

Barnwell School

Emotional wellbeing and behaviour policy



Achieving Excellence Together

Adopted by the Governing Body: September 2023

Reviewed:

To be reviewed: September 2024

Contents

<u>Vision and Values</u>	3
<u>Universal Provision</u>	6
<u>Reasonable Adjustments</u>	6
<u>Positive Emotional Wellbeing & Behaviour</u>	7
<u>Negative Emotional Wellbeing & Behaviour</u>	12
<u>Dangerous / Unsafe Behaviour or Circumstances</u>	15
<u>Unforeseeable Behaviour or Circumstances</u>	18
<u>Support from External Agencies</u>	18
<u>Communication and Recording within School</u>	19
<u>Searching and Confiscation</u>	21
<u>The 3 Step Behaviour Plan (Appendix 1)</u>	25
<u>Behaviour categories / Consequences</u>	25

Vision and Values

Our Vision is to create and deliver an outstanding educational experience for every student at Barnwell School. We will achieve this through:

- Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum.
- Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students.
- Ensuring no matter what the starting point, outstanding progress is achievable by all.
- Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging.
- Providing a learning environment which is both stimulating, supportive, fosters excellence and independence.
- Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise, and reward to enable students to achieve their goals in life.
- Building positive partnerships with parents and the local community to widen opportunities and secure high-quality outcomes for all of our students.

By setting high expectations, we expect all students to progress and maximise their potential by seizing the opportunities provided and valuing their education to meet the challenges of our rapidly changing world.

Our school is built on traditional values where mutual respect is developed between students and staff. 'The Barnwell Way' is the foundation of our school and can be shown by demonstrating our five-character virtues of being Passionate, Respectful, Innovative, Determined and Empathetic. We encourage all our staff and students to strive to show these character traits.

We use Positive Behaviour Strategies to manage our students' behaviour so we can establish high expectations whilst at the same time fostering fantastic relationships with our students, which will in turn help develop their character.

Our approach to behaviour management, nurture, personal development, and character education is Firm, Consistent and Caring.

Principles

Barnwell School has adopted the following set of principles from Hertfordshire's Emotional Wellbeing and Behaviour Strategy. The strategy aims to protect, champion, and safeguard the entitlement of children also recognising that positive emotional wellbeing is an essential prerequisite to effective learning.

- **A commitment to a positive and respectful culture within our school or setting.**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through our strong leadership this is designed and detailed through clear vision and values focusing on realistic social and academic expectations for all

- **Behaviour is a form of communication.**

Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

- **Not all behaviours are a choice**

We recognise that children and young people with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- **Behaviours can change, and improvement can be secured**

At Barnwell expectations of students' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected and improvements secured

- **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep CYP safe. A clear well communicated climate for learning policy is used to set standards and create consistency. This policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

- **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used at Barnwell to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour

- **A commitment to equality and equity**

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

- **A commitment to suspension reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for suspension linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community is sought when planning support for CYP**

There is proactive engagement with families, outside agencies, and the wider community to promote consistent support for CYP. We believe firmly that parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

The success of this policy depends on the full support of parents/carers. To this end a Home/School Agreement is in place and will be reviewed annually. All adults who work directly or indirectly with students of our school must ensure that the policy aims are integral to their work and practice

Universal Provision

Universal provision refers to the systems in place to create and support the positive emotional wellbeing and behaviour of all learners. These are the processes and practices seen in every classroom being used consistently across the school.

Our students are children and as such, are still learning how to behave and as adults, we are responsible for teaching them how to do this. Good behaviour can be taught. Managing behaviour in a positive way is much more effective than doing so in a negative way. All adults at Barnwell School are responsible for managing student behaviour. Every adult has the authority to do so and has the full support of the school. All staff must be aware that “The Barnwell Way” is to not ignore poor behaviour and low-level disruption, but to challenge at all opportunities, as not recognising these disrupts unfairly the ability of other students to focus on their learning.

