



## BEHAVIOUR POLICY & PROCEDURES

**Adopted by Netherhall School Governing Body**

**On. 6<sup>th</sup> September 2021**

Signed:  (Neil Watt, Chair of Governors)

**Date by which the procedure was last reviewed: August 2022**

**Anticipated review date: August 2023**

### **Equality Act 2010**

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

# **Netherhall School Behaviour Policy**

## **Introduction**

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.

Every school must have a behaviour policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of students at the school and of society which, in turn, prepares students at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.

The governing body is responsible for setting general principles that inform the behaviour policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document (DfE – Statutory policies for schools and academy trusts). Head teachers are responsible for developing the behaviour policy and supporting procedures, based around the 'Principles' required by the governing body, and deciding the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children, including volunteers, must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to the code of conduct, all employees engaged to work under the teachers' terms and conditions of employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

The procedures which support the school's behaviour policy must include measures to prevent all forms of bullying among students.

This policy and procedures should be read in conjunction with the following school policies and procedures:

- Overarching safeguarding statement.
- Health and safety policy arrangements.
- Online safety policy and procedures.
- Child protection policy and procedures.
- Code of Conduct for Staff and Other Adults.
- Relationships education, relationships and sex education (RSE) and health education policy – formerly known as sex & relationships policy.
- Safer employment and criminal convictions; recruitment and appointment procedure for school-based staff.
- Equality act and the accessibility plan.
- Data protection policy.
- Children with medical needs; managing medicines policy.
- Special educational needs policy.
- Whistleblowing policy.
- Educational visits procedures.
- Attendance policy.

## **Ethos**

Netherhall School is fully committed to every child receiving the very best education and to ensuring that all students reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its students. We expect all members of the school community to behave well, work hard, be honest, be kind and to achieve high standards

appropriate to their learning abilities, show respect for one another and to ensure that the school is a positive and safe place to be.

For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships; having a positive ethos helps to ensure good behaviour from students in school. Young people learn by example; therefore, it is paramount that the adults in and associated with the school demonstrate the highest standards of behaviour.

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

- Enable students to develop their self-knowledge, self-esteem, and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

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

The school will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

## **Aims**

The school's aims are to support the development of healthy, confident, capable and happy young people, who are supportive and tolerant of each other. We are a school that builds understanding, recognises individuality and embraces its collective responsibility. To provide relevant and meaningful experiences, which nurture individual aspirations, whether it is an Oxbridge education, public service, artistic endeavour, industrial, cultural or sporting excellence. We are a school that actively encourages involvement and participation, with the intention of preparing our young people for the challenges of the 21<sup>st</sup> Century.

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

- Teach our students to their full potential (educationally, morally and spiritually) and provide them with the confidence and motivation to learn effectively.
- Provide a high-quality education that equips our students with the skills, knowledge and understanding needed for personal success.
- Promote a culture of praise and encouragement in which all students can achieve.
- Provide every student with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each student's individual needs.
- Teach children to respect themselves and others and to take responsibility for their own action and behaviour.
- Help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist.
- Help all adults who work with students in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

- Provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and any form of harassment.
- Develop in children the characteristics necessary for adulthood; self-confidence, imagination, flexibility, respect for others and the ability to be a positive member of a team.
- Value every child regardless of ability, race, gender, or religion.
- Maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.
- Build and maintain a partnership between the school and the community which promotes and supports the raising of achievement and the pursuit of excellence.

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

To achieve this, the school will:

- Make clear its expectations of good behaviour, through assemblies, school council meetings and in published documents.
- Reward achievements, awarding achievement points, selecting star learners, Friday forum nominations, creating subject certificates of achievement and delivering achievement assemblies.
- Promote good relationships and a sense of belonging to the community; to thrive, feel valued, be safe and feel secure.
- Teach students the skills of self-discipline, self-management and respect for the views of others as they are key cornerstones of positive behaviour.
- Follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.
- Intervene early to challenge undesirable behaviour.
- Provide and promote positive examples for modelling behaviour; All, therefore, need the opportunity to contribute constructively to the enhancement of the school ethos through the formation and application of the behaviour policy. In particular, all staff should model the high standards of behaviour expected from students.
- Create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability, or cultural differences.
- Treat every member of the community as individuals and respect their rights, values and beliefs. Parents/carers, children and teachers all need to operate in a culture of mutual regard.

The five principles that guide Netherhall School are:

1. Students first: every decision is founded on the best interests of the students.
2. Aspiration: to be fiercely ambitious for all students.
3. Quality: to provide the highest quality education possible.
4. Opportunity: to provide enjoyable and relevant opportunities.
5. Community: to be an active part of the local community.

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

### **Communication**

The school Governors are required to ensure that this policy and procedures are published on the school website. A copy of this Policy and procedures is also available on request.

# Netherhall School Behaviour Procedures

## Responsibilities

The commitment of staff, students and parents is vital in order to develop a positive whole school ethos. The expectations of **students** are outlined below:

- Follow the school's behaviour policy.
- Attend school regularly and on time.
- Bring all the equipment I need every day including bag, diary, pen, pencil, ruler and other appropriate equipment for PE, technology, etc. as needed.
- Wear my school uniform and be tidy in appearance.
- Do all my classwork and homework as well as I can.
- Be polite, respectful and helpful to others.
- Keep the school free from litter and graffiti and respect school and others property.
- Arrive to lessons on time.
- Line up quickly, quietly and calmly.
- Follow classroom rules and procedures and not disrupt the learning of other students.
- Follow instructions given by staff and other adults without arguing.
- Use appropriate language.
- Lead by example creating a good role model for younger students in the school.
- Accept responsibility for my behaviour.
- Use ICT in accordance with the school online safety policy and procedures.
- Be an ambassador for the school and behave appropriately outside of school.

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

All aspects of reward and sanction should be related to the codes of conduct, which provide positive guidance on the expected standards of behaviour in and around the school. There are two codes of conduct on the students' Edulink account; one relates to their behaviour around school and the other is more specific to the dining areas. *Please see appendix B and C for both of code of conducts.*

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

- Care for your child's safety and happiness.
- Encourage your child to achieve their full potential as a valued member of the school community.
- Provide a challenging and balanced curriculum to meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about school matters.
- Keep you informed about your child's progress with interim data reports, annual written reports and parents/carers' evenings.
- Contact home if we have any concern about your child's attendance, academic or personal development.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Encourage students to work together to provide an exciting and stimulating atmosphere in which to learn.
- Arrive to lessons on time.
- Plan and deliver good to outstanding lessons which engage and motivate you to achieve.
- Allocate sufficient time for each task.
- Celebrate the success of students in lessons, after school activities and assemblies.
- Have a well organised room.

- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Always take seriously any complaints of bullying or inappropriate behaviour reported to them.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

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

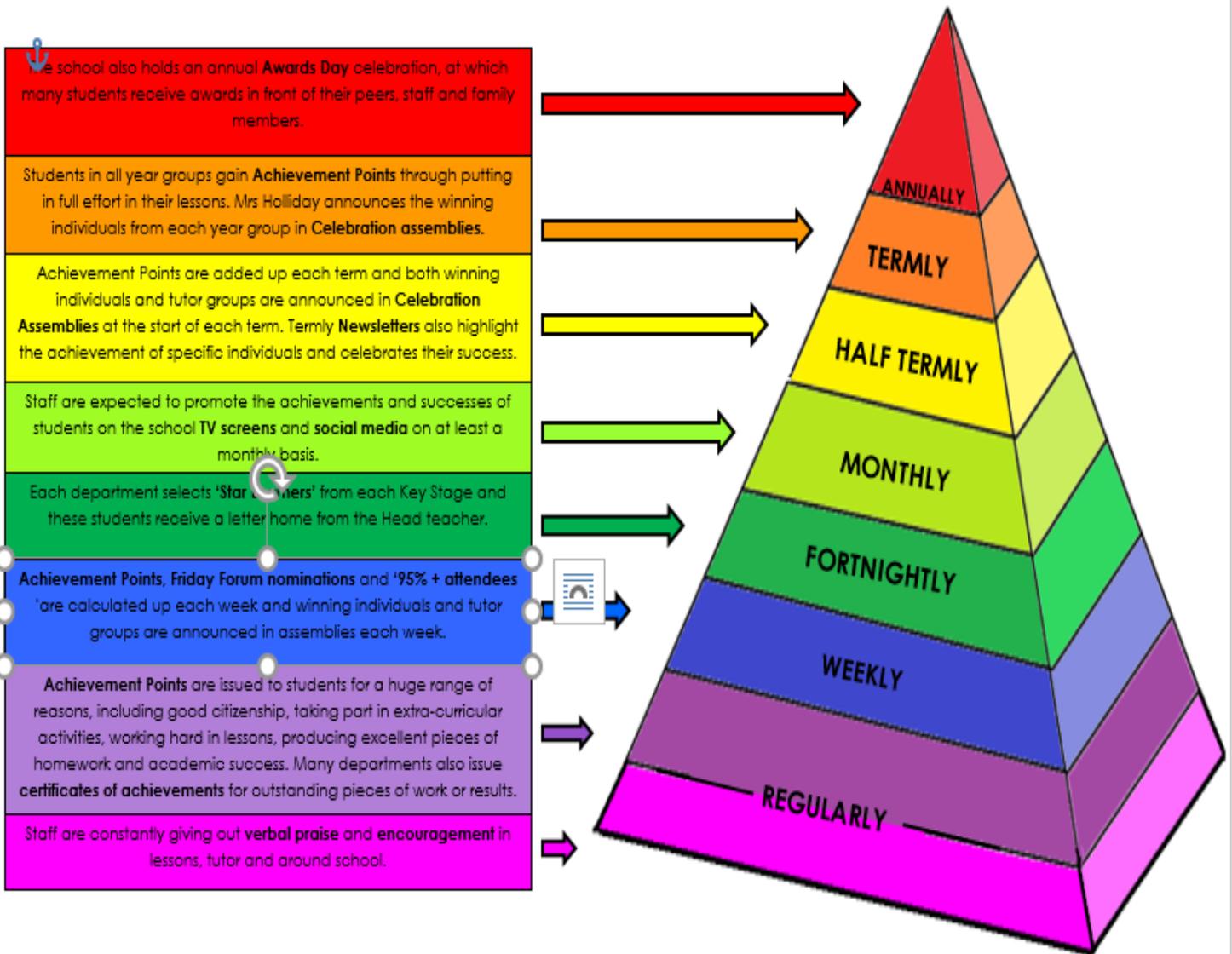
The expectations of **parents** are outlined below and also form part of the Home School Agreement:

- Help my child to use their Edulink account effectively and be well organised for school.
- Check my child's Edulink account regularly.
- See that my child goes to school regularly, on time, properly dressed in uniform and properly equipped for learning.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines.
- Encourage my child with their homework and other opportunities for home learning.
- Attend parents/carers' evenings and discussions about my child's progress.
- Talk to my child about their life at school and encourage them to achieve their very best.
- Contact school as soon as possible if my child has an unavoidable absence.
- Treat all staff and other adults at the school with respect.
- Behave responsibly whilst on school premises.
- Reinforce the value of good behaviour at home and at school.
- Work with school staff to help their child accept responsibility for their behaviour and actions.
- Discuss any issues of concern with staff in a calm and non-aggressive or threatening manner.
- Support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute.

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

# Achievement

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



## **Behaviour**

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

We want practice which enables students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour, which undermine the positive atmosphere of our school community. Students are expected to behave very well, work hard, attend regularly and be punctual to school and all lessons and other appointments. There will be direct consequences for a student who behaves unacceptably.

A member of staff coming upon anything which is not allowed will deal with it directly, making sure the student understands that what they have done is wrong and why. The manner of any reprimand depends upon three things:

- The seriousness of the misbehaviour.**
- The past behaviour of the student.**
- The cause of the misbehaviour.**

Students must be very clear that behaviour which falls short of our high expectations will have a consequence; teachers will firmly but politely make this clear to them. For minor infringements of school rules, a clear warning is given, but any repeat of the same misbehaviour is always followed-up. In the case of homework difficulties, teachers will make sure the homework was manageable by the student, that they can access the homework and that the student is firstly supported with the completion of their homework.

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

- Persistent uniform issues.
- Regular unpunctuality to school, lessons or other appointments.
- Missing any lesson, registration, assembly etc.
- Regular problems of forgetting equipment.
- Regular homework problems.
- Disruptive behaviour.
- Rudeness.
- Aggressive behaviour.
- Refusal to do as reasonably asked by a member of staff.
- Use of mobile phone in class – item may be confiscated.

