

# Yateley School



## Behaviour for Learning Policy *(Including Anti Bullying, Cyber Bullying and Internet Safety)*

### YATELEY SCHOOL AIMS

1. To ensure that our students feel safe, happy and valued at Yateley School and enthusiastic about coming here.
2. To have high expectations of all members of our community in everything they do.
3. To develop inspired independent and positive learners, who enjoy their studies and achieve high standards.
4. To provide a challenging and stimulating curriculum within and beyond the school day that meets the needs of all students.
5. To nurture and celebrate the individual skills, talents, creativity and aspirations of every student.
6. To be a centre of excellence for the Creative Arts.
7. To ensure that our students become citizens who know how to behave well, respect the rights and beliefs of others and to care for themselves effectively.
8. To encourage students to care for their environment and contribute positively to their communities, local, national and global.
9. To help students develop the skills, knowledge, confidence and maturity to be successful in their adult lives, economically and emotionally.
10. To achieve these aims through a partnership between students, parents, staff, Governors and the wider community.

## STATEMENT OF PRINCIPLES

At Yateley School we have high expectations of behaviour and achievement for all students. This policy aims to ensure consistency in the way all staff, students, parents and carers promote good behaviour throughout the school and good behaviour for learning in the classroom. It is based on the clear values of respect, fairness and inclusion. It promotes self-discipline, respect for others and the importance of listening to all members of the school community. It is relevant to every member of the school community and is inclusive of other existing policies.

If you have any concerns about your child, please do not hesitate to contact us. We always keep parents/carers informed of any concerns we have about a student's learning, or about behaviour or relationships which might affect learning. Students have the main responsibility of their own behaviour. They are also responsible for the consequences of their behaviour on the learning and well-being of others.

## RATIONALE

Good behaviour entails courtesy, co-operation and consideration for others; a thriving community is one in which students consistently behave well, staff consistently model good behaviour and positive relationships are the norm. Good behaviour needs to be taught, modelled and rewarded; poor or unacceptable behaviour needs to be sanctioned.

Behaviour for learning is, as it suggests, behaviour that allows for and encourages learning to take place. It is fundamental to success in the classroom for both students and teachers. Good behaviour results from a well-planned and well delivered curriculum that stimulates students to learn, ask questions, debate, enquire and challenge themselves. Behaviour for learning needs to be taught, reinforced and reviewed. Above all, positive relationships with students are the key to positive behaviour.

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent classroom routines, which are always adhered to, and a culture of rewards for success and appropriate sanctions for misbehaviour.

We aim to foster and develop our student's social and life skills to:

- Accept and value people as they are
- Promote equality and celebrate difference
- Listen, communicate and operate fairly
- Encourage openness and honesty
- Reject violence and aggression
- Actively promote cooperation with others
- Protect and enhance self-esteem and dignity
- Reject all discrimination on any grounds

## RIGHTS AND RESPONSIBILITIES

Members of the school community also have responsibilities as well as rights, which we must accept in order for good behaviour to take place. These rights and responsibilities should be made clear to all members of the school community and reinforced periodically.

### *Students:*

- Have the right to learn and achieve as highly as possible in an environment that is safe, un-disruptive, healthy, pleasant and supports their needs.
- To feel valued, supported, treated fairly with respect and good manners.
- Have the responsibility to try their hardest and to do their best at all times.
- Have the responsibility to follow the school's agreed Code of Conduct and Classroom Rules.
- Have the opportunity to experience success and fulfil his/her potential.

### *Staff:*

- Should model and teach respectful behaviour and should have the highest expectations of behaviour
- Have the right to fulfil their role within the school community.
- Have the responsibility to promote the achievement and welfare of all students in an environment that is safe and supports their needs.
- Have the responsibility to implement and manage the school's behaviour for learning policy in a consistent way, rewarding and sanctioning students appropriately.
- Have the responsibility to plan, deliver and monitor a differentiated curriculum that challenges students, using a range of learning and teaching styles.

### *Parents, carers and families:*

- Have the right to be informed of the school's behaviour for learning policy and to be consulted on it.
- Have the right to be informed about the behaviour of their children.
- Parents and carers have the responsibility to ensure that their children attend school and encourage them to behave appropriately and focus on learning at all times.
- Parents and carers have the responsibility to ensure that their children attend school with all the required equipment and ready to learn.
- Parents and carers have the responsibility to support the school's Behaviour Policy and the Code of Conduct.

## CODE OF CONDUCT

All students are expected to conduct themselves in a manner which promotes the interests of the school community.

### *Treat everyone in the school community with kindness and respect*

Show respect to one another and to all staff and other users of the campus. Never deliberately hurt anyone with words or actions. Treat other people as you would wish them to treat you.

### *Respect the school environment and the property of others*

It is more pleasant for everyone if the buildings are clean and in good condition. Don't vandalise or graffiti your school and do not drop litter. Treat other people's property as you would wish them to treat yours. Eat only in the Hall, your designated classroom or outside; do not eat in corridors and stair wells.

### *Dress smartly and appropriately at all times*

Wear the correct uniform as laid down in the Student Planner; make sure that you are smart, e.g. shirt or blouse tucked in and tie done up properly.

*Move around the school in a safe and responsible manner*

Don't push as you move around the school. Look behind you and hold the door open for people. Use the correct stairs and one way systems. Keep to the left in corridors and on stairs. Don't run: you may put other people's safety at risk.

*Arrive at school and at your lessons on time*

Arrive promptly at school and go home quickly and in an orderly manner. Arrive at lessons punctually; it disrupts the lesson for others if you are late.

*Be prepared for lessons with homework, equipment and books*

It is difficult for you to take part in lessons if you do not have the right equipment with you.

*Listen to and follow instructions from members of staff*

Teachers have the right to decide who sits where and to determine the content of the lesson. Follow instructions and do not argue.

*Be attentive and polite in lessons and aim to contribute positively*

The lesson will be more interesting for you if you are positive and take part.

*The following actions are unacceptable and will result in a serious sanction:*

- Refusal to obey an instruction from a member of staff
- Use of unacceptable or anti-social behaviour, including bullying, or offensive remarks
- Physical assault on another member of the school community
- Possession of cigarettes (including vape and e-cigarettes) and/or use of other tobacco substances
- Possession of and/or use of alcohol
- Possession, use or supply of illegal substances or offensive weapons
- Wilful damage to furniture or equipment, including graffiti
- Truancy from school or missing lessons for no good reason
- Gang mentality and anti-social behaviour

*Mobile phones and MP3 players must not be seen or heard* at any time before or during the school day (including lunch and breaks). Students seen with mobile phones or MP3 players before or during the school day will have them confiscated. If your mobile phone or MP3 player is confiscated, it will be clearly labelled with your name and form and locked away until a parent comes to school to collect it.

*Prohibited items include:* dangerous, illegal or offensive items, images or substances, including prohibited drugs, knives, toy guns, BB guns, air rifles, catapults, alcohol, cigarettes (normal or electronic), tobacco, lighters, matches, aerosol cans, Tippex, chewing gum, energy drinks (monster, red bull, relentless, etc.)

*You are advised not to bring into school* valuable items, large sums of money, MP3 players, and expensive mobile phones.

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## Promoting and rewarding positive behaviour and achievement

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### SIMS

In order to get the best from our students, communication is of paramount importance. Within the school we use SIMS Achievement software in order to log all achievement/house points for students. This used to be done within the student planners but is now solely done in SIMS. This is a powerful tool for individual staff to log achievement/house points and for subject leaders/head of houses to monitor achievement in their subject/house.