All school staff should be a role model and build positive relationships with students by:

- Learning all students' names and using them
- Reading Student Passports to understand the needs of SEND or disadvantaged students.
- Being kind and caring to students
- Praise, praise, and praise - Regularly award PRIDE and College points.
- Using assertive body language, appropriate phrasing and tone of voice (not shouting)
- Maintain a polite but caring level of professional distance with friendly conversations with all students avoiding slang, popular terms or sarcasm.
- Model politeness and expect it in return.
- Follow - Lessons -The Barnwell Way
- Be consistent in their use of the Three Step Plan

Reasonable Adjustments

Reasonable adjustments refer to when a child's provision and resources are appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. 'Substantial' is defined as being anything more minor or trivial.

At Barnwell School, we strive to ensure that all members of our community can feel safe and supported and can achieve their full potential. As a school we may have to make changes to our policies and practices, in order to remove or reduce a disadvantage and ensure equity.

When there is a need for a reasonable adjustment to be made for a CYP, a discussion will take place between key staff members to decide on the necessary change. Once the reasonable adjustment has been decided upon, the details will be shared with relevant staff members to ensure a consistent approach across the school. Reasonable adjustments are only made in exceptional circumstances. Information will be circulated to staff either via email, staff training, or through Provision Map.

Subsequently, reasonable adjustment must be presented with a consistent approach across the school to enable students and staff to feel that there are routines and support in place to develop their character and support their progress.

These adjustments should not however mean that our fundamental principles of modelling positive behaviours should be altered in challenging circumstances. Students should be given the opportunity to see the PRIDE Character Traits embodied in those staff supporting them consistently.

For students for whom a long-term consideration of reasonable adjustment should be made it will be noted on the student card and student pass tracker.

When short term reasonable adjustments need to be made regarding uniform and equipment, a uniform pass and necessary equipment will be provided.

The individual needs of students will be considered for school trips and extra-curricular activities by key staff in consultation with relevant SLT and SEND staff.

All staff are expected to challenge students who are not meeting school expectations both inside and outside of the classroom. Should a student not respond in the appropriate manner when challenged, staff will ask them who their key member of staff is. This ensures challenging situations are de-escalated and key members of staff are involved in the decision making process for students who may be receiving additional support.

In circumstances where there is a lack of consensus over a particular reasonable adjustment, the Head Teacher will have the final word on the appropriate action.

Positive Emotional Wellbeing & Behaviour

Positive emotional wellbeing and behaviour relates to behaviour which is helpful, values social acceptance and upholds the school or setting's values and visions.

Barnwell School rewards system

Barnwell School prides itself on providing all students with the opportunity to achieve personal academic success. We have recognised that students who realise and surpass their individual academic targets have some key character traits that have facilitated their outstanding learning journey. These traits all revolve around the acronym PRIDE.

We therefore have a culture and expectation that all Barnwell students are given the opportunity to be Passionate, Respectful, Innovative, Determined and Empathetic learners - PRIDE. Students are given regular guidance on how to show PRIDE in their learning leading to them exhibiting a positive attitude to learning where they are highly motivated. Students are responsible for their learning and encouraged to work beyond the limits of their ability, behaving in a manner that ensures that outstanding progress takes place.

Rewards must be given fairly and consistently as a means of acknowledging an effort, achievement, or action by all teaching staff. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school. There is a clear structure for the issuing and monitoring of rewards for both staff and students.

The main platforms we use to drive the system are SIMS and School Gateway.

Our rewards system will run as follows:

College points

These are awarded for:

- effort and achievement in lessons for classwork and homework
- good attendance to school
- punctuality to form time
- wearing the school uniform appropriately
- having the correct equipment

PRIDE points

These are awarded in and out of lessons for demonstrating our PRIDE traits of:

- Passion
- Respect
- Innovation
- Determination
- Empathy

Rewards must be given fairly and consistently as a means of acknowledging an effort, achievement, or action by all teaching staff. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school. There should be a clear structure for the issuing and monitoring of rewards for both staff and students.

