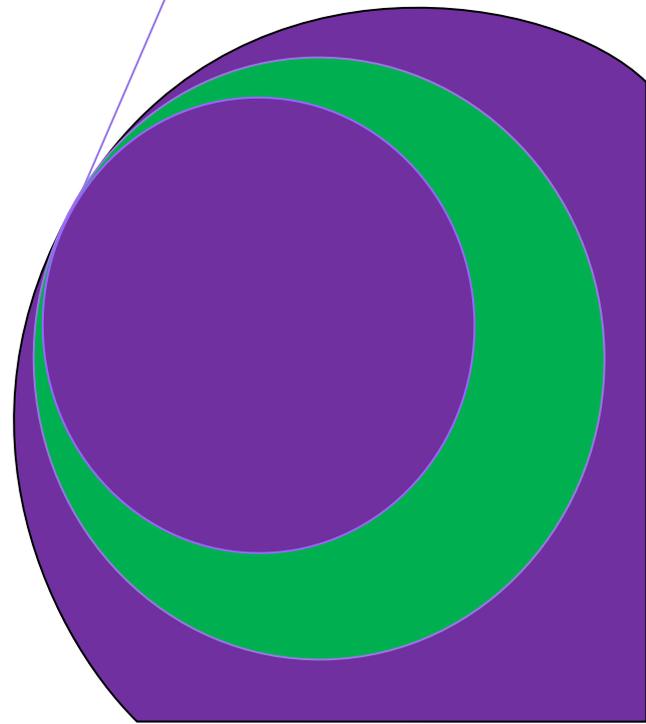


Ricards Lodge High School  
**Behaviour for  
Learning Policy**

**June 2017**



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## **Principles**

The School's Behaviour for Learning policy is centred on the principle of three sets of relationships in a child's life: the child's relationship with themselves, with others in the school community and with the curriculum. Helping students establish and develop relationships is crucial to learning behaviour. Learning behaviour transcends curriculum areas, age and stages of development and should be of life-long relevance to the learner. By focusing on learning behaviours such as engagement, collaboration and participation, we can evaluate the effectiveness of on-going teaching and interventions.

## **School Ethos**

Ricards Lodge High School places learning at the core of its purpose. We aim to provide an orderly, calm environment where effective teaching and learning can take place. We expect all those involved with Ricards Lodge High School - staff, students, parents, carers and governors - to operate in a culture of mutual regard and to support our policy on behaviour. If we all work together, our students have the best opportunity to grow into successful, responsible citizens. We believe that in sharing and celebrating the beliefs and values of our richly diverse school community, we will strive to create an environment where each individual is valued and motivated to achieve their full potential, as a confident, happy and creative learner who is able to make a skilled contribution to our global society. Ricards Lodge High School promotes values which reject bullying behaviour and promotes co-operative behaviour. Tackling bullying matters.

## **Aims of the Policy**

The aims of this policy are:

- To promote positive consistent behaviour for learning
- To define the role of staff in promoting good standards of behaviour
- To state what is expected of students
- To state what is expected from parents and carers
- To provide guidance on available rewards and sanctions
- To respond promptly and effectively to reported incidents of bullying and to promote a positive school ethos
- To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour

The school's policy sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

## **Jurisdiction** *This policy will apply:*

1. Whilst students are at school, travelling to or from school or in the vicinity of the school at any time.
2. For students on trips throughout the time they are the responsibility of the school and its staff.
3. To behaviour outside the school if there is a clear link between the behaviour and maintaining good behaviour and discipline among the student body as a whole. Staff can discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

## **Home-School Agreement**

The roles of all stakeholders are outlined in full in the Home-School agreement, see Appendix 2. In summary:

### **Expectations of Staff**

In accordance with the Teachers' Standards and expectations of all staff employed in schools, the adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

### **Expectations of Students**

Expectations and School rules will be discussed with students and their parents during the admission interview. Expectations and rules for appropriate on-line behaviour are also included in the student planner. See Appendix 3

### **Expectations of Parents and Carers**

#### **Parental Responsibilities**

Parents and carers, are the primary educators of their children and have an irreplaceable role to play in supporting their children's learning at Ricards Lodge High School.

### **Strategies for Promoting Good Behaviour**

We do need to teach good behaviour and these strategies we believe, will help us to develop a positive climate which places learning as the number one priority.

- Use of professional and positive language when dealing with students acting as role models.
- Provide effective written feedback at the end of a piece of work so that students have a clear idea of how to improve their work, move forward in their learning and achieve their targets.
- Verbal praise.
- Praising students for good behaviour (notes, cards, letters home, notes in planners).
- Displaying students' work in classrooms.
- Inviting the HOY/HOD or member of SLT to visit the group.
- Rewarding good behaviour as appropriate. Awarding Vivo points.
- Special awards given as part of the termly celebrations of achievement.
- Broadcasting information about successful events via newsletter, local newspaper, and electronic notice boards.
- Regular assemblies which help to promote good behaviour.
- Staff being visible around the school, being seen to be interested in the students and in good self-discipline.
- Learning the names of students quickly to let them know they belong.
- Offering a wide range of extra-curricular activities.
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students.
- Pleasant school environment.
- Adults' role as role models throughout school

- Ensuring calm and orderly movement around the school.
- Use of PSHE and Citizenship to foster a clear understanding that bullying, in any form, is unacceptable.
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations.
- Encourage students to volunteer for positions of responsibility.

