

Rutlish School



BEHAVIOUR FOR LEARNING POLICY

This Policy was approved by the Inclusion Committee

December 2016

ETHOS STATEMENT

Modeste Strenue Sancte
(Be Modest, Be Thorough and Pursue Righteousness)

Rutlish School is committed to providing the best possible education and opportunities for all our students irrespective of religion, race, culture or class or sexual orientation.

We have high and challenging expectations of our students and place raising boys' achievement at the heart of our educational aspirations.

We aim to create an environment where students and staff behave responsibly and contribute fully as they develop a clear sense of belonging to the school community.

We are committed to educating the whole person and helping our students to understand the importance of responsibility, compassion, fairness and honesty in all that they do.

Teaching students the skills of self-discipline, co-operation, respect and tolerance are essential as without these skills our academic objectives cannot be reached.

We seek to provide an environment for learning which is safe and secure, including preventing all forms of bullying, and recognise that education is very much a partnership between student, school and family.

We expect students to respect the local community and to act as positive ambassadors off of the school premises in order to build and maintain positive relationships with our neighbours.

Good behaviour is supported, praised and rewarded and promoted through active development of pupils' social, emotional and behavioural skills.

Poor behaviour is unacceptable as it blights the learning of other pupils and makes the teaching job harder and less enjoyable.

Sanctions are applied consistently, proportionately and reasonably, taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.

Behaviour management is the responsibility of the whole school community.

By the time our students leave school, we expect that they will demonstrate mature social behaviour and self-awareness and be considerate and polite to others. We expect our students to be seen, both in school and in the community, as responsible young people aware of both their rights and their responsibilities.

In order to build towards an outstanding school where boys reach their full potential, we aim to:

- Foster mutual respect within a multicultural school and wider community.
- Create a safe, caring and supportive environment for teaching and learning.
- Reward good effort, behaviour and achievement.

We expect all students to follow the school rules and school Code of Conduct.

School Rules:

- Respect yourself.
- Respect each other.
- Respect the environment.

Code of Conduct: see appendix 1

REWARDS

Our reward system is an integral part of positive student management, promoting good behaviour, good work and citizenship from all students.

Vivo Miles is the way for students to be rewarded as they progress through the school: the system allows teachers to award students electronic achievement points called "Vivos" which are redeemable on a wide selection of rewards from a customisable catalogue.

Students and parents/carers are given personalised log in details, and both students and parents/carers can check how many Vivos have been awarded by logging on to an account through the Vivo Miles website.

Achievement/Vivo points are awarded to students for academic attainment and sustained effort and enthusiasm. They are also awarded for any contributions made within the school and the wider community.

An achievement entry is completed electronically on SIMS by the referring member of staff. Vivo Miles then automatically pulls the achievement data from SIMS.

In Year 12 and 13 the information is also used by tutors to write references for UCAS and job applications.

Tutor Group/House of the Term Award:

The achievement/Vivo points accumulated by a tutor group will be used as a means to determine which tutor group achieves tutor group/House of the term award. The Head of Year and/or House Leader will present this at the end of term Celebration of Achievement assembly.

Contribution to the Community:

Politeness, awareness of others and community values and spirit are all values that are nurtured at Rutlish. For example:

- Positive behaviour and co-operation with a visiting teacher or usual teacher.
- Manners and mature behaviour.
- Helping other students.
- Mentoring other boys.
- Being polite within school and within the wider community.
- Offering help without being asked.
- Sharing and giving.
- Picking up rubbish.

Students are awarded respect points and an achievement entry is completed electronically on SIMS by the referring member of staff. The students with the most Respect points in each year group will be awarded extra achievement/Vivo points and given a medal to take home at the end of the term.

The Resilient Rutlishian Awards:

The Resilient Rutlishian Awards is a termly program to recognise and promote initiatives and characteristics which strengthen our community and develop individual resilience and character traits. They are:

1. Achievement
Achievement - expertise - excellence.
2. Determination
Endeavour - grit - resilience - determination - challenge - perseverance - courage.
3. Self-awareness and attitude
Self-awareness - reflection - independence - self-management - confidence - positivity - aspiration.
4. Conduct
Professionalism - integrity – respect - loyalty - discipline - responsibility - honesty - kindness - passion - consideration.
5. Beyond Bullying

- Positive ethos - respect - inclusive - act of kindness - anti-bullying act/work - campaign.
- 6. Innovation
 - Spark - resourcefulness - creativity - innovation - initiative.
- 7. Skills
 - Eloquence - craftsmanship - effective communication - financial literacy.
- 8. Working together and empathy
 - Reciprocity - camaraderie - friendship - teamwork - compassion.

