

## *Working in partnership*

### **NUSA Behaviour Policy and Principles**

#### **Introduction**

Nottingham University Samworth Academies Trust (NUSAT) is committed to providing its students with the very best start in life. Academy staff will inspire students enabling them to get the most out of their education by making learning enjoyable and by setting challenging goals and high standards of achievement. Within NUSAT children come first, with each member of the school community valued and respected. NUSAT's long-term partnership agreement with the Torch Academy Gateway Trust (TAG) places these aspirations at its heart and will help us to achieve them through the day to day operational management of NUSA on behalf of the NUSA Trust.

*'Consistent experience of good teaching promotes good behaviour.... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach students how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with students.'*

*The Steer Report 2005.*

NUSA is committed to providing high quality education. This means promoting positive attitudes and behaviour so that students can develop their abilities and interests and achieve their full potential.

**There is an inextricable link between behaviour and achievement.** It is, therefore, essential that NUSA **promotes good behaviour and challenges unacceptable behaviour.** This is a basic expectation that must underpin the daily work of the Trust.

High expectations, shared values, fair and consistent application of rewards and sanctions; combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.

**The values and principles that underlie our behaviour policy are clearly stated in Appendix 1,** together with appropriate rights and responsibilities.

A behaviour strategy based on the principles outlined in this document may be formulated in order to implement the Behaviour Policy according to identified targets and priorities.

## **A. Legal powers – The Power to discipline**

Sections 90 and 91 of the Education and Inspections Act 2006 provide schools with a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. DfE guidance to schools and academies clearly indicates that teachers can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction school staff can impose a sanction.

This includes a statutory power to regulate the behaviour of students off school site, e.g. on school trips, and in situations when off school site and not supervised by school staff, to such an extent as is reasonable. In the later case the following objectives will guide each academy's use of this power:

- Maintaining good order on transport, on the journey to and from school, on educational visits, or other placements such as work experience or college courses
- Securing behaviour that does not threaten the health or safety of students when linked to school issues
- Providing protection to individual staff from harmful conduct by students of the school when not on school site
- Protecting the public reputation of the school.

As such teachers may discipline students for misbehaviour when the student is:

- Taking part in any school-organised or school related activity or
- Travelling to or from school
- Wearing school uniform or
- In some other ways 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 staff or member of the public
- Could adversely affect the reputation of the school.

In such circumstances sanctions may be applied in line with the indicative sanctions outlined in this policy.

To be lawful the decision to sanction a student must satisfy the following conditions:

- 1) The decision to sanction must be made by a paid member of school staff or a member of staff authorised by the Head of School or Executive Headteacher;
- 2) The decision to sanction the student and the sanction itself must be made on the academy premises or while the student is under the charge of the member of staff;

And

- 3) The sanction must not breach any other legislation and it must be reasonable in all the

circumstances.

A sanction must be reasonable and proportionate. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Any form of corporal punishment is illegal.

## **B. The Use of Detention:**

Teachers have the legal power to impose detention outside school hours and NUSA reserves the right to make use of this power. In the use of this sanction the following guidelines apply.

- Schools must make clear to students and parents that detention is used as a sanction
- The times outside normal school hours when detention can be given include:
  - Any school day where the student does not have permission to be absent;
  - Weekends – except the weekend preceding or following the half-term; and
  - INSET or other non-contact days.
    - Parental consent is not required for detentions
    - School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention are required to consider the following points:
      - Whether the detention is likely to place the student at risk
      - Whether the student has any known caring responsibilities which mean the detention is unreasonable
      - Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- The Head of School will decide which members of staff can put students in to detention. This will be outlined in the operational guidelines.

## **C. Direction to off-site provision:**

Trust academies have the statutory power to direct a student to off-site school provision for disciplinary offences. Trust academies reserve the right to make use of this power.

## **D. Power to Search and confiscate:**

NUSA reserves the right to use teachers' powers to search without consent, in accordance with current DfE guidance and in keeping with the Trust's policy on searching students.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Head of School will outline arrangements for handling confiscated items in each academy's individual operational guidelines.