### **There are a range of strategies used for Discouraging Poor Behaviour**

#### **Your Teaching Space**

Be there before the students arrive

Meet and greet each student

Consider how the space can be used to encourage learning eg your seating plan, displays, layout of tables etc.

Set up teaching space and your lesson to support learning and create a positive environment

#### **Low Level Disruption**

Keep calm

Use eye contact or an acknowledging facial expression

Stay polite

Do not argue

Do not discuss the behaviour of others

Do not be side tracked

#### **Positive Behaviour Management**

Reward is preferable to punishment

A smile is better than a frown

A frown is better than shouting

Clarity and lack of ambiguity is essential

### **Managing Student Behaviour in Corridors, the Hall, the Canteen**

- It is the responsibility of all staff to ensure that students behave in an appropriate manner in corridors. Staff should arrive promptly to lessons and break duty. Staff are expected to be at their classroom doors to greet students as they arrive for their lessons and lessons must start on time.
- We need to all be consistent in our approach to uniform. Students need to be informed and reminded about the School Rules. Students who refuse to comply should be reminded the wrong actions/choices bring consequences.
- Mobile phones should not be seen inside the building without staff specific permission for use in lessons. Students should have them switched off. They may be handed in for safe keeping to the office each day. (Please see Mobile Phone policy).
- All students leaving a lesson for whatever reason should carry an exeat note.

## **Ten Top Tips**

### **Be Creative**

But only with regard to your teaching style! Be totally consistent with regard to your expectations of behaviour and work, and with your management routines.

### **Be Consistent**

Consistency of praise, sanctions and procedure is fundamental to creating a safe environment for students.

### **Develop Your Practice**

The skills of positive behaviour management require continued practice and refinement.

### **Behaviours Learned, Taught, Contextual**

Students must be taught how to behave, in detail, in specific contexts.

### **Challenge the Behaviour Not the Student**

Do not personalise the situation. Ensure the student knows that although the behaviour is unacceptable, she is not. Do not take students' reactions and misbehaviour personally, either. You may be the target, but it's unlikely you are the primary cause!

### **Don't React Emotionally**

Emotions are natural, unavoidable and helpful in evaluating motives but never let them determine how you react.

### **Plan and be pro-active in the classroom**

Plan lessons, plan behaviour management strategies, plan for the unexpected - have a pre-prepared script ready to deal with flare-ups.

### **Involve Students in Plans to Improve their Learning Environment**

Review how things are going with them. Talk about the things that have gone well, and what has helped them to make progress. Ask them what needs to be done to improve the situation for them.

### **Share the Burden**

Never suffer alone with any problems in the classroom - involve colleagues, parents, specialists, whoever you need, sooner rather than later.

## **Rewards and Praise**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### **Use praise and rewards four times as often as criticism or reprimand.**

Use the school rewards systems frequently and consistently. Every student should experience success.

- Try to recognise achievement in every lesson
- Provide verbal praise (individual and public)
- Written praise during written feedback
- Reward stamps in books, on work and in the planner
- Vivo points awarded for good work
- Student of the Week Award
- Awarding of certificates
- Department Awards
- Extra prizes at the end of the year
- Award ceremonies in school
- Celebration Evening — awarding attainment and effort
- Display of students' work
- Certificates are rewarded for good attendance and punctuality
- Send to Head of Department for praise
- Sharing of success with parents

## **Vivo Points**

Vivo points should be used to reinforce our expectations and to regularly reward students for meeting them.

For example: Academic excellence, community contribution, creative thinker, effective participant, excellent effort, progress in learning.

## **Postcards**

All Heads of Departments have postcards that can be used to praise students for good work, improved attainment, positive attitude and a contribution to school life and the wider community.

### **What is bullying?**

**Bullying** is behaviour that is **intentional** and usually **repeated over time** that physically or emotionally hurts another individual or group. One person or a group can bully others.

### **Why is it important to respond to bullying?**

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

All bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

### **Types of bullying behaviour**

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Cyber - areas of internet, email and internet chatroom misuse.
- Making threats using mobile phones for text messaging and calls. Misuse of associated technology i.e. camera and video facilities including those on mobile phones.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality

### **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. This will be done by:

- Carrying out an annual anti-bullying survey to give a picture of the impact of anti-bullying work in school.
- Fostering attitudes that support a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- The regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence e.g. PSHE, Citizenship, S.E.A.L., assemblies, circle time, Year 11 buddies, Restorative Justice, School Council, Anti-Bullying week, YTC and Nurture Groups.

### **Responding to Bullying Incidents**

Any report of an incident to do with bullying **MUST** be taken seriously. Under no circumstances should a student be told to go away and deal with it themselves. All incidents of bullying need to be reported to the relevant pastoral team starting with the tutor. Perpetrators of bullying must be dealt with in a way that makes clear that

bullying behaviour is unacceptable.

