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BEHAVIOUR POLICY (KS/PP&PW/044)

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Committee Responsible:	Directors of Keswick School Multi Academy Trust
Lead Officer:	Head teacher
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Date to be Reviewed:	November 2019
Signed: Date:	

BEHAVIOUR POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original	Sept 2012
2	Policy review	Sept 2013
3	Policy review	Oct 2014
4	Policy review and up-date Boarding procedures incorporated	Jan 2016
5	Create a Policy and procedure document Links to school policies Reference to staff Code of Conduct Expectations regarding boarding clarified Fixed term / Permanent exclusion sections reviewed	June 2016
6	Under Item 10.1 – DfE publication information updated	November 2017
6	Under Item 11.1 – DfE publication information updated	November 2017
6	New appendix – Anti Bullying Procedures and what to do if you have a complaint	November 2017

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POLICY STATEMENT

1.0 DEFINITIONS

- 1.1 For the purposes of this document a child, young person, student or student is referred to as a 'student' or a 'child' and they are normally under 18 years of age.
- 1.2 Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

2.0 INTRODUCTION

- 2.1 The DfE publication '*Behaviour and Discipline in Schools*' (January 2016) sets out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parents.
- 2.2 Schedule 1, Part 3, point 9 of the Education (Independent School Standards) (England) Regulations 2010 as amended in 2012 requires Academies to have a written policy to promote good behaviour amongst students and set out the sanctions to be adopted in the event of unacceptable behaviour.

3.0 VISION AND VALUES

- 3.1 The school's vision is:

Promoting excellence to enable all students to be happy and achieve their potential.

- 3.2 The school's values are:

3.2.1 Excellence

- We believe that a happy and inspiring school community will lead to outstanding achievement in all areas of school life.
- Traditional values are important to us. We expect our students to be honest, respectful, considerate, caring, friendly and help others at all times.
- We believe in an inclusive community and focus on the needs of individuals. We expect students to respect the views and beliefs of others and demonstrate tolerance and understanding.

3.2.2 Aspiration

- Students should be excited, engaged and challenged in their learning. We recruit specialist teachers who are passionate, enthusiastic and have great imagination for communicating their subject.
- We believe taking responsibility is part of growing up. We expect students to have an outstanding attitude to learning and a desire to constantly improve.
- We believe students should question, think, take risks as part of the educational process and work independently to prepare themselves fully for life after school.

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3.2.3 Opportunity

- We expect exemplary behaviour both in and out of school. We recognise that our reputation helps open doors to opportunities for our students.
- We believe it is important to develop the whole person, building self-confidence and developing team working skills. One way we do this is through an outstanding programme of extra-curricular activities including sports, arts, clubs and societies.
- We are constantly looking to innovate. We expect students to be willing to get involved and try new things both within the school and the wider community.

4.0 AIMS

4.1 This policy confirms Keswick School's commitment to:

- promote the well-being of all its students and staff
- ensure that every student can develop and achieve their potential;
- provide a safe and happy environment, free from disruption, violence, bullying and harassment;
- promote self-esteem, self-discipline and positive relationships based on mutual respect;
- promote a culture of praise and encouragement;
- consistently apply high standards and teach students to take responsibility for their actions;
- develop the partnership between home, school and the wider community;
- develop a sense of right and wrong enabling students to become positive members of society;
- value every person regardless of their race, gender, ability or religion.

4.2 In order to achieve this Keswick School will:

- make clear its high expectations of good behaviour to students and parents;
- reward achievement;
- treat every member of the community as an individual and respect their rights, values and beliefs;
- have a zero tolerance to any instances of bullying or discrimination;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- consistently apply this policy when responding to instances of unacceptable behaviour.

4.3 This policy applies to day and boarding students for the whole time they are in the care of the school (which for boarding students includes evenings and weekends when they are under the care of the boarding house). It also applies to all student conduct outside the school as detailed under section 14 of the procedures.

4.4 Staff are made aware of the risk of radicalisation and will be alert to changes in behaviour which could indicate that a student needs help or protection. Students' resilience to radicalisation will be built up by achieving a positive school ethos and through the promotion of spiritual, moral, social and cultural (SMSC) development and fundamental British values. Please refer to the Preventing and Tackling Extremism and Radicalisation policy (KS/PP&PW/080).

4.5 The Online Safety policy (KS/PP&PW/034) details our approach to preventing access to terrorist and extremist materials on the internet.

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4.6 This policy should be read in conjunction with:

- Admissions (KS/ADM/005)
- Anti-bullying (KS/PP&PW/045)
- Attendance (KS/PP&PW/057)
- Bring Your Own Device (KS/PP&PW/065)
- CCTV (KS/FIN&PREM/093)
- Child Protection & Safeguarding (KS/PP&PW/040)
- Code of Conduct (KS/PER/039)
- Complaints Procedure (KS/PER/021)
- Data Protection (KS/FIN&PREM/062)
- Drugs and Substances Education (KS/PP&PW/047)
- Equality (KS/PER/007)
- Health and Safety (KS/FIN&PREM/013)
- Home Learning (KS/PP&PW/067)
- IT security (KS/FIN&PREM/031)
- Online Safety (KS/PP&PW/034)
- Preventing and Tackling Extremism and Radicalisation (KS/PP&PW/080)
- Sexting and Offensive Material (KS/PP&PW/078)
- Special Educational Needs and Disabilities (KS/PP&PW/017)
- Supporting Pupils with Medical Conditions (KS/PP&PW/048)
- Trips and Visits (KS/PP&PW/076)
- Use of Reasonable Force & Physical Restraint (KS/PP&PW/081)
- Whistle blowing (KS/PER/012)

5.0 COMMUNICATION

5.1 The Governors are required to ensure that this policy and procedures are published on the school website. A copy of this policy and procedures is also available on request.

PROCEDURES

1.0 RESPONSIBILITIES

1.1 Governing Body

The governing body is responsible for supporting the school in its efforts to address issues related to behaviour management.

1.2 Head teacher

The Head teacher has overall responsibility for this policy with the Deputy Head (Pastoral) and the Head of Lairthwaite House. The Head teacher will work with all members of the school community to ensure the highest standards of behaviour at all times.

1.3 School and Boarding House staff

It is expected that school and boarding house staff will:

- Follow the principles and guidance outlined in the Code of Conduct (KS/PER/039)
- Ensure that students are emotionally and physically safe at school and in the boarding house;
- Make explicit and model expected behaviour, and challenge unacceptable behaviour;
- Always take seriously any complaints of bullying or reported inappropriate behaviour;

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- Use rewards and, where necessary, sanctions consistently;
- Plan and deliver good to outstanding lessons which engage and motivate;
- Develop positive working relationships with students;
- Communicate successes and concerns with parents.

1.4 Students

It is expected that students will:

- To comply with the expectations set out in the home-school agreement (boarding students must also comply with the expectations set out in the Boarding Student Contract);
- Attend school, be punctual and wear school uniform correctly;
- Be organised and have the appropriate equipment, including a planner, for every lesson;
- Do their best, take pride in their work and value education;
- Show respect, care and consideration to others and the school environment;
- Listen when teachers are talking and value other individuals and their contributions;
- Follow school and classroom rules, routines and expectations;
- Tell the truth, learn from mistakes and accept responsibility for behaviour;
- Lead by example creating a good role model for younger students;
- Use IT in accordance with the Online Safety policy (KS/PP&PW/034);
- Report any bullying behaviour by others (including cyber bullying);
- Behave appropriately when outside school and be an ambassador for the school.

1.5 Parents

It is expected that parents will:

- Ensure that their child attends school, arrives on time and wears the correct uniform;
- Ensure that their child has the correct equipment, including a planner, for the school day;
- Contact the school if their child is absent or late;
- Encourage their child to have high standards of behaviour in and out of school;
- Support the school and boarding house if sanctions are applied for unacceptable behaviour;
- Support school and boarding house staff to help their child accept responsibility for their behaviour;
- Report any incidents of bullying including cyber bullying as soon as they are discovered;
- Encourage their child to achieve their best and support their home-based learning activities;
- Discuss any issues of concern with the class teacher, Head of Year or Head of House;
- Support the school's approach to online safety (which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute);
- Inform school of any changes to their child's circumstances.

