



THE ARNEWOOD SCHOOL

11 – 19 Academy

ARN/0019

BEHAVIOUR FOR LEARNING (Behaviour Policy)

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	Behaviour for Learning (Behaviour Policy)
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Amendments Summary:

Amend. No.	Issued	Page	Subject
1	Dec 2016		Complete review of existing policy
2	May 2018	7	Point 6.0 – insert into sentence 2 “an extended”.... “or permanent”
3	May 2020	2	2.0 bullet 4
3	May 2020	3	2.0 bullets 5 & 13
3	May 2020	4	Points 4.0 & 5.1
3	May 2020	7	Point 6.0
4	July 2022	-	Multiple changes reflecting new policy on grading sanctions and linking them to reporting in Arbor MIS. Anti-Bullying Policy incorporated into Behaviour Policy as per DfE Guidance for Governing Bodies (Behaviour and Discipline in Schools). Content added on Strip Searching.

1.0 Behaviour for Learning – Working Together, Shaping Tomorrow

The Arnewood School is committed to creating an environment where every student enjoys their learning and feels safe and valued for who they are. In respect of behaviour management, our overriding principle is that no student has the right to prevent others from learning. All students are expected to maintain the highest standards of personal conduct and to encourage others to do the same.

Aims

This policy aims to: -

- Provide a calm, safe, stimulating, orderly and caring learning environment.
- Provide a consistent approach to behaviour management.
- Outline how students are expected to behave.
- Outline our system of rewards and consequences.
- Encourage students to develop self-discipline and take responsibility for their actions
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our robust response to instances of bullying.

2.0 Behaviour that Promotes a Positive Climate for Learning

Students

All students at the Arnewood School are encouraged to be responsible for their own behaviour. They will always be expected to behave in line with our expectations: -

- To **be safe**
- To **be respectful**
- To **be ready to learn.**

Staff will reinforce these expectations on a regular basis. These expectations can be defined as: -

Be ready to learn	Be respectful	Be safe
<ul style="list-style-type: none">• Arrive on time.• Be dressed appropriately• Have the correct equipment.• Sit down in your assigned seat.• Begin the starter straight away.• Complete each task that is set to the best of your ability.• Hand home learning in on time.• Be prepared to think hard.	<ul style="list-style-type: none">• Be polite.• Say “please and thank you”.• Hold the door open for others• Be silent when others talk.• Do not calling out• Be kind• Be accepting of all, regardless of other people’s race, religion, gender, sexuality, uniqueness.	<ul style="list-style-type: none">• Walk calmly to and between lessons.• Walk down the left side of the corridor.• Enter the classroom calmly and quietly.• Be aware of others and giving other people space.• Sit on your chair properly.

In addition, all students are expected to conduct themselves in a manner which promotes the interests of the community of the school. They are expected to adhere to the ‘Classroom Agreement’ written by the school’s student council (Appendix 1), and Home School Agreement (Appendix 2): -

- **Treat everyone in the school community with kindness and respect**
Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).

- **Listen to members of staff and follow all their instructions**
Teachers have the right to decide who sits where and to determine the content of a lesson.
- **Use digital technology and the internet safely and positively**
Must abide by the Acceptable Use Agreement: use of digital technology should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the school into disrepute (for example, where the school or members of the school community are mentioned on social media and blogging sites outside of school).
- **Move around the school and classrooms in a safe and responsible manner**
Use the correct stairs and one-way systems, obeying rules on social distancing, and do not run or push others as you move around the school. Not doing so may put other people's safety at risk. You should avoid holding the door open for other people.
- **Respect the school environment and the property of others**
It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. Treat other people's property as you would wish them to treat your own.
- **Be attentive and polite in lessons and contribute positively**
The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.
- **Attend only when you have permission.** Students are expected to make their way directly to and from school and should disperse quickly and in an orderly manner obeying rules on social distancing. It disrupts the lesson if you are late and it is difficult for you to take part if you do not have the right equipment with you.
- **Take responsibility for, and managing, your own learning**
Ensure your work and home work is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.
- **Dress smartly and appropriately at all times**
Wear the correct uniform as defined including not wearing makeup (below Year 11) or jewellery. Make sure that you are smart, for example have your shirt tucked in, your tie done up properly, and your skirt worn to the correct length. When cycling we strongly advise a helmet should be worn.
- **Motor vehicles**
Students may not bring cars or motor cycles onto the school site. Parking in local roads must be considerate to our neighbours.

