pm

CONCERN	LEVEL	LENGTH OF DETENTION	Behaviour Points
Not ready for school	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
- We do not allow whole class detentions
- Extended detentions new from September 2019 and are for up to 2 hours after school, usually on a Friday. Should a student need to sit an extended detention parents/carers 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 behaviour concerns in a week

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

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 time frame 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.

Exclusions

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:

- whether the student belongs to any vulnerable group
- 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 unless a reasonable adjustment needs to be made due to the student's individual need:

- 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/carers 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 consequences 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 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 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 Climate 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**

Focus for the week:

Report

Name: _____

Form: _____

Reason for report:

Review of previous week			
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: _____

	Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
1								
2								
T T								
3								
4								
5								
6								

Parent comment

Signature

.....

Day: _____

Date: _____

	Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
1								
2								
T T								
3								
4								
5								
6								

Parent comment

Signature _____

Day: _____

Date: _____

	Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
1								
2								
T T								
3								
4								
5								
6								

Parent comment

Signature

.....

Day: _____

Date: _____

	Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
1								
2								
T T								
3								
4								
5								
6								

Parent comment

Signature _____

Day: _____

Date: _____

	Subject	Standard	Warning	LLD	HLD	Positive	Comments	Signed
1								
2								
T T								
3								
4								
5								
6								

Parent comment

Signature _____

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