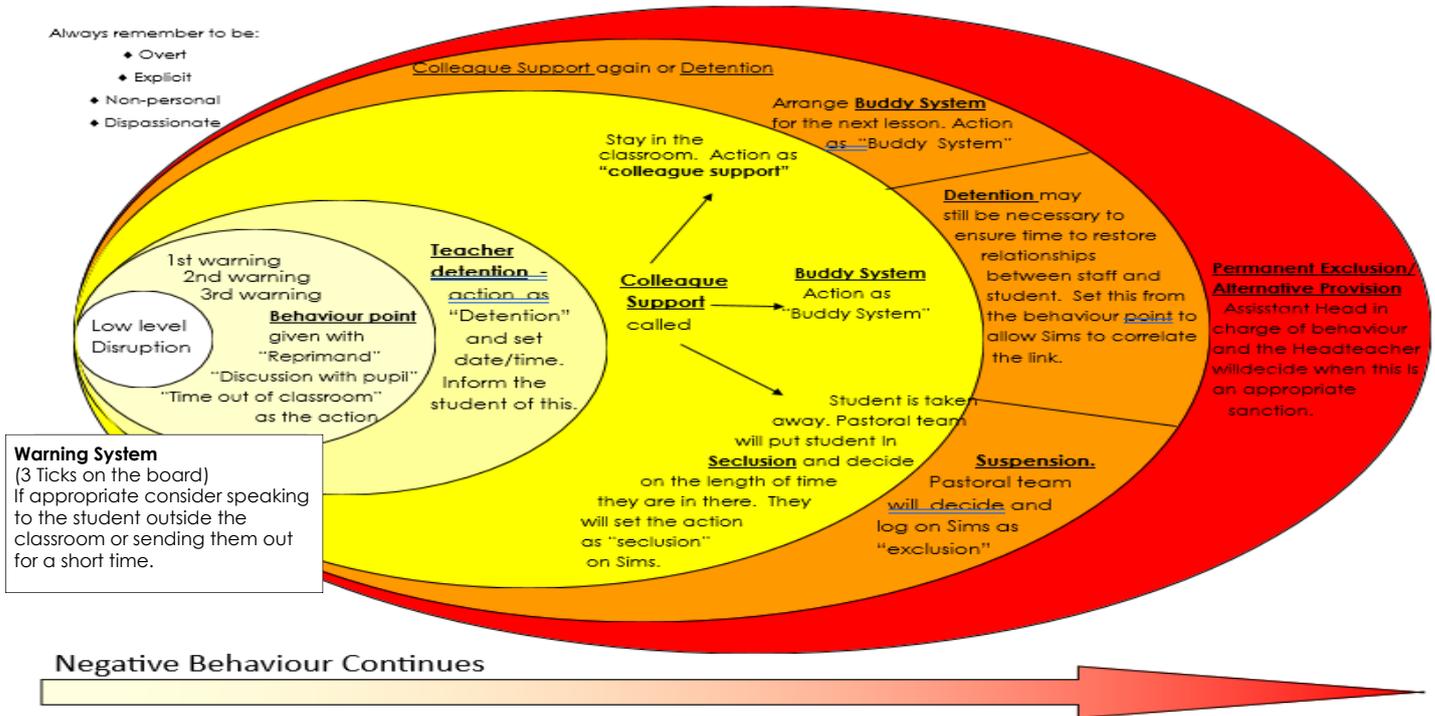
Even more serious misbehaviour will be dealt with by the pastoral team and senior colleagues:

- Vandalism.
- Theft.
- Offensive language.
- Drug, alcohol or solvent abuse.
- Threats or threatening behaviour.
- Bullying.
- Assault.
- Deliberate action which puts anyone at risk.
- Walking out of lesson or detention without permission.
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image or values.
- Any other very serious misbehaviour.

In the instance of a serious breach of discipline, which could potentially lead to an allegation and the involvement of a third party, the member of staff involved will immediately inform the designated safeguarding lead or head teacher.

Additional strategies can be implemented to support students to improve their behaviour. These can include the learning support department, head of year mentoring, pastoral support, homework mentoring and other partners and agencies. Senior members of staff operate a duty rota to provide a colleague support system for each period of the week. Departments provide collegiate support either within the department, or across a particular geographical area of the school (buddy system).

## Behaviour Management



<ul style="list-style-type: none"> <li>● Chewing gum</li> <li>● Minor distractions</li> <li>● Off task</li> <li>● Lack of equipment</li> <li>● Interrupting staff or students</li> <li>● Talking over teacher</li> <li>● Overheard or mild bad language</li> <li>● Swinging on chair</li> <li>● Eating/drinking outside of designated areas</li> <li>● Breach of uniform</li> <li>● Argumentative behaviour</li> <li>● Littering</li> <li>● Slow work rate</li> <li>● Name calling</li> <li>● Shouting out in class</li> <li>● Throwing objects</li> <li>● Not complying with instructions</li> <li>● Pushing and shoving in queues</li> <li>● Inappropriate use of electronic devices</li> <li>● Running in corridors</li> <li>● Lack of homework</li> <li>● Late to lesson/registration</li> </ul>	<ul style="list-style-type: none"> <li>● Misbehaviour after 3 warnings</li> <li>● Lack of co-operation</li> <li>● <b>Persistent misuse of equipment</b></li> <li>● Arguing with staff</li> <li>● Persistent lack of homework</li> <li>● Persistent lack of equipment</li> <li>● Continuous name calling</li> <li>● Persistent lateness</li> <li>● Rudeness</li> <li>● Continuous disruption to lesson</li> <li>● Persistent uniform issues</li> <li>● Unacceptable slow work rate after warnings</li> <li>● Persistently talking over the teacher</li> <li>● Swearing at other students</li> <li>● Minor graffiti</li> <li>● Cheating in class tests</li> <li>● Breach of health and safety</li> <li>● <b>Persistent inappropriate use of electronic devices</b></li> <li>● Inadequate completion of report card</li> </ul>	<ul style="list-style-type: none"> <li>● Misbehaviour after 3 warnings and teacher intervention</li> <li>● Intimidation of other students</li> <li>● Persistent disruption to learning at the expense of others</li> <li>● Truancy</li> <li>● Vandalism</li> <li>● Persistent refusal to work or follow instructions</li> <li>● Persistent rudeness</li> <li>● <b>Dangerous handling of equipment</b></li> <li>● Smoking</li> <li>● Incompletion of homework or more than two occasions in the same term</li> <li>● Inappropriate behaviour in internal examinations</li> <li>● Failure to attend teacher detention</li> </ul>	<ul style="list-style-type: none"> <li>● Extreme insolence/ disobedience</li> <li>● Deliberately undermining a number of staff's authority</li> <li>● Physical attack on student/ staff including retaliation</li> <li>● Swearing at or extreme rudeness to or about a member of staff</li> <li>● Behaviour likely to endanger the safety of others</li> <li>● Major vandalism</li> <li>● Persistent bullying</li> <li>● Persistent refusal to comply with school instructions</li> <li>● Threatening or abusive behaviour</li> <li>● <b>Misuse of electronic devices</b></li> <li>● <b>Possession of drugs, alcohol or banned items</b></li> <li>● Stealing</li> <li>● Racism</li> <li>● Fighting</li> </ul>
<b>In some extreme cases this type of behaviour may result in a permanent exclusion</b>			

**These items will be confiscated and given to HOY**

Please remember that alongside the school's behaviour management plan there are a number of effective strategies that can be implemented to resolve negative behaviour. These include:

- Contacting home via letter or telephone. Please record this on SIMS.
- Arranging a meeting with parents and students. Always inform HOY.
- Requesting restorative practice to repair relationships. Contact HOY for this.
- Report card. Request this through tutors and HOY
- Support from HOD. If you feel the behaviour of a student is still not improving despite low intervention from the teacher, contact HOD for advice. If it continues refer to HOY.