2.0 REWARDS

2.1 We regularly celebrate the success and recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Some of the ways we celebrate success includes (this is not an exhaustive list):

- Prize giving evening
- Shine assemblies
- Assemblies (students representing the school etc.)
- Merit system
- Form competition and end of term rewards events

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- House competitions
 - Head teacher’s challenge
 - Verbal, individual praise in class
 - Written praise in marked work
 - Celebrating success during lessons
- 2.2 In the boarding house students who set a high standard of punctuality, behaviour and personal organisation are rewarded with prefect group points. Individual ‘House stars’ are also awarded each week to boarders who help out at school events, for sport, prep work etc.

3.0 SANCTIONS AND CONSEQUENCES

3.1 There are occasions when a small minority of students behave in a way that is unacceptable. It is important that these students take responsibility for their behaviour and school strategies, like restorative justice, will help them to reflect on this and make amends.

3.2 The sanctions and consequences we apply for unacceptable behaviour must be reasonable, proportionate and consistently applied. When determining appropriate sanctions any individual pupil needs such as special educational needs and disabilities will be considered.

3.3 If any behavioural issues give cause to suggest that a student is suffering or is likely to suffer significant harm then the child protection and safeguarding procedures will be followed (KS/PP&PW/040).

3.4 Sanctions must only be applied when a student is on the school or boarding house premises or when they are under the lawful control of a member of staff.

3.5 Level One – (dealt with by any member of staff) includes:

- Low level disruption in class
- Unfinished work/inadequate effort
- Lack of correct equipment (as required for the subject)
- Graffiti on or in exercise books
- Misuse of practical equipment
- Late to lessons
- Truancy from assembly
- Incorrect school uniform
- Wearing jewellery in contravention of school rules
- Have a mobile phone out/on during the school day
- Chewing gum
- Eating inside in non-designated areas
- Littering – inside and outside the buildings
- Use of inappropriate language

3.5.1 Sanctions could include:

- Verbal reprimand
- Short cooling off period outside the classroom (maximum 5 minutes)
- Confiscation of item
- Note to parent in planner
- Moving seat
- Sent to supervised homework

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- Report card
- Break detention
- Lunch detention
- Sent to Head teacher's PA (for chewing gum)
- Phone call home
- Sent to a temporary alternate space (supervised by an adult) e.g. withdrawal or into another teachers classroom

3.6 Level Two – (dealt with by middle leaders or a member of SLT) includes:

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Truancy from lessons
- Leaving the school site without permission
- Failing to attend a break or lunchtime detention
- Personal/discriminatory comments directed at any member of the school community
- Swearing (directed at another person)
- Graffiti on equipment, furniture or the school environment
- Damage to equipment, furniture or the school environment
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute
- Misuse of IT equipment or the school's IT network
- Possession of any banned item

3.6.1 Sanctions could include:

- Sent to withdrawal
- Contact with parents by phone or letter
- Lunch-detention
- After-school detention
- Discussion with Form Tutor – referral for additional support
- Request payment to repair damaged equipment etc.
- Referral to HOY (Head of Year)
- Referral to HOD (Head of Department)
- Referral to Head of Main School
- Meeting with parents
- Ban from using school IT network
- Confiscation of item
- Internal isolation
- Behaviour and attitude contract (appendix 5)
- Fixed term exclusion

3.7 Level Three – (dealt with by a Head of Year and/or a member of SLT) includes:

- Swearing (directed at a member of staff)
- Theft (including school equipment, food and another students' property)
- Violence/intimidation directed at any member of the school or wider community
- Failure to report to after school detention
- Failure to report to withdrawal when sent out of lessons

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- Bullying, intimidation or serious discriminatory comments directed at any member of the school community regardless of whether this takes place during or out of school hours
- Breaches of online safety e.g. distribution of inappropriate images or comments
- Behaviour which endangers the safety of other students or staff
- Cyber-bullying through use of social networking sites, via email or any other electronic device
- Sexual contact with any member of the school community
- Smoking or vaping (e-cigarettes) on school premises, a trip or when travelling to and from school
- Use of solvents or any item associated with 'legal highs'
- Drinking alcohol on school premises, on a school trip or travelling to and from school
- Drug possession, use or supply whilst under the care of the school or boarding house, during a trip or visit, or when travelling to and from school
- Arriving at school appearing to be under the influence of alcohol or drugs
- Possession of any offensive or dangerous weapon or materials (laser pens, knives, pellet guns, fireworks, scissors, craft knives etc. - this list is not exhaustive)

3.7.1 Sanctions could include:

- Meeting parents/guardians
- After-school detention
- Internal isolation
- Permanent ban from using any IT systems in school
- Permission for attendance on school trips removed
- Time out of school for alternative educational provision e.g. WCAZ, PRU
- Contacting police
- Governors disciplinary meeting
- Fixed term exclusion
- Permanent Exclusion

3.8 Keswick School has a zero tolerance policy to the possession, use and supply of illegal drugs. If this occurs whilst in the care of the school (including boarders under the care of boarding house staff in evenings and at weekends), during a trip or visit, or when travelling to or from school, it will result in a permanent exclusion. Please refer to the Drugs and Substances Education policy (KS/PP&PW/047).

3.9 Boarding students are expected to display exemplary behaviour whilst under the care of the boarding house staff in evenings and at weekends. A code of conduct is given in appendix 1 and consequences for unacceptable behaviour is given in Appendix 2.

4.0 RESTORATIVE JUSTICE

4.1 Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try to come up with a solution. The individuals involved meet with a mediator who will ask three main questions:

- What happened?
- Who else has been affected?
- What can be done to prevent this happening again?

4.2 The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables students to think about how they affected another person and appreciate why others may be upset.

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4.3 Meetings are held in a neutral place with a mediator. The mediator's job is to keep everyone calm and civil and help those involved move forward to restore a positive relationship.

5.0 SCREENING, SEARCHING AND CONFISCATION

5.1 The Education Act 1996 (section 550Z) gives school staff the power to search a pupil or his/her possessions if they believe them to be carrying any prohibited item which the staff member reasonably suspects has been, or is likely to be:

- a) used to commit a criminal offence; or
- b) to cause personal injury to, or damage the property of, any person; or
- c) any other item which the school rules identify as an item for which a search may be made.

5.2 Keswick School follows advice contained in the DfE publication '*Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies*' (February 2014).

5.3 The following are termed 'Prohibited items' under the DfE guidance. Their presence in the school or boarding house or if found in a student's possession will lead to the highest sanctions:

- Knives
- Firearms/weapons
- Illegal drugs or any items associated with drug use
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images or text
- Stolen items and counterfeit goods
- Any article that a member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

5.4 The Head teacher and staff can also search for any item banned by the school. These items include:

- Mobile phones (see paragraph 8.4)
- MP3 players or similar devices (see paragraph 8.4)
- Jewellery not in accordance with the school uniform policy (including wrist bands)
- Lighters or matches
- Laser pens or pointers
- E-cigarettes and associated solvents
- Solvents or any item associated with 'legal highs'
- Spray paint
- Unauthorised medication (including any form of tablets)
- Energy drinks/cans or bottles of fizzy drink
- Chewing gum
- Over the counter prescription drugs (without due authorisation)

5.5 Staff have the power to search without consent for a prohibited or banned item (including in lockers, bags, boarding accommodation and on a school trip). A condition of having a locker, staying in boarding accommodation or travelling on a school trip is that searches will be conducted if there is a suspicion

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that a prohibited or banned item is in a student's possession and reasonable grounds for a search have been established.

