



Behaviour Policy

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By: Community Committee

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1. AIMS

Our intention at Rokeby School is to enable all students to fulfil their potential. We aim to develop an ethos in which individual students take full advantage of the opportunities available to them, aspiring to the highest standards in all aspects of school life.

We also recognise that young people make mistakes, and a teacher's response should guide them towards acceptable behaviour. We insist on standards of proper behaviour for the benefit of all students, so that they learn well and are an asset to both the school and community. Students will be encouraged to accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly. The behaviour policy and practice of the school must be accepted; it applies to all students, without exception. The school pursues a "no excuse" culture; whilst students have different needs and backgrounds, there is no excuse for rude, aggressive or disruptive behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how Students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. ROLES AND RESPONSIBILITIES

At Rokeby we recognise that as a community, it is essential that this policy must apply to the behaviour of all its members and to all adults as well as to our students. Leading by example means we can demand good standards of behaviour from those in our care.

3.1 THE GOVERNING BOARD

The governing board is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.

3.2 THE HEADTEACHER

The headteacher is responsible for reviewing this behaviour policy in conjunction with the relevant staff and governing board. The headteacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour, remain calm and in control of their own emotions
- Providing a personalised approach to the specific behavioural needs of particular students
- Plan lessons that engage, challenge and meet the needs of all learners
- Recording behaviour, both positive and negative, incidents using school systems
- Follow up every time when poor behaviour occurs, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly

The senior and middle leaders should lead by example, standing alongside colleagues to support, guide, model and show a unified consistency to the learners. They are not expected to deal with behaviour referrals in isolation.

3.4 PARENTS

Parents are expected to:

- Support their child in adhering to the Home School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form or class teacher promptly

4. STUDENT RULES AND HOME SCHOOL AGREEMENT

These are in place to ensure that every child has the opportunity to learn without disruption in a calm and purposeful atmosphere. This is encapsulated by the philosophy of:

**'We look after each other
We look after our school
We look after our community
We take responsibility for ourselves'**

STUDENTS ARE EXPECTED TO:

- Behave in an orderly and self-controlled way
- Be polite, respectful and considerate to each other and the building / school environment
- Follow the instructions of all adults as requested
- Arrive on time to school in the morning
- Move around the building calmly, safely and quietly. No running
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times, taking off any coats / scarves and gloves upon entering the building
- Be prepared for learning with the correct equipment / PE kit
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

CLASSROOM EXPECTATIONS:

- Arrive on time
- Sit where directed by the teacher / seating plan
- Place all relevant equipment of the desk. Bags to be placed on the floor.
- Show respect at all times
- Complete all work to be best of your ability

All expectations set and the philosophy support and promote the key values of the school by making a significant contribution in our students' **'Daring to be the best'**.

As a school we aim to maintain an orderly and cohesive community, so that the students may learn how to get along with one another and have the space to grow and learn without fear. We ask them to embody our school values of Respect, Success, Personal Challenge, Passion for Learning and Harmony in order to become active citizens of the future.

See appendix 1: Home school Agreement

4.1 UNIFORM

At Rokeby we want our students to take pride in their appearance and in their school. The following uniform is compulsory for all students:

COMPULSORY BLAZER

- This is the only jacket that can be worn around the school and on school trips

COMPULSORY WHITE SHIRT

- A white collared shirt (long or short sleeve)
- Polo-shirts cannot be worn, other than in PE

COMPULSORY TIE

- Ties must be tied and worn *properly* at all times. (This means that the tie should reach their waist band)

COMPULSORY BLACK TROUSERS

- Black smart suit style trousers, no jeans
- Jeans, shorts or jogging bottoms, must not be worn as part of, or underneath, the school uniform.
- Any belt worn with trousers must be black with a small buckle

COMPULSORY PLAIN BLACK SHOES

- Shoes must be black and sensible for school.
- Trainers are not permitted

OPTIONAL V-NECK BLACK JUMPER WITH SCHOOL LOGO

- Sweatshirts, cardigans, hooded tops or tops with writing will not be acceptable.
- The school uniform can be worn without the jumper in warm weather.

RELIGIOUS HEADWEAR e.g. MOSQUE HAT

- If worn, must be black, plain with no embroidery, tassels or other decoration.

OUTDOOR WEAR

- Coats/jackets must be plain black / Navy with no logos. Students must not wear coats indoors but can wear them in the playground.
- Hats and caps must not be worn inside the school at any time. Plain black woollen hats can be worn in the playground at break times but they must not show any logos.

JEWELLERY

- Students may wear one pair of small discreet stud earrings (or a single nose stud) and a watch. The school will not take responsibility for jewellery worn to school

SCHOOL BAGS

- School bags must be large and practical enough to hold required equipment and school books (including A4 size).

PE UNIFORM

- Rokeby logo black shorts or plain black jogging bottoms
- Black polo shirt with Rokeby logo

- Black and yellow football socks

The uniform guidelines will be reinforced consistently:

- Non-uniform items will be confiscated, and the school cannot take responsibility if items are mislaid during the period of confiscation.
- Students who are not in uniform will either be sent home to change with the permission from their parents or carer, or will be given the correct uniform / shoes to wear for the day. Students will either be required to return these items or to pay for a replacement.

Students who are sent home to change must only take as long as necessary to change into the correct uniform. If a student persists in not wearing the correct uniform then their absence, when returning home to change, will be recorded as 'unauthorised'.