Prohibited items are forbidden and maybe confiscated including by lawful search if necessary (see below).

Parents/Carers

We operate in the knowledge that parental involvement and support is crucial in the handling of disciplinary issues, hence it is the school's policy to keep parents fully informed. We ask parents to support their child in adhering to our expectations, particularly the school's use of consequences (such as detentions) to resolve behavioural incidents. We ask parent to informing the school of any changes in circumstances that may affect their child's behaviour and encourage them to discuss any behavioural concerns with their child's tutor or Head of Year in the first instance. In summary we ask parents and carers to: -

- **Be active partners in their child's behavioural and emotional development**
Adolescence can be a difficult time for children and families but we ask that parents discuss rewards with their child, and actively support staff when detentions are set. Inform a member of staff of any issues that may affect their child's behaviour or attitude to learning
- **Listen to and work with the school**
Sometimes we deal with very complex issues. Please listen to staff and allow us time to resolve problems. Posting comments on social media is never helpful. Expect that your child will be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- **Be courteous and respectful to staff at all times**
Abusive or offensive language and threats against any member of staff will not be tolerated. Our staff work hard so being offensive is unnecessary and makes problems worse. We will do all we can to resolve problems and if you remain unsatisfied we have a complaints policy.
- **Accept responsibility for the way their children behave in and outside of school**
Model behaviour that is expected of their children and staff at The Arnewood School including addressing their children and staff in an appropriate manner.
- **Send their child to school only on permitted days**
Ensure your child is punctual, suitably clothed, fed, rested, equipped and ready to learn. Discourage truancy as it undermines progress. Make sure they follow current NHS guidance in relation to COVID-19 and any rules on social distancing and public/personal hygiene and not to send students into school if displaying even mild symptoms e.g. slightly raised temperature, dry cough.

Staff

Staff are expected to set appropriate standards of behaviour with the aim of facilitating good learning. They are charged with implementing the behaviour for learning policy consistently, modelling positive behaviour, being consistent in the use of routines, rewarding positive behaviours, providing a personalised approach to the specific behavioural needs of individual students, and recording behavioural incidents at the appropriate level on Arbor while following a restorative approach to seek resolution to negative behaviours. To this end they will: -

- **Place students first by not tolerating interruptions to learning**
Challenge behaviour that puts students' safety, happiness, learning and social/academic development at risk.
- **Recognise good behaviour**
Good behaviour is recognised, celebrated and rewarded through Presentation Evenings, celebration assemblies, letters to parents, stickers and other commendations. The good behaviour expected of our students is modelled by all staff.
- **Work with parents/carers as partners to ensure best behaviour**
The school does not need parental agreement to detain students after school nor does it need to give 24 hours' notice. However, we generally consider it good practice for after school detentions and therefore some form of notice will generally be given.
- **Ensure high expectations for good behaviour is promoted within school**
Consistently and continually re-enforced clearly to all students and staff during assemblies, tutor time, lessons, extra-curricular activities and staff briefings.
- **Be Fair**
Consequences will be applied fairly, consistently, proportionately and reasonably taking into account any Special Educational Needs, disabilities, barriers to access and vulnerability.

Governors

Governors are responsible for: -

- **Monitoring and Review**
Monitoring and reviewing the impact of this policy and holding school leaders to account for its implementation.

Headteacher and Senior Leadership Team

Senior Leaders are responsible for: -

- **Policy and Implementation**
The school's Headteacher and Leadership Team will review and approve this behaviour for learning policy ensuring that the school environment encourages positive behaviour and that staff deal effectively and consistently with poor behaviour.
- **Monitoring and Review**
Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently providing appropriate and effective support to all staff in responding to behavioural incidents.

3.0 Mobile Telephones

If students bring mobile phones into school and they are seen or heard by staff, they will always be confiscated and placed in the school safe for collection by the student under the supervision of the member of staff who confiscated the phone. In repeated instances the phone may be placed in the school safe for collection by the students' parent(s) or carer. We explain to students in the easy to remember phrase See It, Hear It, Lose It. Staff may reasonably assume that a child using wireless (or corded) earphones is using their mobile phone. In the Sixth Form, students may use their telephones in the Sixth Form common rooms only or as directed by staff.

