



Behaviour, Rewards and Sanctions Policy

The King's School
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Devon
EX11 1RA

The aim of this policy is to maintain a positive school ethos and promote effective learning by:

- Promoting good behaviour and encouraging achievement
- Enabling effective teaching and learning
- Creating a safe and secure environment for students and staff
- Teaching understanding, acceptance and tolerance of differences in individuals

Every member of the school community has a responsibility to ensure positive behaviour.

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SECTION 1: What is acceptable behaviour?

1 Expectations of All Staff

- To model the behaviours we expect from our students
- To show courtesy and consideration to all members of the school community
- To assist in maintaining the rules and positive ethos of the school
- To act in a professional manner
- To understand, appreciate and apply high levels of confidentiality regarding both students and staff.

2 Expectations of Teaching Staff

- To provide opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn
- To plan and prepare stimulating lessons
- To teach respect by treating students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register students every lesson
- To support the school's behaviour and SEN policy
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen.
- To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class.

3 Expectations of Tutors

- To teach interpersonal skills by promoting positive, supportive relationships within the form.
- To keep a record of attendance and to be aware of lateness and absence
- To maintain positive communications between home and school.
- To do all possible to ensure correct uniform and appropriate self-presentation.
- To provide guidance and assistances to individuals as necessary.
- To monitor student planners.
- To support the school's behaviour policy.

4 Expectations of Heads of Department

- To ensure that departmental schemes of work suggest activities designed to suit different learning styles.
- To ensure/co-ordinate a positive learning environment within the department for both staff and students.
- To ensure that the school's Behaviour and SEN policies are consistently implemented.
- To manage the Departmental Referral/Parking System, to ensure consistency within the department.
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions.
- To monitor the attendance, behaviour and learning of students within the department
- To agree and implement consistently, ways of entering and leaving the departmental classrooms and areas.
- To monitor the work set by absent colleagues and to liaise at the start of, and at some point, during, each lesson taught by a cover/supply teacher wherever practically possible.

5 Expectations of Heads of House

- To liaise and communicate with parents/carers and outside agencies regarding student needs.
- To manage troubled and challenging students with their line manager, SENCO and Pastoral Support Workers
- To support individual students by :
 - I. tracking the student's behaviour/achievement
 - II. meeting with parents/carers and students to solve problems which interfere with their learning and that of others
 - III. monitoring student attendance and punctuality
 - IV. consistently implementing, upholding and supporting the school's Behaviour and SEN Policy

6 Expectations of Teaching Assistants

- To support SEN students within the classroom.
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of student.
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.

- To consistently implement the school's SEN and Behaviour Policy

7 Expectations of the Senior Leadership Team

- To support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- To ensure that good practice is both developed and shared, e.g. by observation of teachers who are skilled in behaviour management.
- To ensure that INSET is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents/carers, carers and governors.
- To provide effective support for teachers presented with extremely challenging and uncooperative student behaviour.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place which motivates the disaffected.

8 Expectations of the Governing Body

- To monitor the effectiveness of the school's Behaviour Policy.
- To support the Headteacher and Senior Leadership Team in the monitoring of attendance and exclusions of different groups of students.
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action which meets as required.

9 Expectations of Students

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability and complete all work set
- To wear full school uniform and come with the equipment needed for that day
- To follow school procedures correctly

10 Expectations of Parents/carers

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Behaviour Policy
- To keep the Heads of House/tutor aware of any circumstances that may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at parents'/carers' evenings, and, as appropriate, through planners, letters, reports and telephone calls.
- To encourage and support their child in completion of Homework tasks

SECTION TWO: Rewarding and Celebrating Achievement

This is designed to be a motivational rewards system where students feel valued and rewarded when they achieve or exceed expectations in any aspect of school life. The rewards system is based on six core values and has the house ethos in the school at its centre. Outstanding Effort

- Good Progress
- Achievement in relation to the student's ability
- Leadership – this could include taking an assembly, organising and leading an activity for others, being part of a leadership project etc
- Respect – showing awareness of others, acts of kindness, generosity etc
- Participation and Engagement – this could include community service, being part of a team etc

The rewards system includes these key areas:

1 Oral Praise

One of the main parts of any rewards system is oral praise. This should be used in a variety of contexts to motivate students and celebrate success.

2 House System and House Points

- House points should be awarded to individual students by all members of teaching staff, form tutors and other staff on a consistent basis. It is an expectation that all staff will award house points on a regular basis. These should be awarded via SIMS as "Achievement Points" .
- House points will also be awarded to Houses for success in house competitions. House competitions should take place in a wide variety of subjects and success should be celebrated in assemblies.
- House points should be updated on a half-termly basis with totals in the student bulletin.

3 Years 7 to 13 - Immediate Recognition

House Points to be awarded via achievement points in SIMS.

A **maximum** of two house points to be awarded to a student under the following headings: Positive Attitude

- Outstanding Classwork
 - Outstanding Homework
 - Outstanding Achievement
 - Outstanding oral contribution
 - Outstanding Leadership
 - Good progress
 - Respect of others
 - Participation and Engagement
- An extended project
 - A prolonged period of leadership
 - An outstanding act of service/kindness

4 Guidance on the awarding of House Points by tutors:

Tutors to award no more than **one** house point per student at any given time. Examples of what house points could be awarded for include:

- Keeping an accurate, detailed planner over a half-term
- Showing acts of kindness or taking additional responsibility
- Meeting targets set by tutors
- Outstanding or significantly improved punctuality over time.

5 House Points - Recognition of Achievement Over Time for Years 7 and 8

- Students to be awarded certificates in tutor time or House Assemblies. These are categorized as: bronze (25 house points), silver (50), gold (100), platinum (150), ruby (200), Emerald (300), Sapphire (400), diamond (500) .