4.2 EQUIPMENT

Students are expected to come to school fully equipped and ready to learn. Arriving at school correctly equipped is very important; failure to bring the correct equipment means that your child loses valuable learning time. The equipment list includes:

- Clear plastic pencil case
- Black pen
- Pencil
- Ruler
- Rubber
- Green pen
- Scientific calculator

5. REWARDS AND SANCTIONS

Engagement with learning is always our primary aim. We recognise that for most students a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when more structured intervention is necessary. Steps in the system should always be applied with care and consideration, taking individual needs into account where necessary. Staff should praise positive behaviour - not pander to attention seekers. All students must be given 'take up time' in between steps to allow students time to consider their behaviour.

All staff must remember that consistency is key. It makes students feel safe, secure and confident of expectations.

To this end all staff are expected to have:

- Have well-planned, engaging lessons that meet the needs of all students
- Apply consistent routines and expectations in your classroom
- Have carefully considered seating plans for classes
- Develop positive relationships with students where communicating clearly and promoting good behaviour is encouraged

5.1 REWARDS

It is important to recognise and celebrate achievements and efforts of those students who behave well and work hard. Staff should praise visibly and sincerely. This is important in recognising behavioural norms and reinforcing positive behaviours. As such praise should be a key component of good teaching and student / staff relationships.

All rewards are recorded electronically via SIMS. Staff are encouraged to reward students using the positive pyramid. These rewards will then be publicly shared throughout the academic year via assemblies and form time. At the end of term each subject area will be asked to nominate students that have excelled in their subject(s) this year so far. Areas are requested to consider both academic success as well as progress. Form tutors also nominate a student from each registration group that embraces and embodies the school values.

The school also uses a number of external agencies, like the Jack Petchey Award to further promote positive behaviours and recognise the work and character of our young men.

See Appendix: Rewards Triangle

5.2 SANCTIONS

Sanctions are in place for poor work and or behaviour. Sanctions range from a rebuke to exclusion. Minor misbehaviours will be dealt with as such but more serious misbehaviours will bring about more serious sanctions. Fortunately, very serious misbehaviours are rare. If a student repeats misbehaviour, then the sanctions will become more severe. The behaviour table outlines different levels of sanctions and provides staff with examples of when these sanctions may be applied both within lessons and around school. Our staff have a clear model for maintaining discipline that allows them to calmly assert their authority at an appropriate level when required.

See Appendix: Sanctions Table

5.3 ON CALL AND DEPARTMENTAL SUPPORT

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'On Call' system if required. All departments will have systems in place for the supervision of students who are removed from lessons, this is usually via departmental support. Students are placed into another teacher's classroom to complete work; they are either accompanied by a free member of the department or the 'on call' member of staff. This timetable should be created and submitted to the SLT line managers at the start of the academic year. If a student has to be removed from a lesson the class teacher and the Head of Department must decide on an appropriate course of action (refer to Sanctions table – detentions, phone calls home) and share this with the student before the next lesson.

'On-call' should be used when in class actions and departmental support is not adequate to manage the misbehaviour. E.g. the student leaves the lesson and runs off; the student refuses to work with another teacher; the student is generally beyond verbal control. If

'on-call' is used any actions are recorded and it is a Head of Department responsibility to regularly check their departmental use of the on call system and how misbehaviour is followed up.

5.4 DETENTION

Learning conversations should be used by staff for a variety of breaches of expectations around work and behaviour. It is reasonable for a teacher to detain a student at lunchtime or at the end of a school day for up to a maximum of up to 15 minutes in order to talk about appropriate conduct within a lesson, without the need to inform parents / carers, on the same day. This should be logged on SIMS.

If the concern is greater, then a student can be issued with a 30 mins up to an hour detention. A phone call home must be made and at least 24-hour notice must be given before the detention is due to take place and logged on SIMS.

5.5 REPORTS

A student may be placed on one of four reports for one or more of the following:

- Concerns expressed across three or more areas (SIMS /incident reports/ staff discussions)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc.
- Truancy
- Frequent lateness (to school or lessons)

Each report will contain specific, measurable targets and will be followed for a period of two weeks. Failure to achieve the targets set on report could lead to contact with home, appropriate sanction such as the setting of detentions, loss of privileges or going on report to the next level report.

The hierarchy of reports any student can be placed on is:

- Orange Report - monitored by Form Tutor / Class Teacher
- Blue Report - monitored by Year coordinator / Head of Department
- Yellow Report – Key Stage Coordinator
- Red Report – SLT
- Pastoral Support Plan - SLT with the local authority behaviour support service

5.6 INTERNAL EXCLUSION UNIT- IEU

Internal exclusion is for serious misdemeanours and used as a first step alternative to any fixed term exclusions. The Head or Deputy Head Teacher can make the decision to internally exclude a student. An incident form must be provided as evidence and an Internal Exclusion Unit (IEU) admittance yellow slip filled in and signed. Families will be informed via a telephone call and then a letter as to the nature and length of the students stay in the internal exclusion unit.

Any student placed in IEU will attend registration as normal and be collected and escorted to the unit by the 'on call' member of staff. Students can be placed in IEU throughout the day as appropriate. IEU is located on the first floor and follows a different timetable centred on core subjects, students will also have an isolated sandwich lunch and extended school day.

Students will work in silence in individual booths and are not permitted to communicate with other students. Breaks outside are centred on the students completing community payback in the form of litter picking.

At the end of the day all students will complete a behaviour reflection sheet and where needed a conflict resolution meeting will be organised. If the student continues to misbehave and re-offends, then an external exclusion could be enforced.

Refer to the Exclusion Policy for information on Fix Term and Permanent Exclusions.

