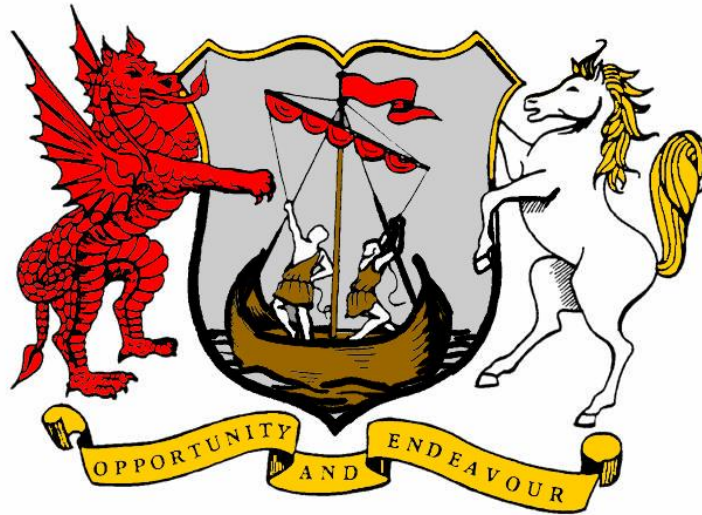


HAYGROVE SCHOOL



WHOLE SCHOOL BEHAVIOUR for LEARNING POLICY

LINKS: Teaching and Learning, E Safety, Safeguarding, IT, Acceptable Use, SEN, Homework, Attendance and Punctuality, Anti-bullying.

DATE: September 2016

POSTHOLDER RESPONSIBLE: Mr G Walters - Assistant Headteacher (Pastoral)

GOVERNORS COMMITTEE: People and Performance

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OUR PURPOSE, VISION, ETHOS AND AIMS

Haygrove School is an exceptional school which provides a first class educational experience for every child in a safe, happy, caring and purposeful environment.

Our ethos is characterised by traditional values, high expectation, rich opportunities, mutual respect, personal responsibility and pride. We foster a culture of endeavour, enjoyment of learning and the pursuit of individual achievement in all aspects of school and community life.

Our aim is to enable all students to flourish academically and to develop into confident, courteous and well-rounded young adults, skilled and equipped for adulthood.

OPPORTUNITY

ENDEAVOUR

ACHIEVEMENT

Our Aims:

At Haygrove School we believe that every person matters and it is our expectation that we all:

- aspire to be the best that we can be.
- welcome challenge and feel empowered to take risks, show initiative, creativity and enterprise in a secure environment.
- recognise, support, celebrate and promote achievement.
- respect diversity within the community and develop caring, empathetic, respectful and positive attitudes.
- promote and model mental, physical, spiritual, social and emotional well-being.
- demonstrate attitudes that are caring, empathetic and supportive of others.
- make a positive contribution to the development and maintenance of a sustainable school environment and take responsibility for our impact on the wider environment.

It is essential that all students:

- engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- will become responsible citizens who make an active contribution to the school, local and wider community.
- are encouraged to enjoy active learning with and from each other.

Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes, all of which support our whole school vision and ethos, both through policy and practice.

Knowledge

It is our aim that each student has a “personal toolkit” for learning now and in later life;

- is able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners
- has broad background knowledge to support responsible and confident decision making
- is literate, numerate and has good ICT knowledge
- is aware of what constitutes a healthy lifestyle.

Skills

It is our aim that each student:-

- is able to communicate effectively; orally and in writing
- can organise and use time effectively
- can listen and learn from others
- shows care and compassion
- is creative and able to show initiative.
- is resilient and shows a ‘can do’ attitude.
- is ambitious and has a high level of self-expectation.
- uses information effectively; can assess, synthesise and evaluate
- is able to solve problems
- can work independently and as a team member
- is technologically literate; can select appropriate tools and use them productively
- is adaptable
- can work to deadlines
- shows personal responsibility for his or her learning for behaviour

Attitudes and Attributes

At Haygrove we promote and accredit each student’s progress as they acquire the above skills and attributes. In the Lower School, the following skills are recognised through the STRIPES scheme as being critical for successful learning:-

Self-manager, Team worker, Reflective learner ,Independent enquirer, Participator, Experimental learner.

In the Upper School, the students’ progress to a more advanced programme which groups the key skills under five headings in a national programme called The Edge:

Leadership Resilience Organisation Communication Initiative

INTRODUCTION

1.1 Our Behaviour Policy is designed in such a way that it follows the principles set out in our Prospectus and Home School Agreement. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there may be occasions when behaviour falls below the high level we are trying to achieve. Students' particular needs and difficulties are taken into account to safeguard their interests. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential. 'Responsibility, Courtesy, Respect' are paramount in the school's aim to support "Opportunity, Endeavour and Achievement".

Our Key Principles are:

- all students show respect and courtesy towards teachers as well as other staff and towards each other
- parents should encourage their children to show that respect and support the school's authority to discipline its students
- headteachers help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- governing bodies and headteachers deal with allegations against staff quickly, fairly and consistently in a way that protects the student and at the same time supports the member of staff who is the subject of the allegation
- every teacher will be good at managing and improving children's behaviour
- at Haygrove School we endorse each of these expectations and stress the following:
 - behaviour is not regarded as a discrete aspect of school life but as an integral part of the whole learning experience.
 - the creation and maintenance of a purposeful, calm and orderly community is considered to be an essential prerequisite in achieving the overall educational objectives of the school.
 - good conduct and appropriate behaviour is secured, wherever possible through a system of rewards, positive encouragement and reinforcement. Student participation and the allocation of responsibilities both formally and informally.
 - when sanctions do need to be applied, these are applied consistently by all.
 - the partnership between home and school is considered to be crucial in maintaining the standard of conduct expected.

Our Aims are:

- keep exclusions (both internal and external) to a minimum.
- Students learn from their experiences and develop useful life and workplace skills.
- ensure that teachers can teach and students can learn without disruption.
- all students feel safe and secure in all areas of the school site at all times.
- that good/outstanding teaching results in good/outstanding behaviour and learning outcomes.