## **Sanctions and disciplinary action**

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

### **Behaviour Points**

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

A behaviour point is given when a student has been given 3 warnings and the negative behaviour continues. The point is recorded because the student's behaviour has disrupted the learning of others, is aggressive or rude. For classroom incidents heads of departments should always be aware of any points recorded and agree with the action taken. HOD's will act as quality controllers and guide staff as to the most appropriate course of action. Behaviour points should always include what action has been taken by the member of staff as a result of the incident/issue. Staff may seek support from their HOD, HOY or senior team, if necessary, to carry out the action. For break or lunch time incidents/issues the HOY or year team will support the member of staff with the appropriate action.

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

For every lesson of the week two colleagues are on support duty. The colleagues will be actively walking through classrooms to offer support if required. The teacher may also call CS if there is repeated and/or serious lesson disruption. Before CS is called a teacher should have given students the appropriate warnings and allowed them time to act upon their requests. They should also ensure that the student is very clear about why CS has been called. The warnings should be clear, overt, dispassionate, phrased positively i.e. describe the behaviour you wish to see.

CS will always be called if there is a serious incident e.g. medical emergency, fight, health and safety issue etc. When the teacher is not near a phone and does not have access to Edulink, then a student will be sent to the main office with a note or call a nearby colleague.

Support from CS can be given in a variety of ways e.g.:

- Sitting next to the student to support them in concentrating on their work or explaining it to them.
- Removing a student to speak to them outside the classroom and then returning them.
- Staying in the room to speak to the class or until the class is settled.
- Removing a student for the rest of the lesson. They will either be placed on the buddy system or in seclusion for an appropriate amount of time decided by the member of staff on CS.

The decision to remove a student is a serious one and should not be made lightly. The important thing to remember is that the learning of the class should be disrupted as little as possible.

### **Detentions**

Detentions can be given for numerous reasons and serve many purposes. However, they should also be used to engage in some form of restorative practice. All detentions should be recorded on SIMS so that tutors can remind students about attending them. Teacher/tutor detentions can be given during the day or after school, but the school offers a whole school detention procedure which staff can also add students to if they wish. If a student is already placed in detention for the same day, teachers will inform their HOY and an appropriate sanction will be arranged. These take place in the library from 3-4pm and students will use this time to complete homework/coursework or read a book. The detentions are staffed by 3 members of staff each day. Although the Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside of school hours **without parental consent**, parents will be sent notification 24 hours before the day of the detention via Edulink. Below is the detention process.

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

Most student indiscretions will result in an after-school detention. If the student was absent, the detention will be carried forward to the next day the student is in school. No student will be left unsupervised during a detention.

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

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

If it is, the student will be informed immediately in the lesson by the teacher. This will be recorded on SIMS and Edulink one, detailing the reason for the behaviour point and actioned as a detention.

This will be completed **before 4pm** for parents to receive notification via EduLink and given 24 hours notice.

If a behaviour point is awarded after 4pm the detention will be given for two days time to allow parents to have 24hours notice.

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

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

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

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

coursework.

If the student does not attend or behaves incorrectly they are placed into seclusion the following day and do their hour detention at the end of the day.

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

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

### **Buddy System**

The Buddy System is used when a student is being a persistent problem in the lesson and the teacher has tried speaking to the student, phoning home and followed any other departmental procedures put in place for behavioural problems.

The teacher will record this on SIMS and arrange with their HOD to place the student on the buddy system for the next lesson(s). That student will then be placed with another member of staff during the lesson and work in isolation from their normal class. This normally means they are sat in the back of another class within the department. When the student has completed the work and behaved appropriately, they will then return to their normal class (usually the next lesson) and some form of restorative practice will take place.

### **Seclusion Unit**

Seclusion gives a quality educational provision for students who are internally secluded because their behaviour is unacceptable. Entry to the seclusion unit is made by the head of year in agreement with the assistant head responsible for pastoral care. While in the seclusion unit, the students have all the work provided for the lessons they would normally be in. They have access to the toilet, food, computer and subject specific resources. They can work in seclusion for 1 lesson, 2 lessons and break/lunch, half a day or full days. If they are in seclusion during lunch, they will eat their lunch in seclusion before returning to normal afternoon lessons. There is a member of staff with them at all times and depending on the temperature the door remains open or closed so that students are kept comfortable.

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

## **Suspensions**

We will endeavour to avoid suspensions from school at all costs. A decision to suspend a student for a fixed period is taken only in response to very serious breaches of the school's whole school behaviour policy and procedures or is allowing the student to remain in school would seriously harm the education of welfare of other people or the students themselves in the school. Reference will be made to DfE guidance 'Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement' - September 2022. Students may be suspended, either internally to the seclusion unit, or externally to home. All such suspensions are reviewed by the governing body.

## **Sixth Day Provision**

From September 2007, The Education and Inspections Act 2006 requires Schools to provide, full time and suitable education from day six of a student's fixed-period suspension. Section 100 (4). 'Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement' - September 2022:

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

In the event that Netherhall School excludes for longer than 5 days, suitable full-time education will be delivered to the student through a partnership agreement with Beacon Hill School, Solway School and Cockermonth School. All schools agree this partnership arrangement for access to each other's on-site alternative provision for excluded students, where appropriate. *Please see appendix E for partnership agreement.*

The agreement applies to excluded students on their sixth and any subsequent day of a fixed-term suspension, and allows both schools to provide full-time education for the excluded student from the sixth day of suspension on site, at either the home school or the partner school.

Where the provision is to take place at the most appropriate partner school, a meeting will be arranged prior to the commencement of the provision, involving key staff from both schools, the parents and the student. The meeting will agree the arrangements for the provision, including times of arrival and departure, transport, food and uniform arrangements, a code of conduct for the student, a sanctions procedure to be used if necessary and a risk assessment if appropriate. At the end of the suspension period a further meeting will be held at the home school with the student and the parent prior to re-admittance to the home school.