Strategies and sanctions will depend on the circumstances of an individual case, including the type of bullying that has occurred e.g. physical or emotional. The overall aim should be to stop the bullying occurring.

All colleagues involved in addressing an issue involving bullying should take practical steps to protect the victim. Strategies may depend on the circumstances and the wishes of the victim, but should ensure that she feels safe. It will usually be appropriate to establish a named person for the victim to refer to if problems persist. The victim may be offered strategies to help her cope with the situation and her emotions but it should never be suggested that bullying is the fault of the victim. It may be appropriate to arrange support from the Inclusion Team.

**One or more of the following strategies will be appropriate:**

- Making clear to the bully the impact of her words/actions
- Emphasising that bullying must stop
- Arranging a suitable apology or reparation
- Involving other students to support the bully and/or victim – YTC/Buddy/JLT
- Drawing up an agreement to be signed about future behaviour
- Getting the bully (and sometimes other students) to suggest ways in which they can improve the situation
- Contacting the parents of the bully and the person who has been bullied
- Using normal school sanctions in a stepped approach (see Levels in Behaviour for Learning Policy)
- Referring the bully/student who has been bullied to YTC Student Counsellors or the Inclusion Team
- Refer to the Equality, Diversity and Community Cohesion Policy
- Refer to the Home School Agreement
- Create an opportunity too, for the bully and the bullied to work together as part of a conflict resolution process
- In the case of Cyber bullying incidents, student and parents should be advised not to reply, but to save it and tell their HOY or the School's PC.
- Work with a whole tutor group using additional services if required e.g. School PC and/or SENCO.

If bullying continues despite having taken these steps further action will need to be taken. This should be discussed with a member of the SLT and ensure an appropriate response is made. The action must consider any social, emotional and behavioural difficulties of the student.

Any student who continues to harass another student will need further work and help. The student must be referred to our School Inclusion Panel. If considered appropriate the student's behaviour may be discussed with the school's Educational Psychologist. A series of stepped sanctions may be necessary in certain circumstances. These may include exclusion from school.

Students can also seek counselling themselves from the YTC (Youths That Care)

the School's peer counselling service. It is staffed daily at lunchtime by trained students. The service is partially confidential but the students are clear about their boundaries and when matters are serious need to be referred to an adult.

The process used should be recorded, and the on - going situation should be monitored.

### **Reporting and Recording Bullying**

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

- Through a Buddy
- At the YTC
- Through any member of staff at school
- Tutor
- Pastoral Leader (DHOY, HOY, SLT)
- Inclusion Team

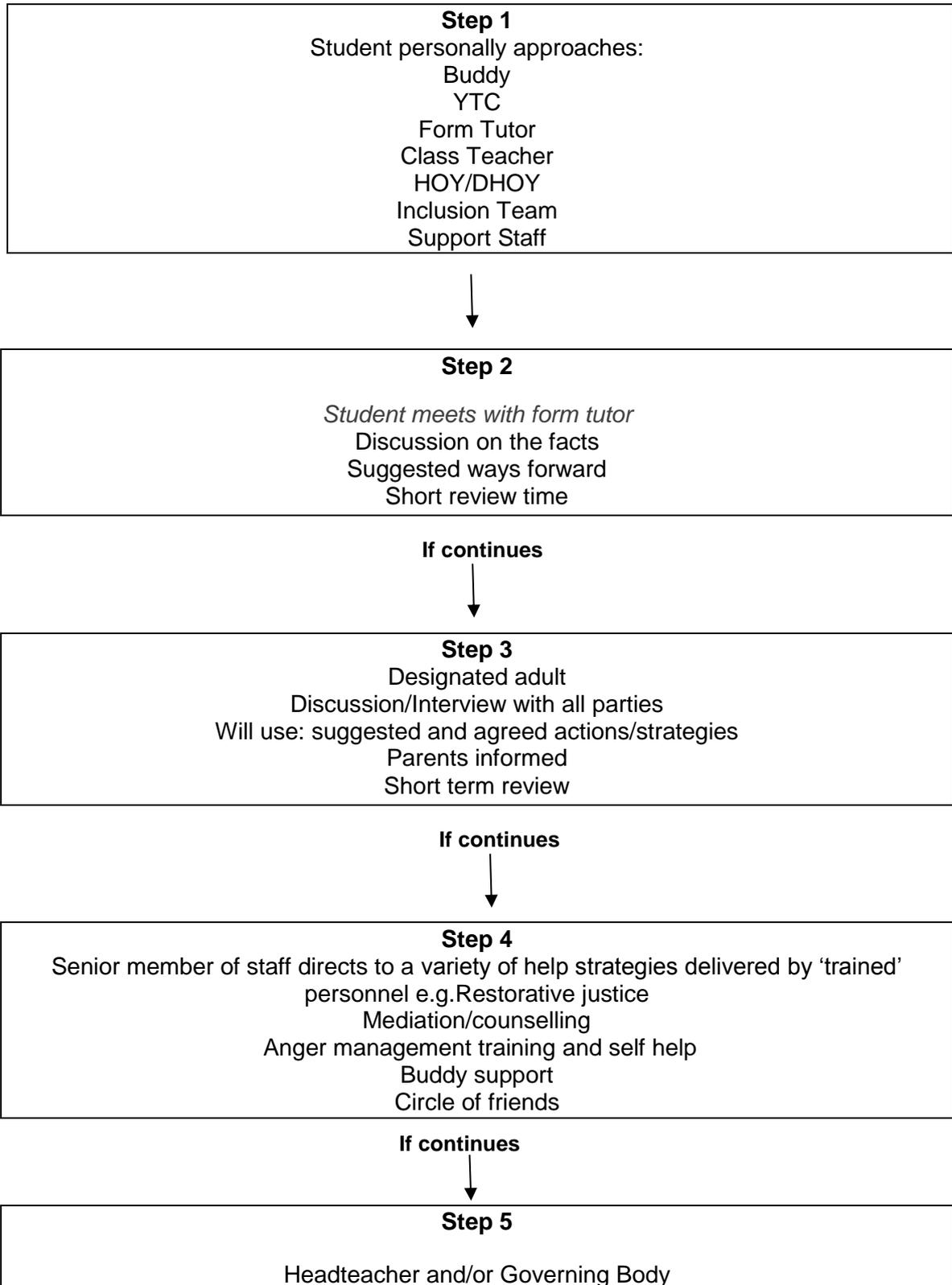
Incidents of bullying must be recorded on SIMS under 'Behaviour' this enables information to be shared with tutors, DHOY, HOY and SLT. It also allows the HOY and SLT to monitor bullying incidents in their Year Group and as a school and act accordingly. The data is used to inform the development of our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