Points System for Rewards

Reward	Point
College point	2
Pride	4
Star learner	6

Whole School

As a standard part of every lesson, teachers at KS3 and KS4 are expected to give the equivalent of two reward; these should be made up of either college points or PRIDE points.

At the end of each week the number of rewards points issued by each member of staff is compared against what should have been awarded based on individual teacher's timetabled teaching commitment (less their Sixth Form teaching). This information is ranked according to 'accuracy of giving' and published to all teaching staff showing those on, above or below a set tolerance.

Students are encouraged to set themselves high personal targets and the reward points feed into the College structure to capitalise on and engender collective community spirit.

There are three main rewards for staff to issue through SIMs:

College points are each worth two reward points; these should be issued to students where work, or commitment in lesson, is above expectation. College points are the core of our rewards system and can be given by any member of the teaching staff.

PRIDE points are each worth four reward points; these are awarded to students where an exemplary piece of work has been produced or where exceptional

commitment has been shown to a lesson. A member of staff may also choose to contact home to pass on the praise.

Star Learner: each worth six reward points these are only issued by members of the school's senior leadership team as part of a learning walk. Teaching staff are also able to nominate students to receive star learners.

The College Competition

The College competition utilises information generated from SIMs to calculate a leader board of Colleges, tutor groups and individual students based on the number of reward points issued to students within each tutor group and College. This information is updated weekly and tracked throughout the academic year; ultimately leading to a winning College, tutor group and student. The College competition scores are negatively affected by an individual student's behaviour; every concern logged against a student will reduce the positive count by one point for that student, their tutor group and their college.

Queue Jumper Pass

Queue Jumper Passes are issued each week to those students with the highest reward points score from the previous week so long as they have not received any negatives. Students within the Top 10 positive achievers, and with no negative marks against them, for the previous week, will be given a personalised queue Jumper Pass that allows them, and one friend, to jump the lunch queues for that given week. These passes are produced centrally and distributed to students each Monday morning.

Pastoral Curriculum / Assemblies

Each week, tutor groups will review the progress of colleges/year groups, tutor groups and individual students through pastoral curriculum time. Students will look at their own positions within the whole school and identify what is required to progress. Tutor groups will look at tutor group scores and College/year group scores and their rank position, and also identify targets for progression for the next term. Termly College assemblies will look at College and tutor group positions as well as celebrating the achievements of students with prizes and/or certificates being given out to deserving students and tutor groups.

Noticeboards

Each week, College noticeboards on the Middle School and year group noticeboards on the Upper School are updated displaying College Competition results and individual student's and tutor group positive scores. These charts and tables are produced centrally and made available for students to track their own progress. Included on the noticeboards, are the attendance league tables for individual students; per College on the Middle School and per year group on the Upper School.

Rewarding Progress

At the return of each data track, students' progress will be rewarded by awarding points for progress to individual students. These points will be used to create a leader board of students within each year group and College and will contribute towards the College Competition.

School Rewards

The Middle School, in addition to the rewards that are available whole school, has specific incentives offered to KS3 Students. These include residential trips for Year 8 and Year 9 students as well as after school rewards trips and the whole Middle School.

Termly Rewards Trips

Each term, a rewards trip is organised to celebrate and congratulate those students who consistently 'get it right'. Invitations are based upon Pat On The Back Scores. Each week students are given a maximum of 6 Pat On The Back points. They will receive points for each of the following:

- Outstanding behaviour all week in all lessons.
- 100% attendance.
- 100% punctuality.
- All homework and class work completed well.
- Correct Uniform
- Correct Equipment

Each term Pat On The Back scores are reset, so students have a new opportunity to earn an invite onto the next trip.

Residential Trips

Selections of residential trips are offered to the school students. Invitations to these are based upon attendance and behaviour. These trips might include activity trips, international visits, or other residential opportunities.