6. MANAGEMENT OF BEHAVIOUR AROUND THE SCHOOL AND OFF-SITE

To ensure the safety of all members of the school high expectations must also apply with regard to movement around the corridors and in the playground. Unacceptable behaviour includes:

- physical contact e.g. play fighting
- running in areas other than the MUGA / Playground
- eating and drinking in areas other than the canteen or outdoor eating areas.
- excessive noise

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of all staff at all times to challenge unacceptable behaviour.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, therefore bringing the school in to distribute.

7. BULLYING

In all settings, there are unfortunately situations where young people are subjected to bullying. Bullying can be defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take the form of:

- Physical (eg hitting, kicking, theft, any use of violence)
- Emotional (eg being unfriendly, excluding, tormenting)
- Verbal (eg name calling, racist remarks)
- Indirect (eg spreading rumours, excluding someone from social groups, spreading rumours)
- Cyber bullying (eg bullying that takes place online, such as through social networking sites, messaging apps or gaming sites)
- Sexual (eg explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching)
- Racial (eg racial taunts, graffiti, gestures)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying guidelines.

8. BEHAVIOUR SUPPORT AND INTERVENTION

Whilst it is important that we sanction poor behaviour and undesirable learning habits it is equally important that, where appropriate, we intervene and offer support in order to allow our students to eliminate these poor behaviours and develop as young adults. The school also recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students.

The school has a variety of mechanisms to provide additional support to these students with an emphasis on early intervention. Pastoral teams regularly review behaviour tracking data and use their professional knowledge to identify students who may be experiencing difficulties. Where appropriate students are referred to the RISE (Rokeby intervention and supportive education) where their needs are tracked, monitored and discussed and appropriate interventions are put in place.

Where there are wider issues the school will work with the family and or external agencies under the early help process to improve circumstances for a young person.

See Appendix: Intervention Provision Map

9. TRAINING

Behaviour management will form part of continuing professional learning and in house training.

10. GUIDELINES TO SUPPLEMENT THIS POLICY

- Anti Bullying
- Confiscation and Searches
- Use of positive handling and Restraint
- Mobile phones and other electronic equipment
- Smoking and Vaping

11. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

ANTI-BULLYING GUIDELINES

The main aim of our school is to encourage every student to reach his full potential. Central to this is the recognition of the worth of every individual and the raising of everyone's self esteem no matter what their gender, race, religion, age, sexuality or disability. We encourage the value of harmony and the acceptance of differences. Everyone has the right to be safe in school and on the way to and from school. It is important that everyone working within our school, students, staff and parents, understands what bullying is and how it can be prevented. Bullying is unacceptable and will not be tolerated. It is the responsibility of all of us to make sure that bullying has no place in our school.

PREVENTATIVE MEASURES

In order to reduce bullying incidents a number of preventative measures are actively encouraged, taught and provided by the school continuously throughout the year to promote a harmonious co-existence of all groups of students. These include:

- Opportunities to celebrate diversity through the Rokeby values
- P4C activities
- Themed assemblies
- Developing a culture of openness so students can talk about bullying incidents
- Development of the curriculum with a strong emphasis on the role of form tutors in promoting quality relationships and developing a positive ethos within each form group
- Investment in developing more student friendly environments and safety displays
- Increased provision of extra-curricular activities for students during lunchtimes, before and after school
- The use of the School Council and leadership groups in school to bring concerns of students to the attention of school leadership and staff in general
- Efficient monitoring of students at break and lunchtimes through duties (further enhanced by use of closed circuit security cameras)
- On site police support via safer school officer

INCIDENTS OF BULLYING

Despite the preventative measures, bullying may still occur at Rokeby School, as it does in any organisation. It is therefore important that all staff recognise this and act swiftly, effectively and appropriately when it does. We must act whilst recognising that our action will not necessarily bring about an instant end to the concerns.

When a student makes a disclosure that he is being bullied, to a friend, a parent / carer, or directly to a member of staff they do so because it is a serious problem to them and because they want us to take action to stop it. Despite this, they will often fear that we will be unable to stop it and that our intervention may make matters worse. Thus they very frequently say that they do not want us to take action. This is not necessarily true.

STRATEGIES FOR DEALING WITH BULLYING

When a teacher or other adult is aware that bullying is taking place he or she should intervene or respond immediately. The appropriate Year Co-ordinator and form tutor should be informed as soon as possible.

Key points to consider when dealing with any bullying allegations:

- Never ignore suspected bullying
- Do not make premature assumptions
- Listen carefully to all accounts and take the disclosure seriously

- Establish the identity of all those involved
- Establish the nature of the alleged bullying and time frames
- Attempt to find the reason behind the alleged bullying or the cause
- Reassure the student that action taken will not make matters worse provided they continue to keep us informed of developments
- Make sure that the victim understands that the situation will probably not become idyllic instantly but that they have taken the first step to making things better

The aim of any bullying investigation should be to bring about awareness and resolution rather than to administer punishment. Until fully investigated a no-blame approach should be adopted towards the alleged bully. Any investigation paperwork must be recorded and outcomes and findings attached to the student(s) file. If the allegations are upheld there must be an assurance that the bullying will stop and whilst we do not aim to punish, there is no alternative to this if the bullying persists.

Appropriate measures should be put in place for the victim, if required, which may include 1-2-1 mentoring, buddy assignment, designated safe space, peer support, timetable changes etc.. Through this process checks should be carried out to ensure that bullying has not resumed. Where possible restorative work should be completed in attempts to establish ground rules that enable those who have bullied and victims to co-exist.