Staff may use the power to search without consent for 'prohibited items' including but not restricted to:

- Knives and weapons
- alcohol
- Illegal drugs
- stolen items
- tobacco, lighters and cigarette papers
- fireworks
- pornographic images
- Any item or article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  
- Staff may confiscate any item that is banned or restricted by school rules, for example mobile phones, I-Pods, tablet computers, jewellery and similar electronic devices. This list is not exhaustive.

The school reserves the right to involve the police if there are grounds for believing that a criminal offence has been committed and to assist with investigations regarding bullying and anti-social behaviours.

#### **E. Power to use reasonable force:**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and other authorised staff (usually members of a school senior management team) may also use such force as is reasonable given the circumstances when conducting a search without consent for the 'prohibited items' outlined above or articles that have been or could be used to commit a criminal offence.

#### **F. Isolation Rooms (ICE):**

NUSA may use isolation rooms as a disciplinary penalty. It is up to individual schools to decide how long a student should be kept in isolation, and for the member of staff in charge to determine what students may or may not do during the time they are there.

Time in isolation should be constructive, with work set that is appropriate to individual student needs.

## **H. Malicious Allegations:**

Disciplinary action will be taken against students who are found to have made unfounded malicious accusations against school staff. Indicative sanctions for this type of offence are outlined later in this policy.

## **I. Uniform Infringements:**

NUSA has a clear uniform code which is set out on the school website. Parents and students are expected to comply with our uniform expectations at all times. Persistent non-cooperation may result in sanctions, as indicated in the indicative sanctions table.

## **J. Safeguarding and Special Educational Needs:**

Our academy has legal duties under the Equality Act 2010 and in respect of students with SEN. As such each case will be considered individually, this includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, which may require multi-agency assessment. In any such cases Trust academies reserves the right to refer students to multi-agency meetings.

## **K. Drugs and Illegal Substances:**

NUSA will provide guidelines to staff about signs of possible drug, substance and alcohol misuse and operational procedures to follow when dealing with suspected incidents.

Under the Misuse of Drugs Act 1971 it is illegal to possess or supply certain types of drug unless they have been prescribed for personal medical use. The Intoxicating Substances (Supply) Act 1985 makes it illegal to supply any intoxicating substances (e.g. alcohol) to anyone under the age of 18 knowing that it will be misused.

Smoking is strictly prohibited in all NUSA buildings, sites and workplaces.

There will always be a need for professional judgement in determining the exact nature of a particular incident, assessing the available evidence and an appropriate response. It is recognised that the imposition of sanctions may deter future use. However the Trust takes all incidents relating to drugs and illegal substances extremely seriously and has the moral duty to protect individuals and the wider school community from the potentially dangerous and harmful effects of any such misuse.

Indicative sanctions for such offences are attached to the policy.

‘Supplying drugs’ will be taken as instances where a drug/illegal substance is passed from one person to another, irrespective of the change of money.

On advice from the police, if parties involved in a drug/illegal substance transaction believe that the substance exchanged is an illegal substance, then the substance is deemed to be an illegal substance. This effectively means that a school does not need physical evidence of an illegal substance being supplied, if the intent is clear.

#### **L. Links with the Police:**

The Trust reserves the right to involve the Police in investigations relating to any alleged illegal, bullying or criminal activity.

#### **M. General Considerations:**

Staff need to carefully consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the academy's safeguarding policy.

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

#### **N. Exclusion from school:**

NUSA reserves the right to use exclusion from school on either a fixed-term or permanent basis. Decisions to apply this sanction rest with the Executive Headteacher and Head of School. Exclusion is a serious sanction and must be reasonable and proportionate. Careful consideration must be given to the nature of the incident and full account taken of the student's age, any special educational needs or disability they may have and any religious requirements affecting them. The indicative sanctions table indicates the type of incident that might warrant exclusion, but the list within the table is not exhaustive. Reintegration meetings should always follow a period of fixed term-exclusion.

#### ***A Shared responsibility.***

Promoting good behaviour and discipline in students should be a partnership between home and school.

We share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would expect to give. Parents are a major influence on their children's behaviour and we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim, therefore, to ensure:

- that positive behaviour is rewarded.
- that inappropriate behaviour is dealt with promptly, firmly, fairly and consistently
- that parents/careers are kept informed and their co-operation and support sought.