A raffle may also be held to win prizes. Every ten house points will equal a ticket for the raffle

7 The Golden Lunch Card

- Each term the students with “Excellent” gradings in the Commitment to Learning category on their report will be awarded a Golden Lunch Card for the next term.

8 Fab Fifty

- At three points in the school year the top fifty students (Fab Fifty) in each year group with the most conduct points (achievement minus behaviour points) will be allowed a non-uniform day.
- House Points totals will be sent out termly to Parents via the reporting system.

9 Commendations for all students in Years 7 to 11

Where student work is deemed to be truly outstanding commendation certificates can be awarded on three levels:

Head of Department or Head of House Commendation. These certificates are worth five house points.

This would be awarded when the work has a stand out quality and is something that appears for that student to go above and beyond what they normally do. An example from history might be someone who writes a letter from the trenches which is quite long, tea stained/ presented in an authentic way. It's better than what is written up in an exercise book but not so impressive as to warrant a HTC.

Headteacher Commendation. These certificates are worth ten house points.

This would be awarded for a piece of work that has taken considerable time and has involved effort over and above by some way. Presentation and accuracy are also first rate. An example could be where a student gets set a piece of research homework and produces something outstanding in scope and depth

After looking at the work the Headteacher may make the decision to ask the Chair of Governor's to award a:

Governor Commendation. These certificates are worth twenty house points.

This is for truly exceptional work. It must present itself as out of the ordinary for that student, it will have taken considerable time and may be incredibly innovative and creative. Presentation and accuracy are other vitally important components when presented in written form.

10 Commendations for Years 9 to 11 Commendations should be awarded at the end of each term in the categories below. Each commendation is worth ten house points.

In each teaching group it is suggested that no more than 50% of the students should receive a commendation.

- Outstanding Effort
- Good Progress
- Achievement in relation to the student's ability
- Leadership – this could include taking an assembly, organising and leading an activity for others, being part of a leadership project etc
- Respect – showing awareness of others, acts of kindness, generosity etc
- Participation and Engagement – this could include community service, being part of a team etc

11 Rewarding Attendance for Years 7 to 13

- Certificates to be awarded each term for outstanding attendance in that term. These to be worth five house points. Any student with 100% attendance will be awarded ten house points.
- Heads of House will have the discretion to award “Outstanding Attendance” certificates to other students who don't meet the 98% cut off if there are particular extenuating circumstances.
- Certificates can also be awarded for improved attendance over time.

12 The King's School Achievement Awards

- At the beginning of the autumn term students will be awarded badges and a certificate if they meet the criteria in the King's School Achievement Awards Scheme during the previous year. These will aim to reward students in five main areas of school life
 - Engagement with Learning
 - Attendance and punctuality – consideration will be given to students who have experienced medical difficulties while attempting to maintain a good attendance record.
 - Contribution to School Life

- Behaviour and Uniform
- Leadership

A student's positive behaviour and attitude are pre-requisites of achieving an Achievement Award. Final decisions about qualification are at the discretion of the Deputy Head – Students and Head of House.

13 End of Year 11 Awards

- House Cups and other additional awards to be presented to the most deserving Year 11 students in the Final Day Celebration Assembly.

14 Years 12 and 13

- Students are rewarded termly by the 6th Form Team for attendance, extra-curricular leadership, quality of work/progress over the whole term.
- Postcards should be sent home by subject teachers/tutors to inform parents of achievements.

15 House Awards

Each term each House will give additional rewards and recognition to students in their house as decided by the Head of House, Tutors House Council. Each House will award cups for Outstanding Contribution to one Upper School and one Lower School student at the Academic Presentation Evening. There will also be cups for the Outstanding Upper and Lower School Tutor Group in each house presented at the final assembly in the summer term. In addition the top overall tutor group will win the MacFadzean Cup.

16 Departmental Rewards

- It is an expectation that departments will use house points as the main focus of their rewards and these should be regularly given to all classes in all year groups.
- Departments are also encouraged to develop additional rewards.
- Departments are encouraged to communicate success regularly to parents (for example through postcards and e-mails)
- Each subject has three cups that can be awarded to any student in the school for progress, outstanding contribution and achievement. These are to be awarded on an annual basis at the Academic Presentation Evening. Photos of the winners will be displayed.

17 Reports

- The Headteacher will send home letters to approximately the top 30% of students who have shown excellent commitment to learning in their reports each term.
- Heads of House will also contact home with postcards or e-mails to reward outstanding reports.

18 Celebrating Success

- All departments to contribute to the "Kings" weekly newsletter. Recognition of student achievements in house assemblies and final school assemblies.
- Use of the local press to highlight achievements.
- Academic Presentation Evening and Sports Presentation Evening and to be held once per year.
- Displays of students work should be regularly updated and changed in departmental areas.
- House notice boards should be regularly updated to celebrate achievements.

Section 3 - Processes, rules and sanctions to deal with poor conduct and unacceptable behaviour.

Every teacher sets the standard of behaviour in their classes. Teachers are encouraged to build positive relationships with their students which encourage good behaviour. Well planned lessons will encourage well motivated students and will help to prevent incidences of poor behaviour.

All lessons should have the following expectations:

START

- Students line up outside where appropriate
- Student arrive on time and in the correct uniform - if late they must have a note to explain why.
- Students take off all coats/hoodies etc straight way
- Student get out all equipment and put bags away
- Students are in absolute silence when the register is being called

The lesson

The lesson has a clear starter to engage and focus students immediately

All written work starts with:

- Last piece of work ruled off
- Date on top right hand side
- Title in the centre of the top available line —underlined with a ruler

Time will be given at the start of the lesson for students to work on targets if set

All work will be marked by the teacher in red—students respond in green/purple

Green sticker/stamp = Excellent

The work in lesson must be challenging and differentiated

To build resilience all students follow the *three before me* rule when stuck

There must be no shouting out or talking over each other—it is disrespectful

In class talk must be focussed on the work - not idle chat

Students do not question the teacher's authority/rules —**EVER**—if they do there is a consequence - the 3 strikes

All teachers will use the three strikes rule and **WILL** follow through so there are common consequences for students

Lesson End

The students will leave the room tidy with chairs under etc.