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

When it is clear that a student has been bullied or has acted as a bully, parents/carers need to be informed by the HOY or DHOY.

# PROCEDURES FOR REPORTING BULLYING

## PATHWAYS OF HELP Student is bullied



## Reporting system and behaviour levels at Ricards Lodge High School

### Tracking behaviour/concerns on SIMS and use of reports Focus for Learning/Green/Amber/Red reports.

All members of the pastoral team should track and monitor both the positive as well as any concerns for the students in their care.

**Tutors** need to have the daily Behaviour logs for their Tutor Group configured on their SIMS opening screen so that during registration they are able to see and discuss any behaviour concerns with their Tutees on the same day that they have taken place. Tutors may decide to place a student on (**Green**) report card after consultation with the Head of Year.

**Heads of Years** should also have the Behaviour Logs for their Year Groups set up on SIMS. These should be checked on a daily basis and followed up where appropriate. All unresolved behaviours should be followed up with the appropriate subject teacher and/or Head of Department via the SIMS messaging system. Heads of Years may decide to place a student on (**Amber**) report card after consultation with their SLT Line Manager.

**Heads of Departments** are expected to have the Behaviour Logs for their curriculum area set up on their SIMS page so that they can monitor and manage the behaviours of any students giving concern and/or support staff in their Teams. It is the responsibility of Heads of Departments to ensure that appropriate sanctions have been put in place.

#### SLT

If the behaviour of a student fails to improve then the SLT Year group Line Manager may place the student on (**Red**) report card and request the Head of Year begins the PSP process to support the student.

### There are Five Levels of sanctions linked to a range of behaviours

#### LEVEL 0:

All staff are responsible for logging Level 0 behaviours on SIMS. They will be monitored by Tutors and HOYs. Interventions will be set up by HOYs if there is a pattern of not completing homework or repeatedly failing to bring the right equipment to school in more than two subjects.

Behaviour	Sanctions
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Failure to complete homework	<ul style="list-style-type: none"> <li>All class teachers are responsible for ensuring that students in their classes complete their homework.</li> <li>Subject teachers should set homework detentions. Central detentions are not set for homework.</li> </ul>
Inadequate equipment	

### LEVEL 1:

All staff are responsible for logging Level 1 behaviours on SIMS.

Behaviour	Sanctions
Continuous low-level disruption	<ul style="list-style-type: none"> <li>Student to receive a verbal warning so that they can reflect on their behaviour and change it with guidance from staff on how to do so if necessary.</li> <li>Repeat behaviour, then be given Central Detention for 30 minutes.</li> <li>Student can be placed by Tutor on Green Report with agreement from HOY</li> <li>Student can be placed on 'Focus on Learning' report by a subject teacher with agreement from their HOD. To support teaching staff a HOD can place a student on a 'Focus for Learning' report if there are any concerns over a student's learning or progress in their specific subject. Parents must be informed and this support sanction recorded on SIMS.</li> </ul>
Failure to follow policy on mobile phone	
Impero violation	
Inadequate work during the lesson	
Incorrect PE or Dance kit	
Lateness to lessons	
Minor disrespectful behaviour	
Refusal to follow instructions	
Continuous off-task talking	

### LEVEL 2:

At this level behaviour will be dealt with by Heads of Department, Heads of Year and Deputy Heads of Year.

