



THE ARNEWOOD SCHOOL

BEHAVIOUR FOR LEARNING (Behaviour Policy)

POLICIES AND PROCEDURES PROFORMA

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1.0 Behaviour for Learning

The Arnewood School strives to foster a community where every pupil feels safe, valued, and inspired to enjoy their learning. Guided by our ethos of *Ambition, Success, Together*, we uphold the principle that no pupil should disrupt the learning of others. We expect all pupils to demonstrate exemplary personal conduct and to support one another in maintaining a positive, respectful environment.

Aims

This policy aims to: -

- Provide a calm, safe, stimulating, orderly and caring learning environment.
- Provide a consistent approach to behaviour management.
- Outline how pupils are expected to behave.
- Outline our system of rewards and consequences.
- Encourage pupils to develop self-discipline and take responsibility for their actions
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our robust response to instances of bullying.

2.0 Behaviour that Promotes a Positive Climate for Learning

Pupils

All pupils at the Arnewood School are encouraged to be responsible for their own behaviour. They will always be expected to behave in line with our expectations: -

- To **be safe**
- To **be respectful**
- To **be ready to learn.**

Staff will reinforce these expectations on a regular basis. These expectations may be defined as follows (this is not an exhaustive list): -

Be ready to learn	Be respectful	Be safe
<ul style="list-style-type: none">• Arrive on time.• Be dressed appropriately in the correct school uniform.• Have the correct equipment.• Sit down in an assigned seat decided by the teacher.• Begin the “do now” task straight away.• Complete each task that is set.• Hand home learning in on time.• Be prepared to think hard.	<ul style="list-style-type: none">• Being polite.• Being silent when others talk.• Not calling out• Being kind• Being accepting of all, regardless of other people’s race, religion, gender, sexuality, uniqueness.• Being respectful to the school environment.	<ul style="list-style-type: none">• Walking calmly to and between lessons.• Walking down the left side of the corridor.• Entering the classroom calmly and quietly.• Being aware of others and giving other people space.• Sitting on chairs properly.• Using the school’s facilities safely at all times.

In addition, all pupils are expected to conduct themselves in a manner which promotes the interests of the community of the school. They are expected to adhere to the 'Classroom Agreement' written by the school's pupil council (Appendix 1), and Home School Agreement (Appendix 2): -

- **Treat everyone in the school community with kindness and respect**
Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).
- **Listen to members of staff and follow all their instructions**
Teachers have the right to decide who sits where and to determine the content of a lesson.
- **Use digital technology and the internet safely and positively**
Must abide by the Acceptable Use Agreement: use of digital technology should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the school into disrepute (for example, where the school or members of the school community are mentioned on social media and blogging sites outside of school).
- **Move around the school and classrooms in a safe and responsible manner**
Use the correct stairs and one-way systems, obeying rules on social distancing, and do not run or push others as you move around the school. Not doing so may put other people's safety at risk. You should avoid holding the door open for other people.
- **Respect the school environment and the property of others**
It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. Treat other people's property as you would wish them to treat your own.
- **Be attentive and polite in lessons and contribute positively**
The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.
- **Attend only when you have permission.** Pupils are expected to make their way directly to and from school and should disperse quickly and in an orderly manner obeying rules on social distancing. It disrupts the lesson if you are late and it is difficult for you to take part if you do not have the right equipment with you.
- **Take responsibility for, and managing, your own learning**
Ensure your work and homework is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.
- **Dress smartly and appropriately at all times**
Wear the correct uniform as defined including not wearing makeup (below Year 11) or jewellery. Make sure that you are smart, for example have your shirt tucked in, your tie done up properly, and your skirt worn to the correct length. When cycling we strongly advise a helmet should be worn.
- **Motor vehicles**
Pupils may not bring cars or motorcycles onto the school site. Parking in local roads must be considerate to our neighbours.

Prohibited items are forbidden and maybe confiscated including by lawful search if necessary (see below).

Parents/Carers

We operate in the knowledge that parental involvement and support is crucial in the handling of disciplinary issues, hence it is the school's policy to keep parents fully informed. We ask parents to support their child in adhering to our expectations, particularly the school's use of consequences (such as detentions) to resolve behavioural incidents. We ask parent to informing the school of any changes in circumstances that may affect their child's behaviour and encourage them to discuss any behavioural concerns with their child's tutor or Head of Year in the first instance. In summary we ask parents and carers to: -

- **Be active partners in their child's behavioural and emotional development**
Adolescence can be a difficult time for children and families but we ask that parents discuss rewards with their child, and actively support staff when detentions are set. Inform a member of staff of any issues that may affect their child's behaviour or attitude to learning
- **Listen to and work with the school**
Sometimes we deal with very complex issues. Please listen to staff and allow us time to resolve problems. Posting comments on social media is never helpful. Expect that your child will be challenged about behaviour that puts pupil safety, happiness, learning and social/academic development at risk.
- **Be courteous and respectful to staff at all times**
Abusive or offensive language and threats against any member of staff will not be tolerated. Our staff work hard so being offensive is unnecessary and makes problems worse. We will do all we can to resolve problems and if you remain unsatisfied we have a complaints policy.
- **Accept responsibility for the way their children behave in and outside of school**
Model behaviour that is expected of their children and staff at The Arnewood School including addressing their children and staff in an appropriate manner.
- **Send their child to school only on permitted days**
Ensure your child is punctual, suitably clothed, fed, rested, equipped and ready to learn. Discourage truancy as it undermines progress.