There are numerous reports which have been designed in SIMS to allow staff to report on achievement/house points by individuals and groups (subjects, houses, tutor group, etc). These reports then allow the school to praise individuals based on their achievements.

We expect that tutors will monitor their tutor groups achievements using SIMS and once a week speak to individuals and praise them. As well as tutors and the pastoral team, teachers and subject teams will also monitor achievement closely and praise where needed.

We are currently developing this system even further. This involves looking at thresholds of house points and what certificates and awards would be awarded at certain thresholds.

All students will be praised when it comes to their individual achievement/house points in SIMS. When it comes to totalling the four houses house points (at certain times throughout the year), this would be the net house points of all the students in that house (students total achievement/house points minus their total misbehaviour points). This therefore shows that the student's choice of behaviour has an impact on their house.

Parents are able to be kept fully informed of the achievements/house points awarded to students in SIMS throughout the school day via the School Gateway App.

### Recognition

In lessons and around the school, we aim to model and promote positive behaviour with each other and to students at every opportunity. We encourage each student to take responsibility for him/herself and others, his/her learning and the environment by:

- Taking responsibility for his/her actions, thinking for him/herself and taking pride in all that he/she does.
- Showing understanding, tolerance, courtesy and respect towards other people.
- Being punctual and prepared for lessons and helping to create a positive learning environment.
- Respecting other people's possessions, using equipment and resources with care and endeavouring to make the school a clean, safe and pleasant place in which to work.

#### *What do we recognise?*

- Commitment
- Progress
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school.

House points, commendations, certificates and prizes will be used to reward good behaviour and work. Praise can also include giving verbal praise, comments on work, displaying students' work, letters home, sending examples of excellent work to the Head of Department/Faculty, Head of House, Assistant Headteacher, Deputy Headteacher or the Headteacher.



## Yateley School Award System

Criteria For Award	House Points
<b>Headteacher commendation - HC</b>	
Outstanding academic & extra curriculum achievement & effort <i>Examples: Being District/Hampshire Champion; Winning a local/national competition; Top exam marks; Best projects from a year group</i>	20
<b>Star letter - SL</b>	
Excellent academic achievement. Given weekly to the most deserving student in the class.	15
<b>Commendation - C</b>	
Excellent work or outstanding extra curriculum contribution & service to the school. <i>Examples: Doing outstanding piece of work or homework; Significantly exceeding a target grade in an examination; Organising Tug-of-War team for House; Representing the school in Music and Drama competitions; Turning out for the team every match of the session; Taking part in "Maths Challenge", the Schools' Debating Competition; RS - effort and creativity in making outstanding Torah Scrolls</i>	10
<b>Postcard - PC</b>	
Especially good work. These are recorded but teachers who think an achievement deserves a postcard, should also give a student a commendation, which can be recorded. 1 PC is equivalent to 1 C <i>Examples: Taking part in house events; Making a good moral choice; Supporting others</i>	10
<b>Attitude to learning - AL</b>	
Positive effort & attitude in class. For Year 10 & 11 via the reporting system.	2
<b>House points - HP</b>	
Good work, good effort, good participation in extra curriculum activities, service to the school	1 to 5

Certificates
Bronze = 100 House Points
Silver = 250 House Points
Gold = 500 House Points
Headteacher = 1000 House Points
Tutee of the Half Term
Tutee of the Year
100% Attendance (Autumn/Spring/Summer)
100% Attendance (Whole Year)
Zero Misbehaviour (Autumn/Spring/Summer)
Zero Misbehaviour (Whole Year)
In Development
House Half & Full Colours for each Key Stage <i>(criteria to get these awards are currently in the development stages and hope to be ready for Sep 2017)</i>

## House & Faculty Half & Full Colours – Planned Launch Sep 2017

The idea behind house colours is to create a list of criteria that would encourage students to take part in house events and strive for overall success, and then be rewarded for this. The faculty colours would be looking for the same but within the academic aspect of faculties and subject departments.

It will be down to the Heads of House and Heads of Faculty at the end of an academic year to decide which students (try for even split between genders) in their house/faculty get the HOUSE/FACULTY HALF COLOURS and HOUSE/FACULTY FULL COLOURS. These can then be awarded at the end of the year via Foundation Day, etc.

The students will get a certificate and a pin badge to wear on their uniform. There will be KS3 and KS4 half and full colours badges. You can only win once in the Key Stage.

The design of the pin badges are yet to be looked into. Initial thoughts for the houses are to be in the house colours with HOUSE HALF COLOURS being smaller than HOUSE FULL COLOURS. Badges would also detail the Key Stage and the house name. Faculty designs are yet to be looked at.

The decision of who would get the badges would be based loosely on the following (per Key Stage) for House Colours:

*We will need to decide and agree in the percentage values of the house*

House HALF Colours (around 15% or 10% of house)	House FULL Colours (around 5% of house)
High attendance for the year	Had House HALF Colours (and still meet all the requirements of a HALF colours)
Low behaviour points for the year	KS4 – Student leadership position
Taken part in at least <b>one</b> house event: (Drama, Dance, Music, PE)	KS3 – Tutor rep position (house council, charity, press, etc)
Taken part in a charity event	Had at least a Silver Certificate (250 HP)
Had tutee of the half term	Taken part in at least <b>two</b> house events: (Drama, Dance, Music, PE)
Had at least a Bronze Certificate (100 HP)	The BEST students in the house by far!!

It will be down to the house team and tutors to monitor this throughout the year and keep reminding and pushing students half termly to ensure especially that more students take part in house events and charity items.

The Faculty criteria is still being developed but will follow the similar type of structure as the house criteria where possible and will be consistent across faculties.

## Random Acts of Kindness – Planned Launch Sep 2017

We are planning on introducing a RAK reward scheme where students in the school are acknowledge and rewarded for doing Random Acts of Kindness across the school environment. This would include holding doors open, supporting other students, picking up litter, etc. All staff would be able to identify students that perform RAK actions and issue them a RAK card. These cards are then entered into a half term prize draw. These draws are done in house assemblies every half term with prizes awarded to students. Further details on this to follow.

### Yateley School SIMS Achievement Types

Achievement Type	House Points	Staff To Log	Comment
<b>Attendance</b>			
100% attendance	5	AHoH	Awarded at the end of a half term
96% attendance	1	AHoH	Awarded at the end of a half term
97% attendance	2	AHoH	Awarded at the end of a half term
98% attendance	3	AHoH	Awarded at the end of a half term
99% attendance	4	AHoH	Awarded at the end of a half term
Punctuality (First to class)	1	Teacher/Tutor	

<b>House/Pastoral</b>			
6th form house captain	5	AHoH	Awarded at the end of a half term
Charity captain	5	AHoH	Awarded at the end of a half term
House award of the year	15	AHoH	1 student per house per year
House Dance Prefect	5	HoD Dance	Awarded at the end of a half term
House Drama Prefect	5	HoD Drama	Awarded at the end of a half term
House Music Prefect	5	HoD Music	Awarded at the end of a half term
House PE Prefect	5	HoD PE	Awarded at the end of a half term
Main school house captain	5	AHoH	Awarded at the end of a half term
Peer mentor	3	AHoH	Awarded at the end of a half term
Prefect	3	AHoH	Awarded at the end of a half term
Senior prefect	5	AHoH	Awarded at the end of a half term
Senior student	5	AHoH	Awarded at the end of a half term
Tutee of the half term	5	AHoH	1 tutee per tutor group per half term
Tutee of the year	10	AHoH	1 tutee per tutor group per year
Tutor charity rep	3	AHoH	Awarded at the end of a half term
Tutor house council rep	3	AHoH	Awarded at the end of a half term
Tutor peer mentee	3	AHoH	Awarded at the end of a half term
Tutor sports rep	3	AHoH	Awarded at the end of a half term