Behaviour	Sanctions
Bullying	<ul style="list-style-type: none"> <li>SLT detention</li> <li>May be put on monitoring report by the Head of Department, Head of Year or Deputy Head of Year (Yellow Report)</li> <li>Contact to be made with home</li> </ul>
Defiance	
Failure to attend Central Detention	
HOY incident	
Impero Violation	
Minor damage to the school property	

Misbehaviour in Exam Hall	<ul style="list-style-type: none"> <li>Internal isolation if agreed by SLT Line Manager—Mobile phone confiscated whilst student is isolated and student signs an isolation contract.</li> </ul>
On-line safety	
Rude to staff	
Truancy from Lessons	

### LEVEL 3:

At this level the SLT Line Manager will support the Head of Department or Head of Year to manage the behaviour of students.

Behaviour	Sanctions
Bringing the school into disrepute	<ul style="list-style-type: none"> <li>Internal isolation</li> <li>Put on monitoring report by Head of Year (Amber report) or SLT monitoring report (Red report) after discussion with SLT</li> <li>Contact to be made with home and parents/carers to be asked to come in for a meeting with SLT / HOD or HOY as appropriate</li> <li>A Pastoral Support Programme (PSP) may be set up</li> <li>Targets to be set up and monitored with parents and carers</li> </ul>
Cheating including plagiarism	
Homophobic language	
Impero violation	
On-Line safety	
Racist incident	
Smoking cigarettes / e-cigarettes	
Theft	
Truancy from school	
Vandalism of school property	

### LEVEL 4:

At this level the behaviours will be managed by the Senior Leadership Team (SLT), Headteacher and the Governors.

Behaviour	Sanctions
Carrying an offensive weapon	<ul style="list-style-type: none"> <li>Likely to lead to a fixed term or permanent exclusion</li> </ul>
Dealing of illegal substances	
On-line safety	
Physical fighting	
Possession of illegal substances	

Severe verbal abuse	
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### **Structure for Central Detentions System**

Central Detention takes place each day after school for 30 minutes in B1. Any student who is set a detention for behaviour by a teacher attends the Central Detention that day.

The setting of the detention must be recorded on SIMs using the detention button on the behaviour recording screen. When setting the detention on SIMs staff must also fill in the comments box with details of what work should be done and/or if the student should complete a relevant reflection sheet.

B1 is supervised by two staff each day on a rota of all teaching staff (except HOYs and Deputy HOYS who run the late detentions each evening) across the school. Each member of staff does approximately 4 or 5 supervisions each year. The rota for Central Detention supervision is held centrally by the Student Services Officer and SLT and any staff member who is absent either last minute, sick or for planned absence are expected to inform SLT in charge of cover arrangements so that a swap can be made with someone else.

During the detention, unless they have already had a resolution conversation with the student, the initial teacher who set the detention is expected to come to B1 to have a conversation with the student to ensure the student enters the next lesson well.

On arrival at the detention, students must give their name to the members of staff on duty for registration. The student services officer will print out the list of students assigned for detention and take the list to B1 during period 5. She will also bring to B1 the folder of reflection sheets. One of the members of staff supervising the detention must then return the completed register and folder of reflection sheets, including those completed by the students, to Student Services before 4pm. The staff supervising will have a stamp for the students' planners that they use to mark the detention as happening. This stamp is brought up to the room with the registers by the Student Services Officer and must be returned with the completed register. There is a space on the detention stamp for parents to sign to acknowledge the detention has taken place.

Any student who fails to attend a Central Detention will be placed into the next SLT detention for an hour, along with any student who is poorly behaved in Central Detention.

Where a student has been set a Late Detention for the same day as a Central Detention, the Central Detention takes precedent and the Late Detention will be done the next school day.

Where a student has poor behaviour twice or more in one day leading to two or more staff setting them a Central Detention for the day they will attend the Central Detention and are automatically in the next SLT detention for an hour.

Where students receive two or more detentions in the same subject (*over two consecutive lessons or a pattern of inappropriate behaviour emerges*), the Head of Department will need to contact home and also meet with the student to discuss expectations and implement any additional Head of Department sanction such as removal to another group for a fixed period of time.

## **Exclusions**

### **Procedures for Internal Isolation**

#### **Day 1**

On the day, a student misbehaves and is required to be in isolation, it is the responsibility of the HOY to phone home and explain the reason for the isolation. The student if possible should be sent home. A decision to isolate must be made by a member of SLT only.

If it is not possible to send a student home, the student should remain with the HOY or DHOY. Should there be more than two students for a year group then others should be dispersed amongst SLT.

Students are told that they have an 11-4 isolation the following day and must bring a packed lunch and their reading book.

If a PP student a packed lunch will be provided. JC to organise and collect.

HOY/DHOY informs JC and Attendance of isolation.

HOY/DHOY completes isolation log.

HOY/DHOY hands student letter about isolation.

#### **Day 2**

Student arrives to school for 11.00am through front door and registers at Student Service.