Inter-College Sports Events

Several Middle School only sports events take place through the year focussing on different seasonal sports, the results from these events feed into the College Competition.

Attendance

Students' attendance is key to success, this forms a fundamental element of our Emotional wellbeing and behaviour policy. Each week, students' attendance data is monitored and contributes towards their tutor group and College scores.

As part of our continued drive to improve attendance, students are given one Pat On The Back point for each week they have 100% attendance. Students are also invited to a rewards breakfast for each half term they have 100% attendance.

Year 11 Prom

At the end of each academic year, the Year 11 prom is held to celebrate the successes of the year, mark the end of Year 11 exams and highlight the culmination of eleven years of schooling. Invitations to the Year 11 Prom are used as a reward

strategy and only students who have met a set of positive climate criteria are invited to attend.

Positive emotional wellbeing

The Barnwell way is to develop a nurturing environment for students through the consideration of these main principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe space.
3. The importance of nurture for development of wellbeing
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

Barnwell staff understand that building positive relationships with students supports their wellbeing.

Students are encouraged to manage their feelings and to talk about emotions. They understand that it is 'Ok to not be ok'.

Staff should use the CPOMs facility to record any concern about the wellbeing of a student.

Staff should follow guidance delivered through safeguarding training in spotting any signs of change in a student and record on CPOMs.

Support networks are advertised to students through the pastoral system. The school has a student support communication area on the website for those students who find talking about their problems difficult and their student card signposts them to other support.

Negative Emotional Wellbeing & Behaviour

Negative emotional wellbeing and behaviour relates to behaviour that causes harm to an individual, a group, to the community or to the environment, and contradicts the school's values and visions.

When a student behaves inappropriately, the following responses are considered appropriate.

- Restating classroom rules
- Restating LLD rules
- Using 3 step behaviour plan, giving simple choices
- Giving simple directions or reminders

- Using time out – as part of the 3-step behaviour plan
- Tactically ignoring some behaviours (at that moment)
- Positive phrasing
- De-escalation strategies

It is the teacher's responsibility to take steps to re-establish a good working relationship and the following are appropriate.

- Record on SIMs inappropriate behaviour so that it can be monitored.
- Follow up poor behaviour in a non-emotional way.
- Help student to develop a climate of respect.
- Use a 'team approach' to solving discipline problems.
- Liaise with Head of Faculty/Pastoral leads about 'repair and rebuild'.

If a student is significantly disrupting the teaching and learning of a class or poses a serious risk, then assistance should be sought. Send a reliable student/teaching assistant to

- A colleague in a nearby classroom
- Head of Department/Faculty (if available)
- Use the on-call facility to request SLT support.

General Points

- It is important that we are consistent in our approach.
- Whole class consequences should not take place.
- Students should be clear about why consequences are being put in place.
- Students should be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their class after a serious incident

Types of Consequences used to promote a Positive Climate for Learning

- Discussion/reminder
- Moving student within the classroom
- Following the 3 Step Plan
- Loss of break/lunchtime (arrangements must be made for student to get refreshment and use the toilet)
- Removal from lesson by Head of Department or Head of Faculty
- Removal from lesson by Head of College or Head of Year
- Removal from lesson by Senior Leadership Team
- SLT Detention – Immediate Detention the following evening for all behaviour concerns as seen below.
- Reports
- Internal suspension

- Suspension

Systems to support the management of negative behaviour are noted in Appendix 1

Offensive conduct to other students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always considered serious.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

(Please see separate Child on Child abuse policy)

Smoking and Vaping

Smoking and vaping are not allowed on the school site or in school uniform off-site. Students who are caught smoking/vaping or are part of a group in which people are smoking/vaping will receive the consequence as outlined in the consequence system. Even association with smokers such as standing with another student whilst they smoke or vape will receive a consequence as outlined in the consequence system. Sixth Form students may not smoke or vape anywhere on site or within 400 metres of the school boundaries, during school hours. Any confiscated tobacco related products or vapes will only be returned to a parent/carer.