Parents are asked to sign the home-school agreement contained in the student planner.

We want our students' education to be enjoyable, disciplined, challenging and motivating. We wish to develop independent learners, with the attitudes, skills and motivation to achieve their full potential, both at school and in their life beyond school. In order to achieve this we place particular emphasis on the following key words: **Pride, Respect and Responsibility** The following expectations are shared with every school community.

#### ***Pride***

Students are expected to show pride by:

- Never settling for less than your best
- Working hard towards your goals and targets
- Recognising your success and that of others
- Valuing your own and others progress and contribution to learning
- Being prepared to participate in activities beyond the normal curriculum
- Welcoming visitors to school

### ***Respect and Responsibility***

For students:

- Attend School regularly and on time
- Keep safe (do not taking part in dangerous, illegal or anti-social behaviour)
- Follow the school dress code
- Arrive on time for lessons and registration, with a positive attitude
- Be prepared for lessons with correct books, pens and other materials
- Work to the best of your ability
- Make a positive contribution
- Tell a member of staff if you are unhappy

For others:

- Speak reasonably and politely to other students, staff and visitors
- Recognise the right of other students to learn
- Carry out the reasonable instructions of all members of staff
- Treat others well: Do not engage in verbal or physical abuse, or bullying
- Tell a member of staff if someone else is unhappy
- Look after property that belongs to others

For the School environment:

- Take care of all School property and buildings
- Keep the School free of litter
- Eat only in the areas designated

### ***Rewards and Sanctions***

Students who consistently display good behaviour and respect for the rights of others should be recognised and rewarded.

A variety of rewards apply throughout the Trust academies. These include verbal and written praise, merits, commendations, certificates, year group competitions, nominations for awards, achievement evenings, postcards home and further contact with home.

Class teachers and tutors are primarily responsible for issuing rewards on a daily basis.

Each academy will use an electronic reporting system to record instances of positive behaviour. Tutors

are expected to check this regularly and the appropriate pastoral leader will action reward thresholds for students. Staff are encouraged to issue positive behaviour reports regularly.

A range of sanctions exists to support effective behaviour management and compliance to school expectations and operating procedures. The indicative sanctions table details the range of sanctions that are available. This table offers guidance on the type of sanction that might apply. However each case needs to be considered in context and individual circumstances considered. Each academy's Head of School in consultation with the local governing body will determine what is appropriate for their local community.

Sanctions may include the use of fixed term or permanent exclusion from school. In the case of exclusions from school the school will follow the appropriate DFE guidelines.

The Trust has a separate policy for academies relating to physical searching and screening.

All staff have a responsibility for promoting positive behaviour. Specific responsibilities are outlined in the 'Behaviour Responsibilities Statement.'

### ***Social Inclusion***

Appendix 1 demonstrates the Trust's values in promoting respect, fairness and social inclusion. The Trust is committed to improving outcomes for all students and eliminating all forms of discrimination.

The Trust is committed to working to 'include' vulnerable students in terms of behaviour management. Additional support aims to offer specific and planned behavioural intervention support to promote inclusion. Inclusion programmes are individual and planned according to need. It may also be appropriate to seek the support and involvement of external agencies in such situations, e.g. the behavioural support service and to discuss students with appropriate multi-agencies.

The Trust has separate policies relating to equality.

### ***Pastoral Support***

Students whose behaviour is giving cause for concern will be monitored by the designated pastoral team. Incidents will be recorded in the student's personal file and on our electronic systems. Students may be placed on report to monitor targets and behaviour in class. There are different levels of report, depending on the level of intervention/monitoring required. If required, a Pastoral Support Programme (PSP) will be drawn up by the Pastoral Leader or SENCo, as appropriate.

The academy may request that parents attend a formal meeting at school to discuss behavioural concerns about their child. Following a period of fixed term exclusion from school parents will be invited to attend a re-integration interview. In addition, if deemed appropriate, students may be required to sign a behavioural contract, specifying specific targets that need to be met.

The appropriate Pastoral Leader will communicate any concerns to parents/carers and may liaise with appropriate members of staff, SENCo and other agencies including but not limited to Educational Psychologist, Targeted Support, School Nurse, to enlist support for the student. In addition referrals may be made for counselling support.