INVOLVING PARENTS

The majority of parents support anti-bullying measures. A significant few do have unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. We need to overcome this type of attitude. Our job is to inform parents/carers of this fact and to assure them that we will take action to deal with the alleged bully but that their energy and ours should mostly be put into supporting their child. If, as they frequently demand, we were simply to punish the alleged bully with an exclusion it is easy for us to see that this would be more likely to make the situation worse rather than better. Equally, if we were to do this without equipping the victim to deal with it, the consequences could obviously become very serious indeed.

Where the parent/carer does not already know of the alleged bullying they should be informed. They should also be informed of the action which is being taken.

ADULT ON STUDENT BULLYING

If a student makes an allegation against a member of staff or other adults in school, a statement should be taken by the person the allegation has been disclosed to. This statement should then be passed on to the Senior Leadership Team or Safeguarding team.

STUDENT ON ADULT BULLYING

If such situations occur, the person(s) involved should inform an appropriate member of staff so that action can be taken to deal with the concerns. Depending on the circumstances it may be a Head of Department, Form Tutor, Year Coordinator, Key Stage Coordinator or a member of the Senior Leadership Team.

ADULT BULLYING AN ADULT

There may be incidents where adult on adult bullying occurs. Again any incidents should be reported to the line manager. Staff could also contact their UNION. The Newham grievance/disciplinary procedures will be followed in all cases.

MOBILE PHONE AND ELECTRONIC EQUIPMENT GUIDELINES

These guidelines are designed to ensure that the dangers of inappropriate mobile phone / electronic equipment use in the school are minimised and that mobile phones do not disrupt the student's education. The increasing sophistication of mobile phone technology presents issues for schools, particularly with regard to the student's safety and wellbeing. The integration of cameras into phones and the accessibility of internet technology, for example, can lead to potential child protection and data protection issues. The high value of modern phones also presents a risk both in school and whilst travelling to and from home. We recognise, however, that nearly all students now possess a mobile phone and with this in mind, the following procedures have been designed.

APPLICATION OF POLICY

If a student brings their phone to school it must be handed into reception before 8:30am or be switched off all day and kept safely out of sight. Phones stored in reception can be collected at the end of the school day. If a student does not hand their phone in and they are caught using the device on the school site, or if their phone causes a distraction, e.g. by ringing inside their bag, they will be asked to hand it over. It must then be handed over straight away without argument. The phone will be stored in reception in a yellow zip wallet and a sanction allocated. The student may collect the item at the end of the day. Names will be recorded and monitored, any student who has their phone taken on three separate occasions will not have their phone / electronic devices returned until a parental meeting has been held. The equipment will be stored in a red zip wallet in reception until this time. Similarly if a student refuses to hand over any item electronic item then the item maybe confiscated and placed straight into a red zip wallet

Electronic devices of all kinds that are not handed into reception are the responsibility of the user at all times. The school accepts no responsibility for the loss, theft or damage of such items. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. If a student needs to contact home or vice versa then this should be done via the school reception.

INAPPROPRIATE CONDUCT

Mobile phones are banned from all examinations. Students are expected to hand over their mobile phones outside the hall to invigilators, switched off, before entering the exam hall. Any student found in possession of a mobile phone during an examination runs the risk of having that paper disqualified. Such an incident may result in all other exam papers being disqualified.

Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face a school sanction and their phone will be confiscated and placed in a red zip wallet.

Students must ensure that files stored on their phones do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, 'sexting' – which is the sending of personal sexual imagery - is also a criminal offence. As such, the school may consider it appropriate to involve the police.

SEARCHING AND CONFISCATION GUIDELINES

These guidelines are outlined for authorised staff on searching students and the retention and disposal of items that have been confiscated in accordance with government guidance. This applies when students are in the care of the school, including on school trips or in training settings.

SEARCHING WITH CONSENT

Authorised members of staff have the power to search, screen, confiscate, retain or dispose of a student's property where it is reasonable to do so. This is to support staff in undertaking their duty to promote and maintain an orderly environment and to enable the school to carry out its duties to safeguard and promote the welfare of students by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully. At Rokeby School school staff are permitted to search a student for any item if the student agrees. However, if a student does not agree they may receive a sanction for non-cooperation.

SEARCHING WITHOUT CONSENT

There will be rare occasions the Head teacher (or a member of staff authorised by the Head teacher) decide to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

Searches without consent should take place with verbal authorisation from the Head teacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

However, it should be noted that the Headteacher always authorises a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which endangers themselves or other members of the community. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. When conducting a search the staff members will adhere to the government guidance.

PROHIBITED ITEMS

Whilst not exhaustive prohibited items include:

- knives or weapons – brought into school or taken from the building (e.g. from Food technology). This will result in permanent exclusion
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette (including E-pens and Vapers) and smoking paraphernalia
- fireworks including 'snaps' and 'bangers'
- pornographic images
- unnecessary amounts of money, specifically £20 or more
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for. This may include:

- any items being sold by students on school site without permission
- mobile phone or electronic devices that may contain content of malicious communication or content used to bully, intimidate or place a young person at risk of harm
- unhealthy food items, specifically including sweets, large bags of crisps, chocolate, junk food, energy drinks and sweet or fizzy drinks

CONFISCATION

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

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- confiscate the device as evidence and to prohibit further use
- take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police)
- delete the malicious content from the device, if they believe there is good reason for doing so, and return it to the student.

DISPOSAL OF CONFISCATED ITEMS

Alcohol which has been confiscated will be safely disposed of. It will not be returned to the student under any circumstances.

Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances, and at the discretion of the Head Teacher, the drugs may be destroyed without the involvement of the police if there is good reason to do so.