<b>Whole School</b>			
0 misbehaviour points - Termly	5	AHoH	Awarded at the end of each half term
Attitude to Learning	2	Admin	Awarded following school subject reports (positive effort & attitude in class). Year 10 and 11 only.
Commendation	10	Teacher/Tutor	Excellent work or outstanding extra curriculum contribution & service to school
Community contribution	1	Teacher/Tutor	For taking part
Community contribution - exceptional	2	Teacher/Tutor	Exceptional
Headteacher commendation	20	JKN	Outstanding academic & extra curriculum achievement & effort
KS3 Termly Top Student	10	HLL	Awarded at the end of every term based on reports
KS4 Termly Top Student	10	HLL	Awarded at the end of every term based on reports
Participation in event	1	Teacher/Tutor	For taking part
Participation in event - exceptional	3	Teacher/Tutor	Exceptional
Postcard	10	Teacher/Tutor	Especially good work, taking part in house events, good moral choice, supporting others, etc.
Reception duty	2	Reception/AHoH	
Star letter	15	Teacher/Tutor	Excellent academic achievement. Given weekly to the most deserving student in the class
Volunteering for performance/duty	2	Teacher/Tutor	

<b>Subject</b>			
Academic achievement	3	Teacher/Tutor	
Best piece of homework	3	Teacher/Tutor	
Continued improvement	1	Teacher/Tutor	
Demonstration	2	Teacher/Tutor	
Excellent contribution	2	Teacher/Tutor	
Excellent effort	2	Teacher/Tutor	
Excellent homework	2	Teacher/Tutor	
Excellent role model	2	Teacher/Tutor	
Excellent team/group work	2	Teacher/Tutor	
Excellent work	2	Teacher/Tutor	
Exceptional work experience	2	Teacher/Tutor	
Good contribution	1	Teacher/Tutor	
Good homework	1	Teacher/Tutor	
Good work	1	Teacher/Tutor	
Participation in class	1	Teacher/Tutor	
Volunteer Classroom Duty	1	Teacher/Tutor	

### Yateley Student Leadership Structure

Please note that students can only take on one leadership role (i.e. if they are Main School House Captain they can't be a Prefect)

EACH HOUSE (Per House)									
Title	Year Group	Number	Managed By	Manages	Application Method	Post Advertisement, Application, Interview Date	Post Start Date	Attend House Council	Responsibility Details
Senior Student	12 into 13	1	HoH & MTR	Sixth Form House Captains Main School House Captains	Letter to MTR and JKN	Spring 2nd Half	Summer 1st Half	Y	Overall support and development of school and houses Reporting to Governors Overall running and lead of house council meetings
Sixth Form House Captain	12 into 13	2 (1 x B & G)	Senior Students & HoH	PE/Sports Captains Charity House Captains	Letter to MTR and HoH	Spring 2nd Half	Summer 1st Half	Y	Assist HoH & Main School House Captains with house development Assist with the running of school council meetings Encourage participation in house events Attend year 6/7 parents evening Help at open evenings Attend house events as helpers/supporters
Main School House Captain	10 into 11	2 (1 x B & G)	Senior Students, Sixth Form House Captains & HoH	Charity House Captains Peer Mentors	Letter to HoH	Summer 1st Half	Summer 2nd Half	Y	Assist HoH with house development Assist with the running of school council meetings Encourage participation in house events Attend year 6/7 parents evening Help at open evenings Attend house events as helpers/supporters
Charity House Captain	10 into 11	2 (1 x B & G)	Main School House Captains & HoH (Mrs Williams)	Tutor Charity Reps	Letter to HoH	Summer 1st Half	Summer 2nd Half	Y	Coordinate charity events and encourage donations Spread awareness regarding charities and events Keep track of forms' contributions toward fundraising
House Press Officer	10 into 11	2	Main School House Captains & HoH	Tutor Press Reps	Letter to HoH	Summer 1st Half	Summer 2nd Half	Y	Coordinate all the press release/collation/update for the house (parent bulletin, reception TV screens, house centre noticeboards, house VLE page, etc.)
Peer Mentor	9, 10, 11, 12		Main School House Captains & HoH (Mr Stow)	Tutor Mentees	HoH Identification	Autumn 1st Half	Autumn 2nd Half		Supporting the academic and pastoral concerns of lower school KS3 students as identified by house team

WHOLE SCHOOL PREFECTS									
Title	Year Group	Number	Managed By	Manages	Application Method	Post Advertisement, Application, Interview Date	Post Start Date	Attend House Council	Responsibility Details
Senior Prefect	12 into 13	5	Senior Students	Prefects	Application Form	Summer 1st Half	Summer 2nd Half		In charge of duty days (one day per student) and therefore the prefects on duty on those days. Help at open evenings Do break time duties on a rota Form duties – attached to Year 7 forms to support students in transition Help with year 6/7 induction day Support younger students by mentoring them (after training)
Prefect	10 into 11		Senior Prefects & HoH (Mrs Short)	N/A	Application Form	Summer 1st Half	Summer 2nd Half		Help at open evenings Do break time duties on a rota Form duties – attached to Year 7 forms to support students in transition Help with year 6/7 induction day Support younger students by mentoring them (after training)

SUBJECT CAPTAINS (Per House)									
Title	Year Group	Number	Managed By	Manages	Application Method	Post Advertisement, Application, Interview Date	Post Start Date	Attend House Council	Responsibility Details
Drama House Captain	10 into 11		Head of Drama & HoH	House Drama Students	Application Form	Summer 1st Half	Summer 2nd Half		Organise participants for House Drama Support House Drama events including rehearsals Offer support to break/lunch/after-school Drama clubs for younger students
Dance House Captain	10 into 11		Head of Dance & HoH	House Dance Students	Application Form	Summer 1st Half	Summer 2nd Half		Organise participants for House Dance Support House Dance events including rehearsals Offer support to break/lunch/after-school Dance clubs for younger students
Music House Captain	10 into 11		Head of Music & HoH	House Music Students	Application Form	Summer 1st Half	Summer 2nd Half		Organise participants for House Music Support House Music events including rehearsals Offer support to break/lunch/after-school Music clubs for younger students Do one break duty a week in the Music dept.
PE/Sports House Captain	10 into 11	2 (B & G)	Head of PE, Sixth Form House Captains & HoH	House PE Students	Application Form	Summer 1st Half	Summer 2nd Half		Organise sports teams for House sports events Attend and support House sports events Support PE dept. in running break/lunch/after-school sports club for younger students

TUTOR GROUP REPS (Per Tutor Group)									
Title	Year Group	Number	Managed By	Manages	Application Method	Post Advertisement, Application, Interview Date	Post Start Date	Attend House Council	Responsibility Details
House Council Rep	7, 8, 9, 10, 11	1	Main School House Captains	N/A	Tutor Identification	Autumn 1st Half	Autumn 2nd Half	Y	Represent the form group at house council meetings (take forward ideas and feeds back to the form)
House Press Rep	7, 8, 9, 10, 11	1	House Press Officer	N/A	Tutor Identification	Autumn 1st Half	Autumn 2nd Half	Y	Collecting information from the form group regarding details that might want to be shared on the parent bulletin, house noticeboards, VLE house page. This information is provided to the house press officers
Charity Rep	7, 8, 9, 10, 11	1	Charity House Captains	N/A	Tutor Identification	Autumn 1st Half	Autumn 2nd Half	Y	Represents the form regarding charity events and meetings
PE/Sports Rep	7, 8, 9, 10, 11	2	PE/Sports House Captains	N/A	Tutor Identification	Autumn 1st Half	Autumn 2nd Half		Represents the form regarding PE/sporting events
Mentee	7, 8, 9, 10, 11		Peer Mentors	N/A	Tutor Identification	Autumn 1st Half	Autumn 2nd Half		Students that would benefit from academic or pastoral support from older students

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## Negative behaviour, sanctions and follow-up support

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### SIMS

In order to get the best from our students, communication is of paramount importance. Within the school we use SIMS Behaviour software in order to log all misbehaviour for students, linked to a sanction where appropriate. We log all interventions that are put in place for a student. The system also enables staff to e-mail other staff directly regards a student's misbehaviour so that it can be actioned quickly. This is a powerful tool for individual staff in their concerns for student misbehaviour across subject areas/school day, and for subject leaders/head of houses to monitor misbehaviour in their subject/house.