We ensure that:

- every student feels valued and heard.
- students have a clear understanding of the impact of their behaviour on others.
- students have an awareness of the consequences and evaluation of patterns of behaviour using the data available enables us to adapt and keep our practice under review.

1.2 Partnership with Parents

The school will not be successful if it works in isolation. We must maintain strong links with the parents of our students. The support of parents and their understanding of any sanction which may be implemented for unacceptable behaviour are crucial. The Form Tutors and Heads of Year, working with other staff, have a responsibility on a day-to-day basis for the overall well being of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other. Changes in pastoral staff responsible for any student will be kept, where possible, to a minimum.

1.3 Context of Policy

The scope of this Policy extends, as is recommended by Department for Education (DFE) guidelines, to:

- i) The school site
- ii) Outside school on school business (e.g. trips, visits)
- iii) Situations where the student is not on school business but where taking action aids 'maintaining good behaviour and discipline among the student body as a whole'. One example of this would be travelling to and from school.

Section 2 Personal Responsibility and Ethos

2.1 Haygrove students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour and empathy for others, effort, punctuality, classwork, homework, organisation, attendance and uniform. We endeavour to acknowledge behaviour that is of a high standard and have a system of rewards for doing so.

Respect for oneself

This is shown by a positive and active involvement in classwork and school life. Inside the classroom this means that lessons are able to progress without disruption. Each student should ensure that they arrive for all lessons with the correct books and equipment, in the right uniform and with an expectation that they will contribute in a positive way to the success of the lesson.

Respect for others and their culture

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well mannered and by showing regard for the feelings of others and difficulties they face. Discrimination will not be tolerated.

Respect for the environment

We all benefit from working in a clean and tidy environment that is well-resourced and safe. To maintain this all members of the school community should not drop litter or use chewing gum. It is also important to respect other people's property and work displayed around the school, and to report any theft, damage or other concerns to the nearest member of staff.

2.2 There are many aspects of the daily life of the school that can have an effect on behaviour and student progress. These are listed in the following paragraphs with details of our expectations for each. They are followed by the rewards and sanctions that are available to the school in responding to good or bad behaviour. It is not possible in this document to cover every situation that might arise so an element of common sense and a desire to do the best for the student and the school is required in responding to something not covered here.

2.3 To support students in school we have a strong pastoral care structure. The key player in this for an individual student is the Form Tutor, as they have daily contact with the students. There is a Head of Year for each Year in the school. A number of other staff are also available as necessary, including Safeguarding Officers and Behaviour Support Assistants. In addition, Heads of Key Stage retain an overview of academic performance which we believe is linked to behaviour and application in school.

Section 3 Rewards

The school believes that positive reinforcement is the most important factor in achieving the desired level of behaviour from all its students. Although details of the system of sanctions will inevitably occupy more space, this should not be taken as an indication that more time is spent on punishment rather than recognition of praise. The overwhelming majority of our students behave extremely well and are provided with positive encouragement of their endeavours in both formal and informal ways.

Achievement related rewards include:

Verbal praise, either personal or public
Epraise points
Subject stamps
STRIPES Badges
Postcards home
Target buster letters home
Letters of Commendation from the Headteacher
Subject Progress Certificates
Feature in the termly newsletter
Student of the week (some subjects)
Achiever Award Badges
Subject badges (Arts Award, Duke of Edinburgh)
Positive comments in planners, exercise books
Recognition in assemblies/Awards Evenings

Pastoral/extra-curricular rewards

Verbal praise, either personal or public
Achiever Awards Badges
STRIPES Badges
The EDGE

Leadership/Responsibility Rewards

Prefects
Head Boy/Girl in Year 11 - ties awarded
Peer mentors
Advocates for local special school
Sports ambassadors
Junior Leadership Team - ties awarded
School Council
House leaders and captains
Fundraising team
Language leaders

Section 4 Attendance and Punctuality

- 4.1** The school is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school for safeguarding of students. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Punctuality and attendance are monitored by Form Tutors, Heads of Year and the Attendance Officer so that concerns are followed up.
- 4.2** If students are absent from school:
- parents/carers should telephone the school in the morning on the first day of their child's absence;
 - any absence needs to be explained, by a letter or text from parents/carers as soon as the student returns to school
 - parents/carers should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them
 - the Education Attendance Officer may be asked to call at the student's home.
- 4.3** On return to school, it is the student's responsibility to seek advice on completing any work missed. If a student is late to class, he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention in order to ensure that this is done if they are late without good reason. This is also made clear to students in the Sanctions Policy displayed in every classroom and in the student planner.
- 4.4** Serious lapses in attendance or punctuality will be referred through the Form Tutor to the Attendance Officer who may take further action and may issue a Fixed Penalty Notice if no improvement is forthcoming.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. In almost all cases, unless there are extenuating circumstances, these will count as an unauthorised absence.

Section 5 Bullying

- 5.1** All members of the school community have the right to feel safe. Any form of bullying is treated seriously and followed up as a matter of priority. Bullying is defined as "any physical, verbal or indirect abuse which is deliberately hurtful and causes distress, or which an individual perceives to be bullying in nature". This includes cyber bullying.
- 5.2** Bullying includes any racial, homophobic or sexual comments, even if they are only perceived as such by the person to whom they are directed. A log of all such incidents is maintained and the Headteacher reports incidents to the Governors and Local Authority on a termly basis.
- 5.3** Students need to be aware of the expectation that they are sympathetic to others' difficulties; the ethos of the school reinforces this. At times, insensitivity is perceived as bullying, and students can expect to be corrected if they behave in this way.
- 5.4** Students who are found to have bullied other students in any way will receive a sanction (see later section of this policy) and may also be required to meet with their victim to hear their feelings, and to work together to ensure that the behaviour is not repeated. In this way some form of reconciliation can be sought.