RECORDING AND INFORMING PARENTS

A log on any search conducted will be kept by authorised staff.

There is no requirement for the school to inform parents before a search. Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the student or the school. If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

SMOKING AND VAPING GUIDELINES

Rokeby School recognises the right of all persons to work in a smoke/vapour free environment. The school is committed to promoting health and welfare, and wishes to create a high quality, healthy, and safe working environment for staff, students and visitors. It must, therefore, ensure that everyone is protected from the dangers of smoke/vapour in work and rest areas.

With effect from the 1st July 2007 new legislation in relation to the Smoke Free Premises Act came into force and smoking became illegal in certain wholly or substantially enclosed public places. It became an offence to smoke in no smoking premises or to knowingly permit smoking in no smoking premises. Vehicles used for business purposes were also covered by the law. The school is responsible for monitoring adherence to this policy, and has prime responsibility for ensuring compliance with the law.

APPLICATIONS OF THE GUIDELINES - EMPLOYEES

Smoking and vaping is prohibited on all parts of the school premises and on all surrounding grounds, including the car park. This policy applies to employees whether employed directly by the school, through an agency, by a contractor or other organisation, and visitors. Employees who wish to smoke / vape may do so in their own time during designated breaks away from the school grounds preferable out of sight. Employees are not permitted to smoke/ vape whilst carrying out their duties and responsibilities.

APPLICATIONS OF THE GUIDELINES - STUDENTS

Smoking / vaping among students during school hours is not permitted, this includes any external trips and visits. Smoking in school uniform, whether in school hours or out of school hours, is not permitted. Any student seen smoking with a cigarette or equivalent or found to have cigarettes and / or other smoking materials openly in their possession or associating themselves with others who have been caught in the act of smoking will be punished. This may be an after school detention, student report, parents informed and the student will be subject to future searches. Any smoking items will be confiscated. Persistent offenders will receive an Internal or fixed term exclusion as appropriate.

THE USE OF REASONABLE FORCE OR RESISTANT GUIDELINES

At Rokeby school we are committed to a positive behaviour policy which encourages students to make the right choices. Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Any physical intervention is based on the following principles:

- physical intervention should only be used as a last resort when other strategies have failed
- physical contact should be only the minimum required
- physical intervention must be used in a ways that maintain safety and dignity of all concerns
- incidents must be recorded and reported the the headteacher
- parents / carers informed on the day of the incident

The school acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

Every effort will be made to ensure that all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Reasonable force can never be used as a form of punishment.

The NEU has produced a guidance document titled [Education, the law and you](#) which provides a helpful summative overview.

CORONA VIRUS ADDENDUM

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Students, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

EXPECTATIONS FOR STUDENTS IN SCHOOL: NEW RULES

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers must also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the school directly if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Should students wilfully refuse to adhere to the arrangements identified below with specific reference to social distancing or who may deliberately cough or spit at other students or staff putting them at risk, sanctions may result in exclusions. Students are expected to follow the usual expectations of behaviour as laid out in the Behaviour Policy, in addition, they must follow the altered routines for arrival, leaving from school and moving around during the school day.

These include

- Walking, cycling or car transport to school wherever possible
- Where public transport is used, the student must maintain social distancing rules set by the provider
- Students should not cluster in any groups outside school other than those identified as acceptable and maintaining social distancing rules
- On arrival at school, students will enter via their allocated gate at their designated time slot. Students will not be permitted on site earlier.
- On entry to the building students will be directed to sanitise their hands
- Once in school, routes and guidelines will be clearly outlined, students must ensure they follow the routes identified only and maintain the required distances as marked

- Students will be directed as to which toilet facilities they are to use
- They will be expected to follow the NHS guidance on washing hands for at least 20 seconds and dry their hands on the paper towels provided, these must be put directly into the bin before departing the toilets
- Students should sneeze, cough etc. into their arm, not their hands.
- Any used tissues should be disposed of in the bins provided. Adhering to the phrase of **catch it, bin it, kill it**
- Students should avoid touching their mouth, nose and eyes with hands.
- Any student feeling unwell should inform the adult with them at the time and remain until collected. No student can take themselves to the medical room.
- Students must bring to school all the equipment they need, exercise books, pens, pencils, calculators, rulers etc.
- Guidelines for behaviour during a short break will be provided, this guidance must be followed.
- Students must not share food or drink or any equipment with others.
- Classroom settings will be clearly zoned and students must adhere to the seating plan set out by the teacher
- The teacher will remain at the front of the class, at a distance of 2m from any student, students must not access this space

Above all, all children should demonstrate their usual respectful behaviour towards each other and adults. They should try their best to ensure the health and safety of others by following the teacher's instructions to avoid unnecessary contact.

REWARDS AND SANCTIONS FOR FOLLOWING RULES

To help encourage students to follow the above rules, we will continue to use the reward triangle for meeting expectations and positive learning attitudes. We will creatively look for ways to increase positive praise for adhering to all of the safety guidelines during a lesson / day. This may include phone calls home, positive postcards and displays.

However, if students fail to follow these rules, we will first issue a verbal warning, reinforcing the reasons behind the new additions - safety for all. We will also exercise caution to distinguish between accidental and purposeful rule breaking. We will use the sanctions table to reinforce the severity of the sanctions, including making calls home or the use of internal isolation.

Students who continually fail to meet behaviour and safety expectations will be deemed unsafe to be on the school site; students will be isolated and detained while they wait to be collected by parents and carers.