This partnership arrangement will be reviewed by all governing bodies on an annual basis.

## **Permanent Exclusion**

For very serious one-off incidents, or in cases where over a period of time the range of strategies used by the school has failed to improve the behaviour of a student, governors will be asked to consider a permanent exclusion. In all cases of prolonged and escalating breaches of school discipline, a meeting will be held with parents to alert them to the possibility of a permanent exclusion.

Permanent exclusion should usually only be used as a final step when a wide range of other strategies has been tried and failed. It is an acknowledgement by the school that it has *exhausted all available strategies* for dealing with the child.

There may be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Actual or threatened serious violence against another student or a member of staff.
- Sexual abuse or assault.
- Possessing or supplying an illegal drug.
- Carrying an offensive weapon.
- Other serious offences which breach the school's rules or policies.

These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community.

## **Student Support**

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

- Monitoring report cards with targets to promote success in lessons.
- Increased communication between home and school.
- Behaviour Support Plans (BSP)– The aim of a BSP is to develop strategies that can be taken to support and guide a child with problematic behaviours that disrupt the learning process. It is created in consultation with the student, staff and parents/guardians.
- Support from the Pastoral Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, HOY's, attendance officer and assistant head for pastoral care.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as an educational psychologist, mental health worker, behaviour specialists, etc.
- Work extended placements.

## **Attendance and Punctuality**

The school is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Regular attendance is vital for all students if they are to achieve their potential. Regular attendance also reduces the risk of underachievement, keeps students safe and creates good habits for a future working life. Encouraging good attendance is the responsibility of all staff and is a legal duty for parents/carers.

Serious lapses in punctuality may lead staff to decide that an after-school detention is warranted.

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

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

## **Homework**

Netherhall School is committed to raising the standard of work of all of our students, so that they develop the ability to work effectively in all areas of the curriculum, and as a platform to cope confidently with the demands of further education, employment and adult life. The Netherhall School homework policy document is the starting point for all issues surrounding homework. This document contains generic values common to all departments and a detailed explanation of the value of homework as an educational learning tool. For further details regarding the effectiveness of homework as an effective teaching & learning toolkit, please refer to the Education Endowment Fund/Sutton Trust's T&L Toolkit which can be found at <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary/>

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

## **Movement around school**

### **Corridors**

Corridors are for movement from one part of the school to another. There should not generally, therefore, be students gathered together in corridors in such a way as to impede or prevent safe movement. When in the corridors, students should:

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

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

### **Staircases**

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

### **Outside**

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

### **Out of bounds**

Certain areas are out-of-bounds to students. These are the front of school, including the car parks and the bus lay-by; the site manager's house and garden; and the riverbank. Students are not allowed to leave the school site without permission. Failure to adhere to these guidelines will be dealt with under the usual school disciplinary procedures.

## **Uniform & Equipment**

We require all students from Years 7-13 to follow our uniform guidelines, which help us to maintain our

high standards of appearance and readiness for work. The following items are the school's uniform requirements (items marked with a \* are embroidered with the school logo):

### **Academic Uniform (Years 7-11)**

Burgundy jumper and/or blazer\*.

White collared shirt.

Tie.

Black trousers for boys / Black trousers or skirt for girls. **Trousers must be loose fitting.**

(denim/leggings/combat-type trousers or any other variation are not acceptable). **Skirts must be a suitable length.**

Black tights for girls wearing skirts.

Completely black shoes/trainers (with no visible logos).

Plain black boots can be worn but only if trousers can be worn over the boots.

Jewellery including studs and sleepers **must not be worn**, but watches and medical discs are allowed.

Outdoor coats **must not be worn in lessons.**

Hair colour must be within the normal range of natural hair colours. Any attachments to hair that cannot be removed immediately should not be worn.

Make up can be worn but **must not be excessive.**

If a student has a tattoo, the tattoo should not be on show and should be discreetly covered by clothing when in school.

### **Sixth Form Uniform**

Students in Sixth form must follow the same guidelines as above but replace the burgundy jumper/blazer with a grey jumper\*.

### **Equipment**

Students should come to school every day with the basic equipment required for all lessons in an appropriately sized bag which contains their:

- fully equipped pencil case (pen, pencil, ruler, rubber, etc.).
- calculator.

Departments will generally provide additional equipment for specific lessons.

### **PE Uniform**

Burgundy polo shirt\*.

Burgundy/White multi sports top\* (outdoors).

Burgundy hoodie\* (optional).

Black shorts\* (over black leggings for certain activities as advised by PE dept).

Black skorts for girls (optional).

Black plain tracksuit bottoms\* (optional).

Black socks with Netherhall lettering\*.

Trainers (or boots for rugby/football) – **absolutely no black pumps** (they leave marks on the sports hall floor).

All uniform can be purchased from West Lakes Embroidery shop at 69 Senhouse Street, Maryport. (Tel: 01900 817799). You can also order uniform via the website - [www.westlakesembroidery.co.uk](http://www.westlakesembroidery.co.uk)

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

Our school rules on mobile phones/tablets/ I-pods, etc. are to make sure there is a focus on learning and that they are not used to bully or harass others.

- Students are permitted to bring their mobile device to school; this is because we appreciate that it allows contact between students and their parents on the way to and from school.
- Students are permitted to use their mobile device before and after school and during break and lunchtime only. **They must be switched off and out of sight during lessons.**
- Students are not permitted to take photos, videos or voice recordings of other students or staff, nor are they allowed to use text messaging or social network sites to upset, hurt or bully others.

- Any student not following these rules will have their mobile device confiscated and returned at the end of the school day. Some students will also have their mobile device removed from them on following days as a reminder not to re-offend.
- Staff in school also have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" are being used to bully or otherwise cause an individual harm; depending on the seriousness of the media, information this may also be reported to the Police.
- Parents may be asked to come into school if their child repeatedly breaches these rules, to discuss strategies to improve their behaviour.
- All students are reminded that mobile phones and all other electronic devices (apart from calculators) are expressly forbidden in examinations. Examination boards are extremely strict on this even if the mobile phone is switched off. Any student found to be in possession of a mobile device during an examination will be given a mark of zero in the exam concerned and potentially in all the exams they are taking in that subject, or across all subjects.

## **Confiscated property**

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

Where items are 'prohibited', these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Students must not bring any of the following items on to school premises: tobacco products, alcohol, illegal drugs, e-cigarettes, lighters or matches, sexually explicit materials, firearms/weapons, energy drinks, weapons, banned items or any other articles that may be a danger or offensive to the students or others. Authorised staff have the power to search a student's bag or pockets without consent, when they have a suspicion that they have 'prohibited' items in their possession. The search will take place with two members of staff in the room. There will be severe penalties for students to have these items in school, in certain circumstances it may lead to suspension / permanent exclusion.