- 5.6 The power of search without consent does enable a personal search of a pupil involving the removal of outer clothing and searching of pockets. Personal searches will be carried out in a way which minimises embarrassment or distress. An intimate search going beyond that is not permitted by the Education Act 2011 and can only be carried out by someone with more extensive powers such as a police officer.
- 5.7 Personal searches will nearly always be carried out by a member of staff of the same gender and with a witness present. Staff will only carry out a search of a pupil of the opposite sex and without a witness present where they reasonably 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.
- 5.8 Where items are prohibited these will not be returned to the student. They will be disposed of according to the current DfE advice and guidance. There will be severe penalties for students found to have prohibited items in school, the boarding house or on a trip and this may lead to a permanent exclusion.
- 5.9 Students found with tobacco, cigarette papers, lighters or matches, e-cigarettes and associated solvents will have these items confiscated and destroyed whether they are found to be smoking or not.
- 5.10 Staff may search a student with their consent for any other item, although consideration will be given to factors that may influence the student's ability to give consent. In such circumstances staff must consult a member of SLT and parental permission may be sought.
- 5.11 Students can bring mobile phones, MP3 players or similar devices into school on the understanding that mobile phones are handed into student reception and MP3 players or similar devices remain switched off and in bags throughout the school day. Students are not permitted to have mobile phones out during the school day.
- 5.12 Other devices may be permissible in school under the Bring Your Own Device policy (KS/PP&PW/065).
- 5.13 Staff will confiscate any electronic device being used inappropriately on the premises such as mobile phones, MP3 players, laptop, notebooks, tablets etc. Confiscated devices will be kept by the Head teacher's PA or the IT Technicians for 1 week. Parents are given an option to collect them from school.
- 5.14 The Head teacher or member of the SLT has the right to confiscate, search and ultimately delete any media which they 'reasonably suspect' is being used to bully or otherwise cause an individual harm. The law protects staff from liability for damage to, or loss of, any confiscated item provided they have acted lawfully (section 94 of the Education and Inspections Act 2006).
- 5.15 Students wearing any accessories or jewellery which do not follow the school uniform policy can expect these items to be confiscated. These will be logged and made available for collection at the end of the school day.

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- 5.16 For repeated offences parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term. Students who repeatedly fail to follow the school uniform rules may be required to work in withdrawal or will be sent home to change into the appropriate uniform.
- 5.17 The procedure for conducting a search in the boarding house is given in appendix 3.

6.0 WITHDRAWAL

- 6.1 Where a student fails to respond to repeated warnings to improve an aspect of their behaviour which is disrupting the learning of others, they can be removed from a class and sent to withdrawal (outside the admin office). Under such circumstances the student must receive a lunchtime detention. Students may also be removed from class for more serious misconduct without the use of warnings.

7.0 HOMEWORK

- 7.1 Students must write homework in their planner, including the deadline by which the work has to be handed in. Parents must sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set.
- 7.2 All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. They will feel under pressure in Years 10 and 11 if they are trying to catch up on coursework that should have been done earlier. The school does provide advice and support on study skills to help in this respect.
- 7.3 Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed. If homework is not completed:
- parents may use the student planner to write an explanation if there is a good reason why a student was unable to complete their homework
 - the teacher should be told before or at the beginning of the lesson
 - the teacher may record non-completion of work in the student planner so that parents may see it
- 7.4 Students who fail to complete homework by the deadline set should be given a day's grace or put into a supervised homework session at lunchtime. If a student fails to complete the homework after a day's grace or supervised homework session they will be given a lunchtime detention.

8.0 DETENTION

- 8.1 All staff at Keswick School can put a student in detention. Lunchtime and after-school detentions are used to resolve unacceptable behaviour. During detentions students are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour.
- 8.2 The Education and Inspections Act 2006 determines that schools can impose detentions outside school hours without parental consent provided that 24 hours written notice is given. It does not matter if making alternative travel arrangements is inconvenient for the parent.
- 8.3 Detention may be given at the following times:
- any school day where the student does not have permission to be absent;
 - weekends – except the weekend preceding or following the half term break; and
 - non-teaching days – usually referred to as 'training days' or INSET days.

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9.0 ISOLATION

9.1 Isolation is a sanction used to place a disruptive student in an area away from other students for a limited period. Students who are placed in isolation will be carefully monitored and will be given time to eat and use the toilet as necessary. Whilst in isolation students will be expected to complete work set by the teachers of the lessons that they are missing. They may also be set additional work by the member of staff in charge or asked to reflect on the behaviour that has resulted in their being placed in isolation.

10.0 FIXED TERM EXCLUSION

10.1 Keswick School follows the DfE guidance: *'Exclusions from maintained schools, Academies and pupil referral units in England: statutory guidance for those with legal responsibilities in relation to exclusion'* (September 2017).

10.2 We will endeavour to avoid exclusions from school. A decision to exclude for a fixed period is taken only in response to a serious breach of the school rules, such as persistent disruptive behaviour, and which is not serious enough to warrant permanent exclusion but lesser sanctions, such as a detention, are considered inappropriate.

10.3 Any incident that might result in an exclusion will be investigated by a Head of Year and/or member of the Senior Leadership Team (SLT). This will usually involve speaking to witnesses, members of staff and the student at risk of exclusion. Statements will be taken and retained by the school.

10.4 If the police are called parents will be invited to be present for any formal interviews. If they cannot attend an appropriate adult will be agreed (this will normally be the designated safeguarding lead).

10.5 Determining whether an incident warrants an exclusion will require the basic facts to be clearly established. The standard of proof will be on the "balance of probabilities" and the principles of consistency and fairness will be applied.

10.6 Reasonable adjustments will be made, if appropriate, in accordance with the public sector equality duty set out in section 149 of the Equality Act 2010.

10.7 Fixed term exclusions will be reviewed every half term at the Full Governing Body meeting.

11.0 PERMANENT EXCLUSION

11.1 A decision to permanently exclude a student will only be taken in accordance with the current exclusion legislation *'Exclusions from maintained schools, Academies and pupil referral units in England: statutory guidance for those with legal responsibilities in relation to exclusion'* (September 2017).

- a) in response to a serious breach, or persistent breaches, of this behaviour policy; and
- b) where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

11.2 A decision to exclude a student permanently is a serious one. It will take into account the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

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- 11.3 In addition to an investigation, outlined in paragraphs 10.3-10.5, when a permanent exclusion is a possibility the Head teacher will, in most cases, invite parents to attend a disciplinary meeting with the student before making a decision. This is an opportunity for the student and their parents to make statements on the student's behalf. Such a meeting must be held in a reasonable timeframe and in no more than 5 working days following the completion of an investigation.
- 11.4 There may be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a student for a first or 'one-off' offence.
- 11.5 Depending on the type of exclusion, in most cases, parents have the right to make representations to the Governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.
- 11.6 The school has a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. The Local Authority is under a duty to provide full-time education from the sixth school day of a permanent exclusion.
- 11.7 If a boarding student is permanently excluded for any reason, regardless of where or when the incident(s) occur, this will be from both the school and boarding. Boarding students will not be transferred to day places following unacceptable behaviour in boarding in evenings or at weekends.
- 11.8 Permanent exclusions will be reviewed by a Governors disciplinary panel in accordance with the guidance set out in 'Exclusion from maintained schools, Academies and pupil referral units in England' (2012).

12.0 HOME-SCHOOL AGREEMENT

- 12.1 Keswick School has a home-school agreement which must be signed and returned by all students and parents (appendix 5). This outlines the responsibilities of students, parents and the school.
- 12.2 Boarding students and parents must sign and return the Boarding student contract which sets out the expected standards of behaviour. This document refers to the home-school agreement, the boarding principles and the boarding code of conduct. These documents are available on the school website or from the boarding secretary on request.

13.0 ATTENDANCE AND PUNCTUALITY

- 13.1 Please refer to the Attendance policy (KS/PP&PW/057).

14.0 STUDENT CONDUCT OUTSIDE THE SCHOOL PREMISES

- 14.1 Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the statutory power to regulate students' behaviour outside of school premises "to such extent as is reasonable." In Keswick School we will apply this in the following circumstances:

- 14.2 Unacceptable behaviour when a student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;

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- wearing school uniform;
- in some other way identifiable as a student at Keswick School.

14.3 Unacceptable behaviour at any time that:

- could have repercussions for the orderly running of Keswick School (e.g. cyber bullying);
- poses a threat to another student, member of staff or the public;
- could adversely affect the reputation of Keswick School.

14.4 Keswick School is committed to ensure students act as positive ambassadors. We expect the following:

- Positive behaviour which does not threaten the health, safety or welfare of any other student, staff, volunteer or member of the public whether in or outside the school premises.
- Good behaviour on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school if travelling on foot or by bicycle.

