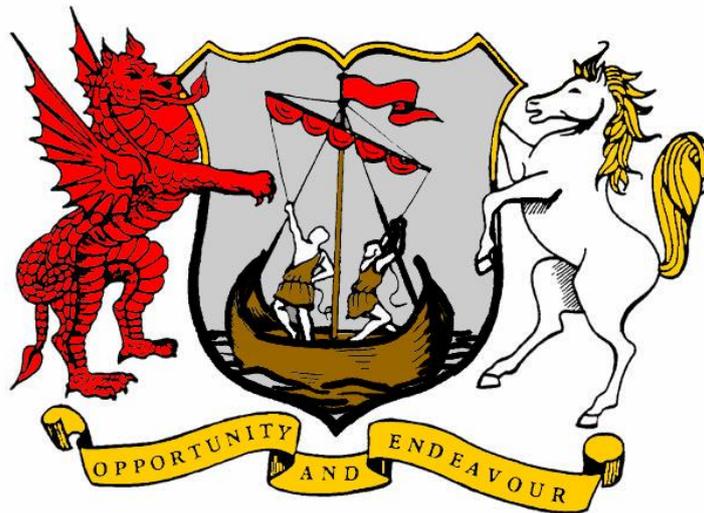


# HAYGROVE SCHOOL



## WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY

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

DATE: September 2021

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

GOVERNORS COMMITTEE: Standards and Performance

DATE RATIFIED BY LOCAL GOVERNORS: TBC

AUDIENCE: Staff, Students, Parents, External Agencies

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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. Through our rewards system using Arbor, the following skills are recognised as being critical for successful learning:-

- Developmental Character; a sense of self
- Resilient
- Reflective
- Confident
- Compassionate
- Honest
- Responsible
- Respectful

- Curious and Creative

## Introduction

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. This includes the COVID-19 Health and Safety guidelines and Risk Assessment
- 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.

#### **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.

#### **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.

## Personal Responsibility and Ethos

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.

There are many aspects of the daily life of the school that can have an effect on behavior 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.

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, SENDCo, PFSA, Behaviour Support Assistants, School Counsellor and our wellbeing centre, LSAs and support staff

## 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
- House points
- Subject stamps
- Phonecalls home
- 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/Honours Evening

### **Leadership/Responsibility Rewards**

- Prefects – Year 11 – Ties awarded
- Head Boy/Girl in Year 11 - ties awarded
- Junior Leadership Team - ties awarded – Year 10
- Sports ambassadors
- Peer mentors
- School Council
- House leaders and captains
- Fundraising team

- Global Goals leaders
- Wellbeing Team
- Library Leaders
- Subject Leaders

## Attendance and Punctuality

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.

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 Welfare Officer may be asked to call at the student's home.

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 Behaviour Posters displayed in every classroom and in the student planner.

Serious lapses in attendance or punctuality will be referred through the HoY to the Welfare Officer who may take further action and may issue a Fixed Penalty Notice if no improvement is forthcoming or involve the Education Safeguarding Service as required

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.

For further details on attendance please refer to our separate Attendance Policy

## Bullying

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 over a sustained

period of time, or which an individual perceives to be bullying in nature". This includes cyber bullying.

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 to the Governors on a termly basis.

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.

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.

## Serious Offences

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.

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.

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. This includes breaches of our COVID-19 rules and guidelines outlined in our risk assessment and could include:

- Deliberately coughing at a student or member of staff
- Inappropriate use of hand sanitizer
- Deliberately touching surfaces or people in order to cause offence
- Entering another year group 'bubble' when unnecessary
- Deliberately walking the wrong way around the one-way system

This is not an exclusive list and for more detail of our COVID-19 regulations please see our Risk Assessment

## Response to inappropriate behaviour

### Internal Exclusions

For some offences, including persistent low-level disruption within the classroom, students will be removed from lessons for an 'internal exclusion'. This takes place in our 'Internal Exclusion' room (IE 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.