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

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate student's behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy and procedures, the teacher may discipline a student for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another student or member of the public; or
  - could adversely affect the reputation of the school.

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

- Good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses.
- Good behaviour on the way to and from school.

- Positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over students in order to protect the reputation of the school.
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

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

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, seclusion, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

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

## **Restorative Practice**

Restorative practice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person, but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative practice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

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

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

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved, or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. A Future focused agreement, which is drawn up by the participants serves as a reminder of the points covered and agreed at the meeting. This agreement is not legal but is used to revisit and keep on track the solutions which have been laid out at the meeting.

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

## **Reasonable force**

In order to maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, as permitted by law. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

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

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised event / visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a student from doing or continuing to do any of the following:

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

Force will never be used as a punishment.

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

## **Mental health and behaviour**

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

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

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

## **Child on child abuse**

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

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

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

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

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

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

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

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

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

- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity.
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature.
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting" (which is a criminal offence), "down blousing", or flashing.

- Purposefully cornering or hindering an individual's normal movements.
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading, or uploading pornography.
  - Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos.
  - Creating or maintaining websites with sexual content.
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Punishments for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve the Police where it is determined that a crime has been committed.

## **Bullying**

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies', bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying is usually a wilful, conscious desire to hurt, threaten or frighten someone else, but in some cases, it can be less conscious i.e. persistent name calling, teasing and humiliating others. Bullies exist but that side of their behaviour can be changed.

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

- Race, religion or belief, culture or gender.
- SEN or disabilities.
- Appearance or health conditions.
- Sex or sexual orientation.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber.

It can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Therefore, it must be made clear to all students that **BULLYING** of any sort is **NOT ACCEPTABLE AT NETHERHALL SCHOOL**.

Acts of bullying can include:

- Name-calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Kicking.
- Hitting.
- Pushing.
- Taking belongings.
- Inappropriate text messaging, emailing or 'posting' on social media sites.
- Sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos).
- Up skirting.
- Producing graffiti.
- Sexual violence and sexual harassment.
- Sexting and initiating/hazing type violence rituals.
- Excluding people from groups.

- Spreading hurtful and/or untruthful rumours.

The school endeavours to comply with the legal requirements placed on schools and the governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Everyone must be involved in reducing all sorts of bullying behaviour to as near zero as possible. Frequently and as part of the curriculum, the school will deal with the issue of bullying, drawing its often, appalling consequences to the attention of every member of our community.

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- Bullies tend to lack empathy; they cannot imagine what the victim feels.
- Bullies tend to lack guilt; they rationalise that the victim 'deserves' the bullying treatment.
- Sexual harassment is a particular form of bullying and most commonly takes place by boys physically touching girls or calling them names.

When someone is being bullied or in distress, we encourage our students to take action. Watching and doing nothing is the same as supporting the bully. We advise them to inform an adult immediately and they will make sure the right person gets to know quickly. Students are also encouraged not to tolerate bullying in their social group. Students are encouraged to always:

- Be kind and thoughtful to everyone, especially to someone who seems to be unhappy.
- Report any bullying to a member of staff immediately.
- Be honest when asked to give a statement on an incident that you have witnessed or been involved in.

If there has been a bullying incident reported, the incident will be fully investigated by the pastoral team and appropriate action will be taken. Parents will usually be informed immediately by the head of year and encouraged to discuss it with the student. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

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

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with. In cases where cyber bullying occurs while students are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged

to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this behaviour policy and procedures. The school, wherever possible, will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

We use a number of various strategies to prevent and deal with bullying, including:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school.
- Investigate all allegations of bullying.
- Delivering a curriculum that discusses issues such as diversity and anti-bullying messages.
- Calendared anti-bullying week.
- Poster and leaflet campaigns – designed and written by students.
- Assemblies - both whole school and year group that promote a sense of community.
- Class discussions and role plays in drama, English and RE that draw out anti-bullying messages.
- Access to 'report button' in school and outside of school.
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme.
- Adequate staff supervision at lunch and break times.
- Clear and consistently applied policies for behaviour and uniform.
- Home school agreement.
- School prefects situated around school at breaks and dinners.

We also have a number of various strategies to help the bully and the victim. They include:

#### **BULLY**

- Disciplinary sanction imposed either suspension or time in seclusion.
- Engage promptly with parents to ensure their support and involvement.
- Restorative practice approaches taken as appropriate.
- One-to-one interview with staff or peer mentors.
- Work with the educational psychologist or other outside agency.
- Anger management strategies discussed.

#### **VICTIM**

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

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

## **Allegations of Abuse against Staff and Other Adults Working in the School**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

For more information please refer to the school's child protection policy and procedures.

## **Drugs and Drug-Related Incidents**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation. -

Drugs education forms part of the RSHE programme delivered in discrete sessions for all students.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.

- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

The headteacher has responsibility for supporting other members of staff in the implementation of these procedures. Assistant headteacher - Leah Holliday is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the headteacher and senior leadership team and dealt with in accordance with these procedures.

### **Dealing with drug-related incidents**

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

#### **Medicines**

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

For more information please refer to the school's children with medical needs policy.

#### **Tobacco**

In line with legislation, the school operates a no smoking policy in the building and on the school site. This also applies to the use of e-cigarettes.

#### **Alcohol**

No alcohol is consumed during the normal school day; those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the governing body and forms part of the lettings contract.

#### **Solvents**

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

#### **Illegal substances**

Illegal or illicit substances must not be brought to school or used on school premises.

#### **Discovering a drug or suspected illegal substance**

- (1) Take possession of the drug/substance and inform the headteacher/senior leadership team member who will inform the headteacher at the first available opportunity.

- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head teacher/Senior Leadership Team member.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

### **Discovering or suspecting a student is in possession of a drug/drug paraphernalia**

- (1) Request that the student hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a student refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The headteacher and other authorised staff can search without the permission of the student when looking for prohibited items.
- Teachers can search a student's outer clothing so long as a witness is present, without the consent of the student. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

### **Dealing with a student suspected to be under the influence of a drug or substance**

Stay calm, place the student in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the headteacher/senior leadership team member must also be informed.

Any suspected substances found should travel with the student if removed from the school for treatment. Vomit should be safely collected where possible by the school's first aider and taken with the student (for analysis).

All drug related incidents will be recorded.

### **When to contact the Police/disciplinary action**

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration.

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of; under no circumstances will alcohol be returned to the student.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called "legal highs". Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a fixed term suspension and in the most serious of cases would result in permanent exclusion.