The teacher will dismiss the class when the bell has gone and not before

Outside of lessons:

In corridors we will expect students to respect us and each other—open doors, no shouting, no pushing etc. They must not be in there at lunch or break

We will never accept poor language, sexist, racist, homophobic etc comments in class rooms or in corridors/social spaces—It will always be challenged and a consequence as necessary

We will involve parents at an early stage if students do not meet our expectations

The Minutiae

The absolute key is any consequence or expectation **MUST** be applied to **EVERY** student **EVERY** time

In lessons and in tutor time students must never be allowed to:

- Shout out
- Argue with the teacher
- Have to be asked twice to take off coats/hoodies etc

- Throw things across a room—they should be passed
- Present report cards in anything except a respectful manner
- Arrive with a lack of the correct equipment
- To eat in classrooms—no exceptions
- Chew gum
- Walk around school with headphone wires dangling
- Use a teacher’s first name
- Treat a member of staff disrespectfully this includes:
 - Rolling of eyes
 - Heavy sighing
 - Answering back
 - Using a very disrespectful tone of voice when answering

Behaviour outside of lessons should reflect the same high standards of behaviour inside lessons.

All staff have a responsibility to make clear what is not acceptable. Consistency is the key. We must use the system.

If a student arrives to your lesson:

- Chewing gum
- With a lack of equipment
- With a lack of homework
- With poor quality homework
- Hands in homework late
- With incorrect uniform (no card)
- Late with no reason

This should immediately be recorded on SIMS by right clicking on the student name in the register and going to “Add Behaviour”.

In the lesson if poor behaviour does occur, the following graduated response should be worked through:

- 1 The Strike System for low level disruption
- 2 Parking
- 3 Detentions
- 4 On Report
- 5 Persistent disruption escalation
- 6 Internal Exclusion
- 7 Behaviour Contract
- 8 Pastoral Support Plan (Formal PSP)
- 9 Permanent Exclusion

A fixed term exclusion can be issued to a student at any time during this process either for a significant one off incident or for persistent disruption.

1 The warning system for low level disruption

Low level disruption hinders the learning of all students and is unacceptable. Examples include:

- Interrupting the teacher when they are talking
- Talking to another student when the teacher is talking
- Arguing with a teacher’s decision so wasting lesson time
- Stopping other students doing their work.

This is not an exhaustive list.

In order to prevent low level disruption all staff are expected to follow the following “three strikes” procedures:

If a student misbehaves the student will work through the following process:

- Strike 1 -Students receive a strike which is recorded by the teacher. The student should be told what the strike is for.

- Strike 2 -If they continue they get a second strike – this now equates to losing five minutes of the next break or lunch. **This must be recorded in SIMS by right clicking on the student name in the register.**
- Strike 3 -If this continues to three strikes, the student should be sent out (for a period of up to 10 mins) or parked with another teacher and should receive a 30 minute lunchtime detention. This detention will allow the teacher to lead a discussion with the student about what has taken place. **If a student reaches 3 strikes then this should generate an email, letter or phone call home from the member of staff and must be recorded in SIMS. Further information needs to be added in SIMS to explain the incident by adding a new entry to that student’s behavior log.** This will then flag the incident up on the weekly behaviour log for Heads of House and tutors.

If a student does not attend the lunchtime detention then the student is referred to HoD and it must be recorded in SIMS.

If a student fails to attend the second detention a message should be sent to JEP and the student will be placed in an SLT After School Detention.

If a student regularly gets one strike but does not escalate further staff should record this on SIMS with a short explanation. If a member of staff is having persistent problems with a student they must work with their Head of Department to try and resolve the issue.

2 Parking

- Each department is expected to have a “parking” system in place. This can involve more than one department.
- When a student is parked, this should be logged on SIMS. The HoD must be fully aware of this arrangement and must liaise with the member of staff to ensure that appropriate strategies are put in place so that behavioural expectations can be met.

3 Detentions

All work when detaining students must be educational. Blanket detentions must be avoided at all costs.

- The details of any detentions **MUST** be logged on SIMS.
- The HOD should follow up detentions given in their department when appropriate.
- If staff detain students they must ensure that they are supervised.

Detentions can be:

- a. Five to ten minute detention during am break *or* lunch period
- b. Thirty minute detention during lunchtime *or* after school.
- c. One hour after school detention.
- d. SLT School Detention (one hour after school). Staff discuss with a member of SLT the reasons for placing a student in this detention. A letter will then be sent home explaining why students are in detention.

Parents/carers **must** have 24 hours written notice for after school detentions unless otherwise agreed with the parents/carers.

Reasons for Placing Student in Detention

This list is not exhaustive and applies to all aspects of school life.

10 minute detention taken by: individual staff

- Failure to complete work in class, because the student has not kept ‘on task’ (Staff to be aware of students on SEN Code of Practice)
- Constantly forgetting to bring equipment.
- To discuss a student’s unacceptable behaviour with them
- To discuss the above and agree a target for future lessons
- Being late to lesson without good reason

30 minute detention taken by: individual staff, Head of Department, Head of House

- Failure to complete or arrive for a 10 minute detention
- Failure to keep to a deadline for work

- Being persistently late to a lesson without good reason
- Anti-social behaviour
- Failure to comply with school rules.
- Unacceptable behaviour
- Arriving late for registration (after the register has been started) without good reason more than twice in one week or three times within a half term.