Member of staff on rota P3 collect all students. Ensuring that bags and mobile phones have been handed in.

Students allocated desk for day.

P3	Reflection sheet and values
P4	English
Lunch	Eat lunch and read book
P5	Maths
P6	Read book

Member of staff completes behaviour report for each student.

Students must put their hand up to speak.

When students are placed in isolation the school will ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

The school will not keep a student in isolation longer than is necessary and that their time spent there is used as constructively as possible.

### **Fixed Term Exclusions**

SLT members will consult with the Head teacher with behaviours that could result in an exclusion. It is the Head teacher who authorises any exclusion. All events must be logged onto SIMS and parents informed.

All students are expected to meet the Head teacher with their parents or carers on re-entry following an exclusion. Students will also be placed on report (**Red report**) with the SLT Line Manager for the Year group.

### **Permanent Exclusions**

Permanent exclusions will be carried out in accordance with the statutory guidance September 2012, Exclusion from maintained schools, Academies and pupil referral units in England 2012.

The Head teacher's powers to exclude remain unchanged.

Good discipline in school is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision to exclude a student will be lawful, reasonable and fair. The school has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The school will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. When the school has concerns about a student's behaviour it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation the school will give consideration to a multi-agency assessment that goes beyond the student's educational needs.

All children have a right to an education. The school will take reasonable steps to set and mark work for students during the first five school days of an exclusion, and alternative provision will be arranged from the sixth day.

### **Use of Force to Control or Restrain Students**

The legislation that this advice relates to:

Education Act 1996

Education and Inspections Act 2006

The Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour Regulations 2012

Health and Safety at Work Act 1974

Staff at Ricards Lodge rarely meet situations when physical force may be needed. Staff should always try to deal with any situation through other strategies before using force. In emergencies or circumstances when all other strategies have failed, it is permissible for any member of the teaching and support staff or another adult who has been authorised by the Head teacher to have control or charge of students to

use reasonable force to control or restrain a student. This may include physical contact.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- Any incidents involving the use of force or restrained must be reported immediately to the Head teacher in order that any further necessary actions are put in place. A full report must be made.

#### **What is reasonable force?**

The Education and Inspections Act 2006 re-enacts S550A of the Education Act 1996 enabling a member of staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including the student's own property)

Engaging in any uncontrolled behaviour prejudicial to maintaining good order and discipline at the school or among its students, whether that occurs in the classroom or elsewhere. This applies in any situation where the school has lawful control or charge of the students concerned e.g. trips and journeys.

It is unlawful to use force to prevent students committing trivial misdemeanours or in a situation that can be resolved in other ways. It should be used in extreme situations and then only the minimum necessary to deal with the incident.

Before intervening whenever practical, tell the student to stop and explain what will happen if they don't. Throughout the incident continue to attempt to communicate to the student. Make it clear that physical contact or restraint will stop

as soon as it ceases to be necessary. Never give the impression you have lost your temper and are acting out of anger or frustration or are trying to punish them. Try to be calm.

You should not intervene in an incident, unless it is an emergency, if you feel that you may get hurt. In such circumstances remove other students who may be at risk and summon assistance from colleagues. In some extreme cases it may be necessary to phone the police. Inform the student you have sent for help and if possible keep trying to defuse the situation verbally.

### **Examples of types of incidents**

- A student attacks another student or member of staff.
- Students are fighting
- A student is engaged in or is about to deliberately damage or vandalise property and will not obey verbal instructions.
- A student is causing or risks causing injury, or damage by misuse of materials or objects or rough play. Intervention may be necessary if they will not obey verbal instruction or if the risk requires immediate intervention.
- A student is running about in the school in such a way that she may cause an accident and is unable or unwilling to respond to a verbal request.
- To prevent a student leaving a class or school when there is a significant risk if she does so.
- A student persistently refuses to leave the classroom or other area of the school.
- A student is behaving in a way that is seriously disrupting a lesson and refusing to stop or leave the room.

### **Application of Force**

Physical intervention can involve:-

- Blocking a student's path
- Holding
- Leading a student by the hand or arm
- Shepherding of students away by placing the hand on the back
- Pushing or pulling

Never act in a way that may reasonably be expected to cause injury for example by:-

- Holding a student around the neck, or collar, or in any other way that may restrict breathing

- Slapping, punching or kicking a student
- Tripping up a student
- Holding or pulling a student by the hair or ear
- Holding a student's face into the ground

Always avoid touching a student in a way that might be considered indecent. The Head teacher must be informed immediately as well as the Senior and Middle managers involved.

### **Records**

Detailed and up-to-date records should also be kept of any incidents where force is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include the following:

- The name(s) of the student(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The student's response
- The outcome of the incident
- A description of any injuries suffered by the student or others and/or any property damaged during the incident.

A record of serious incidents is kept centrally.