Alcohol & drug-related offences

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of consequence. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or arranging to sell a substance either off or on the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to a permanent exclusion.

Possession or use of an offensive weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances which are inappropriate within the school confines. The weapon will be confiscated, and parents/carers will be invited to collect it or the

weapon will be disposed of. The student will be given some form of sanction. This will depend on the:

- degree to which the item was used to cause alarm or harm to others.
- the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others.
- the potential for the item to cause harm and alarm to others.

Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature is forbidden, and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Suspension will apply in aggravated cases where the conduct was repeated.

Obstruction of justice

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of consequences imposed.

Improper conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve Police action and consequences up to and including suspension from school. However, even where contact between students is consenting, consequences may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

Dangerous / Unsafe Behaviour or Circumstances

Generally dangerous or unsafe describes behaviour or circumstances which will predictably result in imminent injury or serious harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

The priority of the staff is to ensure the physical, mental and emotional wellbeing of all students is safeguarded.

In the case of racial/xenophobic/homophobic/transgender/sexual abuse the incidents will be logged on CPOMs. Appropriate outside agencies will be notified, preventative and learning consequences applied, parents/carers notified.

A safety and support plan should be completed by the relevant member of the pastoral team to lower risk of future incidents.

In incidents of a dangerous physical nature the following guidelines should be noted and followed.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions that can be used by teachers 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
- As mentioned above, schools generally use force to control students and to restrain them.
- 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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a student behaving in a way that disrupts a school event or a school trip or visit.

- prevent a student leaving or entering the classroom where allowing the student to do so would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- As legally required, this Policy is made known to staff, parents/carers and students
- Barnwell School acknowledges the legal duty of members of staff to make reasonable adjustments for disabled children and children with SEND.
- Barnwell School does not require parental consent to use force on a student.
- Barnwell School does not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students and parents/carers are clear about when force might be used, we hope the school will reduce the likelihood of complaints being made when force has been used properly.

Telling parents when force has been used on their child.

Parents will be informed about serious incidents involving the use of force. All incidents of the use of force will be recorded on CPOMs. In deciding what a serious incident is, teachers should use their professional judgement and consider the following:

- the student's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the student or member of staff
- the child's age.
- whether account needs to be taken of a disability or SEN

What happens if a student complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the member of staff delegated by the Headteacher. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any

criminal prosecution or other civil or public law action. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Where an allegation of using excessive force is made against a teacher, the Headteacher would seek advice from the Local Authority and an investigation would be carried out.

Unforeseeable Behaviour or Circumstances

Unforeseeable behaviour or circumstances are not covered by policy, never previously experienced or are so historic that they were not believed to reoccur.

The priority in all such incidents is to ensure that physical, emotional, and mental wellbeing is safeguarded.

Where reasonable force by school staff is not appropriate and there is risk of physical injury the police and ambulance service should be contacted.

Members of staff should not be left alone during the incident.

Where possible the vicinity of the incident should be cleared of staff and students who are not involved.

Where there is a threat to multiple members of the school community school evacuation procedures should be followed.

Following the incident all staff/ students involved should be debriefed and their wellbeing checked. If necessary outside agencies should be involved if further therapeutic support is required.

A risk assessment should be made, and a plan put in place in the event of the incident ever reoccurring.

Support from External Agencies

Where appropriate the school will use a range of external support interventions to support the emotional wellbeing and behaviour of students.

A non-exhaustive list is as follows:

- Education Support Centre
- Attendance Improvement Officer

- Student Support Worker
- Counselling services
- Educational Psychologist
- The Police – School Liaison Officer
- The Police – Community Police Officer

Working with parents and carers we may also seek input or advice from:

- Family doctor
- Child and Family Centre
- Social Services
- Family Support Worker

Under the guidance of SLT, pastoral members or SENCo will refer to the relevant agency.