NB There will be a daily 30 minute detention run by the Student Support Team. This will be in SC9 from 1.10pm to 1.40pm and will be for students who have been late to lessons/school, arrived in incorrect uniform with an unacceptable reason or other reasons deemed appropriate by HOH/DHT

4 On Report

Being placed '**On Report**' should be viewed as a serious matter by the student. It should be given to the member of staff **at the beginning of the lesson.**

Being placed 'On Report' should be viewed as a means of helping the student to:

- understand why their behaviour has been unacceptable
- identify what target they are trying to achieve
- easily 'see' their progress, by reading staff comments.

The 'On Report' form **must**

- clearly state the specific target/task to be achieved
- be handed to the member of staff at the beginning of the lesson – if it isn't please note this
- be signed each day by the tutor or HOH and parents/carers
- on completion be placed in the student's file for future reference.

The **minimum time** for being 'On Report' should be one week.

The **maximum time** for being 'On Report' should be two weeks.

If the reason for being placed 'On Report' does not show a significant improvement during this time, the parents/ carers should be invited into school to discuss the matter. The invitation should come from the member of staff who placed the student On Report in liaison with the Head of House and tutor.

Who Can Place a Student 'On Report' and Why?

The following are examples and are not an exhaustive list

- Tutor Punctuality to school; specific agreed target
- HOH Truancy; punctuality to lessons; overall attitude.
- HOD A problem specific to their curriculum area.
- SLT Persistent issues or a one off serious issue

This list is not exhaustive and applies to all aspects of school life. The member of staff who places the student 'On Report' is responsible for forwarding the report form to the appropriate HOH for placement in the student's file.

5 Persistent Disruption Escalation

Each week Heads of House will receive a report with which includes a cumulative total of two or three strikes by student.

When a student has reached the following number of 2 or 3 strikes further escalation will occur:

- **5 Occurrences** – HOH meets with student, issues a lunchtime detention and a letter is sent home.
- **10 occurrences** – students placed "On Report" to HOH who also holds a meeting with parents. If the student continues to misbehave whilst on report further interventions such as Internal Exclusion or being moved to an SLT report could be implemented.
- **15 occurrences** – Student is placed on report to a member of SLT who holds a meeting with Parents alongside the HOH. If a student does not meet SLT expectations whilst on report they are likely to be placed in Internal Exclusion.
- **20 occurrences** – if a student is not already on a Behaviour Support Plan it will be initiated. From this point if a student accrues two incidents of two or three strikes on one week they will be placed in Internal Exclusion.

In addition to the above, if a student reaches ten incidents of 2 or 3 strikes by Christmas it is likely that they will not be able to attend a residential experience during Project Week and may be more closely supervised during off-site activities. This will be signposted to students and parents well before it gets to this stage.

If a student loses their report or doesn't get it signed there will be further consequences.

6. Student Referral to SLT (that may lead to Internal Exclusion)

This is for serious breaches of the Behaviour Policy. The following list gives examples of misdemeanors against any member of the school community that require **immediate attention**:

- Verbal abuse of any member of the school community.
- Physical attack on any member of the school community.
- Silent insolence.
- Rude and offensive gestures to any member of the school community.
- Writing and/or passing of offensive notes.
- Disruptive behaviour in the classroom, which prevents the lesson from continuing.
- Anti-social behaviour during recreation times.
- Inappropriate use of equipment.
- Bullying.

When an incident occurs the following procedures should be implemented:

- Student informed of breach of Rules. Referral form completed or e-mail sent to Student Support
- Student sent to Student Support Centre with completed referral form with details of the incident.
- The duty member of SLT is informed. SLT to interview the student and witnesses before deciding on appropriate action. This could include:

- Detain whilst further investigation undertaken
- Decide if internal exclusion is appropriate and for how long
- Decide if a further sanction is required

If a member of SLT is not available, a Head of House may put a student "on hold" until a member of SLT becomes available.

- The details should be sent or e-mailed to JEP and should be logged in SIMS.
- The member of SLT who dealt with the student will liaise with the member of staff who made the referral. They will also inform MAG, HOH and tutor.
- If a student is put in Internal Exclusion the duty member of SLT will ensure that parents/carers are informed of the incident.
- After three referrals, parents/carers should be invited to come into school to discuss with HOH/SLT the possible implementation of a behaviour or pastoral support programme.

Internal Exclusion will be for at least a full day's duration. For example, if a student is placed in Internal Exclusion during pd 3 they will stay there for the rest of that day and the whole of the following day as well.

Periods in Internal exclusion are likely to extend after school and could result in the student being detained until 6pm. It is likely that a graduated response will be implemented but this does depend on the seriousness of the incident. For many students the following procedure will apply:

- The first period in Internal Exclusion will end at 3.30pm
- The second period and subsequent periods in Internal Exclusion will result in the student being detained until 5pm.
- For more serious incidents Internal Exclusion could result in the student being detained until 6pm and could be used as an alternative to a fixed term exclusion at the discretion of the Headteacher

Wherever possible for any period in Internal Exclusion the link member of SLT should meet with Parent(s) and the student. The following sanctions are applied on a best fit basis:

6 Behaviour Contract

- This is a contract *formulated* by the school, the student and parents/carers at a formal meeting.
- Targets are agreed, support actions are clearly stated and review dates are decided
- This is a short term strategy and could be used after a major incident or after persistent disruption. A BSP should last no longer than 16 weeks.

7 Pastoral Support Plan – Formal PSP

This is designed to support students for whom normal strategies have not been effective and the student is at risk of exclusion.

At the support plan initial meeting the following are invited to attend: Student, Parents/Carers, HOH, member of SLT, Head and representatives from any outside agencies already involved. Information will be gathered in advance from all the above if possible.

At the meeting targets are agreed which will be closely monitored and regularly reviewed. PSP's can run for a period up to 12 weeks. The length of the PSP would be discussed and agreed at the meeting with parents taking into account the context of the student.

8 Exclusions

The process towards exclusion should be clearly understood by all staff

The exclusion of a student should not necessarily be a surprise to the student, their peers or their parents/carers. Exclusion should be part of a progressive application of sanctions that form part of the School Behaviour Policy.