Students are nominated through year team meetings and prizes presented at the end of term celebration of Achievement Assembly.

Attendance and Punctuality:

- Achievement / Vivo points will be awarded to every student who has full attendance and/or 100% punctuality each week.
- 100% attendance and punctuality certificates and prizes will be awarded to students at the end of term Celebration of Achievement assembly.
- An attendance and punctuality certificate for the most improved individual in each tutor group will be awarded if appropriate e.g. a student moving from 85 to 90%.
- A prize will be awarded to the tutor group with the best attendance record and the best punctuality record at the end of each term.
- At the end of the year 100% punctuality and attendance will earn recognition from the Headteacher and a prize.

The style and delivery of the end of term Celebration of Achievement assembly are determined by the year team but can take the form of:

- An awards ceremony with certificates and rewards issued for success.
- A series of tutor group presentations by individuals or groups.
- Performances by tutees.

Guest speakers can be invited and Heads of Year are encouraged to involve members of the Head Boy Team if they are available.

In addition the following certificates can be awarded throughout the year:

Participation Certificate:

These are awarded to students who take part in assemblies, sporting events, tutor group/school competitions. They are issued and signed by the event organiser.

Appreciation Certificate:

These are awarded to students for assistance/help given e.g. setting up displays, showing parents around the school, helping on parent's evenings. They are issued and signed by the event organiser.

Achievement Certificate:

These are awarded to students who achieve an outstanding level of performance in a competition/presentation whilst representing the school. They are issued and signed by the event organiser.

Special Achievement Award:

These are awarded to the Head Boy Team, School Representatives, and Captains. They are issued and signed by the relevant member of staff.

The above certificates can be awarded at the event that is deemed most appropriate.

The Jack Petchey Achievement Awards:

The Jack Petchey Achievement Award Scheme enables schools to recognise effort, endeavor and achievement of young people. Each month (except July, August and December) an award will be given to one student. These awards are not about being the best but to recognise those students who have developed and/or contributed to Rutlish in an outstanding way.

A student may get an award for:

- Helping others
- Being a good role model
- Coping with adversity
- Doing community work
- Giving service within the school community
- Just trying really hard

A student may only receive ONE award during their time at school.

The winner receives a framed certificate, a Jack Petchey Young Achiever in badge and £200 to be spent on a school or community project of their choice.

All Achievement Award winners are expected to attend the annual Borough Ceremony to receive their medallions. This award ceremony is usually held each October at the Polka Theatre.

Winners are chosen by our Jack Petchey student panel, who will only be aware of the reasons for the nominations and not the names of those nominated.

Prize Giving

We also celebrate the success of our students at Prize Giving during the autumn term. The evening is attended by students and their families to recognise not only academic progress and achievement, but also achievements and progress in a number of areas of school life, including sporting, artistic and dramatic contribution, leadership roles and community service.

DEALING WITH DISRUPTION TO LEARNING

The Department for Education has published guidance on how schools should deal with poor behaviour. Schools are no longer required to give parent/carers notice of detention.

If students do not follow the school rules staff will use a range of classroom management strategies before a stage system comes into play.

Stage 1

Student is given a verbal warning. The teacher says that their behaviour is unsatisfactory or inappropriate and points out why. The teacher emphasises that the student should make a sensible choice and return to task.

Stage 2

Student is given a second verbal warning.

Stage 3

If the misbehaviour continues an electronic incident report should be entered on SIMS.

Stage 4

Student is removed to another classroom within their department/faculty.

Stage 5

Students can be removed from the classroom and collected by a senior member of staff if the behaviour is of a serious nature and if the previous stages have been followed.

Reasons could include:

- Continuous disobedience
- Continuous disruption
- Dangerous or hazardous behaviour *
- Violence *
- Any form of verbal abuse (swearing, racist/sexist remarks, other inappropriate comments) *

NB: the last three marked with * are reasons to be sent immediately for removal by a senior member of staff without the earlier stages.