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. Details of the behaviour stages and use of IE are found later in this policy

### 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.

### 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.

## **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.

## **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

## **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.

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 or possessing drugs
- d. Carrying offensive weapons.
- e. Deliberate and extreme offensive behaviour contravening our COVID-19 regulations

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.

## Suspension

Suspension from school is usually reserved for serious offences or persistent misbehaviour. Suspensions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate.

The Headteacher will decide whether to suspend or permanently exclude a student, 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 suspension may be imposed for such offences as threatened/actual violence, verbal abuse, vandalism, bullying, racial/homophobic behaviour or continued breaches of our COVID-19 regulations

Depending on the type of suspension, 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 a suspended student from the sixth school day of any suspension 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.

In a situation where the School is considering applying a suspension, 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 decide 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, considering 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/suspension "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, they may internally 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 time regarding the full sanction. 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.

## 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.

### 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 smoking paraphernalia, 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.

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**

Head teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

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.

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.

A head teacher can require a member of the school's security staff to undertake a search.

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**

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.

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.

School staff can view CCTV footage in order to decide 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 State<sup>10</sup> (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.

## 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.*

## Sanctions Ladder

	Behaviour	Action
Character Development	Responsible and Respectful; Curious and Creative; Compassionate and Honest Resilient, Reflective and Confident	Recorded on Arbor as a house point
Haygrove Way	Smart and in correct uniform Polite and Courteous Respect others and value their opinions Punctual and prepared for learning Work to the best of our ability Make a positive contribution Take responsibility for your surroundings	Reach your potential
Expectations	Mobile phone misuse	Mobile phone confiscated, recorded on Arbor
	Lack of equipment Incorrect uniform	'Equipment Matters' signed 'First Impressions Matter' signed
	Homework issue	Detention given to complete homework, recorded on Arbor
Stage 1	Low level disruption e.g. <ul style="list-style-type: none"> <li>• Out of seat or off task</li> <li>• Work avoidance/timewasting</li> <li>• Distracting others</li> <li>• Calling out</li> </ul> Behaviour that disrupt the learning of others	Verbal warning given  Recorded on Arbor
Stage 2	<b><u>Repeated</u></b> low level disruption in a lesson	Verbal warning given & moved seat Recorded on Arbor
Stage 3	<b><u>Repeated</u></b> low level disruptions in a lesson	Student sent to the Internal Exclusion room Contact R2L via Arbor
4 x LLD results in a lunchtime detention. A further 4 x LLD results in IE		
Stage 4	Inappropriate language, rudeness, defiance or behaviour	Student sent to the Internal Exclusion room

<b>Stage 5</b>	Physical attack on another student Verbal abuse towards a member of staff or student. Behaviour that contravenes our policy	SLT callout Internal Exclusion  Possible external exclusion
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**For those rare occasions when things go wrong, it is important that you know what is likely to happen to you:**

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. Warnings will be clearly given, followed by a Q code, signatures, notes in planners and/or a referral on Arbor as required.

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 2 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 will then be sent to the IE room to complete a day in Internal Exclusion. You may have been caught smoking. A letter may be sent home to remind you that the school has higher expectations of you. You will be placed 'On Report' to your tutor or on Departmental Report. Your parent/carer will be informed that you are in the IE room and you will have a meeting with the member of staff whose lesson you disrupted. If you have been given 8 Q codes over 4 or more lessons you will also receive a day in the IE room

At **Stage 4:** Inappropriate language or rudeness will result in a day of internal exclusion. 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. Your parent/carer will be informed that you are in the IE room.

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 or Head of Year and you may be placed in the IE Room 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.

## 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.

## 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.

## 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. When possible regarding restrictions from COVID-19 restrictions
- 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.

## 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

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 (not less than grade 2)
- 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:**

<https://www.haygroveschool.co.uk/uploads/files/uniform-guide-2021-22-150721.pdf>

### First Impressions matter

Failure to comply with any of our expected uniform, including shirts being untucked, will result in a signature being given in the 'first impression matters' section of the planner. For every 3 signatures a sanction will be given of a day in the IE room.