14.5 Sanctions will be given for unacceptable behaviour outside school premises regardless of whether or not it is an activity supervised by school staff. Sanctions may be in the form of a detention, fixed term exclusion or, in very serious cases, permanent exclusion. On occasion we may decide to liaise directly with the police or other agencies in order to deal with unacceptable behaviour that has been brought to our attention. In issuing sanctions, the following will be taken into account:

- The severity of the behaviour.
- Whether the behaviour put the safety of others at risk.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour could have repercussions for the orderly running of the school.
- Whether the behaviour was whilst a student was on work experience, taking part in a course as part of a school programme, participating in a sports event or any other activity which might affect the opportunities being offered to future students.

14.6 Before applying sanctions for off-site behaviour a member of SLT must be consulted to ensure that consistency is maintained.

15.0 STUDENT SUPPORT

15.1 We aim to support students to help them achieve their potential at Keswick School. If a student has on-going difficulties in managing their behaviour we will use a wide range of support strategies including:

- Monitoring report cards with targets to promote success in lessons;
- Increased communication between home and school;
- Individual support plans;
- Referral to the Student Support Centre;
- Referral to a learning mentor;
- Support from the Learning Support department;
- Small group work or 1:1 support in self-esteem, anger management etc.;
- Additional literacy or numeracy support where this is identified as a barrier to learning;
- Alternative curriculum provision;
- Reduced timetable;
- Referral to outside agencies such as Educational Psychologist, CAMHS etc.

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16.0 USE OF REASONABLE FORCE

16.1 Keswick School follows advice contained in the DfE publication '*Use of reasonable force: Advice for Head teachers, staff and governing bodies*' (July 2013) and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Please refer to the Use of Reasonable Force and Restraint policy (KS/PP&PW/081).

17.0 STAFF TRAINING

17.1 All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. This more specific training will be to an approved nationally acceptable level (Team Teach) and will be regularly refreshed.

18.0 INDIVIDUAL EDUCATIONAL PLANS (IEPs)

18.1 A student with a known challenging behaviour, a medical condition which affects behaviour or who has a special educational need or disability may have an IEP. This will set out strategies to help manage a student's behaviour at school, on trips and whilst travelling to school.

18.2 Parents will always be made aware of their child's IEP and will be asked to contribute to the content in order to apply a consistent use of sanctions and rewards in school and at home. Wherever possible and appropriate, the student concerned will also be involved in creating the IEP.

19.0 INFORMING PARENTS WHEN REASONABLE FORCE HAS BEEN USED

19.1 In accordance with current good practice, the school will speak to parents about serious incidents involving the use of reasonable force and will record all such incidents.

19.2 In making a decision about informing parents, the following will be taken into account:

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

19.3 All incidents when 'restraint' as opposed to 'control' is used must be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher). Parents will be informed on the same day and invited into school to discuss the incident unless to do so would result in significant harm to the student, in which case, the child protection and safeguarding procedures will be followed (KS/PP&PW/040).

19.4 All incidents when reasonable force is applied must be recorded using the school's record of incident form and all other notes taken at the time must be kept. A detailed report is required where:

- the incident caused injury or distress to a member of staff or a student;
- unreasonable use of force has been used;
- substantial force has been used e.g. physically pushing a student out of a room;
- the incident involved the use of restraint;

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19.5 All injuries will be reported and recorded in accordance with school procedures.

20.0 POST INCIDENT SUPPORT

20.1 After an incident immediate action will be taken to access medical help for any injuries that go beyond basic first aid. Basic first aid treatment will be provided in school and emotional support may also be necessary. The school will then make a decision about how and when to contact parents to discuss the incident and set out subsequent actions.

20.2 After an incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged;
- (c) hold the student to account, which may result in an exclusion;
- (d) develop strategies to avoid a crisis point in the future, which may require reviewing an IEP;
- (e) ensure that those affected have support for as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

21.0 OTHER PHYSICAL CONTACT WITH STUDENTS

21.1 Keswick School does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- when comforting a distressed student;
- when a student is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to administer first aid.

22.0 ALLEGATIONS OF ABUSE AGAINST STAFF AND OTHER ADULTS WORKING IN SCHOOL

22.1 Please refer to the Child Protection and Safeguarding policy (KS/PP&PW/040).

23.0 BULLYING

23.1 Please refer to the Anti-bullying procedure in Appendix 8.

24.0 DRUGS AND DRUG-RELATED INCIDENTS

24.1 Please refer to the Drugs and substance education policy (KS/PP&PW/047).

25.0 BEHAVIOUR OF PARENTS AND OTHER VISITORS TO THE SCHOOL

25.1 Students benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting Keswick School are very supportive. However, on the rare occasions when a negative attitude is expressed, this can result in threatening behaviour, written, verbal and/or physical abuse directed towards a member of the school community.

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25.2 Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE publication 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and the DfE publication 'Advice on School Security: Access and barring of individuals from school premises' (December 2012).

25.3 Keswick School expects staff to behave professionally in these difficult situations and to attempt to defuse the situation, where possible, seeking the involvement of a member of SLT. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

26.0 TYPES OF BEHAVIOUR THAT ARE CONSIDERED UNACCEPTABLE

26.1 It is an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises.

26.2 The following outlines the types of behaviour that are considered unacceptable toward any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

26.3 If a parent or member of the public behaves in an unacceptable way during a telephone conversation staff have the right to terminate the call. The incident must be reported to a member of SLT. The school reserves the right to take any necessary action to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

26.4 If a parent/visitor behaves in an unacceptable way in person towards a member of the school staff a member of the SLT will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure (KS/PER/021) will be followed.

26.5 When all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent/visitor will be instructed to leave the school premises immediately and the police may be contacted.

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26.6 The perpetrator of any unacceptable behaviour directed at a member of the school community may be banned from school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/visitor will be informed, in writing, that they are banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff or students will result in the police being informed, and may result in prosecution.

27.0 UNACCEPTABLE USE OF TECHNOLOGY

27.1 Please refer to the following policies:

- Bring Your Own Device (KS/PP&PW/065)
- Child Protection & Safeguarding (KS/PP&PW/040)
- IT security (KS/FIN&PREM/031)
- Online Safety (KS/PP&PW/034)

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Lairthwaite Boarding House Code of Conduct

Boarding students are expected to live together in a safe, secure and happy boarding community. This Code of Conduct sets out the basic expectations required to achieve this.

1. Manners

Be polite and courteous and show respect for one another, staff and visitors. We are a multi-racial, non-sexist and non-homophobic boarding house. We do not accept behaviour that is intolerant of other's beliefs, background or sexuality.

2. Movement

Move around the boarding house and school premise in an orderly manner.

3. Appearance

Wear appropriate clothing for Church, formal and leisure activities, maintaining a high standard of appearance.

4. Attitude

Treat others with respect, work to the highest standards in prep and balance this with safe, fun leisure time activities.

5. Routine

Be punctual for roll calls and to have the correct equipment for each activity.

6. Health and Safety

Prohibited items include: any smoking materials, drugs or alcohol, knives, catapults, fireworks, matches, lighters or any dangerous tool or implement, such as laser pens (the behaviour policy has a full list of prohibited and banned items). Behave in a safe and responsible manner and do not put themselves or others (including staff) at risk.

7. Personal Property

Do not tamper with, take or use another student's property without consent. Buying or selling personal items or gambling is prohibited. Do not bring large sums of money into the boarding house. Electronic devices must not be used during meals and only for academic reasons during prep. The School cannot be held responsible for the cost of damage to personal items and boarding students should use their lockable drawer for the storage of small valuables.

8. Personalising accommodation

Boarding students can personalise the walls of their area of their room. Items must not cause offence.

9. School Property

Take care of all furniture, books, equipment and the boarding house environment. Use the litter bins provided and respect the boarding house and school grounds and buildings. Do not to deface walls or furniture with graffiti or damage these with sharp implements.

10. Rights and Responsibilities

Understand that everyone has rights and responsibilities and that it is important that we live together with mutual respect for people and property. Unacceptable behaviour will be dealt with consistently and fairly in order to maintain the good running and relationships within the boarding house.