The use of smart watches is subject to regulation by examination boards. These rules may apply to public examinations and mocks exams or assessments in school.

The school accepts no responsibility for theft, loss or damage to mobile phones howsoever caused.

4.0 Canteen

Students may only enter the canteen when permitted. Rubbish must be disposed of in bins for the health of everyone.

5.0 Rewards and Sanctions

Rewards and sanctions are graded to maintain an appropriate hierarchy that is understood by students, parents and staff. This notwithstanding, the system is not intended to be inflexible or constrain common sense and professional judgement.

School staff maintain the final say as to which rewards and sanctions are issued. Staff may not discuss rewards or sanctions given to an individual child with the parent/carer of another child.

5.1 Rewards

All staff will use positive and visible recognition of positive behaviours for learning to reinforce our expectations. Success will be recognised through a range of rewards including: -

- the awarding of ADDS rewards- points on Arbor
- phone calls home
- postcards or letters home
- recognition in celebration assemblies

- receiving an award in the end of year Graduation Assembly

Students will receive awards based upon their individual cumulative total of ADDS rewards points:

Total of ADDS Rewards Points	Award	Presented by
300	Bronze	Form tutor
600	Silver	Head of Year
900	Gold	Head of Year in celebration assembly
1200	Platinum	Assistant Headteacher in celebration assembly
1500	Promethium	Deputy Headteacher in celebration assembly. £10 voucher and certificate
1800	Iridium	Headteacher in celebration assembly. £20 voucher and certificate
2400	Palladium	Chair of Governors, trophy and scroll

5.2 Consequences (Sanctions)

Staff must adopt a calm and measured approach to poor behaviour and will ensure all students are given the opportunity to regulate and improve their behaviour as part of a series of stepped interventions. Consequences for poor behaviour must be proportionate and consistently applied to all students with a restorative ethos.

Our consequences follow a three-tiered model (Low, Medium and High) to classify the behaviours being presented and the individual context of each incident.

Low level

At this level a student will not be meeting one or more of our expectations. Staff will follow a stepped intervention to restore expectations. This may involve:

- a verbal or non-verbal cue
- a reminder
- a more formal verbal warning
- a two-minute time out
- a brief detention and break or lunch time

It is at the staff member's discretion if they wish to record a low-level incident on Arbor. However, if the student is asked to attend a brief detention and break or lunch time then it must be recorded as a Low-level incident.

To maintain high standards of uniform, any student who attends school in the morning without the correct uniform or fails to resolve a uniform matter when asked by their tutor will be expected to attend a 15-minute break time detention on the same day. A 15-minute break time detention will also apply to students who are late to their morning tutor time or assembly on the same day.

Medium Level Incidents

Responses are needed at this level if students are repeatedly not being expectations or if they are involved in a more serious one-off incident. This may involve the following examples of behaviour (this list is not exhaustive):

- repeatedly failing to complete work to the expected standard
- repeatedly failing to complete home learning on time
- failing to follow staff instructions in the corridor or at break and lunch time
- repeatedly failing to wear the school uniform correctly
- being removed from a lesson by "on call" because of seriously disrupting the learning of others

- truanting a lesson
- using inappropriate or insulting, or abusive language to a member of staff

The consequence at this level will be a 45 minute after school detention, most likely on the following day of the incident. For incidents that occur in lessons, this will be arranged by the Head of Centre of Learning for the subject involved and for incidents outside of lessons, this will be arranged by the student's Head of Year. The following procedure must be followed: -

- The incident will be recorded on Arbor as either "Medium Subject" for incidents in lessons or "Medium Pastoral" for incidents outside of lessons.
- The Head of Centre of Learning or Head of Year will then liaise with the member of staff involved and agree who will phone home to arrange the detention. Once the detention has been agreed, the HOCL or HOY will book the detention on Arbor.
- As part of the resolution to the incident, an appropriate adult will attend the detention to have a restorative conversation with the student to ensure that the behaviour is not repeated. Ideally this will be the member of staff involved in the original incident.