There are numerous reports which have been designed in SIMS to allow staff to report on incidences of specific types of misbehaviour in the school or misbehaviour of groups of students. This is crucial in looking at patterns and identifying support but also sharing the information with the student and parents/carers.

We expect that tutors will monitor their tutor groups misbehaviour using SIMS and once a week speak to individuals about any concerns regards misbehaviour. As well as tutors and the pastoral team, teachers and subject teams will also monitor misbehaviour closely and take action where required.

As a school we want to ensure that students don't just continue to get misbehaviour points and therefore we need to ensure that at certain levels students are supported and the relevant people involved. To support with this, there is the following guide/key regarding misbehaviour thresholds which staff will use when looking at SIMS misbehaviour points. These threshold reports are for a whole half term focus and are updated weekly.

	STAGE	Half Termly Threshold	Yearly Thresholds
1	<b>Tutor to monitor, discuss with student, etc.</b>	10 to 19	60 to 119
2	<b>Tutor Intervention Level 1</b> (contact home, possible tutor report/monitoring, etc.)	20 to 29	120 to 179
3	<b>Tutor Intervention Level 2</b> (meeting with parents and student, tutor report - check once a day and sanction once a day if required, etc.)	30 to 39	180 to 239
4	<b>HoH Intervention Level 1</b> (contact home, possible HoH report - check once a day and sanction once a day if required, etc.)	40 to 54	240 to 329
5	<b>HoH Intervention Level 2</b> (meeting with parents and student, HoH report - check every morning, break, lunch, after school and sanction when required during the day, etc.)	55 to 69	330 to 419
6	<b>Behaviour Contract</b> (HoH, parents, possible SLT - serve sanctions issued for breaking contract terms i.e. half day/full day internal, possible After School School, AHT report - check every morning, break, lunch, after school and sanction when required during the day, etc.)	70 to 79	420 to 479
7	<b>SLT Intervention</b> (contact home and meeting with parents and student, monitoring, SLT report - check every morning, break, lunch, after school and sanction when required during the day, etc.)	80 +	480 +

Parents are able to be kept fully informed of the misbehaviours recorded for students in SIMS throughout the school day via the School Gateway App.

### Misbehaviour system

We have developed the misbehaviour system to ensure that it is systematic and clear in detailing the stages at which students misbehaviours should be addressed and also how they could possibly escalated through these stages. This ensures fairness and parity of treatment. We have also ensured that repeated similar misbehaviours are escalated. We are however aware that all students are individuals and so would be treated as such when using this system.

As the misbehaviours become more serious so the sanctions become more serious.

However the misbehaviour system does not just address the sanction which will be issued. We have also detailed the support and intervention that would be put into place for students that enter into this system.



## Yateley School Behaviour System - Parent Version

For low level misbehaviour: Warning followed by a final warning

Criteria	Sanction Type
<b>Stage 1 - Classroom sanction - e.g. Teacher or tutor detention</b>	
e.g. Planner unsigned; Poor organisation; Late	Tutor or teacher detention during break, lunch or after school (only one missed detention before escalation)
<b>Stage 2 - Department detention or house detention</b>	
e.g. Repeatedly failing organisational expectations & poor behaviour; 3 lates in a term to lesson	Head of Department or Head of House detention during break, lunch or after school (only one missed detention before escalation)
e.g. Failure to show Head of House/Assistant Headteacher/Senior Leadership Team report; Immediate poor misbehaviour at lunchtime/break time	Head of House lunchtime detention
<b>Stage 3 - Faculty detention, P7 lunchtime detention, school detention after school (half or full), emergency referral/defiance detention</b>	
e.g. Numerous/serious concerns from teachers/Head of Department/Head of Faculty	Head of Faculty detention during break, lunch or after school
e.g. Numerous/serious concerns from tutor/Head of House; Out of bounds; Poor behaviour at break/lunch/assembly; Poor uniform; Not having BYOD; BYOD other issue	School detention - Wed
e.g. Period 7 non attendance; Failure to meet targets on Senior Leadership Team report	P7 lunchtime detention - next day
e.g. Defiance	Defiance detention - same evening or next
<b>Stage 4 - Senior staff detention, truancy detention</b>	
e.g. Smoking; Serious misbehaviour; Racist incident	Senior staff detention - Tues
e.g. Truancy	Truancy detention - same evening and/or next or Tues
<b>Stage 5 - Internal exclusion</b>	
e.g. More than 3 senior staff detentions per half term; Serious rudeness to staff	Internal exclusion & after school detention - same day or next
<b>Stage 6 - After school school or fixed term external exclusion</b>	
e.g. Persistently disrupting the learning of others; More than 3 fixed term external exclusion incidents in a half term; Serious incident/s that requires the student to be out of school	Strategy 1: "After school school" - same day or next and then every evening after school for 5 day minimum
e.g. Extremely serious and dangerous incident; Drug involvement; Swearing at staff; More than 3 internal exclusion incidents in a half term	Strategy 2: Fixed term external exclusion - same day or next
<b>Stage 7 - Permanent exclusion</b>	
e.g. Refusal to improve despite support; Incident which has extremely serious implications	Student leaves Yateley School

### Yateley School Behaviour Chart

Students would progress through the chart due to failure of previous stages and sanctions. However they can also enter at any stage depending on the seriousness of their misbehaviour. Significant sanctions will be recorded in the student's planner and also within the school SIMS system. Parents will be informed at various significant stages whether via phone call, e-mail, letter or meeting. There will also be appropriate follow up actions put into place by staff at all stages to help support and monitor the student. Parents will see all misbehaviour details via the School Gateway App.