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Lairthwaite Boarding House Consequences

As members of Lairthwaite Boarding House we all recognise that everyone has rights and responsibilities. However, if we neglect these then there are consequences so that everyone learns to live together with mutual respect both for other people and for property. It is vital that everyone feels safe and secure within the boarding environment.

Behaviour	Typical Consequences (1st offence)
School bags left downstairs overnight	Community Service -10 mins
Late down to roll call	Wiping Tables
Very late down to roll call	Wiping Tables & sitting with staff at meal time
Chewing gum in house	Litter related community service -10mins
Talking/out of bed after lights out(< 15mins)	Warning
Out of bed after lights out(> 15mins)	Early bed following night
Electronics use in canteen (not pre-agreed)	Retained until after prep
Electronics misuse in prep	Retained until after prep
Computer use after lights out	Computer confiscated for 24 hours
Not signing in or out	Limited to school grounds -24 hours
Signing out to wrong destination	Limited to school grounds -24 hours
Lateness / missing more than 5 mins (< 10mins)	Warning
Late by more than 10 mins (< 30mins)	Limited to school grounds-24 hours
Late by more than 30 mins	Limited to school grounds- 1 week
Defacing school property/vandalism	Community service & pay for repair/replacement
Possession of a second mobile phone	One retained until next visit home & other for 24hrs
Breaking internet contract	Hard ware confiscated for 1 week
Breaking of a "limiting"	Limited to downstairs 1 week
Rudeness/ deceit to staff	At discretion of Head of House
Verbal Abuse / Offensive language	At discretion of Head of House
Lack of respect for other's possessions	At discretion of Head of House
Stealing from other boarders	Depending on circumstance- To H of House/Boarding
Travelling in vehicle without permission	Period of exclusion from boarding
Physical abuse	Period of exclusion from boarding
Threatening Behaviour	Period of exclusion from boarding
Persistent Bullying	Period of exclusion from boarding
Pornography or Sexting	Period of exclusion from boarding
Drunkenness	Period of exclusion from boarding
Possession of alcohol in house	Period of exclusion from boarding
Possession/use of smoking materials	Period of exclusion from boarding
Out overnight without permission	Period of exclusion from boarding
Being on floor of opposite sex	Period of exclusion from boarding
Inappropriate sexual behaviour	Period of exclusion from boarding or permanent exclusion
Stealing outside the house	Period of exclusion from boarding or permanent exclusion
Possession/use of illegal drugs	Permanent exclusion

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Consequences may include the following:

Limiting to downstairs for periods of time
Letters to parents/guardians
Extended community service
Privileges reduced/ withdrawn
Letters of apology being written

All sanctions are recorded in daily log, those highlighted in red are copied to General Incidents and Behaviour File

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Lairthwaite Boarding House

Conducting a Search

A search can be conducted for a prohibited item or a banned item as set out in paragraphs 8.2 and 8.3 of the Behaviour policy (KS/PP&PW/044). Because of the potential damage to the environment or the risk of triggering a fire alarm, aerosols may also be confiscated in the boarding house.

Any search should be conducted with sensitivity and in such a manner as to avoid embarrassment or distress to students. A search should be preceded by an explanation of the reason for conducting a search and an opportunity should be provided for any prohibited or banned items to be handed over voluntarily.

Who can conduct a search?

Any member of boarding house staff who has reasonable grounds to suspect that a student has a prohibited or banned item in their possession may conduct a search with the student's consent. For example a student might be asked to empty the contents of their pockets or to show the contents of a bag or drawer.

If a student refuses consent, a search may still be undertaken if there are grounds to suspect that a student is in possession of a prohibited or banned item. In such circumstances two members of staff should be present. The assistance of a senior member of staff should be sought, either Senior House Staff or a Deputy Head.

Consideration should be given to having a member of staff of the appropriate gender present to conduct the search. Outer clothing may be searched but students should be asked to remove items first. This policy does not authorise an intimate search. If a student refuses to co-operate parents or the police must be called.

Where can a search take place?

A search without a student's consent may only take place on school or boarding house premises or anywhere that a member of staff is in charge of a student, on a school trip for example.

Searching boarding accommodation

A general search to locate lost or stolen items in the boarding house may take place after consultation with the Head of House, a Deputy Head or the Head teacher. The extent of any search should be proportionate to the value or risk factor of the item being sought.

In the rare circumstances where a search of boarding accommodation is deemed appropriate, ideally the student should be present and invited to show the members of staff the contents of their bags and drawers. A member of House Staff should be accompanied by the Head or Deputy Head of House or a member of the Senior Leadership Team as they undertake the search.

It is possible to conduct a search of a room without the student's consent and without them being present but only if there are strong grounds to suspect that a student is in possession of a prohibited or banned item.

Such a search should only be undertaken by Senior House Staff following consultation with a Deputy Head or the Head teacher.

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What happens to confiscated items?

Any item that is confiscated may be retained; disposed of; returned to parents at the next available opportunity; or it may be given to the police. Confiscated items should be passed directly to Senior House Staff or a Deputy Head or the Head teacher. A Deputy Head or the Head teacher will decide the appropriate course of action in accordance with the current DfE guidance.

Dealing with electronic devices

Where a member of staff conducts a search for an electronic device it may be retained and passed to a member of Senior House Staff or a Deputy Head or the Head teacher who may examine any data or files on it if they have good reason to do so. The member of staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching, or to break the school rules.

If inappropriate material is found on the device, it is up to a Deputy Head or the Head teacher to decide whether the material should be deleted, retained as evidence (of a breach of school discipline or a criminal offence) or whether it requires the involvement of an external agency.

Notifying parents

There is no legal requirement to inform parents before a search takes place, nor to seek specific consent but where alcohol or potentially harmful substances are found, parents will be informed as part of the school's disciplinary procedures.

Record keeping

The Head of House will keep a record of any search and its outcome in a disciplinary log. Additionally the search record form will be completed.

Complaints

Any complaints by a student or parent about the way in which a search has been carried out should be made following the school's complaints procedure.

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Record of 'Search' With/Without Consent

Name of Student			
Year/Form			
Consent Obtained	Y / N		
Date, time and location of search			
Name(s) of staff involved (directly or as witnesses) - MUST be 2 members of staff at all times involved in search			
Would you consider the student to be vulnerable e.g. SEND, CLA, medical or social reasons?			
Description of the incident which caused the search to be initiated			
Identify reason for search e.g. specific prohibited items			
Follow up and any disciplinary action taken against the student			
Any information about the incident shared with staff not involved in it and external agencies – include details of who and why			
When and how those with parental responsibility were informed about the incident and any views they have expressed			
Has any complaint been lodged	Y/N		
Report compiled by: (name and role)			
Signed:		Date:	
Report countersigned by: (name and role)			
Signed:		Date:	

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Home-School Agreement

School Vision

Promoting excellence to enable all students to be happy and achieve their potential.

School Ethos

Keswick School is a happy, caring, energetic and respectful learning environment. Staff, students and parents work together in partnership to achieve extraordinary outcomes in each moment of every ordinary day. Students are empowered to lead their own learning, develop resilience and channel their curiosity, enabling them to see limitless possibilities and fulfil their ambitions.

School Aims

1. To maintain the highest expectations for all our students and seek excellence in everything we do.
2. To instil traditional values such as courtesy and consideration for others.
3. To develop every child's talents and interests, and broaden their horizons.
4. To provide outstanding academic, social, moral, spiritual and cultural education.
5. To maintain a varied and enriched curriculum to develop confident, creative, articulate and distinctive young people.
6. To prepare students to be independent, resilient and life-long learners.
7. To see learning through failure as essential for achieving success.
8. To develop local, regional, national and international partnerships and constantly look for opportunities to extend learning.
9. To encourage all parents to take an active interest in their child's education.
10. To send into society level headed and compassionate young people who are a credit to themselves and the school.