CHANGED RULES

Until further notice, we will alter the amended school rules if applicable:

Attendance

Attendance will be mandatory from September 2020 and normal expectations will resume. If a child is unable to attend for a specific reason directly related to Covid19 then parents should contact the school and cases will be discussed and actioned on an individual case by case basis.

Uniform

Full school uniform should be worn at all times as set out in the behaviour policy. If students can not wear their full school uniform, or are experiencing financial hardship, which may result in non compliance, parents should contact the school.

EXPECTATIONS FOR STUDENTS AT HOME

If students are not in school, we expect them to follow all of the rules set out below. Parents should also read the rules and ensure their children follow them. Parents should contact the school directly if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them in their learning.

- Students must respond to their form tutor's weekly contact identifying any areas of concern academically or, from a well-being perspective
- Parents must respond to contact from the school
- Parents should communicate with the school any reasons why their child(ren) may not be able to access/undertake the work set
- The school will make parents aware that students not accessing the work will almost certainly be at a disadvantage moving forward and will aspire to provide any resources/support necessary to promote engagement in the work set
- Students should complete work by the deadlines and submit the work requested
- Students should ask for help through email, SMHW or Google classroom if they need help Students should follow the school expectation regarding the use of ICT and social media

DEALING WITH PROBLEMS

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them.

- Students behaving inappropriately online will be sanctioned and could be removed from the system and have to undertake all work using pen and paper
- Should students not be completing the work, the school will communicate this with parents and agree with parents on the appropriate steps to be taken

APPENDIX 1 - HOME SCHOOL AGREEMENT

Rokeby School aspires to encourage all students to 'dare to be the best', so that they may fulfil their individual potential in education and develop into responsible adults who make a positive contribution to society. This is encapsulated in the philosophy of:

We look after each other
We look after our school
We look after our community
We take responsibility for ourselves

AS A SCHOOL WE AIM TO:

- Provide a happy, caring and safe environment
- Provide a challenging learning environment
- Provide good moral guidance and role models for your son
- To develop amongst all students a sense of respect for themselves, other individuals, their own and other communities, and their environment
- Deliver the National Curriculum and provide a broad and balanced education which aims to meet the individual needs of each student
- Effectively monitor your son's progress and teach the skills necessary for effective and efficient learning
- To develop a sense of pride amongst the students, so that they always aim to achieve the highest possible standards of work in all subjects
- Ensure that homework is set, marked and monitored
- Advise you about the equipment, books and materials that are required for learning
- Provide information and guidance about careers and higher education
- Praise your son for their achievements where appropriate
- Communicate our concerns and problems concerning your son
- Provide enrichment activities
- Provide up-to-date and timely information about the school's events
- Deal with problems in a professional, fair and consistent manner

As a school we underpin everything we do in conjunction with the school school values of Respect, Success, Personal Challenge, Passion for Learning and Harmony.

We believe these aims are more likely to be achieved if there is a partnership between the school, the students and the parents based on a mutual trust, respect and understanding. This is outlined in the home school agreement which all parties are asked to commit to and sign on admission to the school.

THE SCHOOL IS ENTITLED TO EXPECT THAT YOU (AS A STUDENT):

- Embrace the Rokeby Values and show integrity in your actions
- Are punctual and attend regularly
- Follow the school uniform expectations
- Observe the school rules set out in the school policies
- Work to the best of your ability, completing homework / deadlines
- Take responsibility for your own learning and organisation of equipment
- Follow the internet access policy
- Are honest, polite and well behaved at all times
- Show respect for others, their possessions and the school environment
- Raise any concerns or problems, with us and your parents / carers quickly
- Conduct myself at all times in such a way as to enhance the school's reputation within the community.

Failure to adhere to these commitments can cause me to lose privileges and may result in sanction being issued.

Signed by the student:

Date:

THE SCHOOL IS ENTITLED TO EXPECT THAT YOU (AS A PARENT / CARER):

- Support the school's aims, values and policies as set out in the school prospectus / website
- Ensure regular and punctual attendance by your son and avoid holidays in term time wherever possible
- Reply to school communications and supply absence notes / medical evidence promptly
- Keep the school up to date with your contact details
- Ensure your son comes to school with the appropriate uniform and equipment
- Do your best to provide an appropriate environment and time at home to enable your son to complete his homework
- Support and encourage your son to achieve his full potential
- Endeavour to attend the school's activities (parents'/carers' evenings / concerts / events) and meetings about your son
- Advise the school of problems / achievements / issues concerning your son
- Work constructively and cooperatively with the school to resolve any concerns

I understand that my child must follow the school's rules and the direction of its staff so as to protect the safety, interests, and rights of all individuals.

Signed by the Parent / Carer:

Date:

PERMISSION REQUEST

MEDICAL EMERGENCIES

In the event of an accident, if the school is unable to contact parents quickly, do parents wish a senior member of staff to sign medical consent forms?

Yes / No

MEDIA IMAGES

Are you willing to give permission for your son's image to appear in in-house publications / on the web site / videos?

Yes / No

EXTERNAL PUBLICATIONS/VIDEOS

Are you willing to give permission for your son's image to appear in external publications / videos?

Yes / No

DATA

Are you happy that data concerning your child is shared with relevant agencies?

Yes / No

ELECTRONIC LUNCH

Are you willing for your son's fingerprint to be stored electronically? It will be used to confirm his identity when getting lunch in the dining room.