Section 6 Serious Offences

- 6.1** To ensure an ordered and safe environment for all who work at the school, there are some rules to which all must adhere and, if broken, will be treated as very serious matters.
- 6.2** This includes the following:
- behaviour which places the student or others in danger
 - setting off the fire alarm, other than in an emergency
 - any form of physical, or verbal abuse, including gathering in large group intending to intimidate others.
 - bringing into school any harmful or illegal substances, including tobacco, drugs, alcohol, matches and lighters
 - smoking on the premises, or on the way to and from school, or being with students who are smoking.
 - bringing onto the school premises any type of weapon, including any type of knife/penknife or any type of gun, including toy guns and replicas. This also applies on the way to and from school.
 - using foul language with staff, or within the hearing of staff.
 - direct refusal to follow a reasonable instruction from any member of staff.
- 6.3** Unforeseen situations may also be included in this category. This means any act not listed above which is perceived to be against the common good of the school community.

Section 7 Response to inappropriate behaviour

7.1 Exclusions

For some offences, students will be removed from lessons for an 'internal exclusion'. This takes place in our 'Return to Learn' room. Students are supervised and are expected to complete curriculum tasks or where appropriate preventative/restorative work. Students have no contact with other students and will have no access to mobile phones during this time. Internal exclusion is an extended day and finishes at 4.30pm. Occasionally it is used for disruptive behaviour in lessons, allowing respite for the class, if considered necessary.

7.2 Sanctions

It should be remembered that ALL staff have the right –and are expected - to discipline students where behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

7.3 Damage

If poor behaviour has resulted in damage to the school or property, the student would be expected to remedy the situation and this may include full payment for, or a contribution towards, repair or replacement. They might also be expected to serve a school community service punishment under the supervision of a member of staff. A record of poor behaviour is maintained through the referral system and the school's Management Information System (SIMS). Any previous record is taken into account when responding to issues.

7.4 Consistency

There may be occasions where it may be perceived that inconsistency of approach is taken. The school would always acknowledge that equitable decisions are important, but also that every situation is different, for example, the previous history of behaviour may be taken into consideration and the student's response to previous sanctions. This may, therefore, equate to a different school response from one student to another. However, the overriding consideration will be one of fairness towards all students.

7.5 Detentions

Students may be detained during break or lunch times, or after school. Parents/carers will, in most cases, be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day and the school will discuss this with parents if this is the case. In the interests of safety, a student's circumstances (e.g. travelling arrangements) will be taken into consideration. Please note that parents' permission is not required for a teacher to detain a student. We inform parents so they are aware that it is happening. No student will be detained past 4.30pm.

7.6 Report Cards

These are used by the Heads of Year/Department or Tutors to monitor the progress of individual students following a period of poor behaviour or lack of classroom effort/homework. They may also be used following a period of exclusion (internal or external) or following a PSP (Pastoral Support Programme) meeting

7.7 Exclusions

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed term or an internal exclusion.

The Headteacher will decide whether to exclude a student, whether for a fixed term or permanently, having taken into account all the relevant circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. A fixed term exclusion may be imposed for such offences as threatened/actual violence, verbal abuse, vandalism, bullying, racial/homophobic behaviour.

Depending on the type of exclusion, in most cases parents/carers have the right to make representation to the Governing Body of the school (or the Governing Body's Discipline Committee). In all cases of permanent exclusion, parents/carers have the right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed term exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full time education from the sixth school day of a permanent exclusion.

7.8 Permanent Exclusion

Permanent exclusion is rare, but may be appropriate in some cases. Guidance from the DFE states "permanent exclusion should be considered for serious breaches of the behaviour policy and where a student remaining in school would seriously harm the education or welfare of the student or others in school". Sometimes it will be appropriate, for example where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement. Acts of racism and acts of bullying will be considered for such exclusion.

However, in some exceptional cases, permanent exclusion will be appropriate for a first or "one off" offence, which might include:-

- a) Serious actual or threatened violence against another student or member of staff
- b) Sexual abuse/assault

- c) Supplying drugs
- d) Carrying offensive weapons.

Alternatively, where there are breaches of this policy (including persistent disruptive behaviour) which require a significant response but where these are not serious enough to warrant permanent exclusion, a “fixed term” external exclusion may be applied in which case the student does not attend school and works at home. This would usually be ‘fixed term’ i.e. a defined number of days.

7.9 Internal Exclusion

Where it is felt appropriate to consider a significant sanction but that an external exclusion is excessive, the school may apply an internal exclusion, in which case the student will be withdrawn from timetabled lessons to work under the supervision of a designated member of staff. During this time the student is detained at break, lunchtime and potentially after school and the parent/carer will be informed. The student concerned is thus able to continue with their studies for the duration of their exclusion.

7.10 External Exclusion

In a situation where the School is considering applying an external exclusion, a detailed investigation will be carried out (which may include obtaining a written statement from the alleged offender, although this might not always be possible). An account will then be made to the Headteacher who will consider the matter to make a decision on the appropriate course of action. The Headteacher will then relay the decision accordingly to the student’s parents, either personally or through a member of staff.

In reaching any decision, the Headteacher must first ensure that a thorough investigation has been carried out and then decide (on the “balance of probabilities”, not “beyond reasonable doubt”,) whether the student acted as alleged. If so, the Headteacher must decide on the appropriate sanction to apply, taking into account not only the seriousness of the behaviour under consideration, but also the previous behaviour of, and sanctions applied to, the student.

The Headteacher is required not to impose an exclusion “in the heat of the moment” unless there is an immediate threat to the safety of others in the school or the student concerned. In that event, unless the Headteacher feels there is enough information available to reach a decision immediately, she may exclude the student for a fixed term as a temporary measure (informing the parents that this is the case) and then reach a final decision at or before the end of that fixed term. That fixed term might be extended in exceptional cases to allow for further investigation or consideration but only after the Headteacher has invited the student or parents to comment and within the limit set by DFE exclusions guidance. In any event, any such temporary exclusion that is applied should not exceed the period which the Head determines at the outset might be the maximum exclusion that might apply.

1. SCREENING, SEARCHING AND CONFISCATION

This is non-statutory advice from the Department for Education. It is intended to explain the school's powers of screening and searching students so that school staff have the confidence to use them. In particular, it explains the use of the power to search students without consent. It also explains the powers schools have to seize and then confiscate items found during a search.