Roles and Responsibilities

It is expected that students will:

- Attend school, be punctual and wear school uniform correctly;
- Be organised and have the appropriate equipment, including a planner, for all lessons;
- Do their best at all times, take pride in their work and value education at Keswick School;
- Show respect, care and consideration to others;
- Respect the school environment, equipment and others' property;
- Follow the school rules and expectations;
- Follow classroom procedures and do not disrupt the learning of other students;
- Listen attentively and follow the instructions given by staff and other adults;
- Use appropriate language;
- Tell the truth, accept responsibility and learn from your mistakes;
- Value other individuals and their contributions;
- Lead by example creating a good role model for younger students;
- Use IT responsibly, accepting that breaking the school rules will lead to serious consequences;
- Report to a teacher or other adult any bullying behaviour, including cyber bullying;
- Behave appropriately when outside school;
- Be an ambassador for the school.

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It is expected that staff will:

- Ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level using suitable materials;
- Ensure that lesson objectives and work requirements are clearly set out and progress is monitored;
- Ensure that lessons start and end on time;
- Ensure that students are emotionally and physically safe in school;
- Make explicit, in a constructive and positive way, what behaviour is expected and what is unacceptable;
- Challenge unacceptable behaviour;
- Provide students with a good role model;
- Plan and deliver interesting lessons which engage and motivate students to achieve;
- Be enthusiastic and develop positive working relationships;
- Celebrate success in lessons, after school activities and assemblies;
- Communicate successes and concerns with parents;
- Mark or give feedback on work as soon as possible;
- Set homework appropriate for the age and abilities of each student;
- Eliminate or control hazards which may cause harm;
- Use a range of non-verbal and verbal cues to encourage good behaviour;
- Always take seriously any complaints of bullying or inappropriate behaviour;
- Use rewards and, where necessary, sanctions consistently.

It is expected that parents will:

- Ensure that their child attends school and arrives on time;
- Ensure that their child wears school uniform and has the correct equipment and a planner for all of their lessons;
- Contacts the school if their child is absent or late;
- Expect their child to behave appropriately whilst at school;
- Support the school if sanctions are applied for unacceptable behaviour;
- Inform school of any changes to their child's circumstances that may affect their child's learning;
- Behave responsibly whilst on school premises;
- Report any incidents of bullying, including cyber bullying, as soon as they are discovered;
- Encourage their child to achieve their best;
- Encourage their child to have high standards of behaviour in and out of school;
- Work with school staff to help their child accept responsibility for their behaviour and actions;
- Support their child's homework and other home-based learning activities;
- Support the school in its use of rewards and sanctions;
- Take some responsibility for the behaviour of their child;
- Discuss any issues of concern with the class teacher or Head of Year in a calm manner;
- Consider the implications of posting inappropriate or defamatory comments on social network sites and the detrimental effect this can have on individuals and the school as a whole;
- Support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- Recognise the need for security and not create online media "on behalf" of the school without the Head teacher's permission.

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Sanctions and Consequences

Although Keswick School aims to focus on positives, there are unfortunately occasions when a tiny minority of students let themselves, the school and others down through unacceptable behaviour.

We want students to take responsibility for their behaviour. We will encourage students to do this through strategies like restorative justice which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for students to understand what is expected. It is vital that children learn that there are always consequences for unacceptable behaviour which undermine the positive atmosphere of our school community.

It is essential that students and parents are aware of the contents of the school Behaviour Policy. This outlines the expected behaviour and the sanctions and consequences that will be applied if behaviour falls below the required standards. The current Behaviour Policy can be found on the school website under 'Our School' and 'Policies'.

Acceptable IT Use

The following statements are students' IT acceptable use agreement with Keswick School.

For my own personal safety:

- I understand that the school will monitor my use of IT systems, email and other digital communications.
- I will not share my password, nor will I try to use any other person's username and password.
- I will be aware of "inappropriate contacts", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line.
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that everyone has equal rights to use IT as a resource and:

- I understand that the school IT system is intended for educational use.
- I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school IT system for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of its IT system:

- I will only use my personal external devices (USB devices etc.) in school if I have permission. I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others

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- I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to illegal or inappropriate materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use chat and social networking sites with permission and at the times that are allowed. (*Senior Boarders Only*)

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this home-school agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, suspensions, contact with parents and, in the event of illegal activities, involvement of the police.

Attendance

It is a statutory obligation for all children to receive a full-time education. It is essential that all parents with children at Keswick School ensure that their children receive a full-time education, keeping them away from school only for significant medical reasons or exceptional circumstances.

What students and parents can expect from the school:

- work closely with parents to resolve issues that prevent students attending school on time or regularly;
- work closely with the LA and others to ensure that each student receives their entitlement to full-time education;
- release all students from the classrooms at 3.30pm every day unless they have had a sanction imposed e.g. after-school detention.

What the school expects from parents:

- accept their responsibility to ensure that their child attends school on time (between 8.45am and 3.30pm) every day – arrival after 8.55am will be marked late; arrival after 9.15am is recorded as absent in accordance with the school's attendance procedures;
- notify the school if a different person is picking up their child for appointments;
- notify the school by letter or telephone by 10.00 a.m. if their child is not attending school on that day, giving the reason for absence;
- keep their child at home for at least 48 hours after the last episode of sickness/diarrhoea;
- arrange holidays during school holidays unless there is a genuine exceptional reason in accordance to the authorised absence regulations.

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School Uniform

Parents are expected to send their children into school correctly dressed. Please inform us by telephone or in writing if, for any reason, the appropriate school uniform cannot be worn.

BOYS	GIRLS
Blazer (Bottle Green*) with school badge	Blazer (Bottle Green*) with school badge
	Jumper (Bottle Green*) V necked, woven with school badge
Tie (Maroon) Clip on only	Tie (Maroon) Clip on only
Shirt (White) Plain long sleeved	Blouse (White) Plain long sleeved shirt style (these must not be fitted fashion style blouses)
	Skirts (Mid Grey*) Either A line with one pleat at the front or 2 box pleats front and back (the skirt should be no shorter than 10cm above the knee measured from the ground when kneeling)
Trousers (Black) No cords or jeans, trousers must be full length	Trousers (Black) Straight or slight bootleg style – these must not be leggings, jeggings or tight fitting in any way, they should not be made of denim or denim look fabric and they should not have any embellishments and should be full length trousers <i>Trousers will only be allowed with the school blazer, not a jumper alone. A jumper or blazer may be worn with a skirt. Ties must be worn with either combination.</i>
	Tights (Bottle Green*) To be worn with skirts
Socks (Dark colour)	Socks (Dark colour) To be worn with trousers (no over-the-knee socks)
Shoes (Black) Boys' shoes should be black polished (capable of taking polish; some are "self-polishing"; not suede or canvas). Shoes should not have trainer style stripes or markings down the side or have any sports tags anywhere on them. They should have a conventional sole and not a chunky trainer type. Please be aware that some shoe shops are selling trainer type shoes as "school shoes" – they are not suitable.	Shoes (Black) Girls' shoes should be sensible and offer appropriate protection to the foot; they must have some form of tread or grip on the sole and should be either flat or a heel no more than 3cm. They should be black and leather or "leather look" i.e. synthetic. They must not be made of canvas or be any sort of trainer or plimsoll.

*Day uniform can be obtained from Temple Sports in Keswick (tel: 017687 80210)

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Summer uniform

- Plain short or long sleeved shirt (**White**) to be worn with tie.
- Tie (**Maroon**) – clip on only
- Tights (**Bottle Green**)
- White ankle socks are not school uniform. However, should the weather take on extreme temperatures a decision will be made whether these will be permitted.

PE kit - information available on the school website

Jewellery and make-up

- Jewellery is restricted to one pair of plain stud earrings for pierced ears and a wrist watch. No other jewellery, fashion belts, charity bands, tattoos, acrylic nails and brightly coloured nail polish are allowed.
- Conspicuous make-up is inappropriate at school.

Outer garment

- This should be weatherproof and in a sensible style (a cagoule/anorak in a plain colour is recommended).
- Additional items of clothing are not allowed.

Hair

- For safety reasons hair must be tied back during certain activities e.g. PE, work in laboratories/workshops.
- Hair styles must not follow extremes of fashion, including colours. The school will advise on this.
- Boys must be clean-shaven for school.

Parent Declaration

I/We have read this Home-School agreement and understand the aims and values of Keswick School and the educational opportunities and experiences it will provide.

I/We understand and agree to all the rules, expectations and guidelines set out in this Home-School agreement and fully endorse them.