Communication and Recording within School

SIMS is the platform where all staff will record Pride points and add concerns.

Concerns regarding the wellbeing of a student should be recorded on CPOMs.

Information recorded should always be worded in professional language with accurate, factual detail.

Staff should also apply this to any report form that is completed.

All communications with parents or carers should be recorded on CPOMS.

All referrals to outside agencies should be uploaded to CPOMS.

Suspensions

Suspensions are a last resort. The Barnwell way is to seek to eliminate the use of these by making suspension unnecessary rather than by simply refusing to use them. When they are required as a last resort, they are used as a protective consequence and/or to reset the school support plan for that student.

In keeping with DfE guidelines the school operates two types of exclusions:

- Suspension
- Permanent exclusion

In most cases suspension will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE and LA guidelines on

suspensions and the final decision to suspend can only be made by the Headteacher or nominated member of the Senior Leadership Team in the Headteacher's absence. When deciding to suspend a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff. The mitigating and aggravating circumstances of the situation or incident will be carefully considered.

In addition, the length of the suspension will be decided by the Headteacher with reference to:

- whether the student belongs to any vulnerable group
- the age of the student
- the disciplinary record, including the primary or previous school record, if appropriate
- the nature of the offence
- the home backgrounds.
- exam obligations

When a student is suspended, the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension.
- undertake to set and mark work for that student for the first five days of the exclusion.
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed term exclusion of six days or longer.
- advise any consequences that may be imposed for non-attendance of the provision for the sixth day onwards.
- consider how the time out of school might be used to address the student's problems; and consider what support will best help with the student's reintegration into the school at the end of the suspension.

The parents or carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with the Governors to review the suspension. The Governors will meet within a reasonable number of days of the request being made (there is no statutory time limit in this situation) and will decide whether to uphold the suspension. If a student is suspended for more than 15 days in a term the governors will always meet within 15 days to review the exclusion. After a suspension a student should attend a re-admission meeting with their parents and a member of the Pastoral Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all

other methods and strategies have failed. However, permanent exclusion would normally follow certain single incidents, which are deemed to be extremely serious. These might include (but are not limited to):

- actual or threatened violence against a member of staff.
- theft from the school, a student, or a member of staff
- serious actual violence against another student
- sexual abuse or assault
- supplying or intent to supply an illegal drug or possession of an illegal drug in school on more than one occasion.
- carrying an offensive weapon with intent to cause harm.
- making malicious allegations against a member of staff

These instances do not constitute an exhaustive list but indicate the seriousness of an offence for which the Headteacher may, in his judgement, impose a permanent exclusion for a first or “one-off” offence.

In considering whether permanent exclusion is the most appropriate consequence, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School’s Policy and b) the effect that the student remaining in the school would have on the education, welfare and safety of other students and staff.

In line with its statutory duty, the Governors’ Student Discipline Committee, when it meets to consider the Headteacher’s decision to exclude would require the Headteacher to explain the reasons for the decision and will look at the appropriate evidence.

Searching and Confiscation

The schools’ common law powers to search:

When can a search be undertaken?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Searching with consent

School staff can search pupils with their consent for any item. The use of a hand held metal detector wand may be used to support in the search for prohibited items.

Searching without consent

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

During the search

Extent of the search

- The person conducting the search may not require the pupil 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 pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Confiscated items

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

All confiscated items must be handed to a member of SLT.

Notes

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found because of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- 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.

- Schools are not required to inform parents before a search takes place nor are they required to seek parental consent to search their child. However, parents should always be informed that a search has taken place. Please ensure a record of this parental conversation is made on CPOMS as a contact with parent/carer, ideally this will be added as an action to the student search.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Examples of illegal or potentially harmful items include (but are not limited to):

- Knives
- Multi tool
- weapons of any kind
- items that the school believe may be used as a weapon
- alcohol
- illegal drugs
- legal highs
- suspected stolen items

Anti – Social Behaviour

Students are expected to identify the perpetrators of anti-social behaviour so that the school can deal with issues effectively.