### **Procedures for dealing with drug-related incidents involving adults**

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving students in drug misuse or the supply of drugs to students.

These examples are not exhaustive and, in each case, the headteacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

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

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

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students out with school premises, the headteacher or other member of staff will consult with the Police.

## **Dealing with violent, abusive or threatening behaviour from a parent**

The school encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

### **Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist, sexist, defamatory or other derogatory comments.
- All types of sexual violence and sexual harassment as outlined above.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site.
- Breaking the school's security procedures.

Unacceptable behaviour may result in the Police being informed of the incident.

### **Procedures for dealing with unacceptable behaviour**

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the senior management team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the senior management team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated, and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately, and the person will be instructed to leave the premises. Further action may be taken by the school.

The school will take action where behaviour is unacceptable or serious and breaches this whole School behaviour policy and procedures.

## **Parental use of social networking sites**

Social networking sites such as Facebook and Twitter are now widely used and these types of media allow people to communicate in ways that were not previously possible. Unfortunately, such sites can be used inappropriately by some as a means of expressing negative or offensive views about schools and their staff. This section of the policy sets out the school's approach to parental use of such sites and sets out the procedures that will be followed and action that may be taken when it is considered that parents have used such facilities inappropriately. Where there is reference to "parent" in this document this also include carers, relatives or anyone associated with the school.

The purpose is to:

- Encourage social networking sites to be used in a beneficial and positive way by parents.
- Safeguard students, staff and anyone associated with the school from the negative effects of social networking site.
- Safeguard the reputation of the school from unwarranted abuse on social networking sites.
- Clarify what the school considers to be appropriate and inappropriate use of social networking sites by parents.
- Set out the procedures the school will follow where it is considered that parents have inappropriately or unlawfully used social networking sites to the detriment of the school, staff, students or anyone else associated with the school.
- Set out the action the school will consider taking if parents make inappropriate use of social networking sites.

Social networking sites have potential to enhance the learning and achievement of students and enable parents to access information about the school and provide feedback efficiently and easily. In addition, the school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends and acquaintances. As a guide, individuals should consider the following prior to posting any information on social networking sites about the school, staff, students or anyone else associated with the school:

- Is the social networking site the appropriate channel to raise concerns, give this feedback or express these views?
- Would a private and confidential discussion with someone in the school be more appropriate? If there are serious allegations being made/concerns being raised, social media or internet sites should not be used to name individuals and make abusive comments. Please contact the school to discuss any concerns you may have.
- Are such comments likely to cause emotional or reputational harm which would not be justified, particularly if the school has not yet had a chance to investigate a complaint?
- The reputational impact that the posting of such material may have to the school, any detrimental harm that the school may suffer as a result of the posting and the impact that such a posting may have on students' learning.

Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is rarely appropriate to do so. Other channels such as a private and confidential discussion with the headteacher or member of the governing body or using the school's formal complaints process are much better suited to this. The school considers the following examples to be inappropriate uses of social networking sites. (This list is non-exhaustive and intended to provide examples only):

- Naming children or posting any comments about children who attend Netherhall School.
- Making any posts that could be deemed to be cyber-bullying.

- Making allegations about staff or anyone else connected with the school.
- Making complaints about the school or staff at the school.
- Making defamatory statements about the school or staff at the school.
- Posting negative or offensive comments about staff or any other individual connected to the school.
- Posting racist comments.
- Posting comments which threaten violence.

Parents should also ensure that their children are not using social networking and other internet sites in an inappropriate manner. It is expected that parents/carers explain to their children what is acceptable to post online. Parents/carers are also expected to monitor their children's online activity, including in relation to their use of social media. Please note that most social networking sites require the user to be at least 13 years old, but some only allow access to those aged 13-18 with parental consent.

The school will always try to deal with concerns raised by parents in a professional and appropriate manner and understands that parents may not always realise when they have used social networking sites inappropriately. Therefore, as a first step the school will usually discuss the matter with the parent to try and resolve it and to ask that the relevant information is removed from the social networking site in question. If the parent refuses to do this and continues to use social networking sites in a manner the school considers inappropriate, the school will consider taking the following action:

- Take legal advice and/or legal action where the information posted is defamatory in any way or if the circumstances warrant this.
- Set out the school's concerns to you in writing, giving you a warning and requesting that the material in question is removed.
- Contact the police where the school feels it appropriate – for example, if it considers a crime (such as harassment) has been committed or in cases where the posting has a racial element, is considered to be grossly obscene, grossly offensive or is threatening violence.
- If the inappropriate comments have been made on a school website or online forum, the school may take action to block or restrict that individual's access to that website or forum.
- Contact the host/provider of the social networking site to complain about the content of the site and ask for removal of the information.
- Take other legal action against the individual.

# APPENDIX

## A. Home school agreement

### Netherhall School will:

- Care for your child's safety and happiness.
- Encourage your child to achieve their full potential as a valued member of the school community.
- Provide a challenging and balanced curriculum to meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about school matters.
- Keep you informed about your child's progress with interim data reports, annual written reports and parents/carers' evenings.
- Contact home if we have any concern about your child's attendance, academic or personal development.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Encourage students to work together to provide an exciting and stimulating atmosphere in which to learn.
- Arrive to lessons on time.
- Plan and deliver good to outstanding lessons which engage and motivate you to achieve.
- Allocate sufficient time for each task.
- Celebrate the success of students in lessons, after school activities and assemblies.
- Have a well organised room.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Always take seriously any complaints of bullying or inappropriate behaviour reported to them.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

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



Headteacher

### As a student of Netherhall School I will:

- Follow the school's behaviour policy.
- Attend school regularly and on time.
- Bring all the equipment I need every day including bag, diary, pen, pencil, ruler and other appropriate equipment for PE, technology, etc. as needed.
- Wear my school uniform and be tidy in appearance.
- Do all my classwork and homework as well as I can.
- Be polite, respectful and helpful to others.
- Keep the school free from litter and graffiti and respect school and others property.
- Arrive to lessons on time.
- Line up quickly, quietly and calmly.
- Follow classroom rules and procedures and not disrupt the learning of other students.
- Follow instructions given by staff and other adults without arguing.
- use appropriate language.
- Lead by example creating a good role model for younger students in the school.
- accept responsibility for my behaviour.
- Use ICT in accordance with the school online safety policy and procedures.
- Be an ambassador for the school and behave appropriately outside of school.