The teacher sends a reliable student to the main office to request the 'on call' member of staff or if possible, the teacher telephones for assistance. Students should not be put outside the classroom into the corridor.

'Call Out' procedures:

- The student is taken to Time Out for a limited period.
- The Time Out Co-ordinator will record the student's name, the name of the member of staff who referred the student, the subject, the reason for referral and the member of staff on call.
- An incident report will be completed electronically on the Sims behaviour log by the referring member of staff.
- An analysis of the students referred to the Time Out room is completed at the end of every term.

Incident Reports:

- All members of staff can complete these for unacceptable behaviour e.g. disruption, inadequate work, rudeness. Each incident recorded corresponds to a number of behaviour points.
- The issue/concern is recorded electronically on the Sims behaviour log.
- Incident reports should be completed on the day on which the incident took place.
- Any student who is given a behaviour point will attend a 45 minute Same Day Detention: see below.
- The points accumulate across the year and sanctions/interventions are put in place when the accumulated total reaches certain thresholds: see below.
- The Time Out Co-ordinator will monitor the number of incident reports/behaviour points.

Pastoral teams will apply the following action/intervention for behaviour points accumulated across the school:

Points	Student	Behaviour	Parents/Carers	Report/Work Sample
5 POINTS TUTOR		Examine Behaviour Log	Call Home	Report for at least a Week
10 POINTS HEAD of YEAR		Examine Behaviour Log	Call/E-mail Home	Report for at least a Week
10 POINTS TUTOR & HoY			Possible Solution Meeting	
15 POINTS INCLUSION	KS3: Behaviour Workshop	Examine Behaviour Log	Call Home	
15 POINTS SLT	KS4: 60 Minute Detention	Examine Behaviour Log	Planner	
20 POINTS SATURDAY	3 Hour Detention		Call Home	
20 POINTS TUTOR & HoY			Possible Parent Meeting	Book Look
25 POINTS EXCLUSION	One Day FT Exclusion	Reflection Sheet	Reintegration Meeting	Report for at least a Week

Department teams will apply the following action/intervention for behaviour points accumulated within subject areas:

Points	Action/intervention
3 POINTS TEACHER	Phone call home
5 POINTS TLR RESPONSIBILITY	Discussion with student
7 POINTS TLR RESPONSIBILITY	Department report
10 POINTS TEACHER & TLR	Parents/Carers invited in
13 POINTS DEPARTMENT	Withdrawal from lesson to another member of the department
SUITABLE TIME	Reintegration meeting student, teacher & TLR / HoD
15 POINTS SLT	Referral to SLT Line Manager with action

RR6 teams will apply the following action/intervention for behaviour points accumulated:

Points	Action/intervention
3 POINTS VARIETY SUBJECTS	Tutor phone call home 1:1 conversation with student
3 POINTS SAME SUBJECT	Subject teacher phone call home 1:1 conversation with student
5 POINTS VARIETY SUBJECTS	Head of Year meeting with parent/carer & student
5 POINTS SAME SUBJECT	Head of Year & subject teacher meeting with parent/carer & student
10 POINTS	Joint Head of Sixth Form meeting with parent/carer & student & Saturday detention
15 POINTS	1 day Fixed Term Exclusion. Reintegration meeting.

A number of Fixed Term Exclusions will trigger further measures e.g. behaviour programme, Pastoral Support Programme, Team around Child, Virtual Behaviour Service Referral, Governors Warning.

An excel spread sheet will be sent to all staff informing them of the number of behaviour points at the end of every week.

Parents/carers may be called in earlier at the teacher's discretion. All action, interviews and/or telephone conversations will be recorded on the student's behaviour log.

Incidents at break time and lunchtime should be dealt with by the member of staff on duty. They should use an incident report to record the incident and take statements if appropriate.

Reporting System:

Students may be placed on daily or weekly reports in order to monitor, improve or raise awareness of one or more aspects of their work or behaviour. Students may be required to report directly to the subject teacher, Head of Department, Form Tutor, Head of Year or a member of the Senior Leadership Team.

Examples of specific reports can include:

- Positive comments only
- Uniform report
- Attendance / punctuality
- Monitoring of the planner
- General behaviour
- Attitude to staff and other students

The reports can be devised to meet any particular needs or concerns.

DETENTION SYSTEM

Schools are no longer required to give parent/carers notice of detention.