### **Searching Students**

The Head teacher and staff authorised by the Head teacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Searches should not be carried out alone. Another member of staff should always be present.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- i) to commit an offence
  - ii) to cause personal injury to, or damage to the property of, any person (including the student)
- Search any mobile phone and delete files contained within it that may be used for bullying or disrupting class.
  - Search student's phone, iPad or laptop if there is a suspicion that the device contains pornographic images.
  - The Head teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

The School staff can seize any prohibited item found as a result of a search. The School can also seize any item, however found, which is considered harmful or detrimental to school discipline.

### **Links to other Policies**

The Behaviour for Learning Policy should not be read in isolation. It should be viewed in the context of the aims of the school and reflect positively the core values implicit in those aims. It should be seen to relate directly to all areas of school life and in particular to the Code of Practice for students with learning, emotional and behavioural difficulties and to school policies:

#### **Teaching and Learning Policy**

#### **Teachers' Standards 2012**

#### **EDCC Policy**

#### **SMSC Policy**

#### **Safeguarding Policy**

#### **E-Safety Policy**

#### **Mobile Phone and Mobile Device Policy**

#### **PREVENT Strategy**

### **Evaluation**

The policy will be annually reviewed. Amendments will be implemented as necessary and agreed by the Governing Body.

### **Agencies Providing Support**

#### **a. School Based Achievement Mentor**

Students are referred to the Achievement Mentor by the Inclusion Panel, for support with learning, behaviour and emotional or social reasons. The nature of the support is decided on the basis of individual need. Any intervention must be recorded on SIMS.

#### **b. Student Support Programme**

If a variety of strategies and support programmes have been tried, and there is still concern over a student, an SSP may be set up.

At the SSP meeting a member of SLT, Head of Year, student, parent and any other

outside agencies if appropriate would be convened to discuss and plan a support programme for the student as well as set targets.

The SSP is reviewed every 2 to 3 weeks to ensure targets are being met.

#### **c. School Nurse**

The nurse visits the school weekly and concerns about individual student's welfare and medical concerns can be raised. The liaison between the nurse, home and school can be very helpful in understanding some of the reasons for a student's behaviour. The EWO may also refer a student to the School Nurse when concern has been raised regarding student attendance to school.

#### **d. External Agencies**

The school is supported by a number of agencies.

### **Support Agencies**

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

02077303300

**Childline** – advice and stories from children who have survived bullying  
08000 1111

#### **Bullying on line**

[www.bullying.co.uk](http://www.bullying.co.uk)

**Family Lives** – advice and links for parents [www.familylives.org.uk](http://www.familylives.org.uk)

#### **Parents against Bullying**

01928 576152

### **Useful sources of information**

'No Place for Bullying' Ofsted June 2012

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

### **LGBT**

**Stonewall** - Stonewall's 'Education for All' campaign, launched in January 2005, helps tackle homophobia and homophobic bullying in schools [www.stonewall.org.uk](http://www.stonewall.org.uk).

**SEN and Disabilities**

**Mencap** represents those with learning difficulties and offers specific advice and information.

[www.mencap.org.uk](http://www.mencap.org.uk)

**Bullying on Transport**

**Merton Safer Transport Team**

020 8649 3125

- Appendix 1            Mobile Phone Policy
- Appendix 2            Home School Agreement
- Appendix 3            School Rules
- Appendix 4

## Ricards Lodge High School Mobile Phone and Mobile Device Policy

## Appendix 1

### Introduction:

This policy sets out the School's framework for determining what is 'acceptable' and 'unacceptable' use of mobile technology by students while they are at School.

The purpose of this policy is to prevent unacceptable use of mobile phones, camera-phones and mp3, mp4 players by students, and thereby to protect the School's staff and students from undesirable materials, filming, intimidation or harassment.

**Note: For the purposes of this policy, all references to 'mobile phones' should be taken to include camera phones and mp3 mp4 players, even those which do not incorporate communications technology.**

This policy will operate in conjunction with other policies including the *E-Safety Policy* and *Behaviour for Learning Policy*.

It is recognised that these documents must be reviewed and revised regularly in response to developments in technology.

It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this document.

### The Policy:

1. The School strongly advises that mobile phones should not be brought into school at all. Students have no legitimate need to use a mobile phone at all during the school day. The School does provide the facility for students to hand in their phones at the start of the day for safe keeping. Students are strongly advised to use the facility provided.
2. The School accepts that there may be particular circumstances in which a parent/carer wishes their child to have a mobile phone for their journey to and from school.
3. Where a mobile phone is brought into school, it is entirely at the student's and parent/carer's own risk. The School accepts no responsibility for the loss, theft or damage of any phone, mp3 player or other mobile device brought into school.
4. Mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight immediately the student enters inside the school building. They must remain turned off and out of sight until the student is outside the school buildings.
5. If a mobile phone is seen by a member of staff anywhere in the building or in lessons, that member of staff will be required to confiscate it immediately. The member of staff should hand the phone to the appropriate Head of Year or to the school's PCSO, informing them of the student's name. Refusal to hand a phone over at break or lunchtime can be referred directly to the member of Senior Leadership Team responsible for the year group or subject department.
6. When a mobile phone is confiscated, the matter will be recorded on the student's behaviour

log by the member of staff who has confiscated the phone. This will ensure that the consequence given by the Head of Year is fair and consistent.