I/We understand the need to comply with the sections on 'what school expects of parents' and will support the school to ensure my/our child meets the requirements set out within this agreement.

Signed: _____ (Parent/s)

Parent(s) of: _____

Date: _____

Student Declaration

I have read, understand and accept all of the rules, expectations and guidelines set out in this Home-School agreement and will maintain the high standards and values expected from all the students who attend Keswick School.

Signed: _____ (Student)

Date: _____

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Behaviour and Attitude Contract

Following several periods of isolation, as a result of persistent poor behaviour, this behaviour and attitude contract must be followed. This summarises the main expectations as set out in the home-school contract.

- **No lateness to school or lessons**
- **Respect the school environment and contribute constructively in all areas of school life**
- **Do not disrupt the learning of others**
- **All class work/notes must be kept up-to-date**
- **All homework must be completed and deadlines met**
- **Produce consistently good work**
- **Develop a positive attitude in all lessons**
- **The instructions of staff must be followed at all times.**
- **Total commitment to school and work must be evident (Monitored through use of Report Card)**
- **Work towards realising your full potential**

Further action will be taken if these expectations are not met.

Signed: **Student:** _____

Parent: _____

Head of Year: _____

Deputy Head teacher: _____

Head teacher: _____

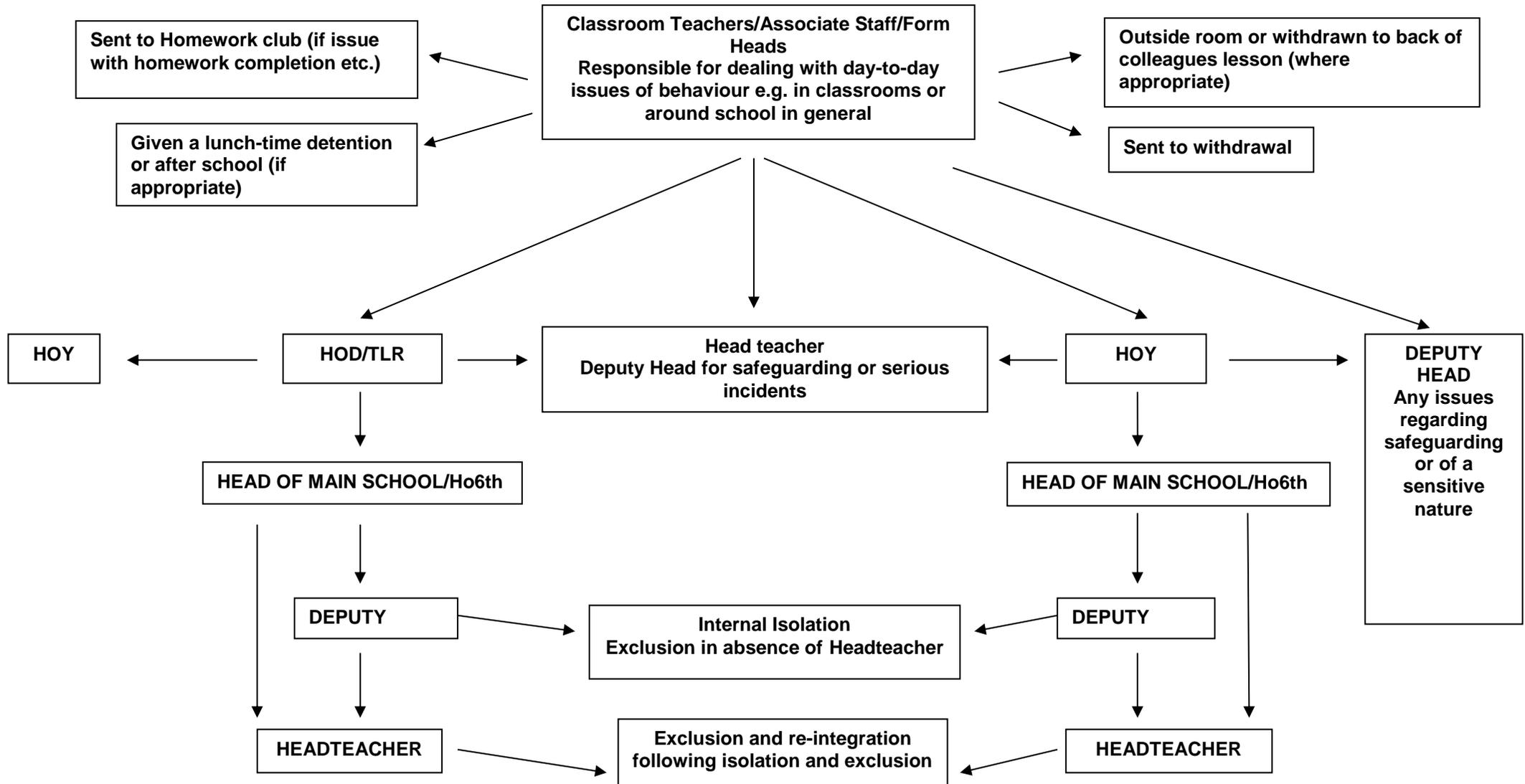
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Behaviour Reporting/Management Process

Appendix 7

The following flow chart shows the main management process for who deals with behaviour and disciplinary issues – there will be exceptional circumstances where issues will have to be dealt with at SLT level e.g. if there is a serious incident.



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Anti Bullying Procedure

1.0 INTRODUCTION

- 1.1 All pupils have the right to feel happy, safe and included.
- 1.2 Pupils have the right to work in an environment without harassment, intimidation or fear.
- 1.3 All bullying, of any sort, is therefore unacceptable.
- 1.4 Pupils who experience bullying will be supported.
- 1.5 We recognise the effects that bullying can have on pupils' feelings of worth and on their school work and the school community will actively promote an anti-bullying environment.

2.0 WHAT IS BULLYING?

- 2.1 Bullying involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour.
- 2.2 Bullying is therefore:
- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult for victims to defend themselves against
- 2.3 It can take many forms but the main types are:
- Physical – hitting, kicking, taking another's belongings
 - Verbal – name calling, insulting, making offensive remarks
 - Electronic – malicious or abusive emails or electronic communications in school
 - Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- 2.4 Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:
- Racial harassment and racist bullying
 - Sexual bullying
 - The use of homophobic language, bio-phobic or trans-phobic language.
 - Bullying of pupils who have special educational needs or disabilities.

3.0 OUR RESPONSIBILITIES

- 3.1 Everyone within school is expected to
- Act in a respectful and supportive way towards one another
 - Adhere to and to promote the objectives outlines here.

- 3.2 Pupils are expected to

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- Report all incidents of bullying and suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

3.3 Parents can help by

- Supporting our anti-bullying procedure.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of school.

3.2 Anti-bullying procedure links with a number of other school policies:

- The School Code of Conduct ((KS/GEN/039)
- Home Learning Policy (KS/PP&PW/067)
- Use of Reasonable Force & Physical Restraint Policy (KS/PP&PW/081)
- Child Protection and Safeguarding Policy (KS/PP&PW/040)
- Online Safety Policy (KS/PP&PW/034)
- Bring Your Own Device Policy (BYOD) (KS/PP&PW/065)

4.0 HOW WE WILL MAKE BULLYING UNACCEPTABLE

4.1 The Behaviour Policy aims to promote positive behaviour in school and to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

4.2 We will use opportunities in direct teaching to promote appropriate behaviour and will strive to create an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

4.3 Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others.

4.4 Tutorial work, Personal Development and opportunities in many other lessons will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. In addition the Student Support Centre will be used to support any pupils who need it.

4.5 Bullying will not be tolerated and we will make this clear in the information we give to pupils and parents when they join this school.

4.6 We will use school assemblies and collective worship to reinforce our message that bullying will not be tolerated and maintain a record of such assemblies.

4.7 We would ask that parents contact the school and speak to their Head of Year if they suspect their child is being bullied at school.

4.8 At intervals we will ask pupils where and when bullying occurs in school and we will supervise, and try to eliminate any areas which they report to us.

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4.9 We will also provide regular training for teachers and associate staff on spotting the signs of bullying and how to respond.