High Level

Incidents at the high level will most likely include instances of serious or persistent poor behaviour: This may involve the following examples of behaviour (this list is not exhaustive): -

- Assaulting another student
- Bullying
- Repeatedly refusing to follow staff instructions
- Vandalism to school property
- Discriminatory behaviour towards another student or member of staff

The consequences at this level will vary depending upon the individual context of each incident but may include:

- a one-hour detention with a member of the Senior Leadership Team
- internal isolation from lessons and break and lunchtime for part of or a whole school day
- a fixed term suspension from school
- permanent exclusion

The following procedure must be followed: -

- The incident will be recorded on Arbor as either "High Subject" for incidents in lessons or "High Pastoral" for incidents outside of lessons.
- Instances of bullying must be recorded as "High Pastoral Bullying" and instances of discriminatory behaviour must be recorded as "High Pastoral Prejudice"
- The Head of Centre of Learning or Head of Year will then liaise with a member of the Senior Leadership Team to agree the appropriate consequences.
- As part of the resolution to the incident, an appropriate adult will ensure that a restorative conversation with the student takes place to ensure that the behaviour is not repeated. Ideally this will involve the member of staff involved in the original incident as well as a member of the Senior Leadership Team.

5.3 Supporting Behaviour with More Extreme Behaviour

Early Help Assessment (previously known as CAF)

Families requiring further support from outside agencies may need an Early Help Assessment in order to access these services. Heads of Year are responsible for raising an assessment and setting up an initial meeting.

Behaviour Intervention Planning

In some cases, where an individual needs specific support and advice to improve poor behaviour, the Head of Year will agree a Behaviour Improvement Plan (BIP) between school, parents and the student. The aim of these will be to identify the poor behaviour(s) that need to be addressed, and to agree targets, strategies and timescales to improve the student's behaviour(s). BIPs will be reviewed regularly by the Head of Year, parents and student.

The exemplar timescale below is advisory: -

Supporting students exhibiting persistent/high level misbehaviour	Action
Stage 1 (BIP-1) – ideally 2 weeks Student causing extreme concern requiring a strategic intervention plan.	Tutor report Daily phone call home Heads of Learning / Year Head Report Card
Stage 2 (BIP-2) – ideally 2 weeks Failed Stage 1 or been on Stage 1 within the last half-term.	First Formal Written Warning - Parental meeting Early Help Hub Referral / Police Liaison
Stage 3 (BIP - 3) Failed Stage 2 or been on an Stage 2 within the last half term.	Second Formal Written Warning Parental meeting Penultimate stage before suspension Deputy Headteacher / Assistant Headteacher
Stage 4 (BIP - 4) Failed stage 3.	Final written warning Headteacher
Stage 5 (BIP – 5) Failed stage 4.	Managed move Referral to Alternate Provision Permanent Exclusion

6.0 Suspensions

In the case of persistent refusal to co-operate and other more specific incidents of behaviours classed as “high level” students may receive a fixed-term suspension. Parents/carers are required to attend a reintegration meeting or video call prior to the student returning to school. The number of days will depend on the individual circumstances of the incident and the student's record.

Fixed-term suspensions may only be sanctioned by the Headteacher or Deputy Headteacher (when deputising for the Headteacher).

Heads of Centre of Learning will ensure that work is set by the student's regular teachers for the lessons that the student is suspended for. This will usually be set via Firefly.

7.0 Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently will only be taken: -

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Only the headteacher (or Deputy Headteacher when authorised in the absence of the Headteacher) may permanently exclude a student on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. To this end: -

- A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law (that it is lawful, reasonable, fair, and proportionate).
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof which is 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a student home following an exclusion.
- Headteachers should also take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the student about how their views have been factored into any decision made.
- Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the DfE Behaviour in Schools guidance.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) should also be considered.

8.0 Legal and Advisory Framework

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Subject to the behaviour policy, 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 or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.
- 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.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students’ property.
- Corporal punishment is illegal in all circumstances.
- 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.
- It is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the staff member in charge to determine what students may and may not do during the time they are there.
- Parental consent is not required for detentions, however, as with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

9.0 Confiscating Property

There are two sets of legal provisions which enable school staff to confiscate items from students: -

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

2) *Power to search without consent* for “prohibited items” including: -

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.¹

The governing body of The Arnewood School has determined it reasonable for school staff to search and confiscate e-cigarettes or vapes, and other items identified as prohibited in this document.

10.0 Use of Reasonable Force or Restraint

Reasonable force covers a range of actions which may be used by members of staff involving a degree of physical contact with students. The force used must be reasonable in the circumstances in which it was used.