Same Day Detention:

Same Day Detention takes place after school for 45 minutes. Any student who is given a behaviour point will be collected towards the end of period 5 and taken to the detention that day.

The detention room is supervised by two members of staff after school on a rota of all teaching staff across the school.

Student failure to engage with this process will result in one or more of the following:

- Referral to next day after school detention
- Five same day detentions.
- Internal exclusion
- Fixed term exclusion.
- Meeting with Mr Williamson, Headteacher
- Any other sanction deemed appropriate

In addition:

Teacher Detention:

These can take place at lunch time or any day after school and can be for up to 45 minutes.

Department / Year Detention:

These are held as needed and can be for up to 60 minutes.

Senior Leadership Detention:

These are held as needed and for 60 minutes. Not attending senior leadership detentions will result in internal exclusion and a referral to the Head Teacher.

Head Teacher Detention:

These will take place on a Saturday morning and are in response to a very serious matter or concern.

Late Detention:

This is a weekly system for maintaining a consistent approach across the school. These are organised by the Head of Year and year team and recorded in the student planner.

- 1 late – 20 minute detention after school.
- 2 lates – 40 minute detention after school.
- 3 lates - 60 minute detention after school.

Persistent lateness will result in further action by the Head of Year and possibly the Education Welfare Officer. Students can also be referred to the senior member of staff who line manages the year group.

All detentions might well be used in addition to other strategies such as on report, interruption of break and lunchtime privileges, letter home and interview with parents/carers.

BACK TO BASICS

- No student is allowed off site at break time. If a student leaves the school site an incident report is recorded.
- Year 7, 8, 9 & 10 students are not allowed offsite at all during lunchtime. If a student leaves the school site an incident report is recorded.
- Every student is expected to wear the full Rutlish uniform as effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons. See website for details on dress code and non-compliance procedures.
- There is a Zero Tolerance Policy in regard to Electronic Devices. See separate policy.
- Planners are one of our main routes for discussion between student, home and school. It is imperative that parents/carers and tutors sign each week. There should be no graffiti in planners. A new one must be bought if a member of staff feels it necessary.

INTERNAL EXCLUSION

- Internal exclusion provides the school with another level of sanction before fixed term exclusion. They are given for a variety of reasons but commonly for repeated disobedience, truancy, dangerous behaviour, racism, swearing and failure to attend Leadership detentions.
- It also offers an opportunity for the school to combine a serious sanction with a method of moving the student on.
- During the internal exclusion the student would be effectively isolated from his peers including break times and lunch times.
- Both Head of Year and Head of Department can internally exclude a student but must discuss with their Line Manager and a length of time is then agreed.
- As a means of moving the student forward the Head of Year or relevant members of staff would contact the parent/carers.
- There are many advantages of conducting internal exclusions in this way but the central one is that it emphasises the seriousness of the situation and draws up a plan to improve the behaviour.

FIXED TERM EXCLUSIONS

- The Head Teacher and Governors are responsible for all exclusions. Students will complete work and a reflection sheet during the time they are excluded. Students and parents /carers meet with relevant staff for a reintegration meeting to discuss the incident, reflection sheet, attendance and punctuality.

- Parents/carers are responsible for supervising their son during the first 5 days of fixed term exclusion and could face a penalty notice if their son is found in a public place during school hours.
- The parent/carer will be invited in for a meeting with relevant members of staff and suitable intervention, agreements put in place.
- Students excluded for more than five consecutive days will be provided with full time education off site or in a shared provision.

PERMANENT EXCLUSIONS

- Permanent exclusion is usually only given when other reasonable sanctions or support has failed.
- The Head Teacher can temporarily or permanently exclude students who make false allegations. In extreme circumstances he can inform Social Care and/or the Police.
- Appeals Panels can no longer send a student back to the school from which they were excluded.

Examples of serious behaviour which could lead to permanent exclusion are bullying, theft, abusive, violent or dangerous behaviour, dealing / possession / use of drugs, alcohol, cigarettes or other dangerous or illegal substances, knives or other dangerous weapons, racism or persistently disrupting lessons.