Yes / No

DAMAGE

I understand that any willful damage / breakages /graffiti which is purposefully committed to school property will result in a request for a financial contribution

Yes / No

VISITS

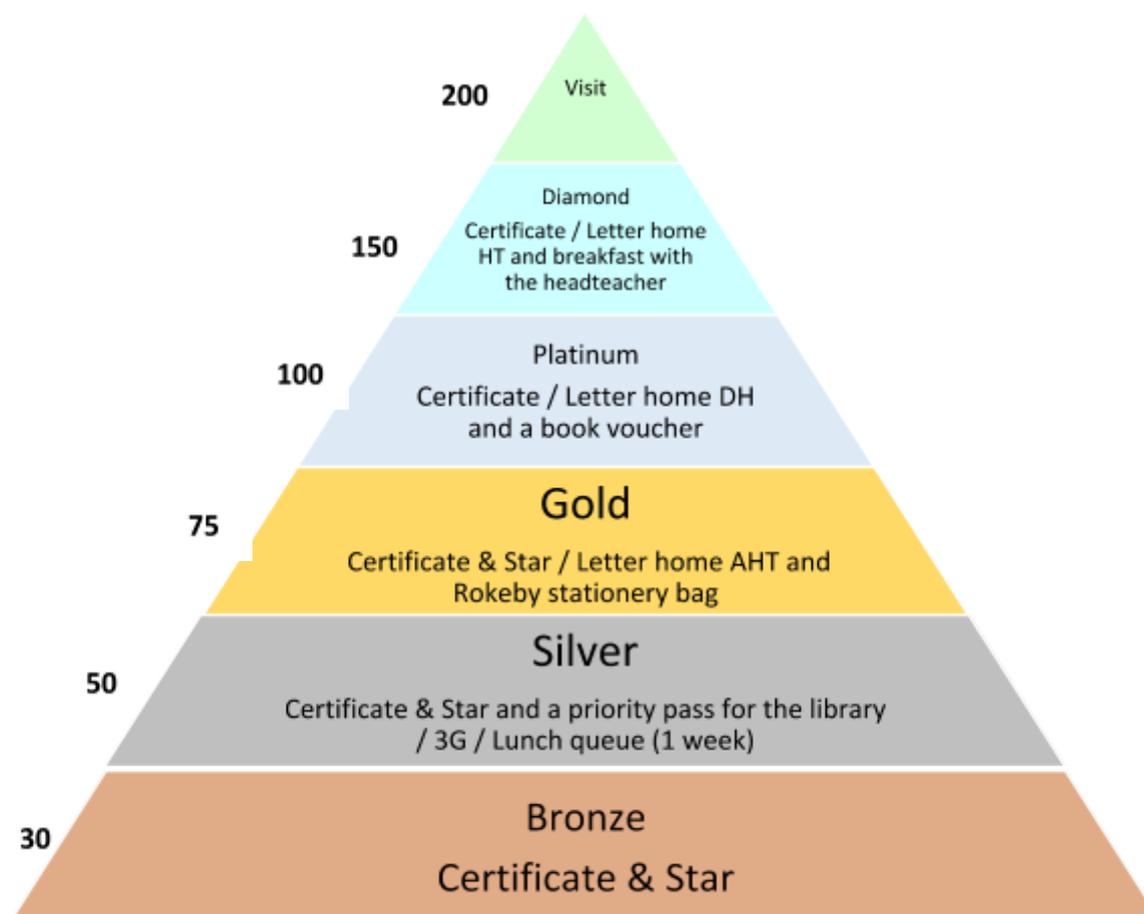
I give permission for my child to visit the locality during the school day, as art of the national curriculum, provided that the students are supervised in accordance with the London Borough of Newham guidelines.

Yes / No

Name of Parent/Carer _____

Signature: _____

APPENDIX 2 - REWARDS TRIANGLE



Parallel to general behaviour is subject behaviour and underpinning both via the use of achievement points are:

- Verbal praise and displays of student achievement within subjects / year groups
- Phone calls home / Parental Meetings / Subject specific post cards

1 SIMS point can be added at any and are linked to the school values, examples whilst not exhaustive are listed below:

Harmony	Success	Passion for learning	Respect	Personal challenge
<ul style="list-style-type: none"> • Mentoring • Being a positive role model • Assisting at school functions • Leadership behaviour and input on school trips 	<ul style="list-style-type: none"> • Exam results • Subject progress • Positive attendance • Positive punctuality • Participation in assembly 	<ul style="list-style-type: none"> • Outstanding classwork • Outstanding homework • Extracurricular activities participation • Consistent conscientious in class work 	<ul style="list-style-type: none"> • Helping others • Positive corridor behaviour • Community project involvement • Consistently displaying good manners 	<ul style="list-style-type: none"> • Subject progress beyond expectations (data) • Input to external course e.g. outward bounds • Overcoming barriers