In exceptional circumstances, e.g. verbal or physical assault; a serious breach of the school rules, bringing a weapon into school, or drug dealing, a student may pass through the normal procedures and arrive at exclusion in one move.

Parents/carers must be left in no doubt that the behaviour of their child has been totally unacceptable. It is essential that, in the majority of cases, there has been constant dialogue/ communication between school and parents/carers if a specific behaviour pattern has been developing and escalating.

******* Accurate documentation is essential if the exclusion process is to be successful. Remember that you are supporting the school in providing documentation that may be used in an appeal proceeding. It must be a true, accurate and full record of the event. Please sign and date your statement.**

Procedure for the Exclusion of Students

Identification of possible exclusion situation.

- full investigation to provide accurate evidence;
- meetings with parents/carers and appropriate personnel to discuss the exclusion, if time permits
- decision and discussion on the length of the exclusion
- verbally notify parents/carers of exclusion
- notification of exclusion to parents/carers

Only the Headteacher (or in the absence of the Headteacher, a nominated Deputy Headteacher), can exclude a student.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Parents/carers may in certain circumstances appeal against the exclusion. If they do appeal the Governors exclusion procedures take place.

Types of Exclusion

Fixed term exclusion - for a specified period of time. Maximum 45 days in any school year.

- Parents/carers are responsible for ensuring that their child is not present in a public place in school hours during the first five days. The school will provide full-time education from the sixth day of any period of exclusion of six days or longer. Some possible reasons, although not an exhaustive list, leading to a fixed term exclusion might be:
 - Any of the behaviours cited as a possible reason for internal exclusion
 - Repeated failure to follow academic instruction
 - Failure to complete a behavioural sanction, e.g. a detention

- Repeated and persistent breaches of the schools behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own a student can still be excluded if it is part of wider pattern of behaviour.
- Bringing illegal substances to school or banned items such as a weapon
- Physical violence towards another student or bullying including cyber-bullying
- Physical or verbal aggression/bad language directed towards or with lack of regard to a member of staff

Permanent exclusion - when the student will not return to school unless an appeal is successful.

The decision to exclude a student is never taken lightly and should be taken only:

- a) in response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies. It is an acknowledgement by the school that it has exhausted all strategies reasonably expected of a mainstream school for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it may be appropriate to permanently exclude a child for a first or 'one-off' offence.

These might include:

- a) Serious actual or threatened violence against another student or member of staff.
- b) Sexual misconduct, abuse or assault.
- c) Supplying/possessing an illegal drug (See the school's Drug Policy).
- d) Being found in possession of any weapon or instrument which could cause harm on the school premises; this includes knives.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school and local community.

- In the case of a permanent exclusion, the Governors have to meet to review the Headteacher's decision within 15 working days of the decision being made.

All decisions to exclude are carried out in line with the DEF guidance: [Exclusion from maintained schools, academies and pupil referral units in England](#) Ref: DFE-57501-2012

Monitoring Behaviour

Each Monday Heads of House will receive the Behaviour Log for their house for the previous week. Heads of House will also check SIMS daily. Behaviour will be:

- Discussed with tutors at the Wednesday morning House Meeting
- Action agreed for students who appear more than twice in one week or who appear on a regular basis. NB Individual teachers and departments should continue to employ their own sanctions as well.

Heads of Department will be issued with weekly behaviour logs so that the Head of Department has an overview of behaviour in their subject area. Sharing good practice around behaviour should be a regular feature of department meetings. Behaviour will also be a regular feature of line management meetings with the linked member of SLT.

Appendices

Monitoring Attendance and Lateness

1 Lateness

It is the student's responsibility to be at registration on time. If a student is late to school in the morning or afternoon they must sign in at Student Support. If a student is late:

- These students have a HOH detention at lunchtime on that day unless they have a note or valid reason (eg late bus). They may need to be collected by the member of SLT on duty pd 4
- In addition anyone who is late to pm reg the previous afternoon goes into a HOH detention the next day.
- Sanctions will then be escalated cumulatively to include lateness to lessons and lateness to registration. Ten lates will mean an ASD (and letter home), twenty lates would lead to parents being invited in addition to an ASD.
- Any student who incurs three lunchtime detentions will automatically be placed in an after school SLT detention.
- PJM and PSWs will also support this process by monitoring carefully and passing any concerns to tutor/HOH.
- Any student who is not in registration and fails to sign in will receive an automatic lunchtime detention. PJM to pass this information to PSW, HOH and JEP.

2 Lateness to Lessons

If a student is late to lessons:

- Class teacher to mark student as late in lesson monitor and to annotate whenever possible.
- Subject teacher to detain student at a time convenient to them (unless student has a valid reason)
- If lateness persists in this subject, HOD involved.
- PJM to produce a weekly sheet of student lateness to lessons and pass to HOH on Tuesday.
- PSW/HOH identify any patterns with particular students and put in appropriate strategy:

Possible strategies include:

- Discussion with the student about why they are late to particular lessons and possible improvement strategies
- Liaison with subject teachers regarding particular lessons that students are late for
- Parents informed that there is an issue with lateness
- Student is placed on lateness report
- Lunchtime HOH detention

3 Attendance

If a student's attendance starts to drop, the tutor should talk to the student to find out why and make contact with home to express concern or try to support.

Students dropping below 93%

- PSW identifies and informs tutor and HOH regarding anyone dropping below 93%
- PSW and/or tutor works with the student to try and discover and work on key issues. Targets will be set if appropriate.
- Awareness raising letter sent home by PSW in liaison with tutor.
- Interventions are recorded by PSW on the attendance log (on the S Drive) and HOH kept informed

Students dropping below 90%

- HOH identifies anyone dropping below 90%
- HOH has clear strategies in place which are followed up and recorded
- Outside agencies may be involved
- Further contact is made with parents who are invited in if appropriate.
- MAG informed and progress discussed. EWO informed if appropriate.