All members of staff (including volunteers and parents attending school trips) have the power to use reasonable force to prevent students from:

- committing a criminal offence
- injuring themselves
- injuring other people (including students and members of staff);
- damaging property
- causing disruption in the classroom where they have refused an instruction to leave
- causing disruption at a school event or on a school trip

¹ Searching, Screening and Confiscation Advice for Schools, DfE, July 2022

- leaving the classroom where doing so would risk their safety, disrupt the behaviour of others or put others at risk.

The above list contains examples, but is not exhaustive, and there may be other circumstances in which the use of reasonable force is justified. The Headteacher and authorised members of staff may also use such force as is reasonable in the circumstances when conducting a search of a student without their consent for certain items.

In the case of a student with a statement of educational needs or a disability (as defined by the Equality Act 2010), all members of staff will bear in mind their duty to make a reasonable adjustment for those needs or disability before using reasonable force. This does not mean that reasonable force will never be used on a student with a statement of special educational needs or a disability.

It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a student, or demonstrating techniques in music or physical education, it may be acceptable for staff to appropriately make physical contact with a student.

In practice, the school has determined the use of *reasonable force* will only be used as a final resort when all other reasonable steps have been exhausted. For further information, refer to the school's Physical Restraint Policy.

11.0 Strip Searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and will always advocate for student wellbeing. Our general policy will be that should the police be required to conduct a strip search that this is done on police property in the presence of the parent/carer.

School staff will not conduct intimate body searches nor assist police in such actions for which they have no training or legal duty.

12.0 Positive Relationship and Combating Bullying

For most students, for most of the time, relationships between students are positive. The school places an emphasis on its pastoral care and tutors work hard with pastoral leaders to help children resolve conflict that sometime occurs in childhood friendships. Misunderstandings are often the result of miscommunication sometimes made worse by thoughtless use of social media (outside of school hours). The school works with parents and carers to help children overcome relationship issues so that friendships can be repaired.

On rare occasions it is obvious that the intention to cause deliberate and sustained hurt is premeditated which we would classify as bullying. The Arnewood School has policy of taking robust action towards bullying. We believe all students have a right to learn in a supportive, caring and safe environment where children are free from the consequences of being a victim of bullying.

To this end we aim to: -

- promote a supportive, caring and safe environment free from threat, harassment and any type of bullying.
- show commitment to overcome bullying by a system of positive behaviour management.
- foster a productive and positive partnership between staff, students and parents to help inform and maintain the school expectations of a bully-free environment.

- promote positive preventive action via the curriculum.
- foster an understanding of what is meant by bullying and an understanding of its causes.
- take action, where bullying happens in a timely, robust manor

Defining Bullying

Bullying is defined as the repetitive, deliberate harming of one person or group by another person or group over a period of time, involving an imbalance of power between the perpetrator and the victim. Bullying is therefore, deliberately hurtful, repeated often over a period of time and difficult to defend against.

Bullying can include the following types: -

Type	Examples of definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's persons belongings, any use of violence or aggression or intimidation
Racial	Use of racial terms, racial taunting, graffiti or gestures.
Sexual	Explicit sexual remarks, making, display or sharing of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching.
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing.
Cyber	Bullying that takes place online or over remote technology such as use of social media, messaging apps or gaming sites.

Bullying of individuals who are in some way vulnerable, may also include those groups covered as protected characteristics in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sexual orientation
- Race
- Religion or belief
- Sex

Rationale

This policy: -

- Promotes consistency of approach by all staff and students to all instances of bullying in school. All staff receive a copy of the policy along with who to speak to regarding any questions relating to it at the start of each academic term. Staff sign to say they have read and understand the policy, as part of the staff handbook.
- Helps create a climate where all types of bullying are unacceptable.
- Recognises that bullying is anti-social behaviour, affects everyone and will not be tolerated.
- Recognises that attitudes and practices can contribute to bullying and that these may lead to low levels of self-confidence, self-esteem, and achievement.
- Recognises that students will be able to benefit fully from the opportunities offered at Arnewood if all issues of bullying are addressed.

