



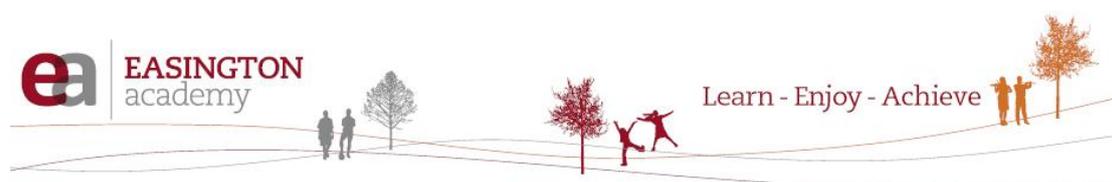
# Pastoral Care Policy

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# **INCLUSION POLICY**

## **Introduction**

One of the main aims of our school is to value the individuality of all our students. We are committed to giving them every opportunity to achieve at a high standard, both in and out of the classroom. This policy aims to ensure that this happens for all the students who attend our school – regardless of their age, gender, ethnicity, prior attainment or background. The main focus of this inclusion policy is on raising the educational attainment of all students. As an inclusive school we aim to ensure that all learners have a right to access an appropriate curriculum and are able to take advantage of the many opportunities to enjoy success provided by the school. Inclusion is about developing a culture of acceptance in which all students can be valued equally, treated with respect and provided with equal opportunities within the school. It is concerned with developing inclusive values shared by staff, students, governors and parents/carers. Inclusion is concerned with encouraging participation in a learning community where all are welcome, their needs are met and personal strengths are recognised.

## **Aims and Objectives**

If our school is to be an inclusive school, it means that equality of opportunity must be a reality for our students. Our policy has wider implications than the identification of students with special educational needs. We are committed to engage students who are demonstrating disaffection, failing to participate fully in the school experience because of challenging behaviour and/or poor attendance. This could apply to any or all of the following groups:

- Girls and boys.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Students who may need support to learn English as an additional language.
- Students with special educational needs, including those considered to have emotional, behavioural and social difficulties.
- Students with physical disabilities.
- Gifted and talented students.
- Looked After Children.
- Other students such as sick students, young carers, students from families under stress, pregnant school girls and teenage mothers.
- Any student who is at risk of disaffection or exclusion.
- Students whose families may be seriously disadvantaged by poverty.

We firmly believe that by promoting inclusion it will help all our students to realise their potential in terms of achievement through access to curricular and extra-curricular activities within the school and other settings. This commitment to inclusion means that we are dedicated to meeting the individual needs of each student. We aim, therefore, to facilitate an inclusion process whereby students, parents/carers,



staff and other agencies or departments work together in partnership to develop the application of the principles of inclusion in each setting. We want our students to:

- Feel secure and know that their contributions are valued, both in and out of the classroom.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Experience success in whatever form it may take, academic, sporting etc.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have common curriculum experiences that allow for a range of different learning styles.
- Have challenging targets set that enable them to achieve.
- Be encouraged to participate fully in the life of the school.

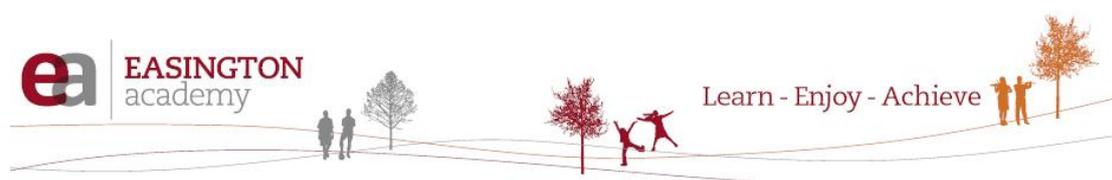
### **Principles**

The school is committed to the following principles:

- To meet the needs of our students, including those who may be missing out, difficult to engage or feeling in some way removed from what the school seeks to provide.
- Early intervention, especially the identification of students at risk of disaffection, and proactive planning to meet their needs.
- Ensuring that the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child.
- Ensuring inclusion is the responsibility of every member of staff, teaching and non-teaching.
- Ensuring students and parents/carers are treated fairly in respect to important educational decisions which affect their lives, especially concerning attendance, exclusion and assessment for any special educational needs. Procedures will be applied in accordance with DfES, Ofsted and LA guidance.
- Valuing diversity and believing that all students are educable. Students present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when diversity is recognised and regarded positively.

### **Strategies used to promote Inclusion**

- Rewarding achievement in all its forms, especially academic achievement, high attendance and good behaviour.
- The close monitoring of behaviour, attendance and academic achievement.
- Celebration assemblies.

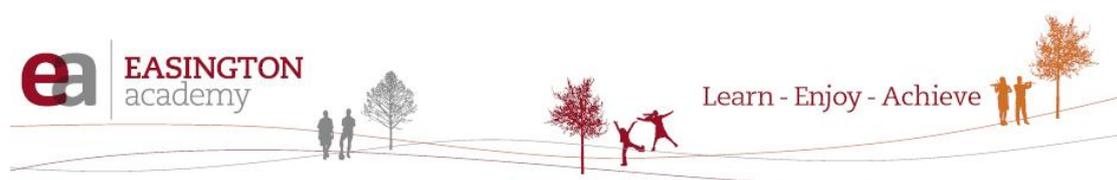


- Inter-house activities.
- Positive communication with parents/carers.
- Establishing a pro-active pastoral system.
- Where necessary, using outside agencies to meet the needs of individual students.
- Encouraging high standards of behaviour.
- Establishing links with the local community.
- Ensuring that students enjoy a range of extra-curricular activities.
- Referring students to the Learning Support Unit.
- Providing study support to different groups of students.
- Recognition of specific groups of students. For example, Looked After Children.
- Employing a school counsellor.
- Using the Ethnic Minority and Achievement Service (EMAS).
- Referrals made to OPTIMUM ( pregnant schoolgirls ).
- Establishing alternative curriculums for certain students; using extended work placements; referrals to the Alternative Key Stage 4, programme at The Green School.
- Providing students with after school activities, including transport home on three nights a week.
- Employing learning mentors.
- Creating nurture groups to help vulnerable students.
- Referrals to the Behaviour Support Service and the Educational Psychology Service.
- Adopting a multi-agency approach through the work of the Pastoral Liaison Group.
- Working closely with the local police.
- Drop-in sessions with the school nurse.

### **Links to other School Policies**

The following are relevant to the Inclusion Policy:

- SEN Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- Attendance Policy.
- Equal Opportunities Policy.
- Racial Equality Policy.
- Gifted and Talented Policy.
- Assessment and Recording and Reporting Policy.
- School Development Plan.

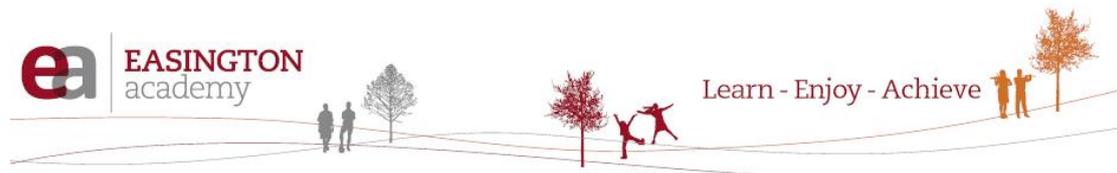


## **GENERAL PRINCIPLES**

The Pastoral Care Policy of this school seeks to identify and respond to the needs of our students in the widest sense. The policy recognises the inextricable links between the school's pastoral and academic systems, each being mutually supportive of the other. All members of staff contribute to, and participate in, pastoral care, whether as subject teacher, tutor, member of senior management or a teacher with specific pastoral responsibilities.

### **Aims**

- To develop in all students the basic skills, knowledge, experience and attitudes related to their future roles as workers, students, parents/carers and members of society.
- To encourage and enable students to become more responsible for their own:
  - personal development.
  - social development.
  - health education.
  - academic education.
  - behaviour.
- To create an atmosphere in which all students feel confident they are:
  - safe and secure.
  - valued.
  - respected.
  - monitored both academically and pastorally.
- To contribute towards the maintenance of good behaviour and an orderly atmosphere in school.
- To offer sympathetic, confidential and effective guidance to students as and when it is required.
- To promote policies which seek to involve all staff in issues of pastoral care.
- To promote and contribute to the strengthening of links with parents/carers as partners in the education of the student.
- To promote a school ethos in which staff and students show respect for each other.
- To allow students to contribute to discussions on aspects of school policy. For example, the school's behavioural policy.



The aims of the school's pastoral care policy are to be achieved:

- Through the extra-curricular activities offered to students during their time at our school.
- Through the careers lessons included in the PSHE programme.
- Through the establishment of a year team of tutors.
- Through the systems in place designed to monitor all aspects of a student's development. These include interim academic reports, attendance and punctuality checks, the monitoring of uniform and equipment, internal exams and tests.
- Through policies relating to attendance, anti-bullying, equal opportunities, child protection, drugs, racism and homophobia.
- Through the work of the School Council, prefects and other areas of student responsibility.
- Through the school policy on Assessment, Recording and Reporting.
- Through the school's Behaviour Policy.
- Through effective systems of communication between staff with responsibilities in the pastoral and academic structure of the school.
- Through the use of tutors, Home/School Liaison Officers, mentors, the school nurse, the designated child protection teacher and, when appropriate, outside agencies.
- Through in-service training and the newly qualified teachers' induction programme.
- Through formal and informal communication between school and parent/carers, including Progress Days, annual reports, newsletters, parental interviews, presentation evenings, social evenings, and the school magazine.
- Through the provision of trips and activities outside of school.
- Through the development of links with industry.
- Through links with feeder primary schools.
- Through fund raising activities.

# **BEHAVIOUR MANAGEMENT**

The patterns of behaviour that we want in our school have to be taught just as thoroughly and as consistently as the rest of the curriculum. In most schools, most of the time, most students behave appropriately. There will be occasions in our school, as in all schools, when things go wrong, and an effective behaviour policy should help staff to deal with such situations.

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other school staff to discipline students. Subject to the school's behaviour policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way identifiable as a student from the school.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school.

At Easington Academy all teaching staff, including student teachers, have the right to impose a range of sanctions up to and including an after school detention should a student's behaviour warrant such a measure. The sanctions should be applied in accordance with the school's behaviour policy.

The use of this range of sanctions is extended to certain non-teaching staff who are in frequent contact with students – Home/School Liaison Officers, cover supervisors, learning mentors, behavioural support workers, learning support assistants.

Other non-teaching staff – dinner supervisors, caretakers, cleaning staff – have the right to impose sanctions up to and including a lunchtime detention (C3). This would be done using the 'pink slip' system.

Regular visitors to the school and outside agencies also have the right to impose sanctions up to and including a lunchtime detention, having first discussed the incident with a member of senior management.

Any member of staff, teaching or non-teaching, who feels that a student's disruptive behaviour warrants a sanction beyond their remit should seek the advice of senior management.

Only the Headteacher may recommend permanent exclusion. Fixed term exclusions and internal exclusions may be imposed by members of the senior management team with the agreement of the Headteacher. The Assistant Headteacher ( Pastoral ) has the right to place a student in the Learning Support Unit for a period not in excess of ten days should the student's behaviour warrant such a measure.



In accordance with the Education and Inspections Act 2006, the school reserves the right to impose sanctions, if warranted, on a student who is misbehaving while not on the school premises but who is under the charge of a member or members of staff. For example, a student who is misbehaving on a school trip. The range of sanctions would be up to and including an after school detention. If it was felt that a student's behaviour warranted a more serious sanction, the supervising teacher should discuss the matter with a member of senior management. All punishments would take place on the student's return to school.

## **Guidance**

Effective discipline requires an understanding of a student's behaviour and an awareness that the behaviour of the teacher will have a significant influence on the behaviour of the student(s). Some, but not all, of the problems which occur in the classroom may be a direct consequence of the way the teacher acts towards the student(s).

At Easington Academy we ask all our staff to:

- Remain in control – don't react to a situation, respond to it.
- Recognise and reward positive behaviour and academic achievement.
- Be consistent in disciplinary matters.
- Be a good role model for the student.
- Respect students in and out of the classroom.
- Do all you can to
  - keep calm.
  - listen.
  - be positive.
  - use humour.
  - know your students as individuals.
  - apply sanctions consistently.
  - seek help if necessary.
- Avoid
  - unnecessary shouting.
  - over-reacting.
  - over-punishing.
  - humiliating students.
  - sarcasm.
  - leaving students outside of the classroom for long periods.
  - making empty threats.

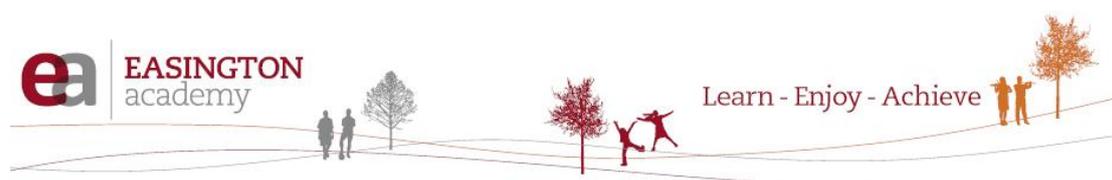
## **Classroom Management**

At the beginning of a lesson:

- Be punctual. Do not leave students standing in the corridor for several minutes.
- Do not allow students to barge into the classroom. If they do, ask them to enter the classroom again, this time in an orderly fashion.
- Ask students to remove outdoor coats.
- Take the class register via the e-registration system, marking late those students who arrive after the late bell has rung.
- Make students aware that lateness to lessons is unacceptable and that a detention will follow. Lateness to lessons is monitored by the Home/School Liaison Officers.
- Tackle students who repeatedly fail to bring their exercise book/file etc. If this happens repeatedly inform the student's Home/School Liaison Officer.
- Make sure the lesson's learning objectives and outcomes are made clear to the students at the beginning of the lesson.
- Make sure the list of consequences (C1 – C5) is displayed. The Classroom Discipline Plan is displayed in every room.

During the lesson:

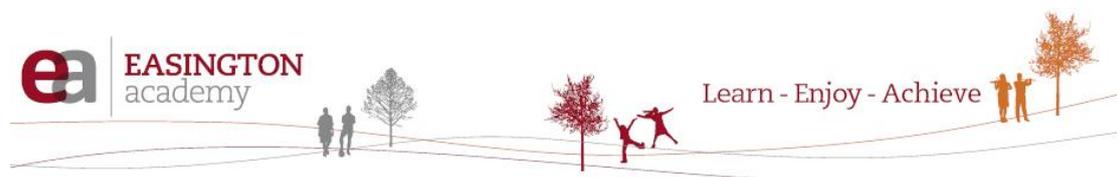
- Use the voice effectively.
- Be alert to what is happening in all parts of the room.
- Be mobile – move around the classroom.
- Try to delegate tasks to students.
- Make good use of questions.
- If possible, vary activities.
- Look to reward good work and behaviour.
- Be precise when giving instructions.



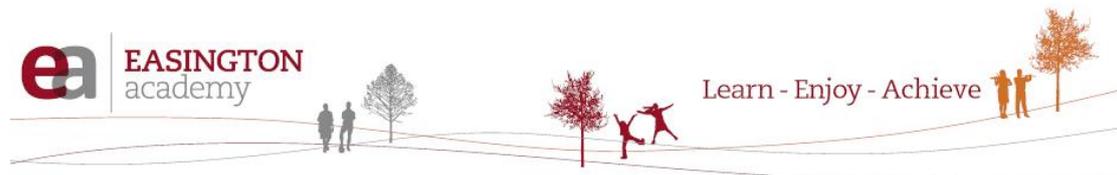
- Insist that students remain 'on task'.
- When a student fails to respond, there are several strategies a teacher may adopt :
  - A simple direction, e.g. 'David, please continue with the exercise you've been given.'
  - Remind the student of the classroom rules: 'You know that eating isn't allowed in the class. Put it in the bin. Thank you.'
  - Move closer to the student and restate the task.
  - Move the student to another desk.
  - Begin to apply sanctions (consequences on the Classroom Discipline Plan). The student's name should always be written down next to the consequence so that he/she is fully aware that a consequence has been applied.
  - The disapproving look or other body language to bring the student back on task.
- Do not get side-tracked by 'secondary behaviour', e.g. muttering under the breath, putting hands in pockets. Concentrate on the change of behaviour you require – deal with secondary issues later.
- Try to avoid confrontations by not getting into a discussion with the students. It is your classroom. State the behaviour you want to see and keep referring to it.
- Do not allow students out of the classroom without your permission. Visits to the toilet should be discouraged. Only one student should be allowed to go to the toilet at any one time. If a student is sent on a message, make certain the appropriate page of the student's planner is signed.
- As a disciplinary sanction, do not have students standing outside of the classroom for long periods of time. A short 'cooling off' period may be necessary, be no more.

End of lesson:

- Use the end of the lesson to recap on the work covered during the lesson (plenary).
- Make sure that students write homework details in the student planner. It's a good idea to write the assignment details on the board, including the date when the work is to be handed in.
- Finish the lesson promptly so that students will not be late for their next lesson.
- Do not finish the lesson too early, allowing students to stand around with nothing to do.



- Students should remain seated until the bell has gone.
- Make sure students have put all litter in the bin.
- When the bell does ring, dismiss the students in an orderly fashion and make sure they leave the school building through the identified exit door.



# GUIDANCE ON RESTRICTIVE PHYSICAL INTERVENTIONS

## Aims

- To ensure that any use of RPI reflects current legislation.
- To develop and sustain an ethos and practice in school which protects the dignity and safety of both students and staff.
- To create and sustain a safe and secure learning environment.
- To promote a shared understanding that, although always used as a last resort, physical control is an option that staff authorised by the Headteacher may have to take.

Physical contact with children occurs in providing physical prompts, giving support in PE and, at times, supplying reassurance. The term Restrictive Physical Intervention (RPI) does not apply to such situations.

There may be circumstances where, when preventative strategies have failed, some form of RPI may be necessary. The school acknowledges the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods to manage behaviour.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

The term *reasonable force* covers a broad range of actions which may be used by most staff at some point in their careers. Force is usually used either to control or restrain. This can range from guiding a student safely by the arm, 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 control, 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. This would be used in more extreme circumstances. For example, when two students are fighting and refuse to separate without physical intervention.

All members of the school staff have a legal power to use reasonable force. This includes people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers.

Staff should, however, be aware that any physical contact with a child may be misconstrued by the child, colleagues and other observers. Support of emotionally



distressed or physically injured children often involves some physical contact. Contact should be the minimum necessary to comfort and reassure the child.

RPI will usually be used in response to an emergency. For the use of RPI by a teacher or other authorised person to be justified, it has to be demonstrated that it is warranted by, and in proportion to, the situation. Consideration should be given to the age, health, emotional state etc. of the student. Every possible step should be taken to prevent the situation, and to try and avoid the use of RPI.

In this school all teachers are authorised to use RPI but only non-teaching support staff specifically authorised by the Headteacher to do so may use RPI. Authorisation is not given to parents/carers or volunteers. Supply staff will not be authorised unless they are familiar with the school's policy and have undertaken training.

It is important that staff understand the terminology used in all Durham LA establishments in respect of Restrictive Physical Interventions:

- **Physical Presence:** describes a situation in which staff stand close by or in front of a student momentarily, or temporarily in the way of a student. Physical presence is a means of both communicating authority and re-establishing safety and security.
- **Restriction of Access or Exit:** describes a situation in which staff stand in doorways or corridors to restrict a student's movement, or in a room fitted with door catches beyond the reach of the student. It is a means of preventing students accessing dangerous environments, or leaving a room when it is judged it would be prejudicial to the maintenance of a safe and secure environment for them to do so.
- **Time Out:** describes the removal of a student from an environment where he/she is less likely to disrupt. It serves the purpose of enabling the student to regain self-control. In Durham LEA any area or room used for a time out must be unlocked and monitored by staff at all times.
- **Isolation:** describes the separation of a student from his/her peers and his/her supervision by a member or members of staff with the purpose of providing the student with continuous focused supervision and support. Students isolated from their peers and supervised by staff must not be in locked rooms.
- **Seclusion:** describes the forcible confinement and segregation of a student from his/her peers in situations that are unsupervised by staff. In Durham LA seclusion is not permitted in schools.
- **Physical Diversion:** describes the means of deflecting a student from destructive and/or disruptive behaviour. For example, by holding a hand, placing a hand on the forearm, putting an arm around the shoulder or guiding by placing a hand on the back. It should involve little force but serves to reinforce staff attempts to reason with the student.

- **Restrictive Devices:** describes those approved mechanical devices - for example, helmets - that are used in a planned manner to prevent self-injury.
- **Physical Control:** describes the positive use of reasonable minimum force to divert a student from committing a criminal offence, harming himself/herself or others, seriously damaging property or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control is normally limited to holding a student in a standing or sitting position.

### General Principles

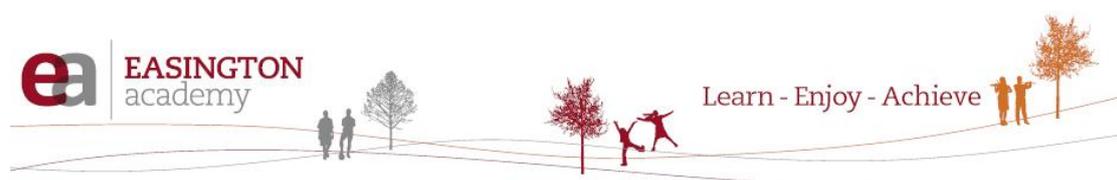
The Education and Inspections Act 2006 enables anyone who is a member of staff of any school at which education is provided to students to use reasonable force in specified circumstances:

- Where the student is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of the school's other students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Self-injuring or placing himself/herself at risk.
- Causing personal injury to, or damage to the property of, any person ( including the pupil himself/herself ).
- Committing any offence.
- Committing a criminal offence (even if the student is below the age of criminal responsibility).

### Types of Incidents

- Where the action is necessary in self-defence or because there is an imminent risk of injury.
- Where there develops an increasing risk of injury, or significant damage to property.
- Where a student is behaving in a way that is significantly compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:



- Student attacks a member of staff or another student.
- Students are fighting.
- A student is engaged in increasingly at risk behaviour.
- A student is causing, or at risk of causing, injury, damage by accident, by rough play, or by misuse of dangerous objects or materials.
- A student is running in a corridor or on a stairway in a way which he or she is likely to injure himself or herself.
- A student absconds from a class or tries to leave the school ( NB this will only apply if a student could be at risk if not kept in the classroom or at school ).

Examples of situations which fall into the third category are:

- A student refuses to comply with a directive to leave a classroom in an escalating situation.
- A student is behaving in a way that is seriously disrupting a lesson.

Any form of corporal punishment in schools is illegal, and this ban is absolute.

Any use of RPI should be consistent with the legal obligations and responsibilities of the school and its staff, and the rights and protection afforded to students under the law.

RPI should be used only in the best interests of the students and in conjunction with other strategies designed to support students to learn alternative non-challenging behaviours.

RPI must not be used with intent to:

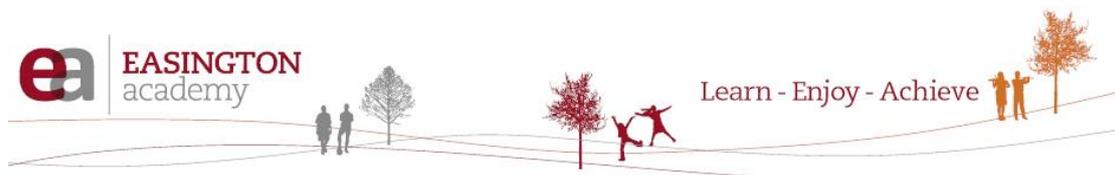
- Punish.
- Cause or threaten hurt.
- Oppress, threaten, intimidate or bully.
- Secure compliance with staff instruction.

Within the RPI continuum, physical control should only be used:

- With minimum and reasonable force.
- Rarely and exceptionally.
- As a last resort where all other courses of action have failed.
- With the minimum degree of intrusion required to resolve the situation.

Staff should not act in a way that might reasonably be expected to cause injury. For example:

- Holding a student around the neck or by the collar or in any other way that might restrict the student's ability to breathe.
- Slapping, punching or kicking a student.
- Twisting or forcing limbs against a joint.



- Tripping a student.
- Holding or pulling a student by the hair or ear.
- Holding a student face down on the ground.

### **Acceptable Measures of Physical Intervention**

RPI can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident.
- It is delivered in accordance with the seriousness of the incident and the consequences which it aims to prevent.
- It is carried out as the minimum to achieve the desired result.
- The age, understanding and gender of the student are taken into consideration.

RPI may involve staff:

- Physically positioning themselves between students ( physical presence ).
- Blocking a student's path ( restriction of access or exit ).
- Escorting a student or shepherding a student away (physical diversion).
- In extreme circumstances staff may need to hold a student ( physical control ).

### **Recording**

Where RPI has been used to manage a student, a record of the incident may need to be kept. Where physical control has been used, a record of the incident must be kept. This record should be made in a school incident book (in staffroom) which will include the name of the student, the date, time and place of the incident, a brief description of the incident and actions taken.

In addition, specific details of the use of physical control must be recorded on a Major Incident Report. The Incident Report must be completed as soon as possible after the incident, normally prior to staff going off duty, and must be signed by all the staff involved and the Headteacher. In addition, specific details on the use of physical control must be recorded on the incident report. Reporting should include:

- How the incident developed.
- Attempts made to calm the situation.
- Names of any staff or students who witnessed the situation.
- The outcome of the incident including any injuries sustained by a student or member of staff.
- Any damage to property which has resulted.
- Whether/how parents have been informed.
- After investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague when compiling a report. After the incident, copies of the report will be placed on file and, where



necessary, the appropriate action taken under disciplinary or Child Protection procedures.

### **Action After an Incident**

The Headteacher will ensure that each incident involving the use of physical control is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedures.

### **Complaints**

The availability of a clear policy about RPI and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's complaints procedure. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

### **Appeals**

If parents/carers remain dissatisfied with the decision following investigation into their complaint, then they have the opportunity to appeal against the decision of the Governing Body of the school. All appeals have to be made in writing. Parents/carers will also have the opportunity to attend the appeal hearing in person. The Governing Body will consider all the information and come to a final decision.

### **Review**

This policy will be reviewed within the timetable for policy review established by the Governing Body of the school.

### **Monitoring (Headteacher)**

The Headteacher should monitor any use of RPI by examining:

- The frequency of its use.
- The justification of its use.
- Its nature.
- Its users.
- The views of students concerning its use.

Headteachers must ensure that:

- The need to use RPI is minimised.
- RPI is used only in the appropriate circumstances.
- Only the appropriate degree of RPI is used in particular situations.

Headteachers must also:



- Report on the use of RPI to the Governing Body.
- Report specifically on the use of physical controls.
- Take appropriate action over issues of concern of either a general or specific nature.
- Make available on request the Major Incident Record File to the authority's officers.

### **Governors**

Governors should monitor the use of RPI within the school ensuring that:

- The incident of RPI is reported to them termly.
- Incidents comply with the school policy.
- Trends are recognised.
- Action is taken to reduce the use of physical control.

The following should be read in conjunction with the above notes on RPI.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In school, force may be used for two main purposes – to control students or to restrain them. The decision whether or not to physically intervene is down to the judgment of the member of staff and will depend on the individual circumstances. The following list is not an exhaustive one but provides some examples of situations where reasonable force can and cannot be used. Staff can use reasonable force to:

- Remove disruptive students from a classroom where they have refused a request to follow an instruction to do so.
- Prevent a student behaving in such a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving a classroom, where allowing the student to leave 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.

Staff cannot:

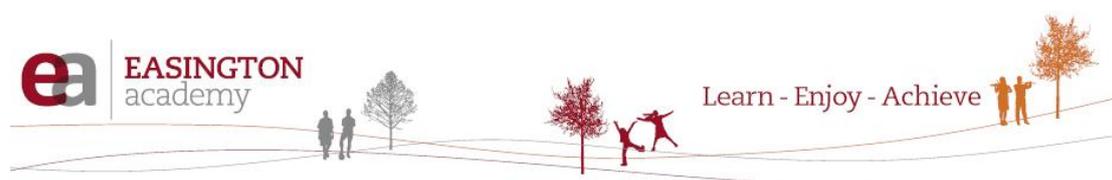
- Use force as a punishment, and it is always unlawful to do so.

The school does not require parental consent to use force on a student.

### **Using Force**

Certain restraint techniques present an unacceptable risk when used on children and young people. These are:

- The seated double embrace, which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.



- The double basket-hold, which involves holding a person's arms across their chest.
- The nose distraction technique, which involves a sharp upward jab under the nose.

### **Staff Training**

The school will decide which members of staff will require training in the use of force and what that training will be.

### **Informing Parents/Carers**

The school will contact parents/carers about a serious incident involving the use of force, as well as recording the details of such an incident. In deciding what is a serious incident, staff must use their professional judgement and also consider the following:

- The student's behaviour and level of risk at the time of the incident.
- The degree of force used.
- The effect on the student or the member of staff.
- The student's age.

### **Student Complaints**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. 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 would provide a defence to any criminal prosecution or civil or public law action.

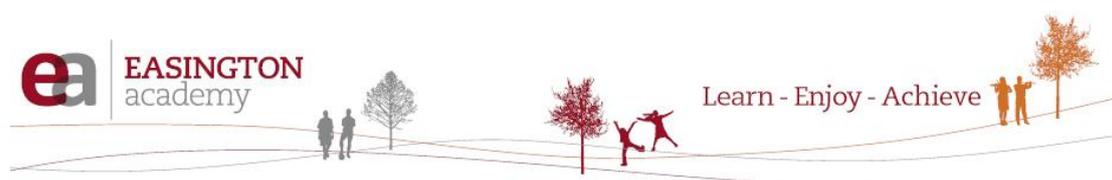
When a complaint is made the onus is on the person making the complaint to prove that his/her allegation is true - it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the Dealing with Allegations of Abuse against Teachers and Other Staff policy if such an allegation is made. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named person who can offer support.

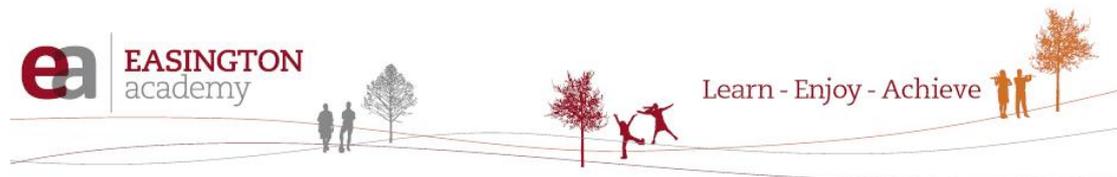
### **Other Contact**

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary:

- Holding the hand of a student at the back of a line when going to assembly or when walking around the school together.
- When comforting a distressed student.
- When a student is being congratulated or praised.



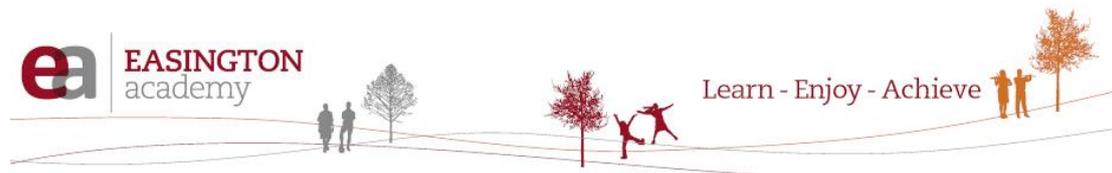
- To demonstrate how to use a musical instrument.
- To demonstrate exercise or techniques during PE lessons or sports coaching.
- To give first aid.



## CODE OF CONDUCT

At Easington Academy we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm and safe environment. To help us achieve this aim, we expect our students to:

- Show respect for others by working sensibly in lessons and not disrupting the learning of other students.
- Show consideration for others by moving around the school quietly and carefully. This means:
  - Keeping to the left side of the corridor.
  - Opening doors for others.
  - Walking down the corridor, not running.
  - Entering and leaving school by the correct doors.
- Discouraging bullying. This means we will:
  - Not punch, kick or spit at anyone.
  - Not join in name calling.
  - Not damage or steal another person's property.
  - Report incidents of bullying to a member of staff.
  - Never suffer in silence – if you are being bullied, speak to someone about it.
- Come prepared for the day wearing the appropriate uniform and bringing the necessary equipment. This means:
  - Bringing to school a pen, student planner and a bag large enough to carry an A4 file. Tutors will carry out an equipment check each morning.
  - Following the school uniform code.
  - Not bringing valuable items to school.
  - Not bringing to school anything which could injure/harm another student e.g. knives, drugs etc.
- Attend school regularly and arrive in plenty of time for the start of lessons. This means:
  - Being punctual for registration and lessons. A late bell will ring four minutes after the start of each lesson.
  - Bringing a parental note to school following an absence.
  - Seeking permission from school if you are taking a holiday during term time.
  - Making certain you ask for a pass from the office if you are leaving the school premises for a medical appointment.



## REWARDS AND SANCTIONS

Students and parents/carers need to be fully aware that bad behaviour is unacceptable and will be punished. Rewards and punishments should be fair and consistent. Sanctions applied to whole groups/classes of students for the misbehaviour of a few should be avoided. Those punishments that are deliberately humiliating or degrading should also be avoided. Rewards are as important as sanctions and teachers should look for opportunities to reward students for good behaviour/work.

### Rewards

**Praise:** Praise may include: words of encouragement, comments on student's work, praise in assembly, positive comments on school reports. Staff should seek every opportunity to praise good work and behaviour. Stress the positive.

**Display:** Displays of student work are encouraged as a means of motivation and praise. Rooms should be colourful and bright. Displays should be changed regularly.

**Vivo Miles:** The school's chief means of rewarding students is via the Vivo Miles system. Each Vivo Mile is worth 1p. Staff can make awards in the following categories:

- Attendance at an after school session.
- Attendance at an extra-curricular event.
- College student of the week.
- Community ward.
- Competing in a house sporting event.
- Completion of coursework.
- Contributing to an assembly.
- Equipment.
- Fundraising.
- Good academic work.
- Good behaviour.
- Good manners.
- Helping at an extra curricular event.
- Litter picking duty.
- Meeting coursework deadline (KS4).
- Miscellaneous.
- Representing the school at a sporting event.
- Attendance awards.

## **Sanctions**

Easington Academy aims to encourage students to accept responsibility for their own behaviour. Promoting respect for others and highlighting the basic values of honesty, fairness, tolerance and politeness are important aspects of school life. The establishment and maintenance of good order allow effective learning to take place and promote a positive ethos in school. Students 'should have a clear sense of what is important, what is valued, and what will not be tolerated' (DfEE Circular).

Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of a whole school behaviour policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may well reduce the need for sanctions. When sanctions are applied, they should follow the agreed school policy of the school.

## **Subject Teachers**

The vast majority of student behaviour – good and bad – takes place during lessons and therefore the subject teacher has a vital role to play in establishing positive behaviour. It is important to realise that school systems and the involvement of senior staff can support a teacher's classroom discipline, but it cannot replace it. Discipline is best achieved through a consistent and fair approach by individual staff, and one which puts an emphasis on the positive rather than the negative. Care should be taken to differentiate between minor and serious breaches of discipline. Care should be taken to ensure that students are aware of the reason for a punishment. Sanctions available to the teacher include:

- Consequences (see Classroom Discipline Plan).
- Parental contact (letters/telephone calls/meetings).
- Referral to HOD.
- Referral to a member of the Senior Management Team.
- Referral to a Home/School Liaison Officer.



## **Head of Department**

Heads of Department will be called upon to support subject teachers within their subject areas in matters relating to classroom discipline. This support may take a number of different forms, including: making sure all staff in the department are aware of the school's behaviour policy and adhere to it; discussing matters of discipline at departmental meetings; observing a member of the department teaching and follow up discussions. The HOD is in a position to support and reinforce teacher discipline through sanctions of his/her own. These sanctions include :

- Parental contact (telephone calls/letters/interview.)
- Referral to SMT.
- Additional work.
- Further detentions.
- Referral to the appropriate Home/School Liaison Officer.

## **Home/School Liaison Officers**

Home/School Liaison Officers also play an important part in monitoring the behaviour of students. HSLO's will monitor the behaviour of all students in their year group. Concerns about the behaviour of individual students should be brought to the attention of the Assistant Headteacher (Pastoral). Home/School Liaison Officers should consider a range of strategies, including disciplinary sanctions, when dealing with unacceptable behaviour. These strategies include:

- Withdrawal of privileges (end of term treats).
- Letters of concern.
- Referrals to SMT.
- Referrals to Pastoral Liaison Group.
- Placing a student on report.
- Recommending a student for placement in the Learning Support Unit.
- Parental contact (letters/telephone calls/meetings).
- Parental interviews.
- Use of outside agencies, e.g. Behavioural Support, Educational Psychology Service, Educational Welfare Service.
- Using the system of consequences.

# **THE CLASSROOM DISCIPLINE PLAN**

In each classroom there is a Classroom Discipline Plan, comprising Rewards and Consequences.

## **Consequences**

Name on the board.

C1: verbal warning.

C2: 15 minute detention (supervised by the subject teacher).

C3: 20 minute detention (supervised by a rota of staff).

C4: 2 x 20 minute detention ( supervised by a rota of staff ).

C5: 1 hour after school detention.

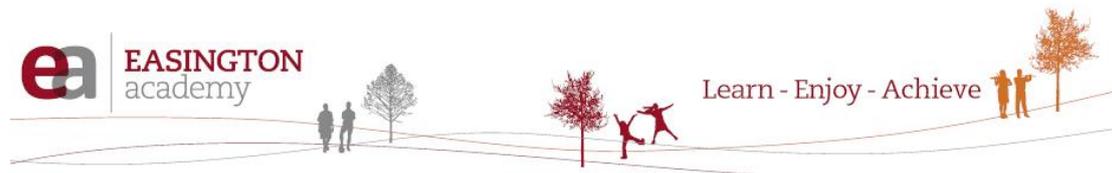
## **Rewards**

- Attendance at an after school session.
- Attendance at an extra-curricular event.
- College student of the week.
- Community award.
- Competing in a House sporting event.
- Completion of coursework.
- Contributing to an assembly.
- Equipment.
- Fundraising.
- Good academic work.
- Good behaviour.
- Good manners.
- Helping at an extra-curricular event.
- Litter picking duty.
- Meeting coursework deadline (KS4).
- Miscellaneous.
- Representing the school at a sporting event.
- Attendance awards.

## **Consequences**

For the Classroom Discipline Plan to work, it is important that all components of the plan are used consistently, especially the positive aspects of the plan. As far as consequences are concerned, staff should bear in mind the following:

- Use the terminology. Make it clear to a student who is misbehaving that he/she is receiving a C1, C2 etc by stating explicitly which consequence is being applied. The first sanction is to write the name of the student on the board and, thereafter, each time a consequence is given a mark should be placed next to the student's name. This will ensure that the student is fully aware that a particular consequence has been issued.

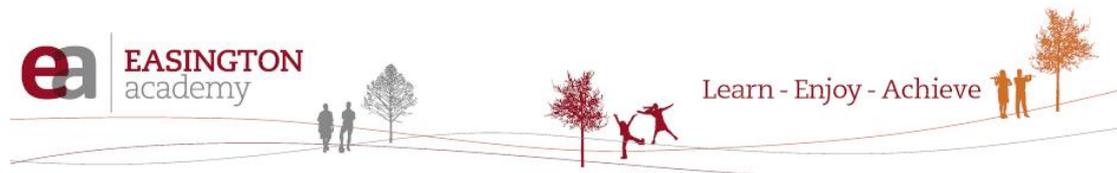


The two parts of the Classroom Behaviour Plan should be on display in every classroom.

- Students begin each lesson with a 'clean slate'.
- Staff should avoid 'using up' the consequences too quickly. Other tried and trusted methods of establishing classroom control (see Guidance) should be used before the first consequence is applied, and also used between the various sanctions. The consequences should complement good classroom management, not act as a substitute for it.
- Always be prepared to explain to a student why a consequence has been used.
- Detentions: 'From 1<sup>st</sup> September 1998, schools have a clear legal authority to detain students on disciplinary grounds after the end of a school session, with or without the consent of the parent/carer. Schools should take into account any special circumstances about individual students, such as whether the parent/carer can reasonably make suitable arrangements to get the child home from school after the detention. A school must, by law, give at least twenty four hours written notice to the parent/carer before the detention takes place' (DfEE May 1998).

In the light of the recent DfEE information, staff should adopt the following procedures regarding detentions:

- C2: 15 minute detention to be supervised by the subject teacher. Ideally, this detention should take place at break time, though a C2 detention can also be given at lunchtime. If this detention clashes with a C3 detention, see Assistant Headteacher (Pastoral).
- C3 and C4 detentions: these detentions take place at lunchtime and are organised by the Assistant Headteacher (Pastoral). The detentions are supervised by the Assistant Headteacher and one other member of staff.
- C5: after-school detentions. Parents/carers should be given a minimum of twenty four hours warning of an after school detention. It would be safer to give the parents/carers forty eight hours warning, thus allowing them time to consider whether or not they wish to appeal against the detention. On Tuesdays, Wednesdays and Thursdays, students who have been given an after school detention can travel home on the minibus, so it makes sense to arrange after school detentions on one of these days. If the member of staff feels that a student is unlikely to attend the detention, the student's name should be passed on the Assistant Headteacher (Pastoral). An after-school detention must be reasonable and proportionate. A C5 should not be given before the other consequences (C1 – C4) have been used, unless a serious breach of classroom discipline has occurred. It is very important that



parents/carers receive notification of the detention. This can be done by handing a standard letter to the parent/carer, or posting it to their last known address, or by contacting them by telephone. If the standard detention letter is given to the student to deliver, it is sensible to have this witnessed by another member of staff and to ask the student to return the reply slip at the bottom of the letter. Staff wishing to give an after school detention should ask the office staff about the correct procedure to follow. A C5 is given if a student continues to disrupt the lesson after all the other sanctions have been used (C1 – C4). The student will be removed from the class and placed in the C5 room.

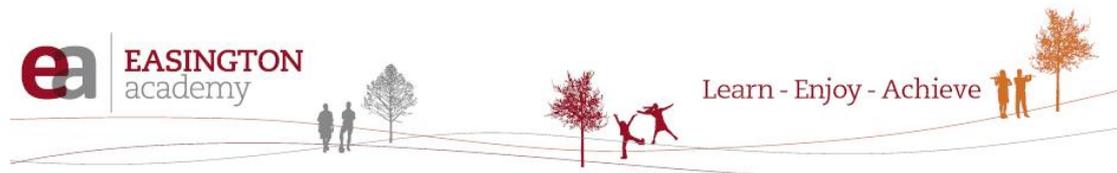
- Any student who is heard swearing in class, or who leaves the classroom early without the permission of the member of staff, will receive an after school detention.
- Teachers have the legal power to put students in detention. As has already been stated, where a detention is outside of school hours parents/carers should be given a minimum of twenty four hours notice in writing. It is not necessary to give twenty four hours notice for a lunchtime detention. The times outside of normal school hours when the detention can be given include:
  - Any school day where the student does not have permission to be absent.
  - Weekends – except the weekend preceding or following the half term break.
  - Non-teaching days – usually referred to as training days or INSET days.
- All members of staff can put students in detention, including all non-teaching staff. The appropriateness of the detention given - for instance, whether the detention warrants a C3 rather than a C4 - will be monitored by the Assistant Headteacher (Pastoral). In the case of an after school detention, the member of staff should take into consideration whether suitable travel arrangements can be made, though the inconvenience of these arrangements is not in itself sufficient justification for the detention to be cancelled.
- With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet.
- School staff should not issue a detention when they know that doing so would compromise a child's safety. When deciding if a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:
  - Whether the detention is likely to put the student at risk.
  - Whether the student has known caring responsibilities which means the detention is unreasonable.

- Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is merely inconvenient for the parent/carer.
- The Incident Report Form is the school's chief means of recording negative student behaviour in the classroom. The reverse side of the form makes clear to whom the form is to be given once it has been used to record negative behaviour. Negative behaviour is recorded on the Sims database. Incident Report Forms should be placed in the year group box within twenty four hours of the incident of disruption ( the boxes are kept in the staffroom ).
- Outside of the classroom, the pink C3 sheets are used to record negative behaviour.

The school reserves the right to use other lawful sanctions to address the problem of disruptive behaviour. For example, supervising throughout the lunch break those students who regularly disrupt lessons.

### **Rewards**

See Rewards and Sanctions section of the Behaviour Policy for a detailed breakdown of the rewards/awards which can be made. The importance of rewarding students for good work and behaviour cannot be over-stressed. Emphasise the positive!



## **THE PASTORAL LIAISON GROUP**

The aim of the group is to adopt a multi-agency approach when dealing with students who are experiencing problems both in and outside of school. The group meets on a monthly basis. The forum is also used to establish and monitor Pastoral Support Programmes (PSPs) and Individual Behaviour Plans (IBPs). Information shared at the meeting is confidential to the members of the group.

The group comprises the following: Assistant Headteacher (Pastoral), Senco, the School Nurse, the Police Liaison Officer, the School Counsellor, the school's Education Welfare Officer, Home/School Liaison Officers, Behaviour Support Assistants, and the Learning Support Room Coordinator. An invitation is also sent out to the parents/carers of the student under discussion. The student will also be asked to attend the meeting.

The majority of referrals to the group come from school, and principally from the Assistant Headteacher (Pastoral), who has an overall view of behaviour within the school. It remains, however, the right of any member of the group to make a referral. The referral is made to the Assistant Headteacher (Pastoral), who is responsible for sending out all relevant information to the group members. The list below is by no means exhaustive, but identifies the major criteria for referral:

- Students who appear very withdrawn; where there are significant deficiencies in terms of social skills.
- Truancy.
- Crime.
- Students who have received a high number of fixed term exclusions.
- Students likely to be a danger to themselves or others.
- An uncared for child.
- 'Nomad' children.
- Students who are depressed / anxious / underachieving.
- Students not responding to the SEN staged procedures.
- Drug involvement.
- Where there is a sudden deterioration in academic work and/or behaviour.
- When a Pastoral Support Programme needs to be established for the student.
- When an Individual Behaviour Plan needs to be established for the student.

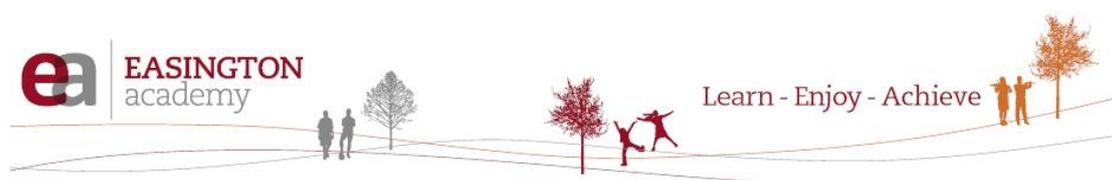
The Assistant Headteacher (Pastoral) will send out information to the members of the group. This information will include curriculum reports, attendance details and the student's behaviour record.



## **UNIFORM and EQUIPMENT**

Easington Academy has a uniform and equipment policy that has the full support of the governing body. For the academic year beginning September 2014, the uniform code is as follows:

- All students in Years 7, 8 and 9 are expected to wear a red polo shirt bearing the school logo.
- All students in Years 10 and 11 are expected to wear a black polo shirt bearing the school logo.
- If students choose to wear a sweatshirt, they must wear a black sweatshirt bearing the school logo. No other alternatives are acceptable.
- Plain black, formal, straight cut trousers ( no stripes, no combats, no shortened trousers, no jeans, no jeggings or leggings; trousers should not be too tight) or a straight, plain black skirt (skirts should not be more than three inches above the knee).
- Shoes should be black and made of leather, or give the impression of being made of leather. Plimsolls, Toms, Flossies, Ugg boots, Hightops, Converse, and any form of canvas footwear, are not allowed. The colour of the shoe should be uniformly black – this includes laces. There must be no coloured stripe or band on the shoe, including on the sole of the shoe. Logos should be small and discreet. For example, the large Nike logo will not be allowed.
- If parents/carers are unsure about what constitutes acceptable footwear, they should contact the school.
- All outside coats should be removed on entering the classroom.
- Snoods are not to be worn on the school premises.
- No garment with a hood must be worn with the hood up inside the school building.
- Caps, of any description, are not to be worn on the school premises.
- Woollen hats may be worn between the autumn and spring half terms.
- Large fashion belts are not acceptable as part of school uniform.
- Girls should not wear excessive make-up.
- Hairbands should be thin and not overly decorative. For example, hairbands which incorporate large flowers are not allowed.
- The school reserves the right to determine that a student's hairstyle is inappropriate. This includes the cut of a student's hair and colouring. For example, 'tramlines' and 'mohicans' and other unusual styles are not acceptable. Similarly, hairstyles which incorporate brightly coloured dyed hair, where the colouring is in stark contrast to the natural colouring of the student's hair, are not allowed. Boys' ponytails, however short, are not allowed. A hairstyle which incorporates closely shaven sides, the remainder of the hair tapering to a point at the neck, is not allowed.
- Visible body piercing is not allowed.
- Tattoos which are visible are not allowed. Any student with a visible tattoo will need to keep it covered up. For example, a student with a tattoo on the arm will be asked to wear a school sweatshirt.



## PE Uniform

- For Yr7 students starting the school in September 2014, the PE uniform is set out below. Students from other year groups may also purchase the items listed. The rules regarding footwear apply to all students from September 2014.
  - Black/red sports polo shirt - purchased from school.
  - Black tracksuit bottoms - purchased from school or elsewhere.
  - Appropriate footwear (trainers) must be worn for PE lessons. Plimsolls, Toms, Flossies and similar footwear are not suitable. It is advisable that students wear boots with studs for contact activities on the grass – for example, football and rugby. Moulded studs or blades may be worn on the astro turf, but not metal studs.
  - All of the above are compulsory.
  - Black/red zipped hoodie. This is optional and can be purchased from the school. Please note that only school hoodies may be worn. However, a plain black base layer may be worn underneath the PE polo shirt if a hoodie is not purchased. Base layers cannot be purchased from the school.
- All students will be expected to follow the above uniform code from September 2015. During the interim period, and so the students can use uniform items already purchased, it is permissible to wear a white polo shirt bearing the school logo or plain white polo shirt (no logo). It is no longer possible to purchase a white polo shirt bearing the school logo from the school.

## Security during PE Lessons

- Changing rooms will usually be locked during lessons, although there are occasions when they need to be opened during the lesson. It is for this reason that students will be asked to hand valuables in for safe keeping prior to the beginning of the lesson.

## Non-Participation in PE

All students are expected to participate in PE lessons. Students who are ill or injured should bring a letter of explanation from the parent/carer. Students who arrive at the lesson without the correct kit and with no letter of explanation will have the following sanctions applied:

- First breach – verbal warning.
- Second breach – C3.
- Third breach – C3.
- Fourth breach – C3.
- Fifth breach – an after school detention.
- Sixth breach – an after school detention.
- Seventh breach – an after school detention.



- After three after school detentions, the student will be given a one day internal exclusion.
- If the problem persists the student will receive further internal exclusions.
- A fixed term exclusion will be used in the worst cases.

Students who fail to bring their PE kit will be supplied with one by the school. This kit is clean. A student who fails to bring his/her kit but who has a parental note to explain why will also be required to wear the PE kit provided by the school. The lesson activities will be adjusted so that performance is appropriate for the individual, or they will be given a role as a coach/officiator so that progress can still be made. The only exemption to this rule is in cases where putting on a kit could aggravate a medical condition. If a student refuses to wear the kit provided by the school, the PE department should contact the student's Home/School Liaison Officer or a member of senior management. The punishment for refusing to wear PE kit supplied by the school is a one day internal exclusion.

If a student repeatedly misses PE lessons owing to a medical condition, parents/carers will be asked to provide a doctor's note to clearly establish that the condition is serious enough to warrant the student's non-participation in the lessons.

### **Breaches of Uniform Code**

- Any student who comes to school without wearing the correct uniform will need a note from a parent/carer to explain why this has happened.
- All students out of uniform will be sent to the Learning Support Unit.
- Where there is a major breach of the uniform code ( for example, a student arriving at school wearing tracksuit bottoms or jeans) the student will be placed in the Learning Support Unit for the day.
- The third time a student arrives at school out of uniform without a parental note, a letter will be sent to the student's parent/carer.
- If the student arrives again out of uniform without a parental note, the student will be given a one day internal exclusion.
- After three internal exclusions, the student will be issued with a Formal Warning and parents/carers contacted.
- If the student again arrives at school out of uniform without a parental note, the student will receive a second and final Formal Warning and parents/carers will again be contacted.
- Any further breach of the uniform code will result in a fixed term exclusion.
- Where it is felt there is a genuine reason for the student being out of uniform, the above sanctions may not always apply.
- The only time students are allowed to wear trainers is during PE lessons or if they are engaged in a sporting activity at break or lunchtime (playing football on the astroturf pitch, for example).
- Any student who wears trainers inside of school without an authorisation note will receive a one hour after school detention.

## Outside of School

The school has the legal right to discipline students for incidents that take place beyond the school gates. This applies to incidents of poor behaviour that occur when students are coming to or going from school. The right to discipline students would also apply to incidents of bullying that take place off the school site, but which have their origin in the school. Incidents of poor behaviour on school trips would also fall into this category.

## Equipment

- All students are expected to come to school with a pen, pencil, planner ( the planner is supplied by the school ) and a bag large enough to carry an A4 sized file.
- Tutors should carry out an equipment check every morning. Where a student repeatedly fails to bring the correct equipment to school, his/her name should be passed on to the appropriate Home/School Liaison Officer. From then onwards the HSLO will apply a range of sanctions to ensure that the student brings the correct equipment to school. These sanctions might include detentions, parental contact, internal exclusions etc.

## Jewellery

Students are allowed to wear one stud in each earlobe. No other jewellery is permitted. It is against the school rules to wear any necklaces, bracelets or rings. Diamante earrings are not allowed. Body piercing that is visible – for example, nose and eyebrow studs are not allowed. Visible tattoos are not allowed. Plugs/expanders are not allowed.

- First breach – the item of jewellery will be confiscated and parents/carers contacted. The jewellery will be returned at the end of the day.
- Second breach – as above.
- Third breach – the item of jewellery will be confiscated and returned at the end of the day. Parents/carers will be contacted and informed that a further breach of the school rule will result in an internal exclusion.
- Fourth breach – the item of jewellery will be confiscated and returned at the end of the school day. The student will receive another internal exclusion.
- Fifth breach – the item of jewellery will be confiscated and returned when parents/carers attend a meeting with a senior member of staff. The student will receive a two day internal exclusion.
- Sixth breach – the item of jewellery will be confiscated and the student will receive a fixed term exclusion. The jewellery will be returned when the student returns from the exclusion.

## **MOBILE PHONES and MP3/iPODS PLAYERS**

Mobile phones may be brought to school, but they must be handed in to a Home/School Liaison Officer before school begins. The phone will be stored safely and returned to the student at the end of the day.

- First breach – the mobile phone will be confiscated and the phone will be returned at the end of the school day.
- Second breach – the mobile phone will be confiscated. The phone will be returned at the end of the school day.
- Third breach – the mobile phone will be confiscated and returned to the student at the end of the day. A letter will be sent to the student's parent/carer.
- Any further breaches of these this rule will result on other disciplinary sanctions being used. These sanctions will include after school detentions, internal exclusions and, if necessary, fixed term exclusions. A temporary ban from bringing the phone on to the school premises will also be considered.
- If all the sanctions have been used and the student continues to breach this school rule, the student will be banned permanently from bringing the phone on to the school premises.
- If a permanent ban is breached, the school will consider a recommendation of permanent exclusion.

## **MP3/iPODS**

MP3/iPODS are banned from the school. This includes any form of headphones/trailing wires.

- The sanctions will be the same as those applied for breaches of the rules regarding mobile phones (see above).

## **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item.



## **Screening, Searching and Confiscation**

School staff can search a student for any item banned under the school rules, if the student agrees. The Headteacher and the staff authorised by the Headteacher have the right to search a student or their possessions without their consent, where they suspect the student has certain prohibited items. The items that can be searched for are 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 to commit an offence or cause personal injury to, or damage to, the property of any person including the student. Staff may seize any banned or prohibited item found as a result of a search and which they consider harmful to school discipline.

### **Screening**

Though at present this is not in operation, nor are there plans to introduce such a system, the school can require students to undergo screening by a walk-through or hand-held metal detector, even if the student is not suspected of having a weapon. This can be done without the consent of the student. Were the school to introduce such a system, any member of staff can screen students.

If a student were to refuse to be screened, the school would have the right to refuse to have the student on the premises. This refusal would not constitute an exclusion and the student's absence would be treated as unauthorised.

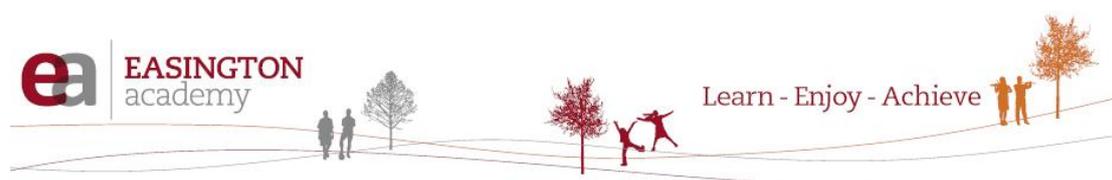
### **Searching With Consent**

Staff can search students with their consent for any item which is banned by the school rules. This would not require a formal written consent – it is enough for the member of staff to ask the student to turn out his or her pockets, or if the teacher can look in the student's bag or locker, and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his/her pockets or bag, and if the student refuses, the member of staff can apply an appropriate punishment as set out in the school's behaviour policy.

### **Searching Without Consent**

Staff can search for knives, weapons, 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 to commit an offence or to cause personal injury to, or damage to property. This also includes any item banned by the school rules which has been identified in the rules as an item which may be searched for. The person carrying out the search must be the same sex as the student being searched, and there should be a witness, ideally also the same sex as the student.



There is a limited exception to this rule. A teacher can carry out a search of a student of the opposite sex and without a witness present, but only where there is reason to believe that 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.

It is for the Headteacher to decide whom to authorise to carry out such a search. Verbal authorisation will suffice.

Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone other than a member of the school security staff to undertake a search. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property but not for weapons or knives.

Staff should only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches without consent can only be carried out on the school premises or where a member of staff has lawful control or charge of the student.

### **During the Search**

The member of staff conducting the search may not require the student to remove any item of clothing other than outer clothing, which means nothing next to the skin or immediately over a garment that is being worn as underwear. Outer garments include hats, shoes, boots, gloves and scarves. Possessions means any goods over which the student has or appears to have control – desks, lockers, bags. Under common law powers, schools are able to search lockers and desks for any item providing the student agrees. If a student does not consent to the search then it is possible to conduct a search without consent but only for the prohibited items. A student's possessions can only be searched in the presence of the student and another member of staff. Reasonable force may be used by the member of staff conducting the search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

## After the Search

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a *with consent* search, so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed on to the police.

With regard to item found as a result of a *without consent* search, the member of staff carrying out the search can seize anything they have reasonable grounds for suspecting is a prohibited item (knives or weapons, alcohol, illegal drugs, stolen property, tobacco or cigarette papers, fireworks, pornographic images or articles that have or could be used to commit an offence or cause harm).

Alcohol should be retained or disposed of. Controlled drugs should be handed over to the police, unless there is good reason not to do so, in which case the drugs must be destroyed. In determining what is a good reason for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

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

Stolen items should be delivered to the police unless there is good reason not to do so, in which case they should be returned to the owner. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where the article that has been, or could be, used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

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

Where the person conducting the search finds an electronic device they may examine any data or files if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a good reason to examine or erase data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

### **Telling Parents/Carers and Dealing with Complaints**

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of the search. Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

### **Out of Bounds**

Students found in out of bounds areas will be given a C3.

### **Swearing**

Any student who is heard swearing will receive an after school detention.

### **Leaving the School Premises**

- Any student who leaves the school premises without permission will receive a one hour after school detention.
- After three breaches of this rule, the student will receive an internal exclusion.
- Subsequent breaches of this rule will lead to further internal exclusions.

### **Lunchtime Arrangements**

- Yr11 students are allowed to leave the premises at lunchtime providing they have their planners with them.
- Students in other year groups who wish to leave the premises at lunchtime will need permission from the school. Parents/carers of these students should



contact Ms Spours, the Headteacher, so that a meeting can be arranged to discuss this matter.

- The school will no longer hand out temporary lunch passes, except in the case of an emergency.

## **Smoking**

This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking rule repeatedly. These consequences are outlined below:

- 1<sup>st</sup> breach: a one hour after school detention.
- 2<sup>nd</sup> breach: a one hour after school detention.
- 3<sup>rd</sup> breach: the student will receive a one day internal exclusion.
- 4<sup>th</sup> breach: the student will receive a one day internal exclusion.
- 5<sup>th</sup> breach: the student will receive a two day internal exclusion and the parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem. If the student is not on one of the school's disciplinary steps, he/she will be moved on to Step 2.
- 6<sup>th</sup> breach: the student will receive another two day internal exclusion. This will come with a clear warning that should the student continue to break the no-smoking rule, he/she will be given a fixed term exclusion.
- 7<sup>th</sup> breach: the student will be given a one day fixed term exclusion. If the student is on Step 2 of the disciplinary code, he/she will be moved on to Step 3 and an Individual Behaviour Plan will be established for the student at a meeting of the Pastoral Liaison Group. The IBP will state explicitly that the student must not smoke on the school premises. If the student already has an IBP, the student will be moved on to Step 4, making it necessary to establish a Pastoral Support Programme for the student. As with the IBP, this will be done at a meeting of the Pastoral Liaison Group. If the student already has a PSP, a new one will be established. The PSP will state explicitly that the student must not smoke on the school premises.
- 8<sup>th</sup> breach: the student will be given a two day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.
- 9<sup>th</sup> breach: the student will be given a one day fixed term exclusion. On the student's return from the exclusion, he/she will be asked to sign a contract to the effect that he/she agrees not to smoke on the school premises. Refusal to sign the contract will be recorded on the student's behaviour record.
- 10<sup>th</sup> breach: the student will be moved immediately on to Step 6 on the school's disciplinary code, if he/she is not already on that step. The student will receive a Final Warning from the Head teacher. If the student continues to break the no-smoking rule then he/she runs the risk of a recommendation of permanent exclusion.
- E-cigarettes are not allowed on the school premises. If one is confiscated from a student, the student's parent/carer will need to come into school to collect it.
- Any student who repeatedly breaks the no-smoking rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

Students caught in the company of smokers:

- Each time a student is caught in the company of smokers, he/she will be given a C3 detention.

### **Failure to Arrive at a Detention**

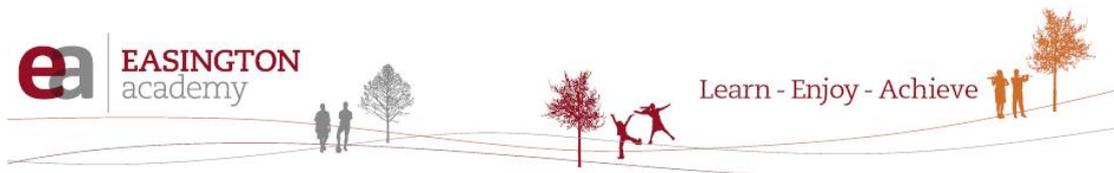
- A student who fails to arrive at a lunch time detention will be given three warnings. After the third warning the student's parent/carer is contacted.
- If the student again fails to attend a lunch time detention, he/she receives an after school detention.
- After three after school detentions, the student will be given a one day internal exclusion.
- After three internal exclusions, the student will receive a fixed term exclusion.
- The above sanctions also apply to students who repeatedly fail to attend registration, though the school accepts that there will be times when a student has a legitimate reason why he/she was not present during registration.

### **Failure to Attend Registration ( including lateness)**

- All students are expected to be punctual to lessons and school. School begins at 8.45am. Any student arriving after 8.50am will be marked as being late (use *L* code). Any student arriving after the registers have closed at 9.15am will be marked with a *U* code, unless parents/carers provide a reason for the lateness.
- Where a student is repeatedly late for registration, or fails to attend registration on a regular basis, the tutor should pass the student's name on to the Home/School Liaison Officer. From that point onwards, the HSLO will employ a range of sanctions to ensure that the student attends registration on time. Sanctions may include detentions, parental contact, internal exclusions, and, in the worst cases, a fixed term exclusion.

### **Lateness to Lessons**

- All students are expected to be punctual to lessons and school.
- A late bell rings four minutes after the beginning of every lesson. Students arriving after the late bell will be marked as being late.
- Those students who are repeatedly late to lessons will be identified by the HSLO using the late list printout. Once this is done, sanctions will be used to address the problem. These sanctions will include parental contact, detentions, placement in the LSU, and, in the worst cases, a fixed term exclusion.



### **Lateness to Assembly**

- On assembly days students are expected to be in the main hall by 8.45am.
- After a student has been late three times for assembly without good reason, a letter is sent to the student's parent/carer.
- If the student is late again, he/she will be given an after school detention.
- After three after school detentions, the student will be given a one day internal exclusion every time he/she misses assembly owing to lateness.

### **Alcohol**

- Any student who brings alcohol on to the school premises will receive a fixed term exclusion.
- If the student brings alcohol on to the school premises a second time, a recommendation of permanent exclusion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

### **Weapons**

- A student bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives, darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to the school premises, the police will be informed.

### **Illicit Substances**

- The priority in all incidents relating to the use of illicit substances is the health and safety of the student.
- First incident (use or possession): five day fixed term exclusion.
- Second incident (use or possession): permanent exclusion.
- First incident (supplying): permanent exclusion.
- In all cases the police and the student's parents/carers will be informed.
- The details of all incidents relating to illicit substances should be entered in the Drugs File and a copy should be given to the school's Drugs Coordinator.

# **EXCLUSIONS**

## **Definition**

Exclusion from the school will take place when the actions of a student are deemed to be a serious breach of school regulations and when previous remedial action taken by the school has produced no noticeable improvement in the attitude or behaviour of a student.

There are three types of exclusion:

- Permanent exclusion.
- Fixed term exclusion - up to a maximum of 45 days in a school year.
- Internal exclusions (not recorded with the LA, though the school does keep its own record of internal exclusions).

## **Aims**

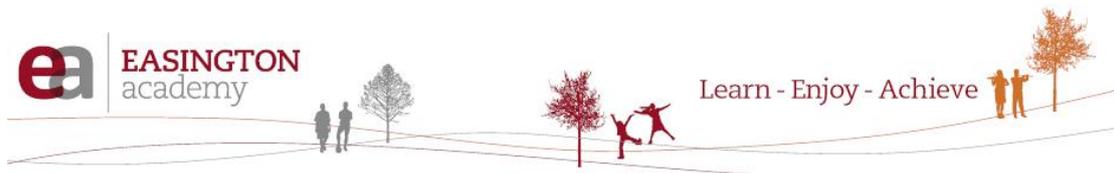
The aims of exclusion are to:

- Prevent disruption to classes.
- Protect the educational, emotional and physical welfare of students and staff.
- Reinforce the discipline of the school.
- Provide, when necessary, a 'cooling off' period for the student.
- Involve parents/carers and students in discussing the student's future behaviour.
- In the event of lengthy fixed term exclusions, to establish targets for improvement in identified areas.
- Where it is felt that a serious breach of the school's disciplinary code falls short of warranting a fixed term exclusion, the sanction of an internal exclusion in the LSU will be considered.

## **Fixed Term Exclusion**

Normally, before a fixed term exclusion is given there should have been prior contact with parents/carers and a warning given about the future conduct of the student. Fixed term exclusions will generally be for the shortest possible time to allow for a meeting with parents/carers to take place. Students should be provided with work to take home.

When requesting a fixed term exclusion, full details of the incident should be written on the appropriate form and given to the Headteacher. The official letter of exclusion should contain a detailed account of the incident leading to the exclusion so that parents/carers are fully informed of the reason for the exclusion. To keep parents/carers fully informed, whenever possible a letter will be given to a student



who has received a fixed term exclusion on the day prior to the commencement of the exclusion. The student will be instructed to pass this letter on to his/her parents/carers. The official fixed term exclusion letter will be sent out by post. Parents/carers will also be contacted by telephone. The same procedures apply in the case of an internal exclusion. A reciprocal agreement exists between Easington Academy and a local primary school to the effect that each school would offer full time education from the sixth day onwards to any student given a fixed term exclusion from the partner school.

In cases where parents/carers do not send their child to school for the period of the fixed term exclusion, it is their responsibility to ensure their child is not present in a public place during school hours. Parent/carers will face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification.

The Headteacher must arrange a reintegration interview following the expiry of a fixed term exclusion of more than five days.

Incidents warranting a fixed term exclusion include:

- Direct challenge to the authority of a member of staff:
  - Pushing a member of staff.
  - Threatening a member of staff or their property.
  - Swearing directly at a member of staff (this should not be confused with swearing when told off or swearing at others in the presence of a member of staff. Students should be punished for these but such incidents do not warrant a fixed term exclusion).
  
- Direct physical or verbal threats to other students:
  - Assault on another student where a clear aggressor can be identified.
  - Fights between students which are liable to lead to continued threats or further aggression. In this instance, a fixed term exclusion may be used as a 'cooling off' period. This should not be confused with a fight between students which is quickly resolved.
  - Continuous threats to, or bullying of, other students (sufficient recorded evidence should be available to show that other sanctions have been used and that parents/carers have been previously contacted regarding the student's behaviour).
  
- Deliberate aggressive damage to school property:
  - Deliberately breaking windows, setting off fire alarms, smashing furniture or items of school property. In the case of graffiti or minor damage, an exclusion may be warranted if a student is a persistent offender and has failed to respond to previous sanctions.
  
- Serious or repeated breach of the school's discipline policy:



- Repeated failure to attend detentions, despite warnings; repeated breach of the school uniform code; repeated disruption of lessons.

### **DFE Circular (May 1998)**

- The Headteacher is empowered to exclude a student for up to forty five school days per year.
- Fixed term exclusions of more than fifteen days should only be used rarely.
- A fixed term exclusion will be for the minimum time to ensure that the student and others in the school understand that a particular behaviour has been unacceptable.
- When a student is excluded for a fixed term period of more than a day or two, the Headteacher will arrange for the student to receive work at home.
- Students should not remain out of school for more than fifteen days without a clear plan for reintegration.

### **Fixed Term Exclusions of less than Five days in total per term**

The Discipline Committee will meet if there has been representation or where the exclusion has caused the student to miss a public examination.

### **Fixed Term Exclusions of between Six and Fifteen days in total per term**

The Discipline Committee will meet to consider individual exclusions of between six and fifteen days, and when an aggregate number of shorter exclusions exceed five school days per term. If the same student is excluded again that term they should meet again to consider the exclusion.

The Discipline Committee should take place within fifty school days of notification.

### **Permanent Exclusions and Fixed Term Exclusions of more than Fifteen days in total per term**

In view of the serious nature of incidents that result in exclusions of more than fifteen days, the Discipline Committee will meet within fifteen school days of notification. This will ensure that Governors are aware of the need for a Pastoral Support Programme.

### **NB DfEE Circular 21.1.2000**

A decision to exclude a student should be taken only:

- In response to serious breaches of a school's discipline policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Before excluding a student, in most cases, a range of alternative strategies should have been tried.



# **PASTORAL SUPPORT PROGRAMMES, INDIVIDUAL BEHAVIOUR PROGRAMMES and PARENTING CONTRACTS**

## **Guidance**

- Pastoral Support Programmes and Individual Behaviour Plans will identify precise and realistic behaviour outcomes. In most cases PSP's and IBP's will run for a period of approximately sixteen weeks. A review of the PSP/IBP will be carried out after eight weeks and a final evaluation after sixteen weeks.
- In most cases the Assistant Headteacher (Pastoral) is the member of staff responsible for establishing and monitoring PSP's and IBP's.
- PSP's and IBP's will be set up for a student who has had several exclusions, internal or fixed term, or who has been identified as being 'at risk' of failure at school through disaffection. A PSP will be established for any student who reaches Step 4 on the school's disciplinary procedure; an IBP will be established for any student on Step 3 of the procedure.
- PSP's and IBP's do not replace the Special Educational Needs assessment process. IEP's for students at serious risk of exclusion or disaffection should reflect appropriate strategies to meet their additional needs.
- PSP's and IBP's need to be agreed with parents/carers, who should be informed about their child's progress. To this end, parents/carers will be invited to a meeting of the Pastoral Liaison Group, the school forum at which PSP's and IBP's are established.
- The parents/carers of a student who has reached Step 5 on the school's disciplinary procedure will be invited to establish a Parenting Contract.
- In drawing up a PSP's and IBP's, the school will:
  - Review any learning difficulties, particularly literacy skills and, if necessary, put in place a remedial programme.
  - Consider disapplying the National Curriculum.
  - Consider changing the student's set or class.
  - Consider, with the agreement of the student's parents/carers, a managed move to another school.
  - Consider whether specialist support is appropriate.

## THE SCHOOL'S SIX STEP BEHAVIOURAL PROCEDURE

The school operates a six steps procedure as a means of addressing the problem of poor behaviour. Students who repeatedly disrupt lessons will be moved up the steps. The procedure can also be used in response to a single incident.

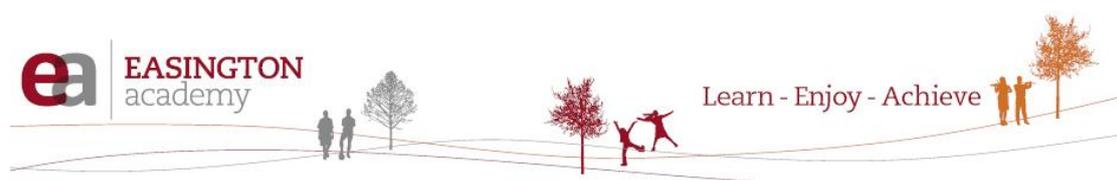
All students are on **STEP 1**, which entails the monitoring of every student's behaviour.

If a student begins to pick up an unacceptable number of negative reports, he/she will be moved on to **STEP 2**. At this stage the student's parents/carers will be contacted to express the school's concern and the child's behaviour will come under closer scrutiny. Parents/carers will receive a monthly printout of their child's behaviour record.

If a student continues to disrupt lesson, he/she will be moved on to **STEP 3**. This move will result in the student being referred to the school's Pastoral Liaison Group. This is the school's multi-agency forum, which meets to discuss those students who are presenting problems at school. For example, problems relating to behaviour, attendance, social and emotional difficulties, and bullying may occasion a referral to the group. The Pastoral Liaison Group may refer a student to other outside agencies, such as the Behaviour Support Service, One Point, Educational Welfare or Social Services. The group may also recommend statutory assessment by the school's educational psychologist. Parents/carers are invited to the meeting when their child is to be discussed. Where a referral has been made because of a student's poor behaviour, the group will establish an **Individual Behaviour Plan** for the student. The student will be set a number of behavioural targets and the plan will run for approximately sixteen school weeks. A review will take place after eight weeks, and a final evaluation after sixteen weeks. Parents/carers will receive a copy of the plan, and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the student will be asked to sign the Individual Behaviour Plan.

If the Individual Behaviour Plan is unsuccessful in terms of improving the student's behaviour then the student will be moved on to **STEP 4**. The student will again be referred to the Pastoral Liaison Group, this time to establish a **Pastoral Support Programme**. As with the Individual Behaviour Plan, the student will be set targets and his/her behaviour will be monitored over a sixteen week period. A review and evaluation of the PSP will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting. Referrals to outside agencies will also be considered. At Step 4 the school will assess the need for early help intervention through the Single Assessment Procedures.

If the Pastoral Support Programme fails to bring about an improvement in behaviour, the student will be moved on to **STEP 5**. The student will be placed in the **Learning**



**Support Unit** for a period of not less than five days if no previous placement has been made.

If the student continues to disrupt lesson, he/she will be moved on to **STEP 6**, the final step in the procedure. The student's SEN status will be reviewed. A **fixed term exclusion** will be recommended if no previous exclusion has taken place. A student on STEP 6 will receive a **Final Warning** from the Headteacher. Parents/carers will be informed that the warning has been given and will be invited to contact school should any further clarification be needed. A new Pastoral Support Programme may be established. If a student who has been given a Final Warning continues to disrupt lesson on a regular basis then the school will consider a **recommendation of permanent exclusion**.

The school reserves the right to bypass any steps should a student's behaviour warrant such action. This could mean recommending a student's permanent exclusion in response to a single, serious breach of the school rules. For example, dealing drugs on the school premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place.

Movement on the step procedure is not one-way. If a student's behaviour improves over a sustained period of time, usually two terms, then the student will be moved down a step.



# **ATTENDANCE AND PUNCTUALITY**

## **Definitions**

*Attendance* : means that a student is on the school premises during the hours specified by the school, or at another location while undertaking supervised activities as part of the school's curriculum.

*Punctuality* : means that a student is present and ready to begin work at the start time specified by the school. Students arriving more than thirty minutes after the beginning of a school session will be deemed to be absent for that session, unless the school has been notified in advance of the reason for lateness.

The Policy on Attendance and Punctuality supports the following school aims:

- The school aims to create a sense of belonging by developing an atmosphere which is well disciplined, happy and harmonious, caring and supportive, industrious and stimulating.
- The school aims to establish for every student the highest possible standards of academic achievement and personal conduct, and to help him/her to acquire the knowledge, attitudes and skills relevant to adult life.
- The school seeks to serve the individual needs of its students and to meet the expectations of parents/carers and society at large.
- The school aims to promote the personal and social growth and a sense of self-fulfilment for every member of the school.

The policy of Attendance and Punctuality aims to:

- Promote high levels of attendance.
- Ensure good practice among students with regard to punctuality, which will prepare them for the future demands of employment and of society.
- Allow students to maximise their level of achievement.
- Allow students to play a full part in the life of the school.
- To fulfil the legal requirements with regard to Attendance and Punctuality.
- To ensure a uniformity of practice throughout the school.



- To maintain the necessary records relating to attendance and punctuality which will identify problems at an early stage.
- To liaise with parents/carers and provide regular information in relation to attendance and punctuality.

## **Legislation**

The principal legislation and statutory instruments relating to school attendance are outlined below:

### **Education Act 1996**

#### **Parental Duty ( Section 7 )**

The parent/carer of every child of compulsory school age shall cause him to receive full-time education suitable to his age ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise.

If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent/carer is guilty of an offence.

The term 'parent' includes those who have parental responsibility for, or care of, a child.

Compulsory school age is the term after the child reaches their fifth birthday until the last Friday in June in the academic year that the child reaches sixteen.

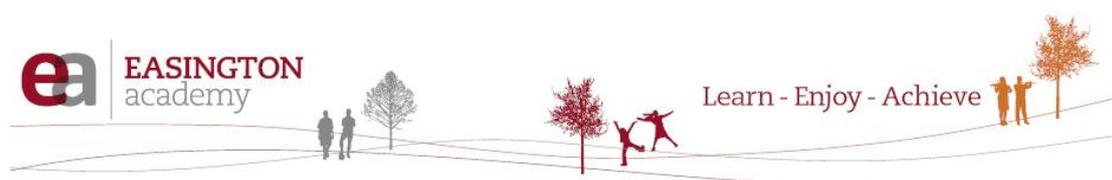
#### **Prosecution for Irregular Attendance ( Section 444 )**

If a pupil of compulsory school age fails to attend school regularly, the local authority can prosecute a parent/carer unless the parent can prove that one of the statutory defences apply. Local Authorities must judge whether and when to prosecute on an individual case by case basis.

The Section 444(1) offence alleges that the parent 'did fail to cause that child to attend regularly the mentioned school, by reason of absence between certain dates.' The Section 444(1A) offence alleges that the parent 'did knowingly fail without reasonable justification to cause that child to attend regularly the mentioned school, by reason of absence between certain dates.'

In order to prove the Section 444(1A) offence, the local authority must show that the parent/carer had knowledge of the child's absence and that there was no justifiable reason for the child not being in school.

On conviction of a Section 444(1) offence, each parent may be fined up to £1000. On conviction of a Section 444(1A) offence, each may be fined up to £2,500, imprisoned



for up to three months, or both. If they fail to attend court a warrant may be issued for their arrest.

### Children Act 1989

#### Educational Supervision Orders (Section 36)

An Educational Supervision Order (ESO) makes the local authority responsible for educating a child of compulsory school age. The local authority may apply for an ESO instead of, or as well as, prosecuting parents/carers for poor attendance. An officer is appointed to work with the child and family. An ESO normally lasts for one year or until the child reaches sixteen years of age. ESOs may be extended for up to three years if the local authority applies within three months of the expiry date.

### Educational Regulations 2006 (Pupil Registration)

These regulations govern the creation and administration of the admission and attendance registers. They contain details relating to:

- Putting pupils on the admission and attendance register on the expected/ agreed date the pupil should start.
- The information that must be obtained and recorded about a pupil and their parent/carer.
- When schools should take the register and recording of absence/attendance.
- The criteria that permits a school to remove a registered pupil from the roll.
- The circumstances in which a school must notify the local authority of non attendance or the removal of a pupil from the roll.
- The preservation of registers.

### The Education and Inspections Act 2006 (Sections 103, 104 and 105)

The act states that any parent/carer found with their child in a pupil place whilst the child is excluded from school in the first five days of any exclusion may be issued with a Penalty Notice or be prosecuted.

### Anti-Social Behaviour Act 2003

Section 19 relates to the making of Parenting Contracts for exclusion from school or poor attendance. Section 20 refers to the issue of Parenting Orders in relation to exclusion from school or poor attendance. Section 23 refers to the issue of Penalty Notices for poor attendance.



## **Categories of Authorised Absence**

- When prevented from attending by sickness or any unavoidable cause.
- Days exclusively set aside for religious observance by the religious body to which the parents/carers belong.
- If suitable transport has not been provided and the school is not within walking distance. Walking distance has been determined by the Local Authority to be three miles for pupils aged eight – sixteen.
- From 1<sup>st</sup> January 1998 approved educational activities conducted away from the school site no longer count as authorised absences. They are now deemed equivalent of present and should be omitted from the absence data. This includes work experience, educational trips, visits, sporting activities and college link courses.
- Participation in an approved public performance.

## **Registration Codes**

/ : present.

B : educated off-site.

C : other authorised circumstances (public performance, young carers, funeral etc ).

D : dual registration.

E : exclusion.

F : extended family holiday (agreed).

G : family holiday ( not agreed or in excess of agreement).

H : family holiday (agreed).

I : illness ( not medical or dental appointments).

J : interview.

L : late before register closes.

M : medical/dental appointments.

N ; no reason yet provided for absence.

O : unauthorised absence.

P : approved sporting activity.

R : religious observance.

S : study leave (study leave should be used sparingly and only for Yr 11 students during mock and public examinations).

T : traveller absence.

U: late after registration closes.

V : educational visit or trip.

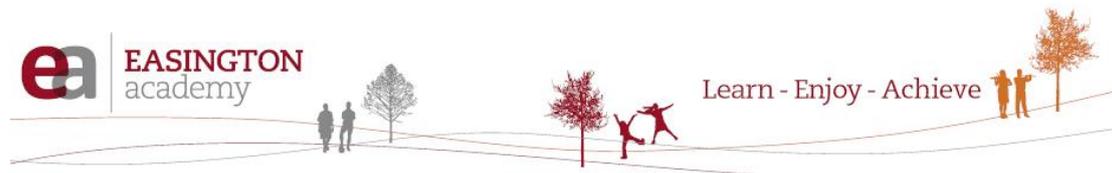
W : work experience.

X : non-compulsory school age absence.

Y : enforced school closure.

Z : student not yet on school roll.

# : school closed to students.



## **Absence from School**

Parents/carers have a vital role to play in helping schools to ensure high levels of attendance. As a matter of general policy schools should establish and sustain effective links with parents/carers. Regular and punctual attendance at school is both a legal requirement and essential for students to maximise their educational opportunities. When a student is absent from school, the parent/guardian should:

- Make sure the student returns to school with a note to explain the absence.
- Telephone the school to explain the student's absence ( 0191 5270757 ).
- If the school does not receive an explanation for the student's absence, the student will receive an unauthorised absence mark.
- If the attendance falls below 95% the school's Educational Welfare Officer, working in conjunction with a senior member of staff and the team of Home/School Liaison Officers, will begin to investigate. Should there be no significant improvement in the student's attendance, a referral may be made to the local authority's School Attendance Enforcement Team, who will judge whether and when to prosecute on an individual case by case basis.

## **Penalty Notices**

Regular attendance at school is of such importance that Penalty Notices may be used in a range of situations where unauthorised absence occurs:

- Overt truancy, including students found during truancy sweeps.
- Inappropriate parentally-condoned absence.
- Unauthorised holidays in term time or excessive delayed return from an extended holiday without prior school permission.
- Persistent late arrivals at school after the register has closed.
- To assist Key Stage 4 students to re-engage in the final term.
- If a student has been absent without the school's permission (unauthorised absence) for at least ten days in a period up to a maximum of twelve rolling school weeks, then a Penalty Notice will be considered. The decision is never taken lightly and the school would far rather work with parents/carers to improve attendance without having to resort to any enforcement actions.



- General poor attendance. Twenty sessions ( ten days) or more of unauthorised absence in twelve rolling school weeks. School has informed parents/carers of the attendance level and that it is a cause for concern. School has warned parents/carers that enforcement action may ensue if their child's attendance does not improve.
- Persistent lateness after the register is closed. Twenty sessions or more of unauthorised/late marks after the register has closed in twelve rolling school weeks.
- Unauthorised holiday during term time. Twenty or more sessions in a school year. School have notified parents/carers that the absences will be unauthorised.

### **Holiday during Term Time**

The school encourages parents/carers not to book holidays during term time. The law states that parents/carers do not have the right to take their child out of school for holidays during term time. In exceptional circumstances, however, school can allow parents/carers to take their child out of school for up to ten days in a school year. If a holiday is taken without the school's permission, or if the child fails to return to school on an agreed date, this will be recorded as unauthorised absence (truancy). Unauthorised holidays may result in parents/carers being issued with a Fixed Penalty fine.

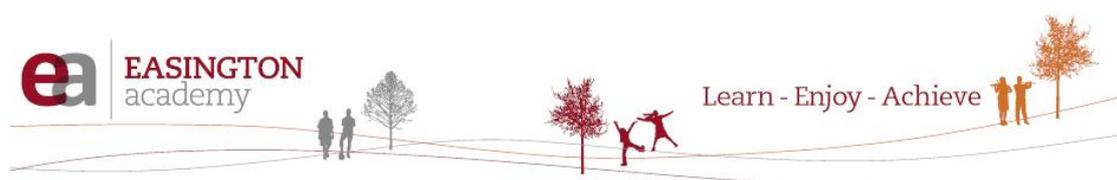
When deciding whether to authorise a term-time holiday, the school will consider:

- The student's record of attendance.
- The time and duration of the requested holiday absence.
- Previous term-time absences.
- Whether the circumstances can be deemed to be exceptional.

From September 2013, and in accordance with government guidelines, the school is unlikely to authorise any holiday during term time, other than in exceptional circumstances.

### **School Strategies**

In attempting to promote regular attendance and identifying truancy the school employs a variety of strategies. The full implementation of these strategies relies upon the support of all staff at a variety of levels.



### **Attendance Below 95%**

- When a student's attendance falls below 95% the student's name is entered on a data base. From that point onwards the student's attendance will be monitored on a weekly basis.
- EWO and a senior member of staff to act as key workers for such students.
- Assistant Headteacher to maintain the database.
- Assistant Headteacher and EWO to meet weekly with Home/School Liaison Officer to discuss students whose attendance falls below 95%.
  
- EWO to liaise with Home/School Liaison Officers.
- EWO and Assistant Headteacher will consider a range of strategies to address the poor attendance of students in this category, including school attendance meetings with both parents/carers and student to agree strategies to improve attendance. EWO visits, telephone calls and letters are other strategies that will be used. When necessary referrals will be made to the School Enforcement Team with regard to the issuing of Fixed Penalty Notices. Referrals will also be made to other outside agencies if the school feels such action is warranted. The school's Educational Welfare Officer will initiate CAF procedures if it is felt necessary to do so. The school may also request that a parent/carer provides the school with supporting medical evidence to verify prolonged or frequent absences, and will refuse to authorise absences unless this proof is provided.

### **Rewarding Good Attendance**

The school will look for every opportunity to reward high attendance. Each time a student has attended for a full week, he/she will receive an award of five Vivo Miles. Further Vivo Miles are awarded for high attendance on a half-termly basis. Film shows are shown at the end of the year. Students with high attendance gain free admission to the shows. High attendance is also a pre-requisite for attendance at the Yr 11 school prom.

From September 2013 the school is introducing a new reward scheme that will see the name of every student who has a week of full attendance being placed in a prize draw. This will be drawn on a half termly basis in assemblies, with three winner from each year group receiving a voucher that can be used to purchase a variety of items. In addition, there will be a grand draw at the end of the school year for those students who have achieved 100% attendance.

### **Monitoring Systems**

- Registration takes place at the beginning of morning and afternoon sessions. Morning registration begins at 8.45am. Students arriving after 8.50am will be marked **L** (late before register closed). Morning registers will be closed at 9.15am. All students who arrive after 9.15am will be marked using the **U** code, unless a satisfactory reason is given. If no explanation is provided the morning



session will be recorded as an unauthorised absence. Afternoon registration takes place at 1.00pm. Students arriving after 1.04pm will be marked **L** (late before register closed). PM registers close at 1.30pm. Students arriving after the registers are closed will be marked with a **U**.

- A class register is taken at the beginning of each lesson. Students arriving after the late bell has rung will be marked **L** (late before register closed).
- Attendance figures checked by the Assistant Headteacher (Pastoral).
- Home/School Liaison Officers meet on a weekly basis with the Assistant Head and the school's Educational Welfare Officer to discuss attendance issues (see above).
- Regular contact made with parents/carers regarding attendance via newsletter and annual reports.
- Form tutors should request notes of validation from parents/carers for all absences.
- Home/School Liaison Officers will contact parent/carers on the first day of a student's absence.
- Monitoring of sub groups.
- EWO will monitor the late book and letters will be sent to the student's parents/carers to inform them of their child's level of lateness. This will be done every half term.

### **Lateness to Lessons**

A late bell rings four minutes after the beginning of every lesson. Students arriving after the late bell will be marked late. The following sanctions apply to those students who are repeatedly late to school and/or lessons:

- Those students who are repeatedly late to lessons will be identified by the HSLO using the late list printout. Once this is done, sanctions will be used to address the problem. These sanctions will include: parental contact, detentions and, in the worst cases, internal exclusions.

### **Lateness to Assembly**

- On assembly days students are expected to be in the main hall by 8.45am.
- After a student has been late three times for assembly without good reason, a letter is sent to the student's parent/carer.
- If the student is late again, he/she will be given an after school detention.
- After three detentions the student will receive a one day internal exclusion each time he/she misses an assembly owing to lateness.

### **Failure to Attend Registration/Lateness to School**

- Where a student is repeatedly late for registration, or fails to attend registration on a regular basis, the tutor should pass the student's name on



to the HSLO. From that point onwards the HSLO will employ a range of sanctions to ensure that the student attends registration on time. Sanctions may include detentions, parental contact, internal exclusions, and, in the worst cases, a fixed term exclusion.

### **Truancy from Lessons and/or School.**

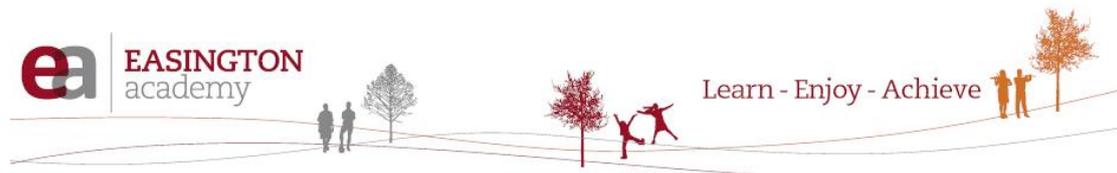
- The first time a student is caught truanting from school and/or lessons, the parent/carer of the student will be contacted by letter, and the student will be given a one day internal exclusion, followed by a two week period on report. The student's name will be placed on the truancy register and regular spot checks will be carried out to make sure the student is in lessons.
- The second time a student is found truanting, he/she will be given a two day internal exclusion and parents/carers will again be informed. After coming out of the LSU, the student will be placed on report for a period of four weeks. Regular spot checks will take place to make sure the student is in lessons.
- The third time a student is found to be truanting, the student's parent/carer will be contacted and invited to attend a meeting with a senior member of staff. The student will be given a four day internal exclusion. After coming out of the LSU, the student will be placed on report for a period of approximately one school term.

### **Leaving the Classroom without Permission**

- Any student leaving a classroom without permission will be given a one hour after school detention.

### **Absence Notes**

- On the first day of a student's absence, parents/carers are contacted by their child's Home/School Liaison Officer. If an adequate explanation is received from the parent/carer to account for the student's absence, the absence will be authorised.
- When a student is absent from school, the parent/carer should a) make sure the student returns to school with a note to explain the absence or b) telephone the school to explain the absence.
- If the school does not receive an explanation for the student's absence, the student will receive an unauthorised absence mark.
- The parent/carer of any student with 20 or more unauthorised absence marks in one term or 38 in a rolling calendar year will receive a letter of warning from the local authority and may be liable to a fine of more than £60 should the student's absences continue. From January 1<sup>st</sup> 20011 the referral criteria of either 20 or more sessions of unauthorised absence in a term or 38 or more sessions of unauthorised absence in a rolling year was replaced by 20 or more sessions of unauthorised absence in any rolling 12 week period.



## Holidays During Term Time

See above

## Responsibilities

Subject Teacher:

- Using the e-registration system to take a class register at the beginning of lessons. The following codes should be used:
  - **I** present
  - **L** late before register closed
  - **N** absent
  - Where applicable, repeat the code used by staff for previous lessons. For example, school may have received prior notice of a student's absence due to medical reasons, in which case the **I** code will be entered for an registration. Staff who subsequently teach the student on the day of the absence should enter the same code. This rule should not apply where a student has been marked present **I** for previous lessons but is not present for a particular lesson. In this instance the **n** code should be used. Students must receive a mark for every lesson: there should be no missing marks. The **I** code is used for illness and the **M** code for medical appointments.
- To report to parents/carers on attendance and punctuality via the progress checks and the student's annual report.

Form Tutor :

- To complete registers in accordance with legal requirements. The following codes should be used:
  - **I** present.
  - **N** absent.
  - **L** late before register close.
  - Other codes when needed. For example, **B** if it is known the a student is being educated off-site; **v** for an educational visit.
  - Tutors may find that the office staff may already have entered a code. For example, the **M** code when prior notice has been given of a student's absence owing to medical appointment.
- To seek validation of absence through the provision of parental notes. The tutor should pass these notes to the Home/School Liaison Officer.
- To report to parents/carers on attendance and punctuality via tutor reports.
- To discuss attendance and punctuality with students.
- To place a comment in the pupil's student planner if the pupil is frequently absent from school

Assistant Headteacher (Pastoral):

- To oversee implementation of school policy on attendance.



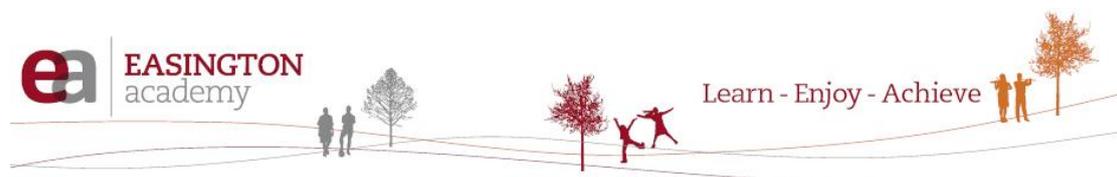
- To make sure parents/carers are aware of the school's attendance policy via newsletter, brochure, reports.
- To liaise with EWO and the Home/School Liaison Officers and make referrals if necessary.
- To receive and distribute attendance data.
- To monitor those students who repeatedly miss assembly.
- To meet weekly with the EWO to discuss students whose attendance falls below 95%.
- To collate whole school attendance figures on a weekly basis.
- To monitor levels of unauthorised absence.
- To monitor persistent absence.

#### Home/School Liaison Officers:

- To assist in the implementation of school policy on attendance.
- To liaise with the EWO and the Assistant Headteacher (Pastoral) on matters relating to attendance.
- To distribute attendance data to tutor groups.
- To assist in the organising of rewards for good attendance.
- To monitor levels of unauthorised absence in a designated year group and, if necessary, to contact parents/carers regarding unexplained absences.
- To implement the school's policy on lateness to lessons.
- To implement the school policy on attendance and punctuality at registration.
- To contact parents/carers on the first day of a student's absence.

#### Educational Welfare Officer:

- To act as a liaison officer between home, school and the local authority on matters related to school attendance.
- To offer advice, assistance and support to parents/carers and students on school attendance issues, and advise on the assistance which may be available from the local authority and other agencies.
- To assess reasons for non-attendance, and initiate and support appropriate action to improve it, including organising a Common Assessment Framework where it is needed.
- Initiate and refer cases for legal action as appropriate, and to enforce school attendance in conjunction with the School Attendance Enforcement Team.
- Provide information and reports which may be used in court when necessary.
- To assist in the implementation of school policy on attendance.
- To liaise with the Assistant Headteacher (Pastoral) on matters relating to attendance.
- To meet weekly with the Assistant Headteacher and Home/School Liaison Officers to discuss students whose attendance falls below 95%.
- Monitor the Late Register and send letters to parents/carers informing them of their child's level of lateness every half term.
- To monitor sub groups.



- To consider a range of strategies to address the problem of poor attendance, including:
  - School attendance meetings with both the parent/carer and student; to make arrangements as to how all parties can work together to improve the student's attendance.
  - Home visits, telephone calls and letters to parents/carers relating to their child's attendance.
  - Referrals to School Attendance Enforcement Team and local authority for Fixed Penalty Notices.

## **Data and Responsibilities**

### Daily:

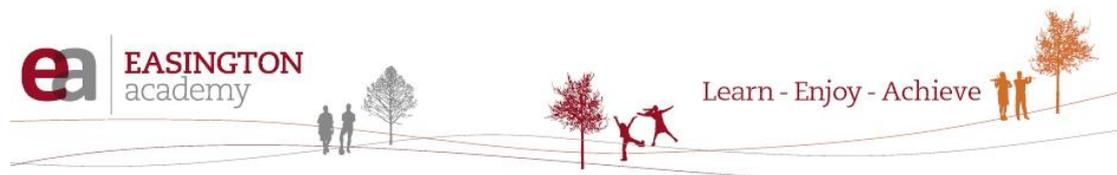
- Tutors to register students during morning registration and to ask for an absence notes when a student has returned from illness. Tutors should record lateness to registration.
- Subject teachers to register students in every lesson, including the recording of lateness.
- Home/School Liaison Officers to contact parents/carers on the first day of a student's absence and to make further efforts should contact not be made at the first attempt.
- Home/School Liaison Officers to check registers to look for any incidents of internal truancy.
- Home/School Liaison Officers to print out daily late list and begin to employ procedures described above.
- Mrs Thornley to print out daily register to be used in the event of an emergency or fire drill.
- Assistant Head ( Pastoral ) and EWO to check whole school register at the end of the day to identify an missing marks or incidents of truancy.
- Assistant Head to monitor absence from assembly.

### Weekly:

- Assistant Head ( Pastoral ) to ensure that attendance awards are made via the Vivo Miles system.
- Home/School Liaison Officers to distribute tutor group attendance data, and to give Attendance Certificate to tutor group with the highest weekly attendance.
- Assistant Head (Pastoral) to monitor whole school attendance on a weekly basis. This includes updating data on whole school attendance, unauthorised absence, persistent absence. Maintain database on students whose attendance falls below 95%, identifying students who will be discussed at the following week's meetings with EWO and Home/School Liaison Officers.

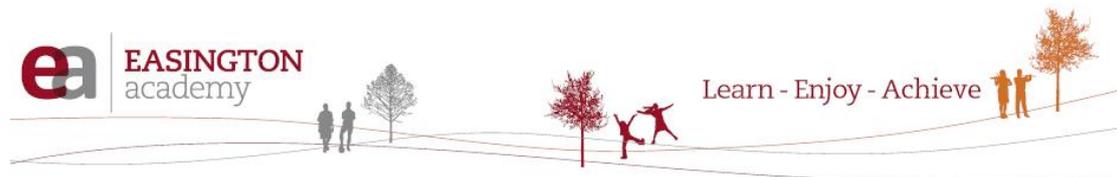
### Monthly:

- EWO to print out monthly whole school register.



Half-termly:

- Assistant Headteacher to organise attendance awards.



## **CHILDREN IN PUBLIC CARE**

Easington Academy believes it has a special duty to safeguard and promote the education of children in public care (care order or accommodated). These are children who are looked after by the local authority.

Designated Teacher: Assistant Headteacher (Pastoral). Currently Tony Hill.  
Designated Governor: Eileen Adamson.

### **Aims**

To provide a safe and secure environment where education is valued and where there is a belief in the abilities and potential of all children. To support our Looked After Children and give them every opportunity to achieve their potential. To support Looked After Children by asking the simple question: would this be good enough for my child?

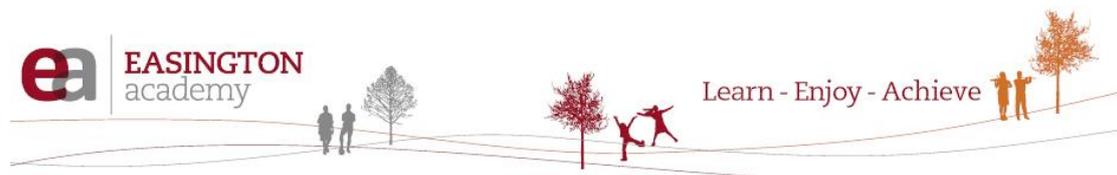
The school will:

- Nominate a designated teacher for Looked After Children who will act as their advocate and coordinate support for them.
- Nominate a school governor to ensure the needs of the children are taken into account at a school management level and to support the designated teacher.
- Support the designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

### **Designated Teacher**

The designated teacher will:

- Maintain a register of all children in public care. This will include:
  - Contact person in LAC team.
  - Status: i.e. care order or accommodated.
  - Type of placement ( foster, respite, residential).
  - Name of social worker.
  - Contact address and numbers.
  - Academic progress- reports etc.
  - Baseline information – all test results.
- Ensure there is a Personal Education Plan for each child, which should include appropriate targets. This should be compatible with the child's Social Services Care Plan.
- Ensure someone attends Social Services reviews and produces the necessary reports.



- Contact the LAC team where there is a risk of a CIPC pupil being excluded.
- Participate in training if required to.
- Identify and prioritise when CIPC are underachieving.
- Ensure that staff are kept up to date and informed about CIPC.
- Ensure that CIPC are listened to and have access to support and counselling

### **Monitoring and Evaluation**

The nominated teacher will prepare an annual report for the governors on the achievements of CIPC. This will include: SAT results, attendance figures, exclusion issues, changes in home placements, reviews and interventions to raise achievement.

The report should also include intervention strategies such as study support, learning mentor support, home/school contacts, Pastoral Support Plans, referrals to the LAC team, counselling support, and information about non-academic progress in extra-curricular activities.



## **YOUNG CARERS POLICY**

At Easington Academy we believe that all children and young people have a right to an education, regardless of what is happening at home. When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need extra support to help him or her to get the most out of school. This policy indicates how the school will assist any student who helps to look after someone at home.

### **Definition**

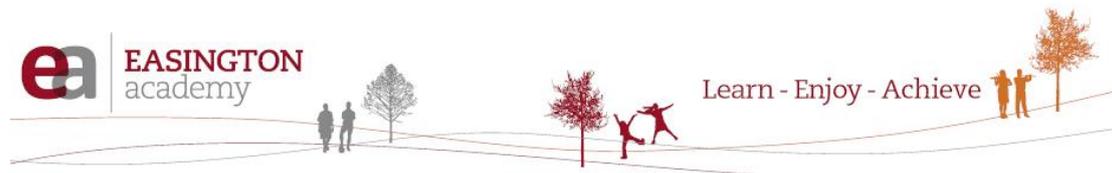
Young carers are children and young people under 18 who help to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. Helping out around the house is a normal part of growing up, but young carers regularly carry out significant or substantial caring tasks and assume a level of responsibility which is inappropriate to their age. Caring can involve physical or emotional care, or taking responsibility for someone's safety or well being. Many young carers spend a lot of time doing household chores or looking after younger siblings in addition to helping a sick or disabled parent with tasks such as administering medication, helping someone to get up and get dressed or helping someone use the bathroom. Some young carers help parents to look after a disabled sibling.

Most young carers are not known to be caring by school staff, so being a young carer can be a hidden source of poor attendance, under achievement and bullying, with many young carers dropping out of school or achieving no qualifications. Most children affected by family disability, health problems or substance misuse do not become young carers and it is important to be wary of making assumptions about people with disabilities or other health issues and labelling young people or their parents.

### **Warning Signs**

Young carers are not easy to spot and many actively try to conceal their role from teachers, pastoral staff and peers for fear of bullying and other interference in their families. All of the warning signs below could be indicators of another problem. However, staff noticing these signs should consider asking the pupil if they are helping to look after someone at home:

- Regular or increased lateness or absence. Many young carers may be late for school on a regular basis as a result of caring within the home or as a result of over-tiredness.
- Concentration problems, anxiety, tiredness. Many young people will have interrupted sleep patterns or feel tired as a result of having to complete household tasks.
- Non-attendance. Some young carers will take time off school because they are worried about the person they are caring for, or because they are carrying out caring tasks that prevent them attending.

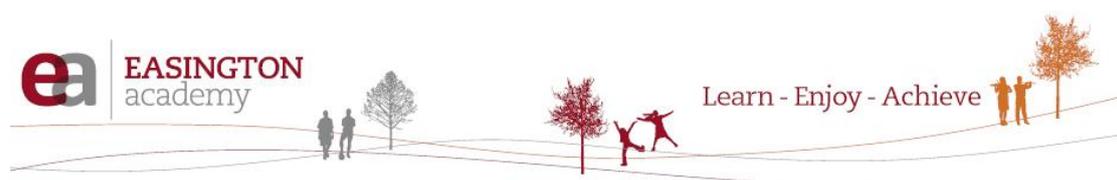


- Under-achievement and late or incomplete homework. Many young carers will find it difficult to find the time to complete homework assignments and may have no one at home who can offer assistance.
- Few or no peer friendships. Some young carers will be unable to develop school friendships outside of school as they may not be able to invite other children home or visit friends in their homes.
- Victim of bullying, sometimes linked to a family member's health or disability.
- Behavioural problems, sometimes a result of anger or frustration. Young carers may exhibit challenging behaviour in environments away from the home setting, to offset the fact that they have to take on adult responsibilities and behave in an adult fashion in the home.
- Unable to attend extra-curricular activities. Many families of young carers will be totally dependent on benefits and activities may be difficult to afford for many families. Many young carers will also be unable to stay at school or access other activities if they have to rush home to support family members.
- Difficulties in engaging parents; parents not attending parents' evenings. Parents will often be unwilling or unable to attend school functions, thus becoming more isolated from the school environment and unaware of issues and problems their children may be experiencing.
- Poverty. Many families will be dependent solely on state benefits for their income, affecting their ability to afford clothing and materials for school and the ability to access school trips.
- Poor education/career choices. Young carers will often not achieve as well as they could do at school and may have poor initial exam results. They will often feel they are good at caring and should therefore automatically go into a care profession, without thinking through the implications of this choice.

### **The School**

The school has recently signed up to the Young Carers' Charter, which aims to offer a support group to the Young Carers within school. The aim of the charter is to help young carers, to give them the opportunity to be listened to and supported throughout their time at school. This will consist of practical help and support.

- The school has a member of staff with special responsibility for young carers and lets all new students who they are and what they can do to help.
- This member of staff will put young carers in touch with the local young carers service.
- The member of staff will be accessible to young carers and their parents.
- Each young carer will have a private, half-termly meeting with the named member of staff.
- The school will consider alternatives if a young carer is unable to attend out of school activities e.g. detentions, after school study sessions.
- The school will allow young carers to telephone home during breaks and lunchtimes if they are worried about a relative.
- The named teacher will consider whether the student is entitled to an assessment from Children's Services, especially in cases where the student meets the Child in Need criteria.



- The named member of staff will ensure that the teaching staff are aware that they have a young carer in their class.
- The school will liaise with the young carer's parents.
- If necessary, negotiate deadlines for homework when the student's caring role increases.
- The school will consider giving lunchtime detentions rather than after school detentions.
- If necessary the school will make referrals to outside agencies: drugs and alcohol services, CAMHs.

If you feel that your child is a young carer, please contact the school or Family Action.

## **INTERNET POLICY**

The purpose of internet use in school is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school's management information and business administration systems. Internet use is a part of the statutory curriculum and a necessary tool for staff and students. Internet access is an entitlement for students who show a responsible and mature approach to its use. The internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction. The school has a duty to provide students with quality internet access as part of their learning experience.

### **Benefits**

- Access to world-wide educational resources including museums and art galleries.
- Inclusion in government initiatives.
- Educational and cultural exchanges between students world-wide.
- Cultural, vocational, social and leisure use in libraries, clubs and at home.
- Access to experts in many fields for students and staff.
- Staff professional development through access to national strategies, educational materials and good curriculum practice.
- Communication with support services, professional associations and colleagues.
- Improved access to technical support including remote management of networks.
- Exchange of curriculum and administration data with the local authority and DfES.

### **Enhancing Learning**

- The school's internet access will be designed expressly for student use and will include filtering appropriate to the age of the students.
- Students will be taught what internet use is acceptable and what is not, and will be given clear objectives for internet use.
- Internet access will be planned to enrich and extend learning activities.
- Access levels will be reviewed to reflect the curriculum requirements and age of the students.
- Students will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.



### **How will Students Learn to Evaluate Internet Content?**

- Students should be taught to be critically aware of the materials they read, and should be shown how to validate information before accepting its accuracy.
- Students will be taught to acknowledge the source of information used and to respect copyright when using internet material in their own work.
- Training should be available to staff in the evaluation of web materials and methods of developing students' critical attitudes. Students should be taught how web sites are ordered when using search engines, and how to avoid the bias and manipulation.

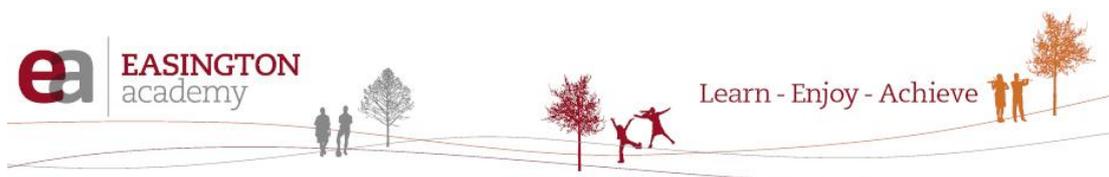
### **How will email be Managed?**

Any email system made available to students will give anonymity to students through the email address they are given. The email address will ensure that the student's full name is not available, nor is the location of their school. The service will also be filtered.

- Students may only use durhamlea.org.uk email accounts on the school system.
- Students must immediately tell a teacher if they receive offensive email.
- Students must not reveal details of themselves or others in email communication, such as addresses or telephone numbers, or arrange to meet anyone.
- Access in school to external personal email accounts by students is not permitted.
- Excessive social email use can interfere with learning and may be restricted.
- Email sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is not permitted.

### **How should Web Site Content be Managed?**

- The point of contact on the web site should be the school address, school email and telephone number. Staff or students' home addresses or personal information will not be published.
- Web site photographs that include students will be selected carefully and will not enable individual students to be clearly identified.



- Students' full names will not be used anywhere on the web site, particularly in association with photographs.
- Written permission from parents/carers will be obtained before photographs of students are published on the school web site.
- The Headteacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate.
- The web site should comply with the school's guidelines for publications wherever possible.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.
- The school or its service provider will scan regularly their own web site to check links that have been made to their own sites and to remove links from potentially dangerous sources.

### **Newsgroups and email Lists**

- Newsgroups and email lists provide automated information bulletins to users who have subscribed to the lists.
- Newsgroups will not be made available to students unless an educational requirement for their use has been demonstrated.

### **Chat Rooms**

- Students will not be allowed access to public or unregulated chat rooms.
- Students should use only regulated educational chat environments. This use will be supervised and the importance of chat room safety emphasised.
- A risk assessment will be carried out before students are allowed to use a new technology in school.

### **Management of Emerging Internet Applications**

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

### **How will Internet Access be Authorised?**

- The school will keep a record of all staff and students who are granted internet access. The record will be kept up-to-date.
- Parents/carers will be informed that students will be provided with supervised internet access (a sample letter is included).
- Students must apply for internet access individually by agreeing to abide by the Responsible Internet Use statement.
- Parents/carers will be asked to sign and return a consent form.



## Internet Risks

In common with other media such as magazines, books and video, some material available via the internet is unsuitable for students. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor DCC can accept liability for the material accessed, or any consequences of internet access.

- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The Headteacher will ensure that the internet policy is implemented and compliance with the policy monitored.

## Managing Internet Filtering

- The school will work in partnership with parents/carers, the local authority, the DfES and the internet service provider to ensure systems to protect students are continually reviewed and improved.
- If staff or students discover unsuitable sites, the URL (address) and content must be reported to the internet service provider via the ICT Co-ordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be referred to the Internet Watch Foundation.
- Filtering strategies will be selected by the school in discussion with the filtering provider. The filtering strategy will be selected to suit the age and curriculum requirements of the student.

## Introducing the Policy to Students

- Rules for internet access will be posted in all rooms where computers are used.
- Students will be informed that internet use will be monitored.
- Instruction in responsible and safe use should precede internet access.

## Staff Internet Use

- All staff must accept the terms of the '**Responsible Internet Use**' statement before using any internet resource in school.



- All staff, including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy, and Internet and Email Code of Practice and their importance explained.
- Staff should be aware that internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- The monitoring of internet use is a sensitive matter. Staff who operate monitoring procedures will be supervised by senior management.
- Staff development in safe and responsible internet use will be provided as required.

### **System Security**

- The school's ICT systems will be reviewed regularly with regard to security.
- Virus protection will be installed and updated regularly.
- Security strategies will be regularly reviewed in consultation with the local authority and ISP, particularly where a wide area network connection is being planned.
- Personal data sent over the internet will be encrypted or otherwise secured.
- Unapproved portable media may not be brought into school without specific permission and a virus check.
- Unapproved system utilities and executable files will not be allowed in students' work areas. System policies will be put in place to monitor and restrict such files.
- Files held on the school's network will be regularly checked.

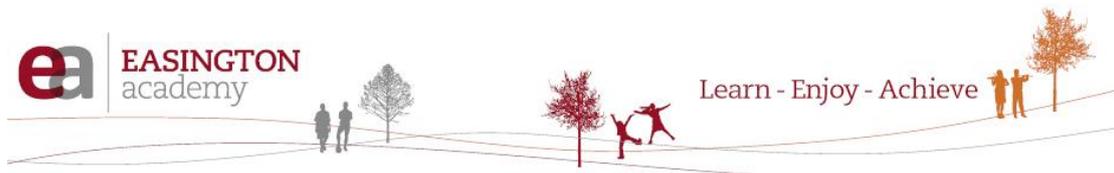
### **How will Complaints Regarding Internet Use be Handled?**

- Any complaint about staff misuse must be referred to the Headteacher.
- Parents/carers and students will need to work in partnership with staff to resolve issues.
- As with drugs issues, there may be occasions when the police or child protection staff must be contacted. Early contact could be made to establish the legal position and discuss strategies.

- Incidents of computer or internet use will be recorded using the usual school discipline referral forms.
- A series of consequences, progressive in severity and specific to computer/internet misuse, will be applied. These consequences will be reviewed regularly and include:
  - C1: Verbal warning.
  - C2: Second warning and letter to parent/carer with explanation of future consequences.
  - C3: Temporary internet ban and letter to parent/carer.
  - C4: Meeting with student and parents/carers to discuss incidents of misuse. Final warning. Ban in place until meeting takes place.
  - C5: longer or permanent ban from system or internet.

### **Parental Support**

- Parents/carers will be asked to discuss the school's rules for responsible internet use with their children and to sign Internet Use Agreement form.
- Parents/carers' attention will be drawn to changes to the School Internet Policy in newsletters, the school brochure and on the school web site.
- Internet issues will be handled sensitively to inform parents/carers without causing undue alarm.
- A partnership approach with parents/carers will be encouraged. This could include demonstrations, practical sessions and suggestions for safe internet use at home.
- Advice on filtering systems and educational and leisure activities that include responsible use of the internet will be made available to parents/carers.
- Interested parents/carers will be referred to organisations such as PIN, Parents Online and NCH Action for Children (URLs in reference section).



## Easington Academy

### Responsible Internet Use

#### Rules for Staff and Students

The computer system is owned by the school. This Responsible Internet Use statement helps to protect students, staff and the school by clearly stating what use of the computer resources is acceptable and what is not.

- Irresponsible use may result in the loss of internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- School computer and internet use must be appropriate to the student's education or to staff professional activity.
- Copyright and intellectual property rights must be respected.
- Emails should be written carefully and politely, particularly as messages may be forwarded or printed and be seen by unexpected readers.
- Users are responsible for email they send and for contacts made.
- Anonymous messages and chain letters are not permitted.
- The use of chat rooms is not allowed.
- The school's ICT systems may not be used for private purposes, unless the Headteacher has given permission for that use.
- Use for personal financial gain, gambling, political purposes or advertising is not permitted.
- ICT system security must be respected; it is a criminal offence to use a computer for a purpose not permitted by the system owner.

The school may exercise its right to monitor the use of the school's computer systems, including access to web sites, the interception of email and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is, or may be, taking place, or the system is, or may be, being used for criminal purposes, or for storing unauthorised or unlawful text, imagery or sound.

Gaining the agreement of parents and students to the rules for responsible internet use is important but requires management. Some schools do this annually, at the same time as checking the home and emergency contact details. The rules for responsible internet use should be included with the letter to parents/carers to ensure clarity.

For students above the age of sixteen and not living at home, or for students eighteen or older, the school should be able to rely on the consent of the student alone. Otherwise, the consent of a parent/carer must be obtained. It is also wise to



obtain the parent's/carer's permission to publish student's work and photographs of their child on the school web site, subject to strict safeguards.

<b>Easington Academy</b> <b>Responsible Internet Use</b> Please complete, sign and return to your form tutor	
<b>Student:</b>	<b>Form:</b>
<b>Student's Agreement</b> I have read and I understand the school Rules for Responsible Internet Use. I will use the computer system and internet in a responsible way and obey these rules at all times.	
<b>Signed:</b>	<b>Date:</b>
<b>Parent's Consent for Internet Access</b> I have read and understood the school rules for responsible internet use and give permission for my son/daughter to access the internet. I understand that the school will take all reasonable precautions to ensure students cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the internet. I agree that the school is not liable for any damages arising from use of the internet facilities.	
<b>Signed:</b>	<b>Date:</b>
<b>Please print name:</b>	
<b>Parent's Consent for Web Publication of Work and Photographs</b> I agree that, if selected, my son/daughter's work may be published on the school web site. I also agree that photographs that include my son/daughter may be published subject to the school rules that photographs will not clearly identify individuals and that full names will not be used.	
<b>Signed:</b>	<b>Date:</b>

Students will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

### **Managing Video Conferencing**

Video conferencing will be appropriately supervised for the students' ages.

### **Managing Emerging Technologies**

The senior management team should note that technologies such as mobile phones with wireless internet access can bypass school filtering systems and present a new route to undesirable material and communications. Mobile phones will not be used



during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

Students' use of cameras in mobile phones for curriculum purposes will be at the discretion of the member of staff and will be kept under review. Staff are advised to use a school phone when contact with students is required. The storing of copyright material on the school system is illegal and as such files may be removed.

### **Protecting Personal Data**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

### **Authorising Internet Access**

All staff must read and sign the 'Staff Code of Conduct for ICT' before using any school ICT resource. The school will maintain a current record of all staff and pupils who are granted access to school ICT systems. Parents/carers will be asked to sign and return a consent form.

### **Assessing Risks**

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. The school cannot accept liability for any material accessed, or any consequences of internet access. The school will regularly audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate and effective.

### **Handling E-Safety Complaints**

Complaints of internet misuse will be dealt with by a senior member of staff. Any complaint about staff misuse must be referred to the Headteacher. Complaints of a child protection nature must be dealt with in accordance with school child protection procedures. Students and parents will be informed of the complaints procedure. Discussions may be held with the Police Youth Crime Reduction Officer to establish procedures for handling potentially illegal issues.

### **Introducing the E-Safety Policy to Pupils**

E-safety rules will be posted in all rooms where computers are used. Students will be informed that network and internet use will be monitored. A programme of training in e-safety will be developed.

### **Staff and the E-Safety Policy**

All staff will be made aware of the School e-Safety Policy and its importance explained.



Staff must be informed that network and internet traffic can be monitored and traced to the individual user. Staff who manage filtering systems or monitor ICT use will be supervised by senior management and work to clear procedures for reporting issues. Staff should understand that phone or online communications with pupils can occasionally lead to misunderstandings or even malicious accusations. Staff must take care always to maintain a professional relationship.

### **Enlisting the Support of Parents/Carers**

The attention of parents/carers will be drawn to the school's E-Safety Policy in newsletters, the school brochure and on the school web site.



# **DRUGS and SUBSTANCE MISUSE POLICY**

## **Statement of Philosophy**

- Easington Academy does not condone the misuse of drugs or alcohol by members of the school.
- The school will not condone the illegal supply of any substance.
- The school is committed to the health and safety of all of its members and will take any necessary action to safeguard their well being.
- The school believes that the abuse of drugs and alcohol is detrimental to the welfare of individuals.
- The school believes that it has an important role in the pastoral care of young people and will maintain an ethos which will seek to persuade students in need of support to come forward.
- The school believes that students misusing drugs and other substances require the best levels of support and will seek to engage parents/carers and other agencies in the provision of education and support.

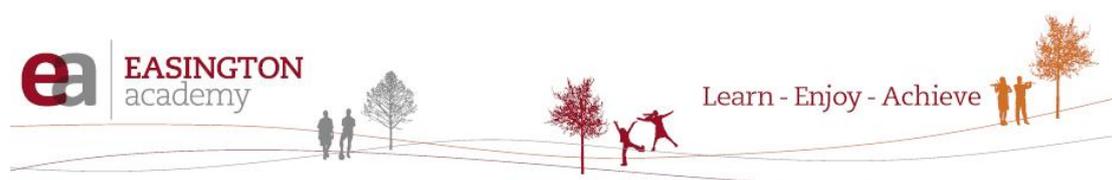
## **Aims**

- To ensure the provision of accurate information about substances.
- To increase understanding about the implications and possible consequences of use and misuse of substances.
- To widen the understanding about related health and social issues.
- To seek to minimise the risk to users and potential users.
- To provide a supportive and understanding environment for those experiencing, or likely to experience, substance use.
- To enable young people to identify sources of appropriate personal support.

## **Objectives**

The above aims will be fulfilled through:

- A curriculum in which students will receive substance related education.
- The appointment within the school of a Co-ordinator for Drugs and Substance Abuse (currently the Head of RE). This co-ordinator will have direct responsibility for the day to day implementation of this policy.
- The provision of drugs and substance information.
- Active co-operation with other agencies such as the Police, Social Services and health agencies in the delivery of drugs education and in dealing with incidents of substance use and misuse.
- Advice and guidance for all staff on action to be taken in instances involving substance use or misuse.
- The involvement of parents/carers though the provision of advice and guidance in instances involving their own children.



## **Sanctions**

- The priority in all incidents relating to the use of illicit substances is the health and safety of the student.
- First incident ( use or possession): five day fixed term exclusion.
- Second incident ( use or possession ): permanent exclusion.
- First incident ( supplying): permanent exclusion.
- In all cases the police and parents/carers will be informed.
- The details of all incidents relating to illicit substances should be entered in the Drugs File and a copy should be given to the school's co-ordinator.

## **ANTI- BULLYING POLICY**

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. These guidelines are based on three important points:

- We cannot expect our students always to draw attention to bullying when it happens. As staff we must accept responsibility and take steps to make sure we are aware of what is going on.
- We must take bullying seriously and do something about it.
- We must provide students with a positive role model in the way we treat students and other adults.

Bullying behaviour isn't always easy to define. Where do you draw the line between good-natured ribbing and bullying? Although teasing resembles bullying because it can prompt feelings of anger or embarrassment, teasing can be less hostile and done with humour, rather than harm. Teasing often promotes an exchange between people rather than a feeling of intimidation. Although a black eye is an obvious sign of bullying, other forms of bullying can be more difficult to spot. Below are some of the forms bullying can take:

**Cyber bullying:** a relatively recent phenomenon. Through e-mail, instant messaging, internet chat rooms and electronic gadgets such as camera cell phones, cyber bullies forward and spread hurtful messages and/or images. Bullies can use this technology to harass victims at all hours.

**Emotional bullying:** this can be more subtle and can involve isolating or excluding a child from activities. For example, shunning the victim at lunchtime or on a school outing. This type of bullying is especially common among girls.

**Physical bullying:** this form of bullying can accompany verbal bullying and involves such things as kicking, hitting, biting, pinching, hair pulling, or the threat of physical bullying.

**Racist bullying:** this form of bullying involves racial jokes, racial name-calling, offensive gestures or inappropriate comments.

**Sexual bullying:** this involves unwanted physical contact or sexually abusive comments. This includes homophobic bullying. This is bullying behaviour that has a specific sexual dimension or a sexual dynamic, and it may be physical, verbal or non verbal/psychological. It is also underpinned by sexual attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Behaviours may involve sexual comments or innuendo, including offensive comments about sexual reputation; or using language that is designed to subordinate, humiliate or intimidate.



**Sexist bullying:** this is bullying based on sexual attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Transphobic bullying:** this bullying stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

**Verbal bullying:** this usually involves name-calling, incessant mocking, and laughing at someone else's expense.

### **Signs of Bullying**

The student may:

- Become withdrawn, clingy, moody, aggressive and uncooperative.
- Behave in immature ways.
- Have sleep or appetite problems.
- Have difficulty concentrating.
- Show variation in academic performance.
- Have cuts, bruises, aches and pains without adequate explanation.
- Request extra money or start stealing.
- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern or behaviour e.g.
  - Sudden loss of interest in activities.
  - Changing times of coming to and going from the house.
  - A reluctance to leave home.
  - A request to change school.
  - A refusal to return to a place or activity.

### **Guidelines for Parents/Carers of Children being Bullied**

A child has the right to be safe. Each child has the right to expect parents/carers and teachers to do all they can to keep him or her safe. Children and young people go to a wide variety of places, ranging from schools, activity groups to youth clubs. It is not possible to list all of these. Each organisation has a responsibility to protect young people from bullying.

If you suspect your child is being bullied at school:

- Talk to your child about what is happening.
- Be calm.



- Show sensitivity.
- Reassure your son/ daughter that something will be done and that he/she is not to blame.
- If possible, come to some agreement with your son/daughter about what the next step will be.
- Contact someone at school. There are a number of people you could ask to speak to: your child's Home/School Liaison Officer; the Assistant Headteacher (Pastoral), who is the person with overall responsibility for the anti-bullying policy; your child's tutor.
- Maintain contact with the school until you are satisfied the problem has been dealt with.

### **Do**

- Do listen to your son/daughter.
- Do take their concerns seriously.
- Do encourage your child to tell you what has been happening and in particular to report any trouble that may have occurred.
- Do help your child to find a solution to the problem.
- Do maintain contact with school.
- Do look for any signs of distress shown by your child.

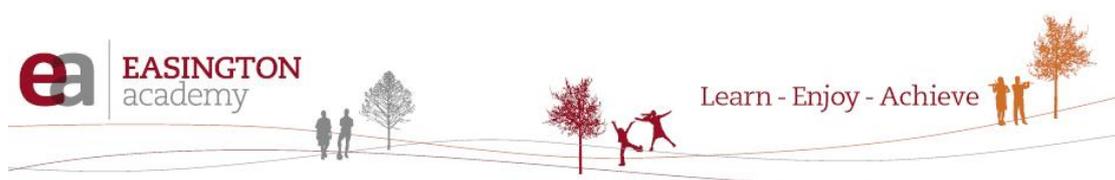
### **Don't**

- Don't ignore what your son/daughter says if they are worried about certain people.
- Don't say things like, "Just put up with it " or "It will just go away." Bullying is never acceptable. Action needs to be taken to stop bullying.
- Don't tell your child to fight back. The bully may be stronger and this could lead to your son/daughter being beaten up.
- Don't try and deal with the situation yourself. Contact school.

### **Supporting the Child or Young Person**

The following actions are appropriate for use with students who are bullied and those who are involved in bullying.

- Protect the young person and stop the bullying.
- Take the necessary steps to prevent any reoccurrence of the bullying. Staff should seek advice if they are uncertain how to deal with an incident of bullying. Advice may come from the student's tutor, the designated senior member of staff, or the student's Home/School Liaison Officer.



- Listen to the student sympathetically and take his/her concerns seriously. Tell the student you are worried about them. Ask them to tell you about the bullying. Listen in a non-judgmental way. Tell them the school will help them to stop the bullying. However, avoid jumping to conclusions. Inevitably, a student is likely to give a one-sided account of an incident and bullying issues can be very complex. The following strategies should be used when investigating an incident of bullying – see Responding to Disclosures
  - Analyse the incident ( antecedents, the behaviours , the consequences ).
  - Analyse the assumptions driving the bullying ( the students directly involved; other students, including bystanders ).
  - Understand the dynamics ( the time, the location, previous behaviours ).
- Ensure the student (victim and alleged bully) understands precisely what action is to be taken.
- Record incident in the Bullying Register (kept in the staffroom) and inform the student’s Home/School Liaison Officer and/or the designated senior member of staff.
- Respond calmly and consistently.

### **Sanctions**

Many incidents of bullying can be dealt with effectively without the use of sanctions. However, if necessary, sanctions should be applied to protect a student who is the victim of persistent bullying. These sanctions include:

- Referral to the Home/School Liaison Officer.
- Referral to senior management.
- Formal warnings.
- Contacting parents/carers.
- Detentions.
- Placement in the Learning Support Unit.
- Internal exclusions.
- Exclusions ( fixed and permanent ).

### **Responding to Racist Incidents**

Racist behaviour can be defined as anything intended to cause hurt or distress where the motivation is racial distress or hatred, or behaviour based on prejudice against any racial group.

All racist incidents should be taken seriously, although they may vary in the degree of hostility. Some incidents such as name calling and telling jokes may seem trivial but



they still express offensive racist attitudes which attack the individual's self respect. Some victims may not want to draw attention to themselves by pursuing the matter because they are scared, so staff need to be vigilant. Incidents which appear trivial in themselves can rapidly become serious and frightening once they begin to accumulate and intensify so it is important that action is taken at the earliest possible opportunity.

Racist graffiti or slogans, whether on books or walls, should be removed immediately on discovery. Racist literature, badges or insignia should be confiscated on discovery, and the reasons for not allowing them should be explained.

### **Staff Action**

- Ensure that the victim is given appropriate support.
- Inform the designated senior member of staff.
- Record all details relating to the racist incident using form R.I.1 ( file in staffroom ).
- Ensure that all the perpetrators are aware of the seriousness of their actions and are given counselling if necessary.
- Inform parents/carers when students are involved in racist incidents as either victims or perpetrators.
- Students responsible for racist behaviour will be dealt with through the school's disciplinary procedures. Sanctions will depend on the severity of the incident but may include:
  - Requesting an apology.
  - Counselling.
  - A meeting with the perpetrator's parent/carer.
  - Informing the police.
  - Formal warning.
  - Placement in the Learning Support Unit.
  - Internal exclusion.
  - Exclusion ( fixed term or permanent ).

### **Support for Victims**

Any language or behaviour that hurts or offends must be addressed in order to develop a positive ethos in the school.

- Incidents should be dealt with sensitively.
- The victim should be informed of the action taken and the attitude of the school towards such behaviour should be properly explained to them.
- In the case of serious or persistent incidents, the Headteacher or senior member of staff responsible for the school's anti-bullying policy should consider writing to, or meeting with, the parent/carer of the victim to explain the action taken and discussing the matter with them.

### **Useful Agencies**

- Childline: helpline: 0800 1111 ( open 24 hours a day )



- Kidscape: helpline: 0207 730 3300
- [www.bullying.org](http://www.bullying.org)

### **Dealing with Homophobic Incidents**

A homophobic incident is any incident perceived to be homophobic by the victim or another person. Such incidents can be directed against both heterosexual and same-sex attracted people and can affect students, staff and parents/carers. The most common forms of homophobic incidents in school are:

- Name calling.
- Ridicule.
- Graffiti.
- Hitting/kicking.
- Rumour mongering.
- Teasing.
- Frightening look/stare.
- Belongings taken.
- Social isolation.
- Sexual assault.

It is the school's aim to establish a whole school climate in which diversity is valued and where homophobic language, as well as other abusive language, is not tolerated. The school has procedures for recording homophobic incidents and these procedures are explained to all new staff. The school ensures that there are opportunities in the curriculum for learning about sexual orientation, addressing prejudice and promoting social justice.

### **Responding to Disclosures**

For a student to speak about his or her sexuality can be a traumatic and, at the same time, therapeutic experience. A student will often carefully select the person they disclose to and the response of this person is critical to the well-being of the student. Staff, therefore, need to be aware of their roles and be sensitive to the dilemma the student may be experiencing. Staff should:

- Outline that absolute confidentiality cannot be promised if there are child protection concerns.
- Avoid being judgemental and reassure the student that there is nothing wrong with their sexuality.
- Offer them the opportunity to talk about their feelings with you and another appropriate person.
- Offer information about local sources of specialist support and advice.
- Follow child protection procedures immediately if there is evidence or suspicion of sexual abuse.
- Do not contact the parents/carers without the consent of the young person and without careful planning of how they will be informed.



## **School Responses to Homophobic Bullying**

As with incidents of racism, all incidents of homophobic bullying should be reported to the designated senior member of staff and details entered in the appropriate file (kept in staffroom). The sanctions imposed on students responsible for homophobic bullying will depend on the nature and severity of the incident. These may include:

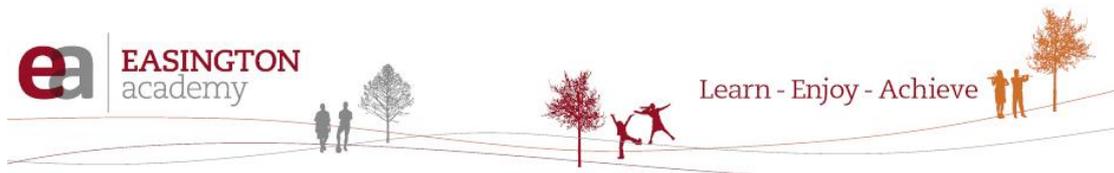
- Detentions.
- Parental contact.
- Counselling.
- Verbal warnings.
- Placement in the Learning Support Unit.
- Internal exclusion.
- Fixed term exclusion.
- Permanent exclusion ( in severe and repeated cases).
- Placement on report.
- Movement up the school's disciplinary step system.

## **Cyber Bullying**

Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. It is against the law to bully someone in this way, and if someone is being mean or threatening action should be taken to stop them.

There are lots of ways cyber bullies can target someone, including:

- Email - sending abusive emails to someone, or to a group of people, who may then join in the bullying. Sending inappropriate videos and other content or computer viruses by email.
- Instant messaging and chat rooms - using instant messaging and chat rooms to send threatening or abusive messages to someone and asking others to join in. Using another person's account to send abusive messages to others without their permission.
- Social networking sites - creating fake profiles for people or leaving abusive messages on existing profiles for other people to see.
- Mobile phone - sending abusive texts, video or photo messages, as well as sharing videos of physical attacks on individuals (happy slapping or blue jacking etc).
- Abusing personal information - posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without the person's permission.



## **Guidelines for Staff**

Although cyber bullying cannot physically hurt a student, it can still make him/her feel bad and is a form of emotional abuse. No one has the right to make student feel like this. It is important to reassure the student that there are things that can be done to prevent it from happening:

- Encourage the student to speak to someone they can trust. If you are that person, reassure the victim by telling him/her that something will be done to improve the situation.
- Tell the student not to reply to any messages, as this may encourage the bullies.
- Tell the student to keep a copy of the abusive emails, texts or messages.
- Inform the student that he/she must never give out any personal details on the internet such as a real name, address, age or phone number. Even telling someone in school could help another person to find out information about them.
- Tell the student to change online nicknames or user ID to something different.
- Also, tell the student to block email addresses and/ or complain to host website.

Most cyber bullying takes place via a mobile phone. It is now quite easy for mobile phone companies to trace the identity of anyone who is sending nasty or abusive text messages. If a student is being bullied and receiving nasty or threatening message on their mobile, encourage the student to tell their parents/carers, who can help by reporting it to the police.

All UK mobile companies are used to dealing with nuisance calls and have people on hand to deal with this sort of problem. The companies advise young people to:

- Avoid replying to any nasty messages received.
- Keep the messages that have been sent so they can be shown to someone.
- Ignore any calls that are from a withheld number, or from a number they do not recognise.
- Change their mobile number and only give the new number out to close friends.
- Inform the police if the bullying continues.

Mobile phone operators cannot bar a particular number from contacting another phone, but this can be done on some handsets. A victim of cyber bullying should check the phone user guide to see if this is possible.