4 Equipment

Students are expected to:

- Remove any outdoor clothing before entering the classroom
- Extract relevant books and equipment from their bag and place the bag on the floor
- Ensure that they have their planner plus required pens, pencils and other necessary equipment available on their desk at all times

Students who fail to bring the correct equipment to lessons:

- Should be detained by the subject teacher at a time convenient to the teacher.
- Persistent offenders should be referred to HOD and the information should be logged on SIMS.
- If no further improvement, the HOH should be informed to see if there is a pattern across other subjects.

- The HOH may place the student on report or inform parents.

NB Replacement planners are available for purchase from Student Support.

SECTION 4: Rights and responsibilities of school, students and parents/carers in ensuring an orderly climate of learning.

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect students and parents/carers cooperation in maintaining an orderly climate of learning. • To expect students to respect the rights of other students and adults in the school. • Not to tolerate abusive or violent behaviour by students or parents/carers. • To be clear about the limits of staff members’ disciplinary authority and to engage outside partners, such as children’s services and police as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward students’ good behaviour. • To apply sanctions fairly, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents/carers at the end of a fixed period exclusion. • To ensure student safety and well-being including preventing bullying and dealing effectively with reports and complaints about bullying. • To ensure that staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour through active development of students’ social, emotional and behavioural skills. • To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities.
STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to discussions on the school behaviour policy. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow students, school property and the school environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour.
PARENTS/CARERS	
Rights	Responsibilities

<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To expect their children to be safe, secure and respected in school. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably. • To be kept informed about their child's progress, including issues relating to their behaviour. • To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school punctually every day, suitably clothed, fed and rested. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.
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SECTION 5: Behaviour Management Strategies

Effective planning is crucial to ensure behavioural issues are kept to a minimum. Good practice includes:

- Being punctual to lessons is crucial for teachers and students.
- Meet and greet your class.
- Remove all coats, bags, hats and scarves at the start of the lesson. Ensure all students correctly dressed for their lesson.
- Ensure class are seated (seating plan if required) and their study planners are on the desk.
- Insist on silence during registration and when the teacher and/or other students are talking
- Share the lesson outcome/enquiry and the reason for learning with the class to start the lesson.
- Ensure you know the parking arrangements of the department.
- Be consistent throughout all the lesson. Students want teachers to be FAIR.
- Employ a range of active learning strategies to cater for the needs of all students.
- Differentiate work appropriately.
- Try to be positive and enthusiastic, looking for praise with the action and consequence but if required apply the sanctions consistently. Implement the strike system when necessary and follow it through. NO EMPTY THREATS.
- Ensure the consequences are recorded on SIMS.
- Leave time at the end of the lesson for the plenary and ensure the room is left tidy ready for the next lesson. Students should continue to remain seated until dismissed.
- Do not dismiss your class until the bell goes.

Possible Tactics to Use for Effective Classroom Behavior

MODELLING is the teacher demonstrating their behavioural expectations through their own actions. If teachers expect students to be polite at all times then they too should be polite. If they expect students to avoid shouting then they should not shout either. Modelling can also be used more explicitly to demonstrate particular expectations such as how to enter the classroom or how to tidy away the text books.

DE-ESCALATION is a key factor in successful behaviour management. A teacher has the power, through words and actions, to significantly reduce the emotional level of any interaction with a student. As a result confrontation is also reduced. It is important for a teacher to remember that they are the adult in the situation and should act accordingly. De-escalation can be achieved by using many of the tactics described below. The list begins with less intrusive tactics and ends with more intrusive tactics.

TACTICAL PAUSING is deliberately waiting to emphasise the need for student attention or to allow time for an instruction to be processed. This is used instead of a negative reprimand and therefore avoids confrontation. This should be very time limited.

NON VERBAL CUES are signals or mimes which give a message, reminder or instruction. These are used instead of negative reprimands and therefore avoid confrontation, e.g. A teacher uses a hand signal instead of saying, "Stop swinging on your chair!"

TACTICAL IGNORING is a conscious decision not to respond to some types of negative behaviour and therefore deny students the attention that they want. This behaviour might include occasional calling out or the sulks and signs of students who have been redirected. This must be used with discretion and judiciously.

TAKE UP TIME is what a teacher gives to a student after giving them an instruction. This requires the teacher to walk away or carry on teaching and drop eye contact to allow the student to carry out the instruction in their own time. This avoids confrontation because the student has nobody to confront and suggests to the student that the teacher trusts them to do what they have been asked.

POSITIVE LANGUAGE can reduce the likelihood of confrontation and improve the atmosphere of a classroom. Positive language can be used in a number of ways.

At the start of a lesson the teacher can welcome each student with a smile and a "Hi! How are you?" and at the end the teacher can say, "Bye! See you tomorrow." Or "Good luck in the concert tonight." During the lesson the teacher can aim to make as many positive comments as possible and to avoid negative ones (See focusing on the desired behaviour.) If a student is having difficulties it should still be possible to find something positive to say, e.g. "I can see you're trying really hard with this work. Remember to keep your writing neat"

Additionally teachers should aim to be polite and remain calm at all times. Using the word 'thanks' at the end of an instruction is polite and gives a clear message that the teacher is confident that the instruction will be carried out, e.g. "Linda. Turn and face this way. Thanks." An instruction like this should be followed by **take up time**.

FOCUSING ON THE DESIRED BEHAVIOUR is the teacher praising students who are doing the right thing rather than telling off those who are not, e.g.

"The front row is ready to go. Well done!" or

"I can see five students who have started already. Great!" or

"Fantastic answer Norman and thanks for putting your hand up."

PARTIAL AGREEMENT is the teacher acknowledging that the student may have a point but refocusing back to the rule or task. The word 'maybe' (or even 'maybe ... and') might be used here. It is much harder for a student to argue if the teacher agrees with them, e.g.