Staff

Staff are expected to set appropriate standards of behaviour with the aim of facilitating good learning. They are charged with implementing the behaviour for learning policy consistently, modelling positive behaviour, being consistent in the use of routines, rewarding positive behaviours, providing a personalised approach to the specific behavioural needs of individual pupils, and recording behavioural incidents at the appropriate level on Arbor while following a restorative approach to seek resolution to negative behaviours. To this end they will: -

- **Place pupils first by not tolerating interruptions to learning**
Challenge behaviour that puts pupils' safety, happiness, learning and social/academic development at risk.
- **Recognise good behaviour**
Good behaviour is recognised, celebrated and rewarded through Presentation Evenings, celebration assemblies, letters to parents, stickers and other commendations. The good behaviour expected of our pupils is modelled by all staff.

- **Work with parents/carers as partners to ensure best behaviour**
The school does not need parental agreement to detain pupils after school nor does it need to give 24 hours' notice. However, we generally consider it good practice for after school detentions and therefore some form of notice will generally be given. Staff are asked to telephone parents/carers in the first instance – however, on occasion notice may be given via email.
- **Ensure high expectations for good behaviour is promoted within school**
Consistently and continually re-enforced clearly to all pupils and staff during assemblies, tutor time, lessons, extra-curricular activities and staff briefings.
- **Be Fair**
Consequences will be applied fairly, consistently, proportionately and reasonably taking into account any Special Educational Needs, disabilities, barriers to access and vulnerability.

Governors

Governors are responsible for: -

- **Monitoring and Review**
Monitoring and reviewing the impact of this policy and holding school leaders to account for its implementation.

Headteacher and Senior Leadership Team

Senior Leaders are responsible for: -

- **Policy and Implementation**
The school's Headteacher and Leadership Team will review and approve this behaviour for learning policy ensuring that the school environment encourages positive behaviour and that staff deal effectively and consistently with poor behaviour.
- **Monitoring and Review**
Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently providing appropriate and effective support to all staff in responding to behavioural incidents.

3.0 Mobile Telephones

The use of mobile phones by pupils in years 7-11 is not permitted on school site. Pupils in years 7-11 who wish to bring a mobile phone to school must have it stored securely in their Yondr Pouch when they enter the school site at the start of day. This includes the usage of Smart Watches, headphones and earpods. At the end of the school day, signalled by the school bell at 3.00, students are able to release their phones from the Yondr pouch via the docking stations that are positioned around the school. Pupils found using their mobile phone during the school day will have their phone confiscated and handed to main reception. The mobile phone will be kept and stored securely until a parent/carer comes into school to collect it. Pupils found with their phones outside of their pouch should expect to forfeit the right to bring their mobile phone on site and repeat offences may lead to a suspension or removal of further privileges. Parents/carers are politely asked to not call or message their child during the school day. If it is essential to contact your child, please do so via email to school's office using enquiries@arnewood.hants.sch.uk or by phoning 01425 625400. Accepting a call or reading a message from a parent/carer during the school day may result in the child's phone being confiscated.

In the Sixth Form, pupils may use their telephones in the Sixth Form common rooms only or as directed by staff.

The use of smart watches is subject to regulation by examination boards. These rules may apply to public examinations and mocks exams or assessments in school.

The school accepts no responsibility for theft, loss or damage to mobile phones howsoever caused.

4.0 Canteen

Pupils may only enter the canteen when permitted. Rubbish must be disposed of in bins for the health of everyone.

5.0 Rewards and Sanctions

Rewards and sanctions are graded to maintain an appropriate hierarchy that is understood by pupils, parents and staff. This notwithstanding, the system is not intended to be inflexible or constrain common sense and professional judgement.

School staff maintain the final say as to which rewards and sanctions are issued. Staff may not discuss rewards or sanctions given to an individual child with the parent/carer of another child.

5.1 Rewards

All staff will use positive and visible recognition of positive behaviours for learning to reinforce our expectations. Success will be recognised through our STAR (Success Together Ambition Rewards) points reward system. Staff will award STAR points on Arbor for the following positive behaviours that are aligned with our school values:

- Act of pro-kindness
- Community contribution
- Excellent work
- Excellent assessment result
- Full engagement in learning
- Full week of attendance
- Improvement in learning
- Taking part in an enrichment activity
- Working well with others

Pupils can “cash-in” their STAR points on a weekly basis for a reward – for example, a 48 hour canteen pass or a end of term raffle for a £5 voucher.

We regularly celebrate successes in tutor time, inter-tutor group competitions, end of term celebration assemblies and the end of year graduation assemblies. Parents and carers can view their child’s STAR points via the Arbor app and will be notified by email when their child has met milestone STAR point landmarks.

5.2 Consequences (Sanctions)

All pupils have the right to expect fair and consistently applied consequences for poor behaviour choices. An appropriate consequence is one that is designed to put matters right and to encourage improved behaviour in the future. The School has developed and will implement a consistent range of strategies and consequences to deal with inappropriate and unacceptable pupil behaviour.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the School's rules, or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in School or elsewhere under the charge of a teacher, including on College visits.
- Teachers can also discipline pupils for misbehaviour outside School.
- Teachers have a specific legal power to impose detention outside School hours.
- Teachers can confiscate pupils' property.
- Corporal punishment is illegal in all circumstances.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there.
- Parental consent is not required for detentions, however, as with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

This power extends to other educational settings which a pupil may be attending for a particular course, and to situations where the pupil is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the pupil to comply with those previously imposed on him/her. Teachers have