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

Student

### As a parent/carer I will:

- Help my child to use their Edulink account effectively and be well organised for school.
- Check my child's Edulink account regularly.
- See that my child goes to school regularly, on time, properly dressed in uniform and properly equipped for learning.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines.
- Encourage my child with their homework and other opportunities for home learning.
- Attend parents/carers' evenings and discussions about my child's progress.
- Talk to my child about their life at school and encourage them to achieve their very best.
- Contact school as soon as possible if my child has an unavoidable absence.
- Treat all staff and other adults at the school with respect.
- Behave responsibly whilst on school premises.
- Reinforce the value of good behaviour at home and at school.
- Work with school staff to help their child accept responsibility for their behaviour and actions.
- Discuss any issues of concern with staff in a calm and non-aggressive or threatening manner.
- Support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute.

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

Parent/Carer

## B. Code of Conduct Around School

### CODE OF CONDUCT AROUND SCHOOL

#### **Respect all those who are here to help you learn and keep you safe**

- Be courteous.
- Speak calmly and politely, using appropriate language.
- Avoid confrontations when asked to do something.

#### **Respect others**

- Move around school in a sensible and mature manner.
- Walk in the corridors calmly and sensibly.
- Line up quietly.
- Be courteous and speak calmly and politely.
- Keep hands, feet, objects and unhelpful comments to yourself.
- Allow others to get on with their work.
- Listen to each other.
- Allow others to get the help they need.
- Praise each other for a job well done.
- Support each other.
- Keep each other safe.
- Report all bullying.
- When you wish to say something, put up your hand and wait.
- Keep your mobile 'phone etc. switched off and out of sight during lesson times and use your mobile phone in a responsible manner.
- Use ICT responsibly.

#### **Respect yourself**

- Endeavour to choose the right thing to do.
- Make the most of every opportunity.
- Accept responsibility for your actions.
- Always try your best.
- Ask for help when you need it.
- Attend and be on time.
- Be fully prepared with equipment and homework.
- Wear the correct uniform, leave jewellery at home.
- Keep healthy by staying away from harmful substances or people.

#### **Respect the school environment**

- Put all litter in the bin.
- Report all damage.
- Eat food in the right place at the right time.
- Leave chewing gum at home.

#### **Respect the reputation of our school community**

- Speak calmly and politely, using appropriate language with members of the public.
- Think of the needs of others before your own.
- Show good manners and courtesy at all times when representing the school.

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

#### **CODE OF CONDUCT IN THE DINING AREAS**

##### **Respect the school environment**

By eating your food in the right place at the right time.

In the dining areas this means:

- When you have finished eating, put all litter in the bins and leave your table and floor tidy.
  - Take your dirty plates etc. to the hatch, empty and stack them.
- All food and flavoured drinks which are bought in the dining area must be consumed in the dining area.

##### **Respect others**

In the dining areas this means:

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

**D. Pastoral Achievement Plan 2022-23**

	7 - PJL	8 - LJW	9 - LPH	10 - NPF	11 - BI	Assistant Head
Weekly	Announce in assembly each tutor group individual winners (male and female) of the week. Photos to go on Facebook page and screens in year area. Announce top tutor group with most achievement points. Display these names and tutor group on the screen within year area along with Friday Forum nominations.	Announce in assembly each tutor group individual winners (male and female) of the week and top tutor group with most achievement points. Display these names and tutor group on the screen within year area along with Friday Forum nominations.	Announce in assembly top achievers from each tutor group and both male and female individual winner of the week. Also top tutor group with most achievement points. Display these names and tutor group on the screen within year area along with Friday Forum nominations.	Announce in assembly both male and female individual winner of the week, top tutee and Friday forum. Display these names and tutor group on the screen within year area along with Friday Forum nominations.	Announce in assembly each tutor group individual winner of the week and Friday Forum nominations. Display these names and tutor group on the screen within year area along with Friday Forum nominations.	Students with 100% attendance will be announced in assembly and receive 1 achievement point. These names will be shared on the TV screens throughout school.
Fortnightly	Each subject nominates Star learners for KS3, KS4 and KS5, letters are then sent home.					
Half Termly	Celebration assembly - top male and female from each tutor group get a certificate. The overall achiever will also receive a certificate and prize out of the box. The top male & female in each tutor group get a certificate. Plus other winners from teacher assessments. The best tutor group will receive a certificate and trophy. Display names of top achievers on screen within year area.	Celebration assembly - top male and female from each tutor group get a certificate. The overall achiever will also receive a certificate and prize out of the box. The top male & female in each tutor group get a certificate. Plus, other winners from teacher assessments. The best tutor group will receive a certificate and trophy.	Celebration assembly - best male, female and most improved student of that half term. Individual winners to receive a certificate and a prize. The top male & Female in each tutor group get a certificate. The best tutor group will receive a certificate and trophy.	Celebration assembly- Top male and female from each tutor group get a certificate. The overall achiever will also receive a certificate. The best tutor group will receive a certificate and trophy.	Top male and female from each tutor group get a certificate and chocolates. The overall achiever will also receive a certificate and prize out of the box. The best tutor group will receive a certificate and trophy.	Overall winner across the school will receive a trophy, prize and their picture on the TV screens and Facebook. Students with 95% and 100% attendance will be announced in assembly and receive achievement points. These names will be shared on the TV screens throughout school.
After data collection	Each student receives a letter for the highest effort scores and those who have made the most progress in each subject.					
Annually	Top male and female and the most improved receive a prize.	Top male and female receive a prize.	Top male and female achiever from the year receive a prize.	Top male and female receive a prize.	Top male and female and the most improved receive a prize.	At the end of the year each student who has received no behaviour points all year will have a celebration letter sent home.

**E. Sixth Day Partnership Agreement**



**A Partnership – Sixth Day Provision**

Beacon Hill School, Cockermouth School, Netherhall School and Solway School agree this partnership arrangement for access to each other's on-site alternative provision for excluded students, where appropriate.

The agreement applies to excluded students on their sixth and any subsequent day of a fixed term suspension, and allows both schools to provide full-time education for the excluded student from the sixth day of suspension on site, at either the home school or the partner school.

Where the provision is to take place at the most appropriate partner school, a meeting will be arranged prior to the commencement of the provision, involving key staff from both schools, the parents and the student. The meeting will agree the arrangements for the provision, including times of arrival and departure, transport, food and uniform arrangements, a code of conduct for the student, a sanctions procedure to be used if necessary and a risk assessment if appropriate. At the end of the suspension period a further meeting will be held at the home school with the student and the parent prior to re-admittance to the home school.

This partnership arrangement will be reviewed by both Governing Bodies on an annual basis.

		
Head Teacher Cumbria Futures Federation	Head Teacher Cockermouth School	Head Teacher Netherhall School
		
Chair of Governors Cumbria Futures Federation	Chair of Governors Cockermouth School	Chair of Governors Netherhall School