"Maybe Mr Jackson does let you chew gum. In this class the rule is clear. The bin is over there. Thanks."

DIVERSION is dealing with problem behaviour by shifting attention on to something else. This is used instead of a negative reprimand and avoids confrontation, e.g.

Trevor is chatting to another student instead of working. Instead of telling Trevor off, the teacher approaches him and asks, "How are you getting on Trevor? Can I help?" Once Trevor is back on task the teacher can tell him that she will come back and check his work in 10 minutes.

CONSEQUENCES can take many forms. They may be immediate or deferred. Possible consequences include standing up, moving seat, temporary time outside the classroom, staying behind after the lesson, working in a different room, being removed, detention at break, lunch or after school etc.

Consequences should be appropriate to the misdemeanor. Students may need to return to finish a task or to tidy up. They may need to come back to discuss their behaviour. Any discussion about behaviour should remain as positive as possible. Teachers should acknowledge that the student may be annoyed or upset. They should focus on the behaviour and not on the student. They should give the student the right to reply. They should ensure that their body language is non-confrontational. They and the student should agree targets for the next lesson. They should aim to finish the discussion amicably. It is crucial for teachers to realise that the certainty of a consequence is far more important and effective than the severity.

BODY LANGUAGE is a powerful tool. If a teacher appears calm and confident (even if he or she doesn't feel this way) a class will believe it. If a teacher smiles at a student and welcomes them to the classroom, the student will find it very difficult not to smile back. A teacher who tries treating their worst class as if they were their best may be surprised by the results.

Body language is also important in potentially confrontational situations. Seated students will feel less threatened by a teacher who crouches at their level rather than one who looms over them. They will also feel less threatened by a teacher who approaches them from the side rather than from head-on. Teachers should avoid invading students' personal space. Not all students will have the same perception of personal space.

GOOD WORKING RELATIONSHIPS between teachers and students are important. This is particularly true with more difficult students. It is important for teachers and students to be able to put a **previous** bad lesson behind them and avoid bearing grudges. A teacher should make opportunities **to build** (and especially to rebuild) good working relationships with students. This could be done by simply saying "Hello" in the corridor or catching a student being good and praising them or talking to them about something they are interested in. This may happen during the lesson or around school at some other time, e.g. "Mary, you seem to be finding this work easy. That's great. Mind if I have a look?" "Hi Eric. I hear the Year 9's won again yesterday. Did you score?"

When students are being difficult remember:

- It's not personal
- It's their behaviour which is appalling and not the student
- There are lots of people to talk to

SECTION 6 : Conduct Guidelines for Staff.

General

Employees should take care that their relationships with students reflect the age, gender and maturity of the students. It will be particularly important to ensure that all aspects of demeanour, language and attitudes - however conveyed - do not give rise to misunderstandings, especially when dealing with adolescent boys and girls. Ambiguous or ambivalent comment and conduct, in particular, should be avoided. The following guidelines ensure, as far as is possible, staff safety and well-being.

1 Physical Contact

Physical contact may be misconstrued by a student, parent or observer. Touching students, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to questions being raised. Staff must not make gratuitous physical contact with students and should avoid attributing 'touching' to their teaching style as a way of relating to students.

There will be occasions when physical contact will be acceptable. In general these will fall into one of three categories:

Action to prevent harm or injury to the student or to others

If it is necessary to prevent a student causing injury to him/herself or to others the use of minimum force and contact necessary to prevent harm or injury is acceptable and defensible. Such incidents must always be reported (see Reporting Incidents below).

Comforting a student in distress

There is no easy definition of what is acceptable since much will depend on the circumstances, the age of the student, the extent and cause of the distress and the alternative means of providing comfort. Employees will need to use their professional judgment and discretion in relation to these factors. Employees should consider how others might perceive the action, even if no one else is present, and ensure that it does not develop into unnecessary contact. Particular care must be taken in instances, which involve the same student over a period of time.

Unavoidable contact

This is a particularly sensitive issue in subjects such as Physical Education and Drama and in some forms of skills coaching. All teachers must be alert to the possibilities of misinterpreting any contact. To avoid such misunderstanding all planned contact must be demonstrably unavoidable. It may be, for example, that alternative methods involving demonstrations of particular techniques by the teacher or a particularly competent student may be more appropriate than modifying a student's technique by physical contact. It will generally not be acceptable for physical contact to take place between adolescent students and teachers. In cases of doubt or uncertainty staff should seek advice from their Headteacher or Head of

Department. There are other occasions when physical contact may be questioned even if innocent in intention. Employees should therefore ensure that their actions recognise the possibility of misinterpretation and are open to the scrutiny of colleagues. Individual professional judgments will be required about the level of physical contact with individual children, which will take account of their age, circumstances and background. Physical contact should never take place when lone working with a student.

2 Corporal Punishment

Any form of physical punishment is prohibited under disciplinary procedures and potentially actionable in law. This also applies to any form of physical response to misbehaviour, with the exception noted in 1 above.

3 Private meetings

Private meetings, by their very nature, provide opportunities for students to make malicious allegations. Teachers and others must therefore recognise this possibility and plan such meetings accordingly. It is advisable to avoid remote areas of the school and to ensure that wherever possible the door is left open or visual contact with others is maintained. Under no circumstances should meetings with individual students be arranged off the school premises without the prior approval of the Headteacher or any senior colleague with delegated authority to approve such meetings. This includes the transporting of individual children in private cars. Such meetings should, in any event, be discouraged.

4 Students with Special Needs

If students require assistance with toileting employees should discuss with their Headteacher what arrangements will be reasonable in all the circumstances. The Headteacher may refer the matter to the relevant agency for further advice.