REGULATING STUDENT'S OFFSITE CONDUCT

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports event, or any event where poor behaviour might jeopardise the chances of future students participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The effect such an action may have on other students
- The extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff
- Whether the misbehaviour was on the way to or from school or the student was taking part in any school-related activity and:
- If it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the school

SUPPORTING STUDENTS WITH BEHAVIOURAL DIFFICULTIES

The onus is on every teacher to play a part in supporting students with behavioural difficulties. The Progress Centre teams provide the specialist input and advice on appropriate intervention and will determine whether outside agencies need to be involved. The SENCO will work with staff to decide whether a student should be included on the register of students with special educational needs.

PASTORAL SUPPORT PROGRAMMES

A PSP is a school-based intervention designed to help individuals better manage their behaviour. It is for those students who are at risk of fixed term exclusions, permanent exclusions or self-exclusion through non-attendance and disaffection. In addition, those students who have been identified as being at serious risk of failure through disaffection should also be placed on a PSP.

- A PSP should be automatically set up for a student who has had several fixed term exclusions or whose behaviour is deteriorating rapidly.
- We follow a model of 16 weeks. During this time it is important to review progress. Review meetings should take place every 4-6 weeks. However, for a student experiencing severe difficulties it may be appropriate to hold a review after 2 weeks.
- The student's difficulties and strengths are discussed and an appropriate programme of action is drawn up.

- A PSP should not be used to replace the SEN assessment process. For those students with Statements/EHC Plans, we will place them on a Statement/EHC Support Programme. This will involve the student's SEN profile and document the specific needs as outlined in the statement/EHC Plan.
- Outside agencies and support services are likely to be involved.

TEAM AROUND THE CHILD MEETINGS

TAC Meetings will be arranged for those students unlikely to have the opportunity to achieve and/ or to maintain a reasonable standard of health or development without additional provision and/or support. The meetings will have an Inter-agency approach to assessment and provision.

ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality at school is essential if students are to meet their full potential at school. We believe that it is beneficial for both school and families if we make contact as early as is possible. In order to do this we ask parents/carers to contact the school on the first day of absence to let us know why their son is away from school. Should we fail to hear from the parent/carer then we will attempt to contact a member of the family concerned via our electronic First Day Call System. Upon return to school the student should bring an absence note to the form tutor and signed by the parent/carer. This written information is needed even if the attendance office has received a telephone message. It is important for Health and Safety reasons that we know the whereabouts of our students at all times during the school day.

Students should sign in and out of the Innes Reception office when arriving outside registration time and should have permission from a member of a staff to leave the site during the school day.

Students identified with poor patterns of attendance will be closely monitored in the first instance by the tutor and then by the Head of Year and the Education Welfare Officer. Subsequent actions will follow school procedures. In some cases action will depend upon individual circumstances.

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 state that Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Head teachers should determine the number of school days a child can be away from school if the leave is granted.

With regard to the regulation outlined above Rutlish procedures are as follows:

1. Parent/Carers must request leave for exceptional circumstances as far in advance as is possible.
2. The request should be made in writing using the Leave of Absence form (available from the school office and school attendance office)
3. This must include the reason as to why it is felt that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

Please refer to the Attendance Policy for further and more detailed information.

TEACHING AND LEARNING

Effective teaching can help to support the promotion of positive behaviour. Lessons should be well planned and include differentiation for ability and learning styles. Activities should be engaging and challenging and include assessment for learning opportunities and be delivered with pace and enthusiasm.

Where preventative approaches have been unsuccessful and consequences have been applied it is important that the teacher repairs and rebuilds their relationship with the student prior to next lesson.

The classroom environment gives clear messages to students about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative, furniture should be arranged to be conducive to on-task behaviour and resources should be arranged to aid accessibility and reduce disruption. Displays should develop self-esteem and be welcoming.

PARENTS

Parent/carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parent/carers sign the home-school agreement and e-safety acceptable use agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your son is at school on time, appropriately dressed, rested and equipped – will encourage your son to adhere to school rules and procedures.

We ask parent/carers to work with the school in support of their son's learning, which includes informing the school of any special education needs or personal factors that may result in their son displaying unexpected behaviour. We ask parent/carers to be prepared to attend meetings at the school with staff or the Headteacher to discuss their son's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parent/carers provide appropriate supervision for their son during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their son.

BULLYING

We want to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality: bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our ethos is instilled in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff and any intentional breach of this will result in disciplinary action.