## Yateley School Behaviour System - Teacher Version

*For low level misbehaviour: Warning followed by a final warning*

Criteria:	Sanction:	Follow Up:
<b>Stage 1 - Classroom sanction - e.g. Teacher or tutor detention</b>		
Planner unsigned; Poor organisation; Late to tutor time/lesson; Homework incomplete; Chewing gum; Poor behaviour; Failure to meet targets on tutor/teacher report; Missing equipment	Tutor or teacher detention during break, lunch or after school <i>(only one missed detention before escalation)</i>	Conversation between student and tutor/teacher
<b>Stage 2 - Department detention or house detention</b>		
Failure of STAGE 1 sanction; Repeatedly failing homework/planner/organisational expectations; Repeated poor behaviour; Failure to meet targets on HoD/HoH report; 3 lates in a term to lesson	HoD or HoH detention during break, lunch or after school <i>(only one missed detention before escalation)</i>	1. Conversation with student and HoH/HoD 2. Possible tutor/teacher report
Failure to show HoH/AHT/SLT report; Immediate poor behaviour at lunchtime/break time	HoH lunchtime detention	1. Conversation with student and HoH/AHT/SLT 2. Possible HoH/SHT/SLT report
<b>Stage 3 - Faculty detention, P7 lunchtime detention, school detention after school (half or full), emergency referral/defiance detention</b>		
Failure of STAGE 2 HoD sanction; Numerous/serious concerns from teachers/HoD/HoF; Failure to meet targets on HoF report	HoF detention during break, lunch or after school	1. Conversation with student and HoH/HoF/ER Staff 2. Possible HoD/HoH report 3. Possible mentoring, intervention, monitoring or parent meeting
Failure of STAGE 2 HoH sanction; Numerous/serious concerns from tutor/HoH; Repeated failure to meet targets on HoH report; 3 lates in a term to school; Out of bounds; Poor behaviour at break/lunch/assembly; Poor uniform; Not having BYOD; BYOD other issue	School detention	
Period 7 non attendance; Failure to meet targets on SLT report	P7 lunchtime detention	
Defiance	Defiance detention	
<b>Stage 4 - Senior staff detention, truancy detention</b>		
Failure of STAGE 3 sanction; Smoking; Serious misbehaviour; Selling sweets/food/drink; Racist/homophobic incident; Repeated failure to meet targets on SLT report; More than 3 defiance detentions	Senior staff detention	1. Conversation with student and HoH/HoF/SLT 2. Possible HoF/HoH report 3. Possible attendance report with HoH/AHoH
Truancy	Truancy detention	
<b>Stage 5 - Internal exclusion</b>		
Failure of STAGE 4 sanction; More than 3 senior staff detentions; Serious rudeness to staff	Internal exclusion and an after school detention	1. Conversation with student and HoH/SLT 2. Re-integration/restoration meeting with HoH 3. HoH report
<b>Stage 6 - After school school or fixed term external exclusion</b>		
Persistently offending at STAGE 4 or 5; Persistently disrupting the learning of others; More than 3 fixed term external exclusion incidents; Serious incident/s that requires the student to be out of school	Strategy 1: After school school  <span style="display: block; text-align: center;">or</span>	1. For "After school school," end of week review with Head, AHT, HoH. Depending on outcome another week of "After school school" may be issued 2. For exclusion, a re-admission meeting with student and Head, AHT, HoH 3. SLT Report
Failure to attend STAGE 5 sanction; Extremely serious and dangerous incident; Drug involvement; Swearing at staff; More than 3 internal exclusion incidents	Strategy 2: Fixed term external exclusion	
<b>Stage 7 - Permanent exclusion</b>		
Failure of STAGE 6 sanction; Refusal to improve despite support; Incident which has extremely serious implications	Student leaves Yateley School	

### Yateley School Behaviour Chart - Guidelines for staff

**STAGE 1** is down to teacher discretion regards logging in SIMS, writing in planner, contacting home, etc.

**STAGE 2** onwards should be the following:

1. Significant sanctions should be recorded in the student's planner by the staff member
2. The behaviour should be logged with full details in SIMS
3. If required, the detention should be logged in SIMS and linked to the behaviour
4. Significant sanctions should be informed to parents (whether via phone call, e-mail, letter, meeting)
5. Follow up should be logged in SIMS

Students would progress through the chart due to failure of previous stages and sanctions however they can also enter at any stage depending on the seriousness of their behaviour. Parents will see all behaviour details via the School Gateway app.

### Yateley School Sanction Detail - Teacher Version

Stage	Sanction	When	Where	Length of time	Sanction logged in SIMS	Staff responsible for student attendance
1	Tutor or teacher detention during break, lunch or after school	Tutor or teacher decide on date (ASAP from incident)	Teaching room	Recommend half of break or lunch or 20 min after school		Tutor or teacher
2	HoD or HoH detention during break, lunch or after school	HoD or HoH decide on date (ASAP from incident)	Teaching room	Recommend half of break or lunch or 40 min after school		HoD or HoH
	HoH lunchtime detention	Mon, Tues, Wed, Thurs, Fri (ASAP from incident)	A23	30 minutes (12.45 to 13.15)	Y	HoH
3	HoF detention during break, lunch or after school	HoF decide on date (ASAP from incident)	Teaching room	Recommend half of break or lunch or 1 hour after school	Y	HoF
	School detention	Wed after school	B12/B13	1 hour (15.10 to 16.10)	Y	P6 teacher day of detention
	P7 lunchtime detention	Mon, Tues, Wed, Thurs, Fri (ASAP from incident)	B26	45 minutes (12.45 to 13.30). Students will be escorted to the canteen at 13.20 to buy and eat lunch supervised	Y	ER & SLT P4 day of detention
	Defiance detention	Teacher after school detention same day or the next from incident	Teaching room	1 hour after school (15.10 to 16.10)		P6 teacher day of detention
4	Senior staff detention	Tues after school	B12/B13	1 hour 20 minutes after school (15.10 to 16.30)	Y	HoH/AHT
	Truancy detention	Detention/s would be issued after school ASAP from incident as arranged by HoH or SLT or Possible 2 x SLT detentions issued	B12/B13 or House Centre	Detention/s after school would equate to the total amount of lesson time missed (either in 1 night or spread out)	Y	P6 ER day of detention
5	Internal exclusion & after school detention	Same day or next from incident	Deputy Heads office or House Centre	1 or more days internal exclusion with 1 hour 20 minutes after school (15.10 to 16.30) for each night of internal exclusion		HoH/AHT
6	Strategy 1: After school school	Student educated at school 1-to-1 from 15.00 to 18.00 for a week and then reviewed. Must complete work at home during the day as well as in "After school school". Homework will also be set and expected the next day of "After school school". If expectations not met in week in "After school school" then further week to take place				HoH/AHT
	Strategy 2: Fixed term external exclusion	Same day or next from incident	Home	1 or more days external exclusion with work sent home with student		SLT
7	Student leaves Yateley School	Instant				

#### Faculty and ER referral process

1. Please ensure that you follow your own faculty referral process before using the ER referral system.
2. Please do use the ER referral system if student fails within the faculty referral request; student behaves incorrectly within the faculty referral location; students initial behaviour is extremely serious; defiance
3. Please remember to log the original behaviour in SIMS which has resulted in a referral. Complete all details and put action as either "Faculty Referral" or "E.R. & Detention"

## Yateley School SIMS Misbehaviour Types

Behaviour Type	Point
<b>Misbehaviour</b>	
Behaviour - Assault On Pupil	10
Behaviour - Assault On Staff	10
Behaviour - Bringing Forbidden Items Into School/Illicit Substances	5
Behaviour - Bullying	5
Behaviour - Bullying Victim (0)	0
Behaviour - Chewing Gum	1
Behaviour - Cyberbullying	5
Behaviour - Damage To Property/Vandalism/Graffiti	5
Behaviour - Dangerous	4
Behaviour - Defiance	5
Behaviour - Disrespect/Threatening/Swearing/Verbal Abuse Towards Pupil	5
Behaviour - Distracting/Disrupting Others	1
Behaviour - Eating/Drinking In Class/Corridors	3
Behaviour - Fighting	10
Behaviour - Free Time Incident	3
Behaviour - Inappropriate Attitude/Talking/Behaviour	1
Behaviour - Misuse of IT	1
Behaviour - Mobile phone/earphones	1
Behaviour - Out Of Seat	1
Behaviour - Persistently Disruptive/Poor	3
Behaviour - Racist/Sexual/Gender/SEN/Derogatory Specific	10
Behaviour - Selling Sweets/Food/Drink	4
Behaviour - Smoking	4
Behaviour - Theft	5