Individual students causing concern may be discussed at the regular multi-agency meetings or Joint Assessment Team meeting, or other appropriate forum. Parental consent will be sought prior to discussion of a student at such forums.

Certain measures contained in the Education and Inspection Act 2006 require the cooperation of parents, e.g. attendance, interviews for reintegration following fixed term exclusion, supervision of students whilst excluded. Failure to co-operate may result in an application for a parenting order by the school. The Trust also reserves the right for its academies to issue penalty notices to parents when entitled to do so.

### **Promoting positive behaviour**

All staff are responsible for maintaining good discipline in class and applying rewards and sanctions as and when needed. Staff are responsible for maintaining good discipline and high standards, supporting school expectations at all times – in corridors, between lessons, during break and lunch time and so on.

### **Staff Development**

Behavioural management will be regularly covered in the academy's CPD programme. Staff will be offered induction training about our expectations and procedures and all staff will receive update and refresher training through our CPD programme.

## Appendix 1: Rights and responsibilities – Statement of principles

| <b>THE SCHOOL</b>   |   |
|---|---|
| <b>Rights</b>   | <b>Responsibilities</b>   |
| <ul style="list-style-type: none"> <li>• The school has a statutory power to discipline students. Students and parents will need to respect this.</li> <li>• This includes the right to use and apply disciplinary sanctions off the school site, including but not restricted to school trips, journeys to and from school, and on school transport.</li> <li>• To enforce the school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect students’ and parents’ cooperation in maintaining an orderly climate for learning.</li> <li>• To expect students to respect the rights of other students and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against students who harass or denigrate teachers or other</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles and operation of the school-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To ensure the school-behaviour policy does not discriminate against any student, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li> <li>• To ensure teachers’ roles in school discipline matters are clearly understood</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward students’ good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li> </ul> |

|   |  |
|---|--|
| <p>school staff on or off the school site – including engaging external support services, including the police, as appropriate.</p> | <ul style="list-style-type: none"><li>• To make educational provision on the sixth day of exclusion for fixed-period excluded students</li><li>• To arrange reintegration interviews for parents at the end of a fixed-period exclusion.</li><li>• To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li><li>• To ensure staff model good behaviour and never denigrate students or colleagues.</li><li>• To promote positive behaviour through active development of students’ social, emotional and behavioural skills.</li><li>• To keep parents informed of their child’s behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li><li>• To work with other agencies to promote community cohesion and safety.</li></ul> |
|---|--|

| <b>STUDENTS</b>  |  |
|--|--|
| <b>Rights</b>  | <b>Responsibilities</b>  |
| <ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with students involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the Head of School/Headteacher/governors, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul> | <ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate, offensive or unlawful items to school.</li> <li>• To show respect to school staff, fellow students, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other students or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programme, Behavioural Contracts or Parenting Contracts.</li> </ul> |
| <b>PARENTS</b>   |  |
| <b>Rights</b>  | <b>Responsibilities</b>  |
| <ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> </ul>  | <ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> </ul>   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• To have any complaint they make about their child being bullied, harassed or discriminated against on ground of race, gender or disability taken seriously by the school and investigated/resolved as necessary.</li> <li>• To make representations to the Head of School/ governors, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to permanently exclude their child, first to the governing body of the school and then to an independent appeal panel.</li> </ul> | <ul style="list-style-type: none"> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the Head of School or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion</li> </ul> |
|--|---|

## NUSA SCHOOL RULES

### A ACCESS

- **DURING BREAKS** you are expected to go outdoors. You may use all tarmac areas except the car parks and the approaches to the front entrance.
- **AT LUNCHTIMES** you may use the street and outdoor areas, but do not go into any classroom unless you have had permission.

### B MOVEMENT

- Keep to the left when walking to and from lessons and while inside school buildings especially on stairs.
- Give priority to those leaving the building
- Cycles should be left locked in the designated area near the car park.

### C ATTENDANCE

- You must ensure that you are registered during morning tutor set time and in every lesson
- If you arrive after the end of tutor set or if you leave or return to school during the day then you must report to the Attendance Officer.
- If you feel ill or have an accident during the day you must inform a teacher or a member of the support staff.
- During lunchtime you are expected to remain on school premises.