School Responsibilities

The school has a responsibility to: -

Implement proactive, anti-bullying strategies as follows:

- Encourage everybody to always report incidents of bullying to a trusted adult
- Plan and implement the use of a range of teaching and learning resources that challenge bullying behaviour (including units of work within PSHE lessons across all year groups, assemblies, and work across the curriculum.)
- Promote a positive and supportive ethos for students and staff
- Provide staff with appropriate training to assist their preventing bullying.
- Involve the student body (e.g. School Council), parents and staff body (via teams) in the development and implementation of strategies to reduce bullying
- Promote awareness of the issue among students, parents, and staff via open and regular communication between all interested parties

Staff Implementation

Staff must report and record all incidents of bullying. The incident will be recorded on Arbor as “High Pastoral Bullying”.

Reporting should be to the HOC if the incident took place during a lesson or the HOY if it happened during tutor time or unstructured time. The middle leader, HOC / HOY, will then follow it up and sanction the student/s.

The Head of Centre / Head of Year must also make sure that the person who had been bullied feels safe and supported: -

- Encourage everybody to report incidents of bullying
- Deal promptly with any incident of bullying that is suspected or reported
- Listen to all parties involved in any incident
- Investigate as fully as possible
- Record a clear account of the incident including statements from involved parties or CPOMS
- Take appropriate action and/or refer incident to more senior staff for further appropriate action
- Inform tutors of all students concerned
- Inform the parents of both victims and perpetrators.
- Retain statements on CPOMS
- Follow up incidents that have been dealt with to check there has been no reoccurrence

Interventions

To achieve a resolution, the following strategies may be utilised: -

- No blame – mediation between the students involved with Head of Year or a tutor.
- Empathy work, e.g. ELSA.
- Targeted intervention, e.g. education on antisemitism or homophobic attitudes.
- Rewarding – through reports, empathy, and kindness.
- Achieving support from parents/carers.

Consequences that may be implemented in the event of bullying include: -

- official warning to cease offending
- exclusion from certain areas of the school site
- withdrawal at break and/or lunch
- removal from class
- an after-school detention with a member of the Senior Leadership Team for up to one hour
- fixed term suspension
- permanent exclusion (in extreme circumstances)

Student Responsibilities

At The Arnewood School, students are strongly encouraged to: -

- Report any incidents of bullying to a member of staff as quickly as possible; this will normally be a classroom teacher, a form tutor, a Head of Year or any member of staff on duty.
- Treat each other with respect, always showing care and courtesy.
- Work with peer-to-peer support on anti-bullying, peer mentorships, mental health ambassadors.
- Value difference and tolerance.
- Co-operate with each other and resolve any differences sensibly.

Parental Responsibilities

Parental support is vital in resolving bullying. To this end: -

- Parents should encourage their child to report bullying.
- Parents are encouraged to contact the school if their son/daughter needs to report incidents of bullying.
- Parents of children accused of bullying should be invited into school to discuss their child's behaviour.
- Parents should not encourage physical violence to resolve bullying.
- Parents should responsibly monitor home internet access to prevent online bullying.
- Parents must not contribute to disagreements between children.

Acceptable use of iPads, Laptops and PCs

All students and parents/carers will be given an acceptable use policy (, which will be explained. Students and parents/carers will be asked to sign a copy to confirm that they have read and understood what the school deems as an acceptable use.

This is completed online. A copy of the Acceptable Internet/Network Use Parent/Carer/Student Agreement contained in Appendix 3.

Monitoring, Evaluation and Review

Governors and senior leaders are charged with regularly monitoring occurrences of bullying and evaluating staff effectiveness in supporting children who are being bullied. This may be achieved by scrutiny of logs, reviewing student opinion (student voice) and surveys.

This policy will be reviewed periodically considering lessons learnt from processes of monitoring and review.