The Department for Education defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

This can include:

- Physically hurting, harming or humiliating another person or damaging their property
- Verbal abuse such as name-calling or writing unkind notes
- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil
- Extortion such as demanding money/good with threats
- Cyberbullying, i.e. via social networking websites, phone calls, text messages, photographs or emails
- Unpleasant remarks or actions related to any of the following:
 - Race, religion or culture
 - Sex (i.e. talking to or touching someone in a sexually inappropriate way)
 - Gender
 - Sexual orientation (e.g. homophobic bullying)
 - Disability
 - Intellectual or other abilities
 - Being adopted or a carer

LOOKED AFTER CHILDREN

Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his actions or words.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological

damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

If an allegation of bullying does come up, the school will:

- Take it seriously
- Act as quickly as possible to establish the fact.
- Record and report the incident: depending on how serious the case is, it may be reported to the Headteacher and/or School Police Officer.
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that students who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions.
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider a fixed term or permanent exclusion in severe and/or cases of repeated bullying

As a school we seek to deter and address bullying and offensive behaviour through the PSHEE, Pastoral and RE curriculum, by fostering responsible attitudes, through assemblies, student leadership teams, Anti-bullying Ambassadors, Anti-bullying week, Acceptable Use Agreement which make it clear that cyberbullying is unacceptable, parent/carer and student e-safety workshops, school events, nurture groups and by making use of our School Police Officer and other visiting speakers to promote anti-bullying.

Anti-bullying Ambassadors have been trained to help students and to follow school policy and procedures. They are currently working with the Anti-bullying Alliance in developing anti-bullying work.

Strategies and sanctions will depend on the circumstances of an individual case, including the type of bullying that has occurred e.g. physical or emotional. One or more of the following strategies could be appropriate:

- Arranging a suitable apology or reparation
- Involving other students to support the 'bully' and/or victim
- Drawing up an agreement to be signed about future behaviour
- Contacting parents/carers
- Using normal school sanctions e.g. detention, internal exclusion
- Referring to the Inclusion Team
- Conflict resolution
- Additional services/agencies

In the case of Cyber bullying incidents, student and parents should be advised not to reply, but to save it and tell their HOY or the School Police officer.

Our action will consider any social, emotional and behavioural difficulties of the student.

If a student wants to discuss or report a bullying incident at school they can do so in the following ways:

Through an Anti-bullying Ambassador

Through any member of staff at school

Tutor

Pastoral Leader (DHOY, HOY, SLT)

Inclusion Team

Incidents of bullying must be recorded on SIMS as this enables information to be shared with tutors, DHOY, HOY and SLT. It also allows the HOY and SLT to monitor bullying incidents in their Year Group and as a school and act accordingly. The data is used to inform the development of our policy and assist us with identifying training needs for both staff and students. In addition such data will be recorded and returned to the Local Authority as required for monitoring.

If parents/carers are concerned about bullying their first point of contact is their son's tutor or the Head of Year who can be contacted via the main school office.

Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

DRUGS

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs stance very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs:

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs:

Some over-the counter drugs can be harmful if misused. We advise that students should not carry these in school.

Medication:

We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the school aware of this in writing as soon as their son starts taking the medication. Please refer to the Medical Policy for further and more detailed information.

ALCOHOL

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

SEARCHING and CONFISCATION

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if lawful. This means that staff may confiscate or seize items in possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of a student can search with their permission to look for an item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a student without the students consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- 'legal highs'
- Stolen items
- E-cigarettes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

USE OF FORCE

Section 93 of the Education and Inspections act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student):
- Causing personal injury to, or damage of the property of, any student (including him or herself): or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Rutlish School does not encourage the use of force and it will be used very rarely in special circumstances. Every situation will have to be judged by the person in charge at that time. The degree of force should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises i.e. on a school trip.

It will be a school decision whether it is appropriate to report the use of force to parents/carers.

Such serious incidents involving the use of force will also be recorded by the school.

COMPLAINTS

The school has a standard complaints procedure. We encourage parent/carers to take any complaints or concerns to a staff member or the Headteacher, and we will do everything that we can to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our School Complaints Policy.

CONCLUSION

Teachers have the right to teach and students have the right to learn without unnecessary disruption. Good order does not just happen it needs to be worked on by all involved in the community and it is all of our responsibility to promote positive behaviour.