### D SCHOOL DRESS

- You must wear school dress at all times during the day. All items of clothing should be marked with your name, for identification reasons. You should remain in school uniform during break. You may change your footwear at lunchtime only, if you are on the school playing fields. Failure to comply with school dress codes will be regarded as non-cooperation and sanctions may follow.
- College Students (Years 12 and 13) should come suitably attired for Post-16 studies

## **E PROPERTY**

- You should respect other people's property. The school will expect that anyone damaging or removing any person's or the school's property should reimburse the owner.
- Books are expensive and easily damaged and should, therefore, be treated with care and respect.
- Students may not sell any goods in school without written permission from their Pastoral Leader or Head of School.

**School bags** should be of a size, style and material suitable for carrying books and personal equipment to and from school in all weathers. When not needed, bags should be left in lockers or a suitable place in the Year area.

***Bags should not be left lying around school.***

## **F EATING**

- You may use the dining rooms and designated areas to eat your packed lunch. It is important that any food purchased from the school cafeteria must be eaten in that area.
- You may not chew gum in school. Used gum damages clothing and carpets and is unpleasant and difficult to dispose of. To promote healthy lifestyles we reserve the right to allow only non-fizzy drinks to be brought into school.

**G MAKE-UP** is not allowed, unless there are medical reasons.

**HAIRSTYLES** should be in good taste – no outrageous designs or colours. The school will be the final judge on this issue

**JEWELLERY** Plain silver or gold studs may be worn as a single matching pair only, with one stud in each ear lobe. One plain gold or silver finger ring may be worn. Chains and any other visible body piercings are not permitted.

## **H MOBILE PHONES, I-PODS AND PERSONAL STEREO**

- These may only be allowed in designated areas.
- The school accepts no liability for any of these items brought in to school

## **J AVOID UNACCEPTABLE BEHAVIOUR**

- Your speech should reflect respect for one another. Bad language, abusive remarks, verbal bullying, and name calling are not acceptable.
- Violence and/or physical or emotional bullying is not acceptable.

- Whilst travelling to and from school, whilst on school site and whilst on school organised activities students should neither have, nor use cigarettes, alcohol or other illegal substances. (see Drugs Policy)
- The school has jurisdiction over behaviour that relates to the school, to the safety and welfare of school students or to the reputation of the school

***Strict disciplinary proceedings will be taken in all such incidents.***

**Remember The Three Key Words:**

**PRIDE  
RESPECT  
RESPONSIBILITY**



# Anti Bullying POLICY

## *Definition of Bullying*

Bullying is behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. There are different sorts of bullying, but the three main types are:

|           |   |
|-----------|---|
| PHYSICAL  | hitting, kicking, taking or hiding belongings including money     |
| VERBAL    | name calling, teasing, insulting, writing unkind notes            |
| EMOTIONAL | being unfriendly, excluding, tormenting, spreading rumours, looks |

Bullying can occur in many contexts, all of which are unacceptable. Bullying might take place in school, on the way to school or through the use of technology, (e.g. mobile phones, internet sites and chat rooms). There has been a national increase in cyber-bullying and the school has jurisdiction over incidents of cyber-bullying that are linked to school. This policy applies to all forms of bullying. School reserves the right to view messages relating to alleged bullying on mobile phones, i-pads and other similar devices.

## *Aims*

The aim of our anti-bullying policy is to clarify for students and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear. Every student has the right to be safe and happy, and to be protected when feeling vulnerable.

## *Encouragement to Tell*

It is important that we create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns. Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too.

## *Procedures*

In the first instances, it is important to make clear to the victim that revenge is not appropriate and to the bully that such behaviour is unacceptable, and has caused distress. Every effort is made to resolve the problem through counselling of both parties. At this stage, parents of both parties should be informed of what has happened, and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear factual way.

If the bullying behaviour continues, and counselling has not worked, then sanctions follow. It is important that counselling is maintained for both parties, even when sanctions have been applied. Pastoral Leaders take front-line responsibility for ensuring that all incidents of bullying are fully investigated, victims are supported and the incidents are recorded in the school's bullying log.