## 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 Claire Morgan and the Student Planner, to avoid any clash of dates. Emergency contact information should always be left with the EVC and the School Office.

## 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

*The Headteacher will arrange for the Police to remove the substance from the premises.*

## ICT – Acceptable Use Policy (Staff)

New technologies have become integral to the lives of children and young people in today's society, both within schools / academies and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

### **This Acceptable Use Policy is intended to ensure:**

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of ICT in their everyday work.

The school will try to ensure that staff and volunteers will have good access to ICT to enhance their work, to enhance learning opportunities for students learning and will, in return, expect staff and volunteers to agree to be responsible users.

### **Acceptable Use Policy Agreement**

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that students receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-safety in my work with young people.

### **For my professional and personal safety:**

- I understand that the school will monitor my use of the ICT systems, email and other digital communications.
- I understand that the rules set out in this agreement also apply to use of school ICT systems (e.g. laptops, email) out of school, and to the transfer of personal data (digital or paper based) out of school (personal data including academic data and contact information relating to any adult or student at the school).
- I understand that the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school (outside of school hours) and that recreational use will also be in accordance to the AUP.
- I will not disclose my username or password to anyone else, unless required by an ICT Technician for support, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it. I understand that I have a responsibility to protect my school profile by ensuring my computer equipment is logged off or locked when I am not present. To ensure further protection of my profile I understand that I should change my password on a regular basis.
- I understand that I have a responsibility to immediately report any illegal, inappropriate or harmful material or incident (including incidents under the counter-terrorism and security Act 2015), I become aware of by other staff, students and my own personal use of computer equipment, to the appropriate person.

- When using my personal social media, I will not make any reference to students/parents/carers/school staff nor mention the school in any way that could be deemed unprofessional. I will not engage in online discussions on personal matters relating to the school community.
- When using my personal social media, I will not upload, or share, images or recordings of students relating to school activities, nor will I communicate with parents/carers on posts about school related matters.
- I will share school-related social media account details with ICT technicians in order for them to check regulations

**I will be professional in my communications and actions when using school / academy ICT systems:**

- I will not access, copy, remove or otherwise alter any other user's files. If for any reason I need to access a student's files, then I will ask an ICT technician to do so for me.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not use my personal equipment or personal social media to record or publish images / videos / sound involving students. I will ensure that when I take and / or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital / video images. Where these images are published (e.g. on the school website, social media) they will follow permissions given to the school by a parent / guardian.
- I will only use chat and social networking sites in school for work purposes and in accordance with the school's policies. I understand that any private social networking sites that I create, edit or contribute to, and any online activity that I engage with inside and outside school, does not compromise my professional role in school (e.g. posting of offensive content, contacting students). I understand that social networks update their terms of service on a regular basis and therefore I need to update my security settings on a regular basis to ensure appropriate privacy settings.
- I will only communicate with students and parents / carers using official school systems. Any such communication will be professional in tone and manner. I understand that communication must be written in such a way that it cannot be considered to be abusive, defamatory or libellous . I accept all liability for my communications. I must ensure that written statements cannot be construed out of context .
- I will not engage in any on-line activity that may compromise my professional responsibilities.

**The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the academy:**

- When I use my mobile devices (laptops / Tablet / Mobile phone / USB devices etc.) in school or at home to access the school's cloud/remote computing platform, I will follow the rules set out in this agreement, in the same way as if I was using academy equipment. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses. I will also follow any additional rules set by the academy about such use, including encryption. I will log out of the schools' cloud / remote user computing platform when I have finished using it, to prevent un-authorized access.
- I will not use personal email addresses on the academy ICT systems, I will not use my personal Apple account on school owned Apple devices that students may be using.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted (due to the risk of the attachment containing viruses or other harmful programmes.) If I have any concerns about the validity of the e-mail I will check with an IT technician before opening.