This advice replaces "Screening and Searching of Students for Weapons: Guidance for School Staff".

EXPIRY/REVIEW DATE

This advice will be reviewed now that the consultation process has finished. Ministers have already announced their intention to make regulations to add to the list of prohibited items (cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices (1) and to legislate to introduce a broader search power including a power to search without consent for items banned under the school rules. Changes in the law will be reflected in this advice once they come into force.

Key Points

School staff can search a student for any item banned under the school rules, if the student agrees (2).

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Screening

Although we do not, at present, make use of walk-through or hand-held metal detectors, schools have the power to require students – and without their consent - to undergo such screening even if there are no suspicions of having a weapon. Our statutory power to make rules on student behaviour and our duty as an employer to manage safety enables us to impose this requirement.

Any member of staff can screen students.

If a student refuses to be screened, the school may refuse to have them on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the absence should be treated as unauthorised. The student must comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Schools' common law powers to search:

School staff (a teacher or someone who has lawful control of the student) can search students **with their consent** for any item which is banned by the school rules.

1. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned.
3. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

SEARCHING WITHOUT CONSENT

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are a head teacher or a member of school staff (member of school staff means any teacher who works at the school and any other person who, with the authority of the Headteacher, has lawful control or charge of students for whom education is being provided at the school) and authorised by the head teacher. But:

a. you must be the same sex as the student being searched; and

b. there must be a witness (also a staff member) and if at all possible, they should be the same gender as the student being searched. For example, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in a school or taking part in a school trip.

When can I search?

3. If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

The law also says what must be done with prohibited items which are seized following a search.

Authorising members of staff

1. Head teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
2. Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone other than a member of the school security staff to undertake a search.
3. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
4. A head teacher can require a member of the school's security staff to undertake a search.
5. If a security guard, who is not a member of the school staff, searches a student, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

Training for school staff

There is no legal requirement for a head teacher or authorised member of staff to be trained before undertaking a 'without consent' search.

Establishing grounds for a search

1. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

3. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

DURING THE SEARCH

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the student to remove any clothing other than outer clothing.

‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student’s possessions can only be searched in the presence of the student and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.

If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for “prohibited items”.

Use of force

Reasonable force may be used by the person conducting the search.

Separate advice is available on teachers’ power to use force.

AFTER THE SEARCH

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds **alcohol**, they may retain or dispose of it.

Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so in which case the drugs must be disposed of.

Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a "good reason" for not delivering **controlled drugs or stolen items** to the police the member of staff must have regard to guidance issued by the Secretary of State¹⁰ (see paragraphs 1 to 5 below).

Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

In determining what a 'good reason' is, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Disposing of alcohol does not include returning it to the student. It may be poured down the sink or sold at the school fair.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Frequently Asked Questions

As a teacher, can I refuse to search a student without their consent?

Yes. A head teacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

What sort of training should teachers or other school staff undergo before being authorised to search a student?

School staff are not legally required to undergo any training prior to being authorised by the head teacher to search students. As with all issues of staff training, these are decisions best made by the head teacher taking account of all the relevant circumstances.

Is there a risk that I could face legal challenge if I search a student without consent?

Head teachers and authorised school staff have a specific statutory power to search student without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. As long as the member of staff acts within the limits of this specific power they will have a robust defence against a legal challenge.

Use of Reasonable Force

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

2. STATEMENT OF EQUALITY OF OPPORTUNITY FOR OUR STUDENTS

We are committed to equality of opportunity as a fundamental principle in the education of our students.

It is an over-arching dimension of the curriculum. It includes the areas of experience, extra-curricular activities and the "hidden" curriculum. It is central to Our Purpose, it shapes our Vision for the school, and underpins our Ethos.

All our students are valued equally regardless of race, religion, gender, background, disability or additional educational need.

All students are entitled to a broad, balanced and relevant education which will contribute to the development of their full potential and enable them to play an active part as independent members of their community.

AIMS

To create a culture in which prejudice, stereotyping and any kind of discrimination is recognised, challenged and eliminated.

To heighten awareness amongst all members of the school community of the issues relating to equal opportunities and an increase in their knowledge and understanding of the issues.

To promote positive images and expectations.

To recognise and respect difference and diversity.

OBJECTIVES

All students will have access on an equal basis to the activities which take place within the school curriculum, formal, informal or extra-curricular.

All students will have the opportunity to follow courses leading to nationally recognised qualifications and forms of certification.

Subject choice and careers advice and guidance will be consistent with the principles of equal opportunities and non-stereotyped.

Departments will be aware of the importance of teaching styles, classroom organisation and resources employed.

Assessment and performance of students will be evaluated regularly in the light of equal opportunities.

Attention will be paid to relationships, attitudes and values, as well as language and images in order to avoid stereotyping or discrimination.

The school environment will be kept under review in order to encourage the integration of students with physical disabilities.

The curriculum will offer students the opportunity to explore issues relating to equal opportunities.

Note

Breaches of the Equal Opportunities Policy will always be treated very seriously. In particular, racial harassment will not be tolerated and staff will report all instances directly to the Headteacher. Parents of students involved will always be contacted in such cases, and governors will report to the LA any incident and the action taken by the Headteacher to deal with the matter.

3. SANCTIONS LADDER

For those rare occasions when things go wrong, it is important that you know what is likely to happen to you:

Stage	Unacceptable Behaviour	Action	Support
S1	Uniform Off task Out of seat Work avoidance Prodding Calling out Talking without consent Taking possessions Chewing Doodling Throwing paper Time wasting Distracting others Impoliteness Low level disruption <i>[a] Use of mobile</i> <i>[b] Equipment (as listed in planner)</i>	Verbal warning <i>[a] Mobiles confiscated and given to HoY</i> <i>[b] Note written in planner regarding lack of equipment</i>	School behaviour policy/stages
S2	Continued S1 <i>[c] Incomplete h/w</i>	Verbal warning with name written down <i>[c] Note in planner regarding h/w</i>	School behaviour policy/stages
S3	Continued S2 and S1 Pushing/shoving Graffiti/vandalism	Verbal warning with Student moving seats. <ul style="list-style-type: none"> • Short detention (15 minutes) • Referral made in SIMs • Note written in planner 	HoD informed (HoY will receive referral through SIMs)
S4	Continued S3, S2 and S1 Inappropriate language Rudeness Inappropriate physical aggression Verbal abuse to another student <i>2nd h/w infringement</i>	Verbal warning with the student spending a maximum of 5 minutes outside the classroom. <ul style="list-style-type: none"> • Long detention (30 minutes) or after school detention with 24 hours notice • Referral made in SIMs • Note written in planner 	Formal warning given by HoD and HoY informed (may also give verbal warning)
S5	Continued S4, S3, S2 and S1 Verbal abuse towards a member of staff. Physical attack on another student	Verbal warning with move to the HoD (with SLT callout as required) <ul style="list-style-type: none"> • Full detention (45 minutes) or after school detention with 24 hours notice Automatic SLT callout <ul style="list-style-type: none"> • Written report to SLT • Could result in internal and/or external exclusion depending on behaviour 	HoD and/or HoY phones or writes home and records in SIMs SLT involved Headteacher informed as needed
S6			

At **Stage 1 & 2:** you will be disciplined by your teacher or tutor. This means that your behaviour *is* not as it should be, but you can usually put things right with some effort on your part. You might be told off for things like calling out, homework *issues*, lateness or uniform problems.

Punishments are likely to be warnings, followed by loss of break/lunchtimes for a number of minutes.

At **Stage 3**: Your behaviour will be such that your teacher will discipline as before, but it will be reported to the subject Head of Department or Head of Year. This means that you have not really addressed the difficulties identified at Stage 1 and the disruption caused is likely to be more serious. Your behaviour might be causing others to lose learning time as well as yourself. You may have been caught smoking. A letter may be sent home to remind you that the school has higher expectations of you. You may receive a detention at lunch or break time. You might also be placed On Report to your tutor or on Departmental Report.

At **Stage 4**: Things have not improved and your behaviour may have been challenging and uncooperative. You may have bullied someone at school. Your teacher/tutor will still provide their own punishment but the Head of Department or Head of Year will become involved and will want to interview you and perhaps ask to see your parent/carer. You may receive a detention or detentions and be placed On Report to your Head of Year. You will not be eligible to participate in extra-curricular activities if you are at this stage.

At **Stage 5**: You are now challenging your teachers in such a way that there are significant problems during lesson times, or around the school when unsupervised. You may have sworn in school or refused to do as you have been told by a member of staff. The disruption caused is serious enough to involve a member of the Senior Leadership Team. You will receive punishments from those who are working with you but there will be a call home from a member of the SLT and you may be placed in R2L or in Isolation so that the *classes* you have disrupted can get on with their work without interference. Your parent/carer will be expected to reinforce the school's message to you that there has to be an improvement or more serious punishments will occur. You may also be given a Behaviour Contract and/or a Pastoral Support Plan. These are important documents that identify strategies for bringing your behaviour back into line when other strategies have failed.

At **Stage 6**: When you have reached Stage 5, you will be on the edge of either a Fixed Term Exclusion or possibly a Permanent Exclusion. You may have sworn at a member of staff, hit another student or been found bullying, despite intervention by your Head of Year. You may have brought into school items that would be regarded as dangerous. The strategies adopted by the school will have failed to produce the required improvement and it may be that the school works in conjunction with another school to offer a Managed Transfer prior to a Permanent Exclusion.

4. STAFF CODE OF PRACTICE

The following guidelines are offered as practical advice to help us all achieve a happy and purposeful environment in our school, where:

"Everyone will act with courtesy and consideration to others at all times"

Positive relationships are vital between everyone and at every level. We should all therefore:

- expect to give and receive respect
- treat everyone as an individual

We need to recognise that problems arise normally amongst groups of individuals, both adults and students. We should remember that children are learning and testing the boundaries of acceptable behaviour. Therefore let's do all we can to be positive and build relationships, know our students as individuals and be fair and consistent. Try to:

- use humour - it builds bridges
- keep calm - it reduces tension
- listen - it earns respect

Always try to adopt and apply a consistent approach by:

- working to agreed procedures
- following up problems to their conclusion
- keeping other colleagues informed
- dealing with offenders - to ignore is to condone

And above all avoid:

- humiliating - it breeds resentment
- shouting - it diminishes us
- over reacting - the problems will grow
- blanket punishment - the innocent will resent it
- over-punishment - it will be contested
- sarcasm - it diminishes the speaker

Remember: Our success is not measured by the absence of problems but by the way we deal with them.

5. OUR CODE OF RESPONSIBILITY

We believe that school should be an exciting, enjoyable and challenging experience. In order that everyone can gain maximum benefit from what we have to offer, it is important that all students understand the clear expectations that we have of them. Our expectations are spelt out in our Code of Responsibility and our Teaching & Learning Charter. Students have a personalised copy in their Planners.

We have one rule for all of us in school:

Everyone will act with courtesy and consideration to others at all times.

This means that:

You always try to understand other people's point of view.

In class you make it as easy as possible for everyone to learn and for the teacher to teach.

You move calmly and quietly about the school.

This means being ready to help by opening doors, standing back to let people pass, helping to carry things and carrying bags in a sensible manner. Please keep to the left.

You always speak politely even if you feel bad-tempered. Remember: a smile is better than a frown!

You are silent whenever you are required to be.

You keep the school and grounds clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of displays, particularly of other people's work.

Out of school you always remember that the school's reputation depends on the way you behave.

REMEMBER:

YOU HAVE A RESPONSIBILITY FOR YOUR OWN BEHAVIOUR AND TO MAKE THE MOST OF ALL THE OPPORTUNITIES OFFERED TO YOU.

6. STANDARD PROCEDURES

It will help all of us if we apply our Code of Responsibility and Teaching & Learning Charter with consistency and follow the standard procedures set out below:

Classrooms

- Wherever possible, students wait in classrooms rather than in the corridor in order to avoid congestion. In the Modern Languages Block, the practical workshops and ICT rooms, students should line up quietly outside.
- Inside the classroom, students get out all books and equipment, put bags on the floor, sit down and open books ready for the start of the lesson. **At Key Stage 3 students stand when the teacher arrives.**
- At some point during the lesson the teacher takes a register, notes absentees and later checks against the attendance register for the day.
- A check is also made that uniform is being worn correctly.
- At the end of the lesson, students wait for the teacher's instructions before stopping work or packing away. Students do not sit with bags packed waiting for the bell to go.
- Chairs and tables are left tidy and the floor free from litter at the end of each lesson. The board is left clean for the next teacher. Chairs are stacked on tables at the end of the day.
- At break and lunchtime students may eat in classrooms and designated areas, but not in the corridors or on the field. Cooked food should be eaten in the dining hall.
- The responsibility for the tidiness of the room rests with those using it. Form tutors should designate students on a rota basis each day to oversee the tidiness of the room.
- Students' learning is reflected in attractive classroom displays.

Visitors to Lessons

- Students should continue to work when a visitor enters the room, unless asked to stop.

Registration

- At morning and afternoon registration students sit in silence facing the teacher while the register is called.
- Bags are placed on the floor.
- Uniform is checked before students leave the room.
- At afternoon registration the room is free of all litter ready for lessons.

7. SCHOOL UNIFORM

Our students are expected to wear school uniform and we seek the support and cooperation of our parents at all times in this. We consider uniform is the most appropriate form of clothing for school wear. We believe it makes a real difference to the tone and atmosphere of our school if our students are **neatly and appropriately dressed**. Our students are expected to wear full uniform to and from school.

UNIFORM

Plain black school blazer with black buttons (**NOT** a fashion jacket) with school badge on chest pocket.

Plain white shirt with a collar – this must be of a length that can be properly tucked into skirt or trousers. Fashion blouses are not acceptable. Shirts must be fastened at the collar. Plain black V-neck jumper for wear only under the blazer.

Clip on school tie

Plain black ***knee length*** tailored skirt or black full length tailored trousers, with plain black belt, if worn.

Sensible black shoes, black or white socks.

If worn, plain black hairbands.

We recognise the pressures that parents come under from their children and children from their friends. However, some fashions are not suitable nor acceptable for school and we wish to make this clear to avoid potential conflict.

The following are not acceptable:

- trainers
- piercings of any sort, other than a single stud in each ear (earrings and stretchers are not acceptable)
- hair coloured or styled unusually including inappropriate accessories
- make-up and jewellery apart from a wrist watch and single ring
- modifications to the stated uniform arising from changes in fashion

Blazers should be worn at all times unless students have been given permission by a member of staff to remove them. A plain black V neck jumper may be worn only under the school blazer.

Outdoor coats can be worn in school if necessary but hooded sweatshirts or similar tops are not permitted.

PLEASE SEE OUR WEBSITE FOR REGULAR UPDATES ON THE SCHOOL UNIFORM:

<http://www.haygroveschool.co.uk/uploads/files/uniform-booklet-2016.pdf>

The school reserves the right to make the final judgement on what is and is not acceptable, and expects parental support in this.

The best advice we can give is 'ALWAYS ASK BEFORE YOU DO IT'

8. STUDENT PARTICIPATION IN EXTRA-CURRICULAR

PRINCIPLES

Our Protocol is based upon the belief that students should demonstrate through their responsible behaviour in school that they have earned the right to take part in extra-curricular provision.

CRITERIA

Students who are being considered for inclusion in an extra-curricular activity will therefore have consistently met their Five Targets for Success:

- attended school and on time;
- worn correct uniform;
- had the correct books and equipment;
- completed work to the best of their ability and handed homework in on time;
- been polite, co-operative and supportive of the ethos of the school.

PROCEDURE

Staff who are contemplating organising an extra-curricular activity should **always**:

- consult the appropriate Head of Year **before** issuing information to students;

Where a decision is made after consultation with the Head of Year not to offer a student the opportunity to participate:

- the reasons for this decision must be clearly explained to the student, together with the action required to enable future participation;
- the reasons must be communicated to the parents in writing;

Students are placed on a list excluding them from participating in extra-curricular activities if they have:

- been excluded from school;
- consistently failed to meet their Five Targets for Success.

Footnote

This Protocol should be used in conjunction with the procedures for offsite activities. Staff are reminded to check calendar arrangements well in advance with Marie Beckley and the Student Planner, to avoid any clash of dates. Emergency contact information should always be left with the EVC and the School Office.

9. PROCEDURES FOR DETENTION

The school has clear legal authority to detain students without the consent of their parents. Staff may do so provided they adhere to the following procedures:

Written Notice

- At least 24 hours written notice must be given to the parent, so allowing time for the parent to make any necessary arrangements or raise any problems. (In practice, a detention imposed on Monday would take place no earlier than Wednesday)
- Make clear in writing why the detention has been given, when, where and for how long the student will have to remain at school.
- Send the notice to the parent by first class post or via the student, in which case a follow-up telephone call should be made.

Use of Time

- Ensure that the student spends time in detention constructively and to best effect by setting appropriate work.

Supervision

- Ensure that the student is properly supervised at all times.
- If detaining a single student, make sure that the detention takes place somewhere that is in view of other staff. (Seek guidance if in doubt. Do not place yourself in a position where allegations of improper conduct might be difficult to defend).

Failure to Attend Detention

- When a student fails to attend a detention, without a reasonable explanation, the matter should be referred to the teacher's immediate Line Manager for a decision on the appropriate course of action.

Parental Objection/Complaint

- Parents objecting to a detention should present the relevant facts for the school to take into account. Objections should be dealt with in the first instance by the teacher's immediate Line Manager.
- All complaints should be referred directly and immediately to the Headteacher.

Circumstances for Not Detaining

- An after-school detention could not reasonably be imposed on a student who lived far from the school, if the student's only means of travelling home was on the school bus and there was no other way the student could get home.
- If after-school detention is not possible, detention at lunch-time may be used, but, as with all detentions, the student must be properly supervised.

10. DEALING WITH SUBSTANCES SUSPECTED OF BEING HARMFUL, ILLEGAL OR DESERVING INVESTIGATION

Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation the substance will require removing in one of two circumstances:

EITHER

- **From a Place** - Remove the substance from where it was discovered, if possible, in the presence of a witness. If this is not possible, do **not** leave the substance there while you enlist the support of a colleague or witness.

OR

- **From a Person** - When receiving or retrieving substances from a student, every effort should be made to do so, in the presence of a witness. In the absence of a witness, do not put off receiving substances or, within the bounds of your professional discretion, removing a suspicious substance from a student's possession.

PROCEDURE The following procedure should be observed at all times:

1. Do not investigate the nature of the substance but record immediately:
 - The time
 - The place
 - The circumstances
 - Its approximate size
 - Its appearance
2. When possible, have the recordings counter-signed by a witness.
3. Take the substance without delay to the Headteacher or, in her absence, the Deputy Headteacher or Assistant Head (Pastoral). Do not keep the substance on your person, or in a place of safe-keeping. To do so may place you at risk.
4. In the presence of the Headteacher, place the substance in a suitable sealed container. The Headteacher, yourself and, when possible, the witness, should:
 - Sign
 - Date the package
5. An official report should be completed, detailing the time, date and the circumstances of the findings
6. The Headteacher will arrange for the Police to remove the substance from the premises.

11. ICT – ACCEPTABLE USE POLICY (STAFF)

The aim of this policy is to:

- Allow students access to and use of computer equipment for education purposes according to acceptable procedure
- Protect students from sources of information and individuals such as would undermine the principle and aims of the school.
- Provide rules which are consistent and in agreement with the Data Protection Act and Misuse of Computers Act
- Provide rules which are consistent with acceptable procedures commonly used on the Internet

The primary purpose of the ICT network and systems are education. Personal use by staff is acceptable (outside of school hours), but use must conform to the AUP at all times.

Do not disclose your password to anyone and ensure that your computer equipment is locked or logged off at all times that you are not present. It is recommended that you change your password on a regular basis. There is guidance on password security available in the shared areas Password Advice Folder

Do not disclose any personal data, including telephone, fax and email information relating to any adult or student at the school.

Use of names and photographs of students in internal or external publications (including social networking sites) will require written permission from parents.

Ensure that any private social networking sites (Bebo, facebook etc) that I create, edit or contribute to and any online activity that I engage with inside or outside of school does not compromise my professional role within school.

The school must use a filtered internet service provided by the South West Grid for Learning (SWGfL) and therefore some sites may not be available in school. No service however is 100% secure and therefore the following rules must apply:

You must not download or use any materials which are copyright protected. Always seek permission from the owner before using material from the Internet. If you cannot gain permission, do not use the material.

In no circumstances should you view, upload, download or send material which is likely to be unsuitable for children or deemed offensive by colleagues. This applies to but not limited to any material with a violent, dangerous, racist or inappropriate sexual content. Any such infringement could result in disciplinary or police action.

When communicating using the ICT network and systems for any school business you must use the approved school email service, currently provided by South West One and SCC. Under no circumstances is any communication to be written in such a way as may be considered abusive, defamatory or libellous. Any such communication will be deemed to be the personal views of the individual, who will also accept all liability. Special care must be taken to ensure that written statements cannot be construed out of context and lead to possible legal action.

I will use the schools learning platform and learning gateway in accordance with the schools /SWGfL advice and the advice laid out within this acceptable use policy.

I will not download any software or resources from the internet that could compromise the ICT network and systems or use any software which is not adequately licensed.

I understand that the school, SCC and SWGfL monitors all computer related activity including internet access through internal mechanisms including automatic monitoring via specific computer software and will report any infringement or breach of the Acceptable use policy (AUP) .

I will ensure that any confidential data that I wish to transport from one location to another is adequately encrypted and that I follow the school data protection policy when using the data at any location. I will ensure that any data transported on handheld devices (Blackberry's etc) is adequately protected. A document detailing how to encrypt data is included in the VLE (Haygrove Staff Room).

I will not connect a computer, laptop or other device to the ICT network and systems that is not provided by the school, I will ensure computer equipment is up-to-date using the schools anti-virus software by regularly connecting equipment to the school network. I will be responsible for the actions of anyone I permit to use the computer equipment provided by the school.

I agree and accept that any computer equipment loaned to me by the school is provided solely to support my professional responsibilities. I will notify the school of any significant personal use as defined by HM Customs and Revenue. HM customs and Revenue state: "If the computer is provided solely for business use and any private use is not significant, the computer continues to be exempt from a benefit charge".

I will not transfer, copy or make public any software that I am given to aid my professional duties as a teacher by the school, SCC or SWGfL or any copyrighted materials belonging to any third parties.

I will not intentionally interfere with the normal operation of the internet, including the propagation of viruses. I will inform the ICT department if I need to transfer large files across the network that may interfere with the normal running of the network.

I will not use the network, internet or school ICT equipment for any action that is deemed inappropriate by the Head Teacher

I will report any breach of the above Acceptable Use Policy to the Head of ICT or the ICT Manager and in their absence I will report any breach to my line manager. I will ensure that any information I receive regarding children becoming victims of any breach of the student AUP or any incident which compromises their safety online or otherwise is reported to the child protection officer. Equally I will report to a relevant senior leader any incident involving electronic communications whether from a child or adult that compromises my safety.

I confirm that I have read, understood and agreed with the staff Acceptable Use Policy.

Name (Printed): _____

Signed: _____ Date: _____

A copy of this signed acceptable use policy is required to be held on record by the ICT department This will be stored in your personnel file and is accessible via Marie Beckley.

12. STUDENT ACCEPTABLE USE POLICY

Haygrove School has a clear policy when allowing students to access the schools ICT network. This document is designed to keep you safe and is split into different sections:

Personal Benefits	Equality	How I treat others	Helping the school	Being a responsible citizen
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Personal Benefits

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety nor to the safety and security of the ICT systems and other users.