The senior staff and Pastoral Leader lead the strategic response to bullying and is responsible for monitoring and evaluating this bullying policy.

Our academies reserve the right to use appropriate external agency expertise to help support bullying prevention work in school. This includes working with the police to use 'restorative justice' mediation techniques. Sanctions may well be applied, depending on the nature of the incident, as detailed in the indicative sanctions chart. Our academies reserve the right to use the full range of sanctions to deal with bullying issues, in order to protect the safety and welfare of students in school. This includes, where appropriate, the use of fixed term and permanent exclusion.

#### *To Students*

If you are being bullied, or you know that someone else is, please tell us straight away, and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to continue in our school.

#### *To Parents*

If you think your son/daughter may be being bullied, or he/she tells you that he/she is, please let us know straight away. Please give reassurance that we will deal with it sensitively but firmly. If your child tells us he or she is being bullied, or we discover that he or she is bullying others, we will contact you, and will discuss together how the situation can be improved.

#### *To Teachers*

If you think that bullying is happening, talk to those concerned and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the tutor or Head of House.

We need to be particularly vigilant at breaks and travelling times, between lessons, in corridors and outside and in toilets. These are times and places where victims are more vulnerable, and bullying is not easily seen.

Curriculum work can enhance this policy in three ways:

1. By dealing with the topic of bullying, in a way which explores why it happens and gives alternative ways of behaving, and dealing with difficulties.
2. By using teaching methods which encourage co-operative work and a variety of groupings so that students extend their relationships beyond a small group of friends.
3. Explicitly covering anti bullying work relating to hate crimes, as defined by the Equalities Act 2010.

The school will run regular anti-bullying and student safety assemblies and support national initiatives, for example anti-bullying week.

In addition the Trust academies will provide student support schemes, aiming to mitigate the potential of bullying. This will include a range of support strategies e.g. student-to-student mentorship.

## Behaviour Management – Indicative sanctions

This table acts as guidance in applying appropriate sanctions. Staff are instructed to act in a way which is reasonable and proportionate to the circumstances, taking account of the Equalities Act 2010 and the individual student's age, any special educational needs and/or disability and any religious requirements they may have. This includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require multi-agency assessment. Staff should seek further guidance from their line leader, if required. The severity of sanction may increase if behaviour is repeated or persistent. All sanctions must be reasonable and proportionate in the circumstances.

| <b>SANCTIONS</b>  | <b>INAPPROPRIATE BEHAVIOUR</b>  |
|---|---|
| Verbal challenge – saying no  | One-off minor offences eg. talking in class, inappropriate comments and remarks; running along corridors; rudeness; poor manners; chewing gum   |
| Non-verbal gestures or expressions  | As above  |
| A verbal telling off in private   | Rudeness; more extreme misconduct; persistent minor offences; poor manners; rudeness; inappropriate language (eg sexist, racist – these should be reported to the Senior Pastoral Leader to ensure they are formally recorded)                      |
| A verbal telling off in public  | As above, if not done to humiliate  |
| Move Student within classroom   | Continued minor offences; disruption to learning of others in vicinity  |
| A short “cooling off” period (5 minutes max.) outside the classroom.<br><b>Ensure there is only 1 student outside at any time</b>       | Continued misbehaviour following a verbal warning; resolving conflict between students.   |
| Note in Student Planner (if appropriate)  | Continued misbehaviour following a verbal warning, threat to challenge minor disruption   |
| Incident Report to Subject Leader/Tutor/Class teacher   | All misdemeanours in the classroom and corridors that are worthy of record (NOT minor infringements).   |
| Removal to another classroom/area (Departmental ICE); Contact with home (Letter home should follow from teacher)                        | Persistent misbehaviour; refusal to follow instructions;  |
| Letters to parents (Check with Head of School/Headteacher/Tutor/Subject Leader before sending)  | Failure to attend detentions; failure to complete homework; persistent infringement of uniform rules; damage to property; poor behaviour on buses / in public; notification of exclusions; concern about homework; concern about academic progress. |
| Telephone calls to parents (Check with Head of School/Headteacher/Tutor/Subject Leader before calling & always complete a record sheet) | As above;   |
| An invitation for parents to come into school   | Regular bouts of misconduct; Levels 2 and 3 of report; bullying; poor attendance; readmission after fixed term  |