<b>Equipment</b>	
Equipment - BYOD Forgotten/Other	1
Equipment - Lack of Equipment	1
Equipment - Persistent Planner Not Signed	2
Equipment - Persistent Uniform	3
Equipment - Planner Not Signed	1
Equipment - Poor Organisation	1
Equipment - Uniform	1

<b>Punctuality</b>	
Punctuality - 3 Lates In A Half Term To Lesson	2
Punctuality - 3 Lates In A Half Term To School	3
Punctuality - Late	1
Punctuality - Truancy	4

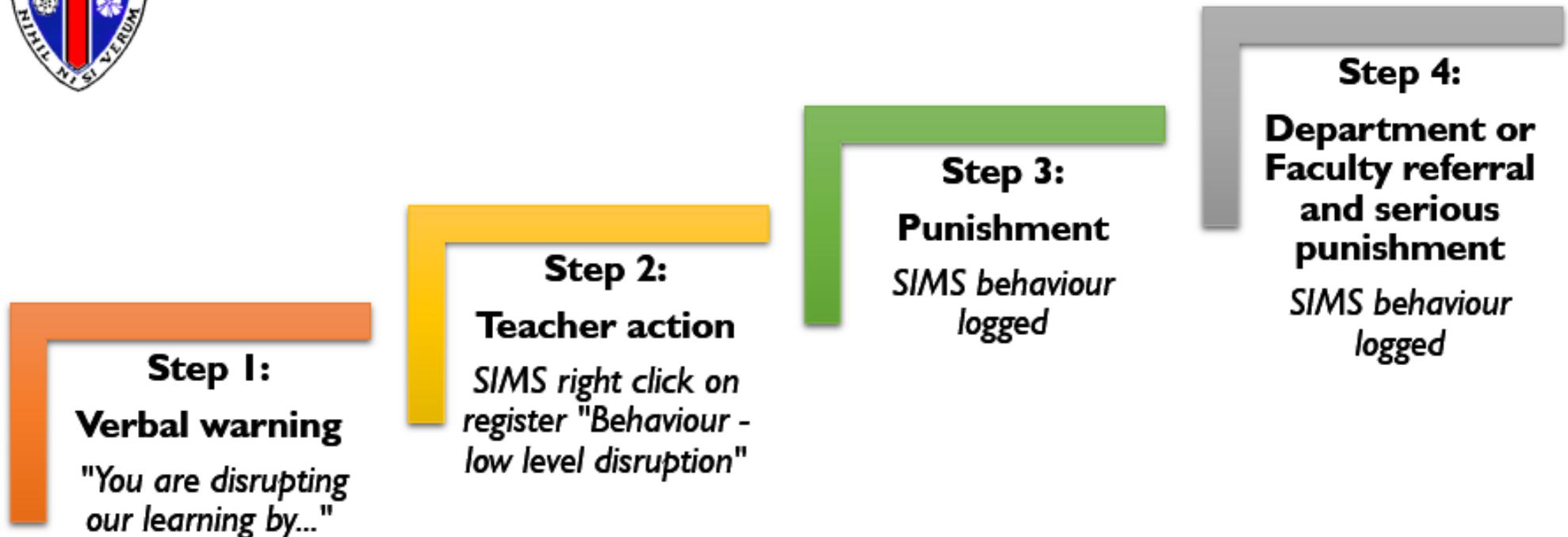
<b>Sanction</b>	
Sanction - After School School (0)	0
Sanction - Emergency Referral (0)	0
Sanction - Failed Contract	2
Sanction - Failure To Meet Expectations On Report (Tutor/Teacher/HoD/HoF/HoH/SLT)	2
Sanction - More Than 2 Fixed Term External Exclusions Incidences In A Half Term (0)	0
Sanction - More Than 2 Internal Exclusions Incidences In A Half Term (0)	0
Sanction - More Than 2 SLT Detentions In A Half Term (0)	0
Sanction - Not Attending Detention (Teacher/Tutor/HoD/HoF/HoH/SLT)	2
Sanction - Not Attending Homework Support	1
Sanction - Not Attending Period 7	3

<b>Work</b>	
Work - Inadequate/Insufficient Work	1
Work - No Homework	2
Work - PE Injury - Excused (0)	0
Work - Persistent Homework Failure	3
Work - Poor Controlled Assessment	1

Normally only middle managers or senior staff would log misbehaviour which is worth 5 or more misbehaviour points



## Consequences of Disrupting Learning



The teacher can choose to skip any of the above steps depending on the seriousness of your behaviour

### Defiance Procedure/Emergency Referral

If you refuse or question a teacher's instruction this is defiance and Emergency Referral will be called



## Student Classroom Expectations

### Start of lesson

- Be **on time** in correct school uniform
- Line up quietly and/or enter quietly
- Sit in your allocated seat and take out the right equipment. Put your planner on the desk.
- Start work set immediately

### During the lesson

- Work hard and focus on the learning
- Follow teacher instructions **at all times**
- Listen to and respect others **at all times**
- Respond to verbal and written feedback
- **Present** your work **clearly**
- Take pride in your work (i.e. no graffiti in books)
- Write homework in planner when asked

### End of lesson

- When instructed tidy up/pack away sensibly
- Stand behind **your** chair/place
- You will be dismissed by the teacher when you are all silent



# Student Library Expectations

## Visiting the Library at Lunchtime

1. Students should enter the library sensibly and queue up to sign in and put their planner in the box provided - no planner, no entry.
2. Students are expected to be polite and respectful to everyone using the library and must ensure their behaviour meets school expectations.
3. Students must ensure their uniform meets the expectations of the school.
4. Students must not eat or drink in the library at lunchtime.
5. Mobile phones must not be used at lunchtime and must be out of sight in student's bags.
6. Students are expected to follow instructions given by library staff.

## Students are expected to have a valid reason for coming to the library. This could be one of the following:

- Look for or return a book or other library resource
- Homework
- Book clubs, meetings, craft sessions or student librarian duties
- Make a purchase

## Sanctions

Students who cannot adhere to these expectations will be banned from the library for one week.

A further breach of any of the above will mean that students will be banned for half a term.

## Visiting the Library after School

Students are welcome to use the library after school but must be respectful of other library users and library staff. Students are expected to dispose of any rubbish in the bins provided. Noisy and disruptive behaviour will result in the above sanctions being implemented.

We always try to ensure that the work is challenging, interesting and meets the need of individual students. In the instances when students fail to meet the expectations of the school then it will result in an identified sanction, communication and follow-up.

The classroom teacher will deal with inappropriate interruptions, excessive talk, or lack of concentration in accordance with the school policies and procedures.

If unacceptable misbehaviour persists, the teacher will use the faculty referral option and when needed seek the support of the Head of Department or Faculty. When a student does not respond appropriately then the Emergency Referral procedure will be followed.

## Sanctions

In order to secure high standards and support the learning of all students, staff are able to issue various detentions to students when they are not meeting the behaviour expectations of the school.

Although the school has the power to set an immediate same-day detention, we will always try to give 24 hours' notice. The detention will be detailed in the student's planner.