7. On the first occasion on which a student's phone is confiscated, they will be able to collect it from their Head of Year at the end of the day. On the second or subsequent occasion on which their phone is confiscated, their parent/carer will be contacted and asked to collect the phone in person.
8. Any student who refuses to hand over a mobile phone when requested to do so will be removed from their lesson by a member of the Senior Leadership Team or the school's PCSO and the refusal will be treated as a disciplinary matter.
9. It is forbidden to record photographic images (still or video) or sound recordings of staff or students at any time without their explicit permission.
10. Any student caught filming another person (and/or uploading images or video onto the Internet) will have their phone confiscated. It will be treated as a disciplinary matter and their parents/carers will normally be informed. If the action is repeated, or of a serious nature, then it will be treated as a serious disciplinary issue. In such circumstances, the student's parents/carers will be informed and the Governing Body may be notified.
11. In accordance with the School's *Behaviour for Learning Policy* and *E-Safety Policy*, the School reserves the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.
12. The school recognises the importance of emerging technologies present in modern mobile phones e.g. camera and video recording, internet access, MP3 and MP4 playback, blogging etc. Teachers may wish to utilise these functions to aid teaching and learning and students may have the opportunity to use their mobile phones in the classroom. On these occasions students may use their mobile phones in the classroom when express permission has been given by the teacher.
13. As young adults, RR6 students are permitted to use mobile phones within the common room. Under no circumstances should calls or texts be made or received during lessons.
14. The PE changing rooms are locked once students have left go to their activity and re-opened when they return. Students are responsible for supervising their own belongings during the time in the changing facilities. Students and parents/carers should be aware that mobile devices are particularly vulnerable to being stolen in changing rooms; hence the School's advice is that all students if they must bring their mobile phones to school, should hand in their mobile phones along with any other valuables for safe keeping by the PE staff.
15. Where parents/carers or students need to contact each other during the school day, they should do so only through the School's telephone system (via the school office) and not via student mobile phones.

June 2017



<p><b>School's Responsibilities</b> We acknowledge our responsibility to support parents/carers in their task of educating their children in an academically challenging environment.</p> <p><b>Therefore the School will:</b></p> <ul style="list-style-type: none"> <li>• Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do</li> <li>• Provide a friendly welcome to your child and a secure, stimulating environment in which to learn and achieve</li> <li>• Ensure that your child is valued for who she is and helped to make progress in her spiritual, moral, social and cultural development</li> <li>• Treat your child with the dignity and respect they deserve</li> <li>• Ensure that the education provided for your child is tailored as best as possible by using good assessment, recording and tracking strategies</li> <li>• Provide you with information about your child's well-being and performance and give you opportunities to talk to your child's teachers</li> <li>• Keep you informed of school policies and activities through regular school letters and newsletters</li> <li>• Set, mark and monitor homework suitable to your child's needs</li> </ul> <p>(For and on behalf of the Governing Body) Headteacher: <i>Alison Jewand</i> Date: June 2017</p>	<p><b>Parental Responsibilities</b> As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Ricards Lodge High School.</p> <p><b>Therefore I/We will:</b></p> <ul style="list-style-type: none"> <li>• Support the values of the RLHS community and encourage my child to do her best to reach or exceed her targets</li> <li>• Attend all parents' evenings and discussions about my child's progress</li> <li>• Ensure that my child attends RLHS everyday and in the correct school uniform</li> <li>• Give my child opportunities for home learning and support my child in the completion of homework to the best of my ability</li> <li>• Ensure that family holidays are taken outside term time</li> <li>• Check and sign my child's planner on a weekly basis</li> <li>• Support the school policies and guidelines for behaviour including after school detentions</li> <li>• Consent to the use of photographic evidence of curricular activities undertaken within RLHS and visual images on the school website or for educational purposes. (Further permission will be sought if any additional use is required)</li> <li>• Inform RLHS of any concerns or changes in circumstances</li> </ul> <p>Name (please print)..... Signed:.....</p>	<p><b>Student Responsibilities</b> I acknowledge the different and unique talents which I have been given and my responsibility to use them wisely for the benefit of my future</p> <p><b>Therefore I will:</b></p> <ul style="list-style-type: none"> <li>• Do all my classwork and homework to the best of my ability by working as hard as I can to achieve or exceed my targets.</li> <li>• Observe all school rules and policies and treat everyone with the dignity and the respect they deserve</li> <li>• Attend RLHS regularly and on time</li> <li>• Arrive to all my lessons on time</li> <li>• Wear the RLHS uniform correctly and bring all the equipment I need every day</li> <li>• Behave sensibly so that we can be happy and safe as we learn</li> <li>• Try to think for myself and take responsibility for my actions</li> <li>• Attend extra-curricular activities as timetabled</li> <li>• Keep my planner up to date by: entering all homework and any other information that is necessary, and by getting my parent/carer to sign it every week</li> <li>• Behave politely at all the times when travelling to and from RLHS</li> </ul> <p>Name (please print)..... Signed:.....(student)</p>
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## Appendix 3