|  |   |
|--|---|
|  | exclusion   |
| Incident slip to Pastoral Leader/SLT   | More serious offences: verbal abuse; rudeness; physical assault; vandalism; truancy; bullying etc   |
| Teacher/Departmental based detentions – which may range from 5 minutes after a lesson to a period during break, lunchtime or after school. (After school departmental detentions need to be applied by the Subject Leader) | Persistent misbehaviour; persistent lateness; rudeness; any conduct that goes against the school’s expectations;  |
| School Detention (After School – Friday) Referred by Subject Leader/Pastoral Leader/SLT  | Persistent non-conforming to school rules, eg regular failure to attend Dept. detentions; rudeness to staff; bullying; smoking; uniform etc   |
| Community Service e.g litter duty or helping younger students (Organise through Pastoral Leader or School Leaders)   | Dropping of litter; vandalism; graffiti; bullying (in some situations); off site during lunch break   |
| Reference to Subject Leader, PASTORAL LEADER or other School Leader  | When sanctions imposed by staff are being flaunted and disregarded; serious incidents; regular non-compliance eg. over uniform and equipment; repeated refusal to follow instructions; verbal or physical abuse   |
| Withdrawal of privileges e.g. Discos, visits, etc. (only by SLT/Pastoral Leader )  | Behaviour that is unsafe and highly inappropriate; behaviour that reflects badly on the School.   |
| Confiscation of property (Envelopes in staff room, complete the front, hand in to office, item placed in safe, parents to collect)   | Mobile phones, I-Pods, jewellery etc.   |
| Physical Search(Only by SLT/Pastoral Leader )  | Concern over drugs, offensive weapons etc.  |
| Placement on Behaviour Report: e.g. Levels 1 (Green), 2 (Amber) and 3(Red)   | Persistent poor behaviour. Level 1 monitored by tutor; level 2 by Pastoral Leader; level 3 by Senior Leader   |
| ICE (Departmental or School) (Isolated Classroom Experience) (only sanctioned by Pastoral Leader /SLT/Staff conducting climate walks)  | Persistent disruptive behaviour; extreme misbehaviour that does not warrant exclusion; non-cooperation e.g. uniform; One off serious disruption; cooling off period; misuse of technology.  |
| Direction to off-site educational provision  | Persistent disruptive behaviour; extreme misbehaviour; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; dangerous conduct; bullying; racist conduct; sexual misconduct; malicious allegations against school staff; non-cooperation;   |
| Fixed term exclusion – followed by re-integration meeting, which could lead to permanent exclusion (only by Head of School)  | The school reserves the right to use fixed term exclusion in any circumstances where it is deemed by the Head of School to be warranted. This may include: verbal abuse at adults or students; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; non-cooperation; dangerous conduct; bullying; misuse of technology; racist |

|  |  |
|--|--|
|  | conduct; sexual misconduct; malicious allegations against school staff and other students; persistent defiance etc.  |
| Behavioural Contract – Supervised by School Leader. Failure to meet targets leads to escalating sanctions. Most commonly used following fixed term exclusion/ICE | On-going and persistent misbehaviour; repeated failure to follow instructions, meet school expectations etc.   |
| Permanent Exclusion (only by Head of School)   | The school reserves the right to use Permanent Exclusion in any circumstances where it is deemed by the Head of School to be warranted. This may include: physical assault; threatening behaviour; verbal abuse; theft; possessing, dealing in or supplying prohibited and/or illegal substances; bringing offensive weapons on to school site; persistent and disruptive misbehaviour; dangerous conduct; endangering the health and safety of self or others; malicious allegations against school staff and other students; bullying; racist conduct; sexual misconduct, etc. |

School staff will not discuss sanctions applied to students with third parties.