APPENDIX 3 - SANCTIONS TABLE

Behaviour Level	Examples (can include but not exhaustive list)	Responsibility	Action
<p>LEVEL 1</p> <p>Low level / first instance of disruption to learning or <u>not following</u> the expectations of the school</p>	<ul style="list-style-type: none"> • Uniform breach • Lack of equipment • Off task behaviour • Late arrival to class / school • Not following instructions • Distracting other students • Non completion of work / homework • Running in the corridors • Unwanted physical contact • Cussing • Disrespectful behaviour 	<p>Immediate responsibility of teacher, tutor or adult(s) involved or present</p> <p>Student in position of responsibility where appropriate – report to YC/ KSC or HoD</p>	<p>Address the issue with the student</p> <p>Other possible actions: Verbal warnings / In class changes Negative point allocated Lunch time catch up / break loss (15mins) Departmental support Repeat offenses of Level 1: SIMS Departmental / pastoral detentions (30-1hr) Subject monitoring report Orange form tutor report Restorative action</p> <p>*Recorded appropriately on SIMS</p>
<p>LEVEL 2</p> <p>Persistent breaches or escalation of Level 1 behaviours and <u>refusal</u> to comply with the expectations of the school</p>	<ul style="list-style-type: none"> • Issues relating to health and safety (smoking, play fighting, rushing; or similar behaviour likely to cause injury or upset) • Bullying • Refusing to attend detentions set • Internal truancy • Leaving a classroom without permission • Continued non-compliance / defiance to follow instructions • Continual disruptive behaviour affecting theirs and others learning rights 	<p>Immediate responsibility of teacher, tutor or adult(s) involved or present</p> <p>Behaviour that takes place in a classroom should be referred to the HOD</p> <p>Behaviour that takes place out of the classroom should be referred the Year Coordinator</p>	<p>Address the issue with the student, relevant staff and parent if required</p> <p>Other possible actions in addition to above: Student placed on Subject / YC Blue report HOD / YC Detention Contact with parent / carer (letter, phone call, meetings) Withdrawal of privileges for a fixed time period (e.g. no access to lunchtime facilities, positions of responsibility taken away) Community payback Appropriate allocated interventions in place Restorative action</p> <p>*Recorded appropriately on SIMS</p>
<p>LEVEL 3</p> <p>Escalation of Level 2 behaviours and <u>confrontational defiance</u> of the expectations of the school</p>	<ul style="list-style-type: none"> • Violence • Continual non-compliance with report • Stealing • Abusive / threatening language and behaviour to staff or students • Severe repetitive non-compliance with school expectations • Deliberately endangering the safety of others • Extreme / intended verbal or physical behaviour 	<p>Immediate responsibility of teacher, tutor or adult(s) involved or present</p> <p>KSC / SLT link involvement to co-ordinate with HOD and YC actions</p>	<p>Address the issue with the student, relevant staff and parents</p> <p>Other possible actions in addition to above: Student Placed on Yellow KSC report Use of Internal Exclusion Unit (IEU) (monitored on orange report by Form Tutor) RISE referral SLT Detentions Saturday Detention (set by SLT only)</p> <p>*Recorded appropriately on SIMS</p>
<p>LEVEL 4</p> <p>Escalation of Level 3 behaviour and <u>extreme and open defiance</u> of school expectations</p>	<ul style="list-style-type: none"> • Extreme violence • Carrying / use of weapons • Drugs possession and / or use • Repetitive abusive / threatening language and behaviour to staff or students • Persistent escalation of level 3 behaviour where interventions have failed 	<p>Immediate responsibility of teacher, tutor or adult(s) involved or present</p> <p>SLT involvement to co-ordinate with KSC actions</p>	<p>Address the issue with the student, relevant staff, parents and external agencies if required</p> <p>Other possible actions in addition to above: Placed on SLT red report Pastoral Support Plan (PSP) Fixed Term Exclusion Permanent Exclusion Managed Move Alternative Provision</p> <p>*Recorded appropriately on SIMS</p>

APPENDIX 4 - INTERVENTION PROVISION MAP

*** Provision will be updated and amended regularly*

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	PHYSICAL OR MEDICAL	FAMILY SUPPORT
WAVE 1 QUALITY FIRST TEACHING	<ul style="list-style-type: none"> • CPD for all staff both in house and with specialist training staff and providers • Behaviour / Inclusion CPD • Whole school policies (SEND ; T&L, BFL) • RSHE curriculum / SMSC programmes (Thought of the week, T2L, P4C,Quiz) • CEIAG 				<ul style="list-style-type: none"> • Food bank • Housing signposting • Immigration signposting • DV signposting
WAVE 2	Referrals to : YC & KSCo, SENCO, Safeguarding, Teachers in charge of Literacy, Numeracy, Most Able, MPAs etc..				
	<ul style="list-style-type: none"> • Accelerated Reader • Colourful semantics • Team up • Brilliant Club • Subject specialist TA's • Library reading group • Targeted intervention groups • EAL induction • More able conferences 	<ul style="list-style-type: none"> • SEND small group social skills • Colourful semantics • Speech and language therapy input. 	<ul style="list-style-type: none"> • Diana Awards mentoring • Teens and Toddlers • Caspari programm • 1:1 mentoring • Buddy system (MPAs) • Headstart • Outward bounds • BLOOM • Kooth • Faith in action • Diversity role models • Zones of regulations 	<ul style="list-style-type: none"> • SHINE • Greenhouse mentoring • Sports intervention • School welfare officer (Asthma / Diet / 1st Aid) 	
WAVE 3	Discussion at inclusion meetings, RISE, Multi Agency, specialist reviews				
	<ul style="list-style-type: none"> • Educational psychologist • Personalised transition programme/timetable • 1:1 SEN literacy programmes. • ASDAN 	<ul style="list-style-type: none"> • LCIS • NHS speech and language therapy • Educational psychologist 	<ul style="list-style-type: none"> • In class support • BSS input • PSP • CFCS / MASH referral • Occupational Therapy • 1:1 Mentoring • Alternative provisions • Redirections • Children's Society 	<ul style="list-style-type: none"> • School Welfare Officer • School nurse • Occupational therapy • Physiotherapy advice • Sensory service input • Children's Society • Shelter 	
PARENTAL ENGAGEMENT	<ul style="list-style-type: none"> • Community cohesion officer • Ethno linguistic parent meetings (10 languages) • Parent courses / Newsletters / Coffee mornings / Information sessions 				
ATTENDANCE SUPPORT	<ul style="list-style-type: none"> • Attendance & Punctuality Team • LA - Education welfare support / advice 				