The Police

It will be for the Headteacher or a member of the Senior Leadership Team to decide whether the Police should be involved in any given incident. The Police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the Police. The possession of illegal substances on the school premises will always lead to the involvement of the Police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for Police interviews to take place at school only in the presence of parents or carers. If parents cannot be contacted, the interview will take place with the Headteacher or a member of the Senior Leadership Team.

Staff should not obstruct the Police in the course of their duty. The Police have the right to enter the site without permission of the Headteacher but should only exercise this right in exceptional circumstances.

When to call the Police

- once a 'prima facie' case has been established, school led interviews and investigations should stop and the Police should be called.
- accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- once a criminal investigation is under way school investigations and/or interviews MUST stop
- Offences where the Police may be called include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Any illegal or potentially harmful items will be passed to the Police or the Police Community Support Officer.

With regard to stolen items of low value such as pencil cases, it may not be reasonable to involve the Police or pass items on to them. However, the school may deem it appropriate to contact the Police regarding any theft.

Appendix 1 -Behaviour Management Systems

The 3 Step Plan is used to manage behaviour within all learning spaces, this approach ensures consistency across the school when undesirable behaviour is displayed. The system is clear and easy to follow for both staff and students and has a tiered sanction process at each step.

The 3 Step Behaviour Plan (Appendix 1)

Step 1	Verbal Reminder & Name on board
Step 2	Issue of LLD – 45 Min DT
Step 3	Time out x 5 minutes if behaviour escalates then move to PLLD – 1 Hour DT

Behaviour categories / Consequences

Not ready for school

(30 Min DT)

- Late to lessons
- Late to school
- Use of mobile phone
- Eating in class
- Equipment
- Uniform
- Defaced student card
- Disrespect of environment
- Lost student card

Low Level Disruption

(45 Min DT)

- Unwanted noise
- Not following instructions
- Walking around the room
- Talking over teacher
- Talking over classmate

Persistent Low Level Disruption (1 Hour DT)

- Persistent LLD
- Verbal Abuse
- Rudeness
- Truancy (10+ mins late to lesson)
- Corridor conduct
- Missed Lunch detention
- Inadequate Work
- Defiance
- Exam conduct
- Homework - quality
- Homework - completion
- Inappropriate IT use
- Inappropriate language

Not ready for school ,LLD or PLLD Concern	Staff Involved
<ul style="list-style-type: none"> • Name entered on SIMs • College Administrators/KS4 support ring or texts parents • Record on spreadsheet • Failure to attend detention – Missed detention issued (1hr) • Oncall • Failure to attend Missed detention-2hr Friday detention. • Failure to attend extended detention- Isolation 	<p style="text-align: center;">Classroom teacher College Administrators/KS4 Support Head of College/Year</p>

Detentions

- Not ready for school/Low Level Detentions/PLLD/Homework & inadequate homework detentions are for up to 1 hour after school and take place the day after the concern. Parents/carers are contacted via a text message. Extended detentions are held on Friday after school from 3.00- 5.00pm

CONCERN	LEVEL	LENGTH OF DETENTION
Not ready for school	1	30 Minutes
Low Level Disruption	2	45 Minutes
Inadequate Work/Homework	2	Maximum of 60 minutes or when work is completed
Persistent Low-Level Disruption	3	60 Minutes

- Students can be kept on the same night for up to 10 minutes without prior notice
- All detentions must be recorded on SIMs
- Individual classroom teacher, Subject, Faculty detentions
- We do not allow whole class detentions
- Extended detentions are for up to 2 hours after school, usually on a Monday. Should a student need to sit an extended detention parents/carers will be contacted via telephone call by the most relevant member of staff.