## ***Incidents relating to Drugs and Illegal Substances***

There will always be need for professional judgement in determining the exact nature of a particular incident, assessing the available evidence and an appropriate response. However the table below indicates likely indicative responses.

| <b>Type of misconduct</b>   | <b>Indicative Response</b>               |
|---|--|
| <b>Smoking to and from school</b>   |  |
| <b>Smoking on school premises</b>   | <b>After school detention</b>            |
| <b>Possession of alcohol</b>  | <b>Fixed term exclusion</b>              |
| <b>Drinking Alcohol</b>   |  |
| <b>Distribution of alcohol</b>  |  |
| <b>Substance abuse</b>  |  |
| <b>Possession of Category B or C drugs</b>  | <b>Fixed term or Permanent Exclusion</b> |
|   |  |
| <b>Repeated possession of Category B or C drugs (second occasion)</b>                         | <b>Permanent exclusion</b>               |
| <b>Repeated possession of and/or distribution of alcohol or other intoxicating substances</b> |  |
| <b>Possession of category A Drugs</b>   |  |
| <b>Supplying Category A,B and C Drugs</b>   |  |

## APPENDIX 2

|   |
|---|
| <b><i>A Partnership for Learning:<br/>NUSA Home Academy Agreement</i></b> |
|---|

*This agreement has been developed using the views of students, parents and teachers to help us be quite clear about our expectations. Signing it is voluntary, but does show the commitment of each one of us to work to promote a strong educational partnership between school and home.*

### ***Our Aims***

We want our students' education to be enjoyable, disciplined, challenging and motivating. In particular, we aim:

- To provide a broad, high quality education for our students;
- To enable all to fulfil their potential and develop;
  - learning for life in a changing technological society, a strong sense of citizenship and moral values, individuality, enthusiasm and commitment to learning;

To keep the school at the heart of the community and foster close links with the world of work.

### ***As a student I will...***

- 'Work Hard Be Kind'
- Attend school every day and be on time
- Wear the correct uniform and bring the correct equipment to school
- Respect other pupils, teachers and staff
- Read at home for 15 minutes a day and complete homework set
- Take part in an extra-curricular activity
- Respect the school's environment

|   |                  |
|---|------------------|
| <b>Student's Name<br/>(IN BLOCK CAPITALS)</b> | <b>Tutor Set</b> |
| <b>Student's Signature</b>                    | <b>Date</b>      |

### ***As parent(s)/carer(s) we/I will...***

- Ensure that my child arrives on time, refreshed, wearing the correct school uniform and is properly equipped for the day
- Work with the school to ensure good behaviour and attendance
- Encourage my child to read, complete homework and
- 'Work Hard Be Kind'

- Tell the school about any problems before they get serious
- Check and sign my child's planner and attend parent's evenings
- Accept my share of the responsibility for my child's moral and social development

|  |             |
|--|-------------|
| <b>Parents'/Carers'<br/>Signature(s)</b> | <b>Date</b> |
|--|-------------|

***As an Academy we will...***

- Have high expectations of work and behaviour
- Teach good lessons and encourage positive behaviour
- Provide a safe, supportive, challenging and stimulating environment for learning
- Mark work, set homework and provide feedback
- Check pupils' planners and communicate concerns we have before they become problems
- Work in partnership with parents/carers
- Give parents and pupils clear information about the progress children are making and how they can improve their work further

|  |             |
|--|-------------|
| <b>Tutor's/Pastoral Leader<br/>Signature</b> | <b>Date</b> |
|--|-------------|

The academy reserves the right to interview students and take written statements when required for the maintenance of good order and the education and welfare of students in the school. The consent or presence of parents/carers will not be sought except in specific instances of Special Educational Need.

Witness statements will require the student's signature, countersigned by a member of staff. Witness statements may be included in School Reports at Governors' Disciplinary Panel hearings. In such instances the name of the student will be removed from the statement so as to protect the witness's identity and to avoid harm, either physical or emotional, from reprisal, threatened reprisal or fear of reprisal.

The academy has a duty to share witness statements with the police where this is required for the detection or prevention of crime or disorder. It is the policy of the Trust that student witness statements are not shared or disclosed except in the instances stated above.



***Equality Duty***

*This policy has been reviewed in the context of Equality Impact and assessed as:  
Neutral.*

*Reviewed: September 2014 by Mrs M Whiteley, School Leader – Pastoral Strategy.  
Governor Approval Granted: 25<sup>th</sup> September 2014*