13.0 Managing Allegations Against Staff

DfE guidance states employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

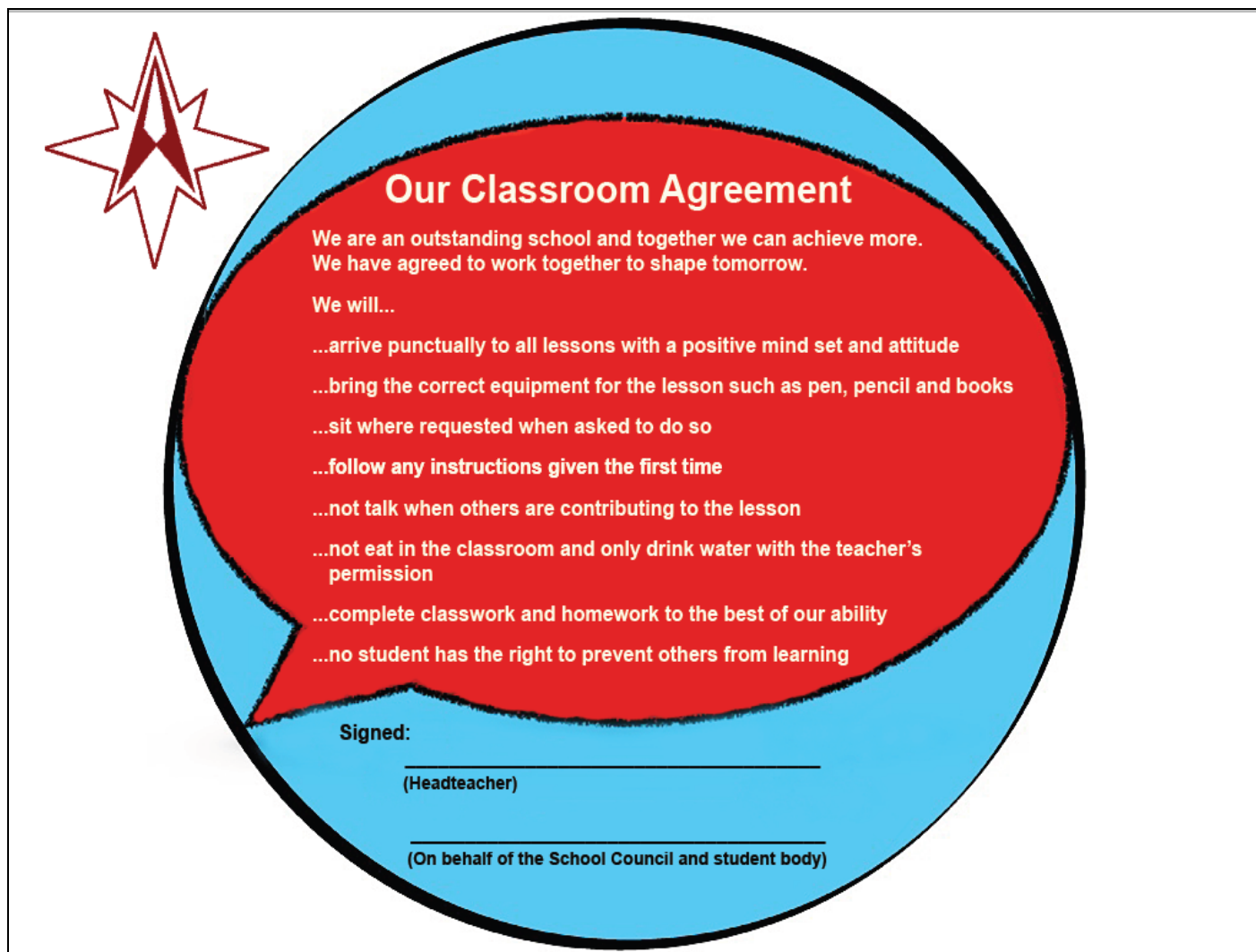
14.0 Associated Reading

This policy should be read in conjunction with: -

- Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England, DfE, September 2022
- Behaviour in schools Advice for headteachers and school staff, DfE, September 2022

- Searching, Screening and Confiscation Advice for schools, DfE, July 2022
- Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies, DfE, July 2013

Appendix 1



Our Classroom Agreement

We are an outstanding school and together we can achieve more.
We have agreed to work together to shape tomorrow.

We will...

- ...arrive punctually to all lessons with a positive mind set and attitude
- ...bring the correct equipment for the lesson such as pen, pencil and books
- ...sit where requested when asked to do so
- ...follow any instructions given the first time
- ...not talk when others are contributing to the lesson
- ...not eat in the classroom and only drink water with the teacher's permission
- ...complete classwork and homework to the best of our ability
- ...no student has the right to prevent others from learning

Signed:

(Headteacher)

(On behalf of the School Council and student body)

Appendix 2

Home-School Agreement for 2022-2023 Academic Year

As a school, we will: -

- Provide a calm, safe, stimulating, orderly and caring learning environment
- Ensure Public Health England Guidelines are implemented, regarding social distancing and hygiene standards.
- Expect the highest standards of behaviour and effort from every student.
- Have a positive approach, building strong relationships with students and their family.
- Value everyone with whom we work.
- Praise and reward every student.
- Encourage students to develop self-discipline and a positive self-image.
- Contact parents/carers to discuss and resolve poor attendance.
- Inform parents/carers about concerns affecting their child's progress in school.
- Provide opportunities for parents/carers to discuss their child's progress at parents' evenings.
- Regularly set, mark and monitor homework for all students.
- Provide and promote the use of a learning platform (Firefly).
- Keep parents/carers informed about activities and provide opportunities to be involved in the life of the school.