The level of sanction depends on the severity of the behaviour and regularity of misbehaviour. Sanctions include:

- Tutor/teacher break/lunchtime/after school detention
- Head of Department/Head of House break/lunchtime/after school detention
- Head of Faculty break/lunchtime/after school detention
- School detention
- Period 7 lunchtime detention (Year 11 only)
- Defiance detention
- Senior staff detention
- Truancy detention

All staff should uphold the Behaviour Code at all times during the school day and have a responsibility to tackle inappropriate behaviour whenever and wherever it happens. Misbehaviour in the classroom is the responsibility of the teacher. Misbehaviour at other times, e.g. at break and lunchtime, should be dealt with by duty staff. Duty staff should either issue an appropriate punishment or pass on the student(s)' name(s) to the Duty Team leader or a member of the Pastoral Team for action.

The process when issuing sanctions could also involve the following:

- Student(s) and staff writing a full account of the behaviour/incident
- Communication and involvement of all parties (including parents/carers) via SIMS/e-mail/phone call/face to face meeting or discussion
- Consulting the Senco (when the student has Special Education Needs)
- Consulting the pastoral team
- Consulting a member of the Senior Leadership Team

## Follow-up support

The degree of follow-up support depends on the severity of the behaviour and the individual student. This could be anything from:

- Meeting with student and tutor/teacher
- Meeting with student and Head of House/Head of Department/Head of Faculty
- Meeting with student and Senior Leadership staff member
- Student placed on report (tutor/teacher/Head of House/Head of Department/Head of Faculty/Senior Leadership)
- Parental contact/meeting
- Mentoring

- Detailed intervention support (in school or outside agencies) i.e. counselling, CAMHS, anger management, self-esteem and awareness, Ed Psych, Early Help Hub, Police, School Nurse, GP, etc.
- Intervention programme in school focusing on reading, writing, learning styles, etc.
- Changing students group/set

This ensures that there is appropriate follow-up that will help the student move forward and learn from their mistakes.

## Exclusions

Fixed term or permanent exclusions can only be issued by the Headteacher following the DFE and Hampshire guidance. Internal exclusions can be applied by a member of the Senior Leadership Team. This is an internal process within the school when the objective is to remove a student from lesson circulation, not from the school site, and is mainly used for disciplinary reasons.

### *Internal exclusion*

The primary function is to accommodate students who have been removed from a lesson at very short notice for poor misbehaviour, or as a sanction for a disciplinary issue.

All internal exclusions require a transparent referral system by the Head of House and need to be authorised by the Assistant Headteacher for Student Support and Inclusion on the recommendation made. The reasons for the referral need to be made clear to the student (and the parents/carers if appropriate). It is usual practice for parents/carers to be informed of internal exclusions of one day or more, but not necessarily before the sanction is applied.

The following outlines a structure for an internal exclusion

- Head of House leads the investigation
- Students write a full account of the incident
- Head of House recommends internal exclusion to Assistant Headteacher for Student Support and Inclusion
- Assistant Headteacher for Student Support and Inclusion authorises internal exclusion
- Students will complete work provided by subject staff for the lessons that students will miss during that period of time
- The Head of House is responsible for recording on SIMS the internal exclusion and communicating with home regards the exclusion and that the student will remain at school until 4.30pm.
- The Head of House is responsible for managing a restorative conversation between the student and other students/group of students/adult that resulted in the internal exclusion, in order that a similar situation can be avoided in the future.
- Depending on the incident, targeted support will be identified and provided to the student

The school is currently working on creating a new Internal Exclusion Unit which we plan to have in operation from Sep 2017. This will be a dedicated and staffed environment in the school where students are housed during their Internal Exclusion. Students will be expected to reflect on the reasons they have the exclusion at the start of the day. They then will complete school work which is set in controlled conditions throughout the day. At the end of the day (after the normal school day has ended) they will meet with relevant staff (Head of House, teachers, etc.) to reflect on their time in the exclusion and the behaviour which caused them to be issued the exclusion. A re-integration plan will then be agreed for the student to go back into the normal school day.

### *After School School*

The After School School programme is created to be an alternative sanction to a Fixed Term External Exclusion. It would be used with students that could be at risk of permanent exclusion in the future.

The Head of House will be responsible for devising an academic programme for the student. Length of stay in After School School can range from one to two weeks. Where a student does not make progress, the Head of House will arrange a meeting with the student, parents/carers and the Assistant Headteacher for Student Support and Inclusion to plan the next stage of support.

Students will start After School School at 3.00 p.m., in the Open Learning Centre at Yateley School where homework will be checked and discussed followed by reflection and repair work. Depending on student needs, targeted support will be given in such areas as anger management and self-esteem and self-awareness.

A structured programme of academic support is delivered by an individual staff, based at all times in the Open Learning Centre. Homework will always be set for that night and the following day to be completed at home. The staff in After School School will complete a daily log regards the students work and behaviour. After School School will finish at 6.00 p.m. with the student being given a clear programme for independent study at home the next morning.

Parents/carers will be invited to discuss the intervention programme.

At the end of the After School School programme, a review meeting will take place between school, parent/carer and student to establish whether the student is able to return to school.

In addition the Head of House will oversee an individualised re-integration programme, which may include support from in school and/or external agencies. It may also be the case that the student is placed onto report with their Head of House for a period of time.

#### *Fixed term external exclusion*

The school will endeavour to secure alternatives to fixed term exclusion. In essence Yateley School believes that issuing a serious penalty that also involves a bespoke programme of support and learning over a defined period of time (e.g. After School School, Internal Exclusion, education based in an alternative venue) will secure better outcomes for individuals and their family.

In the event that a serious offence has been committed a student may be excluded from school for a fixed period or permanently.

There are four main sets of circumstances in which individual students may be required to leave the school site, namely where:

- A disciplinary offence has been committed. In this circumstance the student may be excluded from school for a fixed period or permanently. This could be as a result of:
  - Physical Assault against pupil/adult
  - Verbal abuse/threatening behaviour against pupil
  - Verbal abuse/threatening behaviour against adult
  - Bullying
  - Racist abuse
  - Sexual misconduct
  - Drug and alcohol related
  - Damage
  - Theft
  - Persistent disruptive misbehaviour

Additional circumstances under which students are asked to leave the school for a period of time:

- A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. The Headteacher might decide that it is in the interest of the student and school community for that student to be educated off site for a certain period, subject to review. This is not an exclusion.
- A student's presence on the school site represents a serious risk to the Health and Safety of other students or school staff. The students' parents/carers will be consulted and with medical guidance a decision is made based on individual need.
- A student is allowed to leave the school premises briefly to remedy breaches of the school rule on appearance or uniform. This is not an exclusion but an authorised absence.

With regards powers of search, restraint and confiscation, the school doesn't need a student's consent to search them if they think they have prohibited items. If a student is searched we would ensure that two members of staff

were in the room at the same time (with one staff member being the same sex as the student and also one being a member of the senior leadership team or middle manager). The items can be confiscated and would only be returned to the parent/carer personally during a meeting between them and the school. Some items like cigarettes and lighters would not be returned to parents or students, instead they would be destroyed by the school. In some cases the Police might also be made aware and items handed over to them. Examples of these types of prohibited items are:

- Weapons, e.g. knives
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products, e.g. cigarettes, lighters
- Pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the school rules

The school has the facilities to perform drugs tests on students that we feel might be under the influence. These would be conducted by our school nurse. Parents would always be informed and asked for their consent before a drug test is performed. If the test resulted in a positive reading then the parents would be asked to pay for the cost of the test (normally around £10). If the test was negative then the school would pay for the test. Following the results of the test, parents would be informed and then the required actions put into place.