5 First Aid

The existence of any life threatening or serious condition will determine the suitability and necessity of physical contact. In the absence of such justification employees who administer first aid should ensure that, wherever possible, other children or another adult can be present if there is any doubt over the possibility of any physical contact being misconstrued.

6 Comments and Discussions with Students

Employees must avoid comments to or about students which could be taken to have sexual overtones. It is equally unacceptable for employees to encourage debate and discussion between groups of students, which could be interpreted as having sexual overtones, which are not justified in the context of the teaching programme. It will be especially helpful if Schemes of Work highlight particular areas of risk and sensitivity. Specific guidance may be needed to assist newly qualified or other teachers who are new to this area of work. This will call for the exercise of careful judgment in responding to questions raised by students.

Notwithstanding the advice given above it is understood that in order to discharge particular pastoral duties employees may from time to time need to engage in conversation with students and students which cover sensitive matters. Teachers must use their professional judgment to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the students concerned. Staff must also use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion. In responding to individual students' distress employees will need to consider carefully whether they should offer advice, sympathy or counselling if a discussion enters a sensitive area or, alternatively, refer them to a colleague or agency who is better placed to offer appropriate advice. The persistent and hurtful use of sarcastic, demeaning or insensitive comments towards young people may also be regarded as a form of abuse which is potentially very damaging and should be avoided.

7 Infatuations and Crushes

These unfortunately do develop and can involve students and teachers of both sexes on both a heterosexual and homosexual basis. They need to be handled sensitively. Careless and insensitive reactions have been known to provoke false accusations. It is therefore in the interest of all parties to avoid adding to the student's problems by encouraging the crush or making jokes about the situation. In such situations the advice of a senior colleague must be sought. Other members of staff have a part to play, too, in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to the teacher concerned. Whilst the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognise their particular vulnerability to adolescent infatuation. The teacher MUST alert their line manager as soon as they are uncomfortable with the level of attention from a student/students.

8 Out of School and After-School Activities

Employees should take particular care when supervising students in the less formal atmosphere of a residential setting or after-school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of employees should be no different to that which applies within school. Employees should be aware of the particular care, which should be taken with older, more mature students in these circumstances.

9 Teaching materials

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behaviour must be given careful consideration to ensure that its selection is not subsequently misinterpreted. There should always, therefore, be a clear link with the targets of the teacher's programme.

10 Reporting Incidents

Teachers should report any concerns they may have following any incident where s/he feels that his/her actions may have been misinterpreted. This report should be made to the Headteacher as soon as possible after the incident and should include as an immediate follow-up the preparation of a written note of the incident, a copy of which should be given to the Headteacher. The teacher may also wish to seek advice from his/her professional association. Headteachers who face similar situations are advised to contact the school's Chair of Governors.

Whilst reporting of incidents is always advisable it is particularly important to ensure that a contemporary signed and dated written record is made if any form of restraint has been used against a student or whenever a student, parent or third party has complained about an action or expressed an intention to complain.

All staff **MUST** be clear in their understanding of the school's Safeguarding and Child Protection Policy, the DfE's "Keeping Children Safe in Education" guidance and their duty under the PREVENT strategy.

11 Personal communication

It will rarely be appropriate for teachers to write personal notes or letters, or to send e-mail, to individual students. If a teacher believes it to be necessary to write a personal note to a student, s/he should discuss the purpose and context with a senior colleague, who should refer to the Headteacher or a Child Protection Officer if they require further advice.

This advice is not intended to curtail the use of e-mail where schools have agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters and have ensured that parents and carers are aware of the school's policy. However, all teachers and other adults using e-mail in this context need to be aware of the less formal style that can characterise this form of communication and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and chatty style committed to e-mail can easily be misconstrued by the recipient as the 'conversation' is effectively private to just two individuals, with all that this implies.

Teachers should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Teachers may only use an email address provided as part of an official school service, even if they are sending messages while working at home. Since these services can be monitored, they provide a measure of protection for both parties. Any student or adult who receives an inappropriate email message from any source must report this immediately to their line manager or the Headteacher.

Staff should never give out to students their personal mobile phone number.

The increased availability of internet 'chat rooms' and similar on-line forums also poses risks for children and teachers. While they are popular among young people and offer many positive experiences, there is widespread concern about their potential abuse by paedophiles attempting to groom new victims. Teachers should not use unregulated chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. Managed services are available in which on-line discussions for educational purposes can be organized in a secure environment for bona fide participants.

It is recommended that all staff ensure that their personal social networking sites are secure and that personal images or information cannot be accessed by unauthorised persons. Staff must never be in contact with students through on-line chat rooms.

FOOTNOTE

Many teachers express regret at the need for a code such as this. However, its purpose is to promote the highest standards of care for young people and to protect teachers and others from the potentially devastating consequences of false allegations. It is unfortunate that society is less trusting and that, on occasions, cases have come to light, which have justified the increased level of mistrust. All teachers are urged to consider how they can safeguard their own position in the light of this advice without giving up important personal principles of care and trust. Whenever doubt exists any teacher should seek the advice of his/her Headteacher or experienced senior colleague or Safeguarding Officer – Currently Mike Garrick (Deputy Headteacher), David Nicholson (Pastoral Support Worker), Jo Bunker (pastoral Support Worker), Paula Farrand (Deputy Headteacher), Richard Gerry (Head of 6th Form) or Laura Woodhall (Sixth Form).

This policy is to be read in conjunction with:

Equality Scheme and Accessibility Policy
Anti-Bullying Policy
Safeguarding and Child Protection Policy
Drug Education and Drug Related Incidents Policy
Use of New Technologies Policy
Special Needs, G & T and Inclusion Policy
Whistle Blowing Policy

Every member of staff who is employed in the school, directly or indirectly or who act as volunteers must be fully aware of the school's safeguarding systems and procedures and have received recent and relevant Safeguarding and Child Protection training. The training power point is available on the S drive in the Safeguarding section and on the school website.