5.0 THE SCHOOL'S STRATEGIES FOR DEALING WITH BULLYING

5.1 Individual incidents may be reported to staff before a pattern is established which could be categorised as bullying. In cases where a situation can be best remedied without exhaustive research and follow-up procedures we reserve the right to take such a route. The main objective will be to solve the problem. In this way we hope to prevent most problems from developing into bullying.

6.0 RESPONDING TO INCIDENTS WHEN THEY OCCUR

6.1 Pupils who have been bullied should report this to any adult or sixth former whom they feel confident to approach; the Form Head or Head of Year might be the most obvious person to report to.

6.2 Pupils who see others being bullied should report this to the Head of Year of the pupil or pupils concerned or any member of staff.

6.3 Members of staff who receive reports that a pupil has been bullied should report this **in writing** to the Head of Year of the pupil concerned. (This does not preclude that member of staff addressing the problem. Indeed all staff are encouraged to do so: everyone in the community must be seen to be involved in the establishment of a 'no bullying' ethos.)

6.4 All reports of bullying will be logged by the Head of Year. It is important that there is a written record of all incidents, even if satisfactorily dealt with, to allow a cumulative picture of the situation of bullied individuals to be built up. Cyber-bullying should be recorded separately in line with the online safety policy, (KS/PP&PW/034).

6.5 All reports will be taken seriously and will be followed up.

6.6 Where bullying is of a racist nature, we will also report the matter to the Local Education Authority using the Racial Incident Report Form.

6.7 We will provide support to pupils who are bullied.

- They will be reassured that they should not be bullied and this is not their fault. We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does

6.8 We will discipline, yet try to help the bullies.

- We will encourage them to talk about what happened
- We will try to discover why they became involved.

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- We will inform the bullies’ parents/guardians.
- We will continue to work with the bullies to try to get rid of prejudiced attitudes as far as possible.
- We will take whatever disciplinary steps are necessary to prevent more bullying.

6.9 Every instance may require a tailor made response, but we shall adopt a basic procedure to include all or most of the following steps.

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate this might include using the ‘no blame approach’ to establish resolution and asking the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under this policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done all we promised to do.
- When bullying occurs, we will contact the parents of all the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following half term.

7.0 DEALING WITH INTRACTABLE PROBLEMS

7.1 If necessary, we will invoke the some or all of the range of sanctions that are detailed in the school’s Behaviour Policy, (KS/PP&PW/044), in order to stop the bully from bullying. These include:

- Removal from the group during lesson times
- Isolation from peers at break and lunchtime
- Detention
- Withholding participation in school events trips and activities
- Setting up a Pastoral Support Programme
- Internal Exclusion
- Fixed term or permanent exclusion.

8.0 BULLYING OUTSIDE THE SCHOOL PREMISES

8.1 If this is perpetrated by one of our pupils directed at another member of the school community or anyone who brings the schools name into disrepute we can take action as outlined in this policy.

8.2 Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are carrying out bullying.
- Talk to the contractor about bullying on buses.
- Talk to the police.
- On occasion we recommend that parents contact the police.

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9.0 CONCERNS, COMPLAINTS AND FEEDBACK

- 9.1 We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we would ask that this is brought to the Headteacher’s notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school’s Complaints Procedure, (KS/PER/021), details of which are obtainable from the Clerk to the Governors’ via the school office or the school website (Appendix 9).
- 9.2 We would also be pleased to receive feedback from parents when things have gone well.

10.0 EVALUATING OUR ANTI-BULLYING STRATEGIES

- 10.1 We will evaluate our anti-bullying policy using the following measures:
- Conducting an annual review of the numbers of incidents that are reported to Head of Year.
 - Seeking feedback on pupils’ perceptions of bullying either through periodic questionnaires or from discussions in class or tutorial time.
 - Making regular investigations of patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
 - The Local Governing Body will ask for regular briefings on bullying within school, and will ask for regular briefings on bullying within the school as part of the pastoral report.

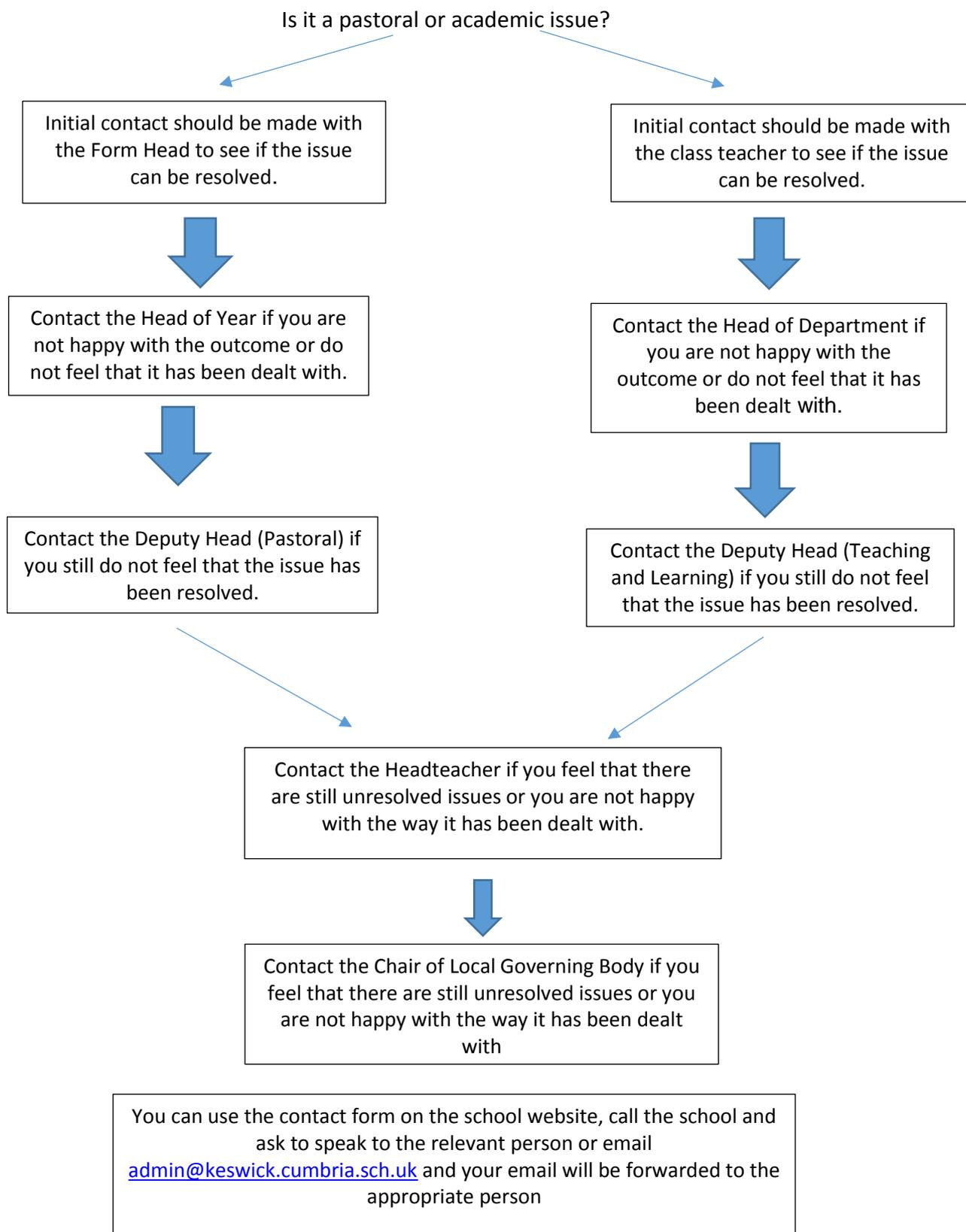
11.0 BOARDING

- 11.1 This policy is equally relevant to the Boarding House and the procedures outlined will be adhered to should any bullying occur. The main difference will be in the reporting procedure as this will be to the Head of House or Deputy Head of House.
- 11.2 Sanctions which may be applied for bullying are in line with the Lairthwaite House sanctions, as outlined in the Boarding House Handbook.
- 11.3 Boarders will be given additional information about what to do and who to speak to should they have issues with bullying.

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What to do if you have a complaint?

This can be used for the reporting of bullying or other incidents



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