Internal Isolations

Students may be withdrawn from lessons and placed with a senior member of staff on an alternative campus. Some examples of behaviour which may lead to an internal isolation are:

- consistently disrupting teaching and learning
- 3x 'Not school ready 'concerns for uniform in a day
- behaviour which contravenes the schools Climate for Learning Policy
- rudeness towards a member of staff
- failure to attend after school detention.
- refusal to accept the code of conduct
- persistent bullying
- smoking
- incorrect school uniform
- damage to property
- defiance
- verbal abuse
- weapon possession /use
- discriminatory behaviour
- aggressive behaviour
- setting off the fire alarm
- substance misuse and association
- health and safety
- theft

Parents/carers will always be informed of internal exclusion by the most relevant member of staff. Students will work in isolation under supervision. They will

- Complete the work provided for them.
- Parents/carers may also be called into school to discuss the incident and the way forward.

The context of the incident leading to internal suspension will be reflected in the length of time a student spends away from the classroom. Any child who does not attend an internal exclusion will be issued with a suspension as will a series of internal isolations. Students and parents/carers will always be informed when this is the case. All incidents are logged in SIMs and in more serious cases on the students' file. Internal isolations will run until 4pm.

Reflection Room

Sometimes students may be having trouble in coping with being in mainstream lessons and/or social times, for a variety of reasons. Where this is the case, students may be required to work in the pastoral hub for part of the school day, the entire school day or for a short-fixed period.

Reports

Reports should be seen mainly to give students the opportunity to make a positive change and receive appropriate feedback. Students whose work, attitude, attendance, punctuality, or behaviour is giving continued or serious cause for concern may be put on report. No students will be placed on report without communication with parents/carers. Students will have targets to achieve. Teachers and parents/carers will be able to monitor what they do. A school system is in place of five-day booklets for form tutor/pastoral intervention/HOC/HOY and PSP reports. As well as intervention reports and department reports.

All Reports must

- Be on a five-day booklet.
- State clearly the student's targets
- Be handed in at the start of the lesson.
- Be signed by the teacher at the end of the lesson.
- Be signed by parent/carer each day.
- Be given to the appropriate member of staff for filing when completed.
- Students will move up the report system if they do not meet their targets or conform to the rules regarding reports.

Key Stage 3/4 Reporting system

Form Tutor Report – 2-week report monitored by form tutor.

- Contact with home, recorded on SIMs
- Weekly up-date on progress with home

Pastoral Intervention Report – 4-weeks monitored by pastoral manager.

HOY/HOC Report – 8- week monitored with midpoint review by Head of College/Year

- Meeting with parents to set up report.
- Discussion about support
- Weekly phone calls home from HOC on progress

- Review meeting with HOC in week 4

Pastoral Support Plan (PSP)

A Pastoral Support Plan meeting should be organised for any student who has worked their way up the reporting system without making appropriate changes. The aim of such a meeting is to ensure that all appropriate professionals are involved in providing support for the student. The behaviour of students is monitored closely by the Head of College/Year. When the behaviour of a student is identified as a serious concern, the Head of College/Year in consultation with the Senior Leadership Team for behaviour will organise a meeting. Those invited should include the student, parents/carers, Head of College, Senior Leadership Team member responsible for behaviour, SENCO and a variety of agencies. If appropriate a representative from Health or the Youth Justice Team may be invited.

The Pastoral Support Plan is intended to run for 16 weeks with a mid-term review after 8 weeks. PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. However, any member of the Senior Leadership Team may oversee a students' PSP.

The following will always apply:

- Students will be encouraged to set their own targets and sign the PSP
- Parents/carers will be involved, and will be asked to sign the PSP
- The nominated member of staff will sign the PSP
- PSPs will identify rewards and consequences
- PSPs are reviewed half-way through their set time

If at the time of review (usually after 8 weeks or at the end of a 16 week period) it is felt that the student is no longer giving cause for concern, then the student will be stepped down to a HOC/HOY report. If, however, at the time for review it is felt that extra support is needed then the student will remain on a PSP with an exploration of alternative interventions.