As a student, I will: -

- Attend regularly, be punctual, and not leave the school site without permission, always aiming for 100% attendance.
- Follow the school rules on social distancing and hygiene standards.
- Take responsibility for, and manage, my own learning.
- Ensure I bring the correct equipment every day.
- Treat everyone in the school community with kindness and respect.
- Listen to members of staff and follow all their instructions.
- Use the learning platform (Firefly) properly and share its use with my parents/carers.
- Move around the school and classrooms in a safe and responsible manner.
- Respect the school environment and the property of others.
- Dress smartly and appropriately at all times.
- Use digital technology and the internet safely and positively.
- Talk to my parents/carers about my successes at school and let them know about any concerns I may have.

As a parent/carer, I will: -

- Ensure my child attends school regularly and on time, always aiming for 100% attendance.
- Not send my child into school if they are displaying any symptoms of COVID-19, even if they are mild.
- Ensure my child is correctly equipped each day.
- Read and actively support the school's policies and guidelines on behaviour and uniform.
- Regularly check the learning platform (Firefly) and the Arnewood school website for notifications. Support my child with homework, providing a quiet and calm environment for them to complete home-learning tasks.
- Encourage my child to take part in extra-curricular activities.
- Attend parents' evenings and curriculum support evenings.
- Encourage my child to respect others and their property and be tolerant of differences.
- Be an active partner in my child's behavioural and emotional development.
- Listen to and work with the school.
- Be courteous and respectful to staff at all times.
- Accept responsibility for the way my child behaves in and outside of school.

Appendix 3

Acceptable Internet/Network Use Parent/Carer/Student Agreement

The computer systems are owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited. Students requesting Internet access should sign a copy of this Acceptable Internet/Network Use Statement and return it to the IT department for approval.

- All Internet activity should be appropriate to staff professional activity or the student's education
- Access should only be made via the authorised account and password, which should not be made available to any other person.
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;
 - Use for personal financial gain, gambling, political purposes or advertising is forbidden
- Copyright of materials must be respected
- Posting anonymous messages and forwarding chain letters is forbidden; • As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.
- I will report anything unpleasant to my teacher at once because this will help to protect other children and myself.
- I understand that the school may check my computer files and will monitor the Internet sites I visit.

Never...

- Tell anyone you meet on the Internet your full name, home address, your email address, telephone number or your school's name, or any contact details, unless your parent or guardian specifically gives you permission.
- Send anyone your picture, credit card or bank details, without first checking with your parent or guardian. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- Befriend people you don't know.
- Arrange to meet anyone unless your parent or guardian goes with you and you meet in a public place. People you contact online are not always who they seem, even people who become pen friends or 'key pals'. People don't always tell the truth online – no one can see them.
- Open attachments to e-mails unless they come from someone you already know and trust. They could contain viruses or other programs that would destroy all the information and software on your computer.
- Respond to nasty or suggestive messages. Always tell your parent or guardian if you get such messages or if you see rude pictures while online and report them to your Internet Service Provider.

Never...

- Tell anyone you meet on the Internet your full name, home address, your email address, telephone number or your school's name, or any contact details, unless your parent or guardian specifically gives you permission.
- Send anyone your picture, credit card or bank details, without first checking with your parent or guardian. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- Befriend people you don't know

- Arrange to meet anyone unless your parent or guardian goes with you and you meet in a public place. People you contact online are not always who they seem, even people who become pen friends or 'key pals'. People don't always tell the truth online – no one can see them.
- Open attachments to e-mails unless they come from someone you already know and trust. They could contain viruses or other programs that would destroy all the information and software on your computer.
- Respond to nasty or suggestive messages. Always tell your parent or guardian if you get such messages or if you see rude pictures while online and report them to your Internet Service Provider.