There are other items which are prohibited during the school day and therefore would be confiscated. These items would be given to reception and the parent/carer would be contacted to inform them that the item is in reception for collection at their convenience (during school reception opening times). These items include:

- Mobile phones (between 8.45am and 3.10pm, during detentions or Period 7).
- MP3 players
- Earphones being used during the day (unless permission has been given in a lesson by a teacher)
- Items of clothing or jewelry which do not conform to the schools uniform expectations

The school staff may find it necessary to restrain a student if it was felt that the student's actions were endangering themselves or others. This would be followed up by a detailed investigation including witness and participant statements.

The school will normally seek voluntary contributions from parents/carers when damage to school property is caused wilfully by students or when it arises from misbehaviour or other reckless conduct. The school will consider involving the police when a criminal offence has taken place.

If we believe there is a risk of permanent exclusion from school, we will arrange a meeting with parents/carers to plan a Pastoral Support Programme. The purpose of this is to help the student to avoid being excluded permanently from Yateley School.

### *Permanent exclusion*

A decision to exclude a student permanently will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by Yateley School that it has exhausted all available strategies for dealing with the student.

In exceptional circumstances, the Headteacher will permanently exclude a student for a first or "one off" offence. This might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying illegal drugs

- Carrying an offensive weapon

Under any of these incidents, the school will consider involving the police when a criminal offence has taken place.

In applying this Behaviour for Learning Policy, we recognise the importance of taking into account student characteristics such as special educational needs (SEN) and disability. In accordance with the Equality Act 2010, for an incident involving a student with a disability, the school may choose not to take disciplinary action but instead consider adopting alternative strategies to manage the student's behaviour. The Equality Act makes it clear that such an alternative approach would not amount to unlawful discrimination, even if a non-disabled student has been or would be disciplined for the same or similar behaviour, where the disabled student's behaviour arises because of, or as a consequence, of his/her disability.

Subject to the behaviour policy, school staff may sanction a student for:

- Any misbehaviour in or outside of the school when the student is:
  - Taking part in any school-organised or school-related activity
  - Travelling to or from school
  - Wearing school uniform
  - In some other way identifiable as a student at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another student or member of the public
  - Could adversely affect the reputation of the school

Allegations of abuse against staff are taken seriously and dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. If pupils are found to have made malicious allegations against school staff, they may be subject to sanctions under this policy, including exclusion, depending on the seriousness of the case and whether there is any previous history of similar allegations.

Any parental complaints about the Behaviour for Learning Policy will be dealt with using the school complaints procedure.

Bullying both verbal and physical will not be tolerated in this school. Bullying should never be ignored; it is everyone's right and responsibility to be involved in actions that lead to the cessation of bullying incidents. Yateley School is a place where parents/carers, governors, teachers, administrative and technical staff and students will be actively involved in the prevention of bullying either on or off the campus. If a member of the school observes or is involved in any form of bullying he/she should take action to ensure the incident ceases and is not resumed. Students will be listened to and action taken every time an incident is reported. The action taken may vary according to the nature of the incident. Intervention is important if bullying is to be prevented.

## Definition of bullying

Bullying is an attempt to hurt a person either physically, mentally, emotionally or verbally and can also include rude gestures, intimidation, extortion and blackmail. Bullying removes the rights of the victims to carry out their lives without fear or stress.

We believe that every student has the right to enjoy learning and leisure free from intimidation, both in the school and in the surrounding community. We will seek to ensure that victims of bullying are confident of support, while bullies are helped to see the error of their ways.

## Advice for parents/carers for what to look out for

A child may indicate through signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school bus
- Begs to be driven to school or starts to refuse school
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence
- Starts to stammer
- Afraid to socialise
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning,
- Begins to do poorly in school work
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

## Anti-bullying code

- Every student in Yateley School has the right to enjoy learning and leisure free from intimidation, both in the School and in the surrounding community.
- Our School community will not tolerate any unkind actions or remarks. We want our School to be a place where everyone can feel secure.
- Any attempt to hurt someone physically, mentally, emotionally or verbally will be called bullying. No-one should have to suffer name calling, racist, sexist or homophobic abuse, internet bullying, physical violence or feel victimised or undermined in any way.
- Students should support each other by reporting all instances of bullying, whether they occur on or off the campus, during school time or while travelling to and from school. It is every student's responsibility to ensure that bullying is not tolerated.

- Bullying should be reported to the students Form Tutor, Head of House, or any other member of staff. There is also the Hear 4 U students which can be spoken to for support.
- Incidents of bullying are logged and will be dealt with seriously in accordance with the school policy.
- Students should always tell someone about bullying – it is too important not to report.

## What to do

Anyone who is being bullied or is aware that bullying is taking place should inform a member of the school staff as soon as possible. This member of staff will take whatever immediate action seems necessary at the time and will report the incident to the relevant Head of House. The Head of House, in consultation with the Assistant Headteacher for Student Support and Inclusion if necessary, will promptly organise an investigation of the incident and impose whatever sanctions and instigate whatever further action is deemed appropriate. The school has a number of strategies which may be used to deal with proved cases of bullying. Some of these include:-

- Implementation of the No Blame Policy
- Confrontation of bullies and victims in a controlled situation
- Individual counselling for students
- Using sanctions

There is a range of sanctions available to staff depending on the perceived seriousness of the situation which are all detailed with the schools Behaviour Systems Stages. Some of these include:

The school will:

1. Support children who are being bullied
2. Help bullies to modify their behaviour
3. Take bullying seriously and find out the facts of any incident
  - a. Meet those concerned individually
  - b. Use peer group pressure actively to discourage bullying
  - c. Break up bully groups where it seems necessary e.g. moving classes, tutor groups
  - d. Involve parents/carers at an early stage
  - e. Help children develop positive strategies and assertiveness skills.
4. Be equally concerned about bullying of students on their way to and from school and while travelling on school buses.
5. Record incidents of bullying in a consistent way that allows for monitoring of behaviour
6. Discuss with the children and involve them in agreeing the appropriate rules and behaviour for the class and for the school.
7. Request help from SEN Support Services and Educational Psychologist where necessary
8. Involve the police where necessary

If parents/carers are concerned that a child is being bullied, they should inform the school immediately and ask for an interview with the child's Head of House. If parents/carers are dissatisfied with the outcome, having allowed the school time to investigate the problem, they can request an interview with the Assistant Headteacher for Student Support and Inclusion and if necessary a further interview with the Headteacher. If parents/carers are still dissatisfied, they should speak or write to a Governor or to the Chair of Governors, about the problem.

## Cyber-bullying and internet safety

Schools are becoming increasingly concerned with how students use technology as a platform for bullying. This can include areas like:

- Texting and calling
- Social media sites (Facebook, Instagram, Snapchat, etc.)
- Recording videos and taking photos

If any of the above happens within school we will follow the normal behaviour and anti-bullying procedures. We may choose to involve the Police on occasions.

We would heavily suggest that parents/carers report to the school as soon as possible if any of these issues occurring outside of school. In severe cases of cyber-bullying, parents/carers might also want to contact the Police and we may suggest they do so.

There are two very useful websites which provide more information, resources and support around the area of cyber-bullying and internet safety:

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.internetmatters.org/educate/schools/secondary.html](http://www.internetmatters.org/educate/schools/secondary.html)
- [www.nspcc.org.uk/shareaware](http://www.nspcc.org.uk/shareaware)
- <http://www.beatbullying.org/>

We are fully aware that children are more adept and able at using social media and the internet that perhaps their parents/carers. Many parents/carers are not aware of the vast range of possibilities that their child can access. Doing some research on the above websites will help readdress the balance.

**UPDATED APRIL 2017**