- I understand that the school will actively monitor my use of the ICT systems, email and other digital communications.
- I will treat my username and password securely. I will not share it, nor will I try to use any other person's username and password.
- I will be aware of "stranger danger", when I am communicating on-line. Please see the school website for more information regarding "stranger danger".
- I will not disclose or share personal information about myself or others when on-line.
- I will immediately report any unpleasant or inappropriate material, messages or anything that makes me feel uncomfortable when I see it on-line.

Equality

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school ICT systems for on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission from a member of staff to do so.

How I treat others

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.

- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

Helping the school

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my personal hand held / external devices (mobile phones / USB devices etc) in school if I have permission. The use of flash USB drives is permitted in school. I understand that, if I do use my own devices in school, I must follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation sending the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will not run any executables or programs of any type on a machine

Being a responsible citizen

When using the internet for research or recreation, I recognise that:

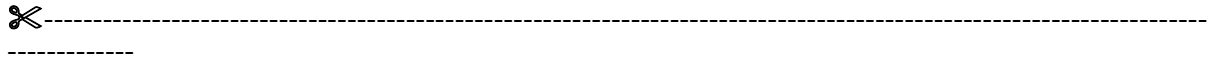
- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).

- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, suspensions, contact with parents and in the event of illegal activities involvement of the police.

Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.



Student / Student Acceptable Use Agreement Form

This form relates to the student Acceptable Use Policy (AUP), to which it is attached. Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school ICT systems and equipment (both in and out of school).
- I use my own equipment in school (when allowed) eg mobile phones, PDAs, cameras etc.
- I use my own equipment out of school in a way that is related to me being a member of this school eg communicating with other members of the school, accessing school email, VLE, website etc.

Parents/Carer Signature : _____

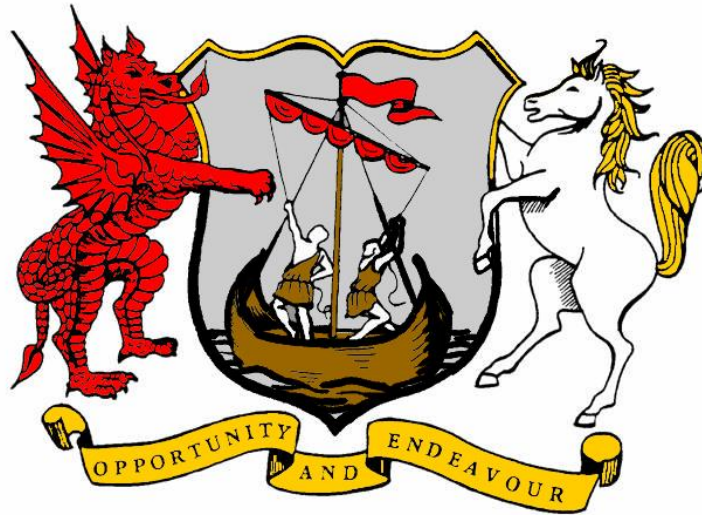
Student Signature: _____

Student Name: _____

Tutor Group: _____

Date: _____

HAYGROVE SCHOOL



ANTI BULLYING POLICY

LINKS: Teaching and Learning, E Safety, Safeguarding, IT, Acceptable Use, SEN, Homework, Attendance and Punctuality, Whole School Behaviour.

DATE: September 2016

POSTHOLDER RESPONSIBLE: Mr G Walters - Assistant Headteacher (Pastoral)

GOVERNORS COMMITTEE: People and Performance

GUIDANCE ON BULLYING

It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying is anti-social behaviour and affects everyone: it is unacceptable and we adopt a zero-tolerance approach.

What is bullying?

What distinguishes bullying from other form of harassment is that it is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. There is a range of behaviour that constitutes bullying:

Physical

Pushing, kicking, hitting, pinching, any form of violence, threats.

Verbal

Name-calling, sarcasm, spreading rumours, persistent teasing.

Emotional

Tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.

Racist

Racial taunts, graffiti, gestures.

Sexual/Homophobic

Unwanted physical contact, abusive comments.

How do we identify the problem?

Children will not always be prepared to tell those who are in authority but when a disclosure is made we must always treat it seriously. If recipients feel they are being bullied then there is evidence to treat the case as bullying. The pastoral systems at Haygrove School and the relationships between staff and students are designed to ensure that students feel responsible for and confident in reporting incidents and concerns in the knowledge that they will be taken seriously and acted upon promptly and effectively.

For those unable to inform us about their problem routine observations regarding specific behaviour patterns can help us to identify where a pupil may need our support. We also have our SHARP (School Help Advice Reporting Page) System on our school website.

Signs of bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Methods of prevention: creating a supportive climate:

- We ensure that all our pupils know that bullying will not be tolerated and that all incidents will be taken very seriously.
- Investigations into bullying incidents must be thorough and involve both the bully and the bullied. Witness information should be obtained if possible.
- Within the curriculum the school will raise awareness of bullying through including in PSHE activities, tutorial sessions, assemblies, displays around the school and a 'Charter for Bullying' which has been created by the students.
- We ensure that action is taken. Such action may include:
 - Imposition of sanctions (could include exclusion).
 - Obtaining an apology
 - Informing parents of both bully and bullied
 - Seeking help and support for both bully and bullied.

We keep regular contact with the bullied to ensure no repetition.

We use the correct procedures for the reporting and investigating of incidents as set out in the Whole School Behaviour Policy.

The following strategies are in place to support any victims of bullying:

- SHARP - all students are encouraged to use the confidential reporting system, which can be accessed at all times and is administered by the Assistant Head.
- Peer Mentors and prefects offer an alternative value for reporting concerns.
- Ongoing monitoring, continuous support and reassurance, restoration of self-esteem and confidence.

Methods of prevention: creating a supportive climate:

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- Imposition of sanctions
 - Obtaining an apology
 - Informing parents of both bully and bullied
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- We keep regular contact with the bullied to ensure no repetition
 - We use the correct procedures for the reporting and investigating of incidents as set out in the Whole School Behaviour Policy.