- I will ensure that my data is regularly backed up, in accordance with relevant academy policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not 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 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 install or attempt to install programmes of any type on any device/PC, or store programmes on a computer, nor will I try to alter computer settings, without consent from the ICT manager.
- I will not disable or cause any damage to school / academy equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the Academy Personal Data Policy. Where I need to transfer digital personal data outside the secure local network, including the use of Portable storage / USB devices or via the email system, it must be encrypted.
- I understand that the Data Protection Policy requires that any staff or student data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by academy policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

**When using the internet in my professional capacity or for school sanctioned personal use:**

- I will ensure that I have permission to use the original work of others in my own work, in accordance with copyright.
- Where work is protected by copyright, I will not download or distribute copies (including images, music and videos).

**I understand that I am responsible for my actions in and out of the academy:**

I will report any breach of the above acceptable use policy to the Head of Computing / Network manager and in their absence, I will report any breach to my line manager. I will ensure the information I receive regarding children becoming victims of any breach of the students 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 or professional standing.

I understand that this Acceptable Use Policy applies not only to my work and use of academy ICT equipment in school, but also applies to my use of academy ICT systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the academy

I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and / or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school ICT systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Volunteer Name

Signed

Date

## ICT – Acceptable Use Policy (Students)

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**

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.
- 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 online activities that would breach this policy such as online shopping.

### **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, and when working collaboratively. I will respect all group members' contributions and only edit with permission of the group.
- 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, videos or recordings 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 ensure my Password is in compliance with the Haygrove Password Policy and kept in a safe place
- I will only use my personal hand held / external devices (mobile phones / USB devices etc) in school if I have permission. 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, and only use them to save my own / my groups work.
- I understand the risks and will not 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 speak with my teacher or a member of staff if I am unsure about an email/message I have received before clicking a link or downloading.
- 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 images, 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.
- When using my own personal social media accounts I must ensure all posts relating to school / school activities are presented positively and respectfully in line with school expectations and I understand that if I fail to do this then sanctions may be put in place by the school in line with the School Behaviour Policy.
- 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, videos or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to sanctions from the school. 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 following sections 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 Acceptable Use Agreement Form**

Please complete the sections below to show that you have read, understood and agree to the rules included in the AUP. 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, cameras etc.

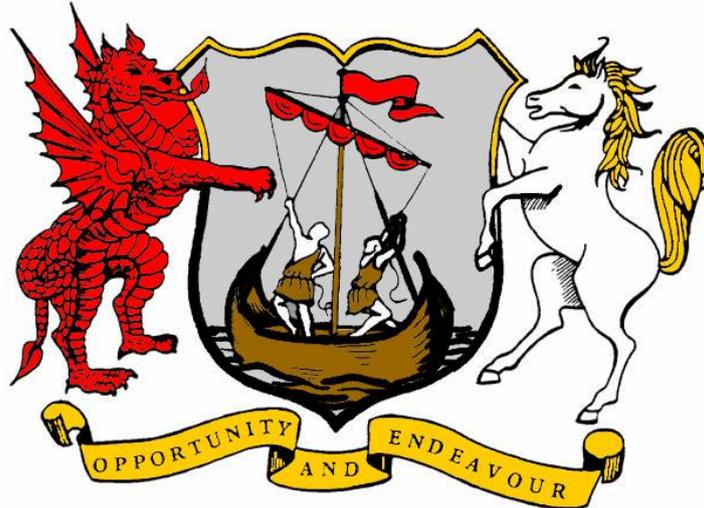
- I use my own equipment out of school in a way that is related to me being a member of this school eg communicating with other members of the school, accessing school email, school online platforms such as Live lessons, Google Classroom, Google meets, website etc.

Student Name in full (Please Print): \_\_\_\_\_ Tutor Group: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parents/Carer Signature : \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

# HAYGROVE SCHOOL



## ANTI BULLYING POLICY

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

DATE: September 2021

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

GOVERNORS COMMITTEE: Standards and Performance

DATE RATIFIED BY GOVERNORS: TBC

AUDIENCE: Staff, Students, Parents, External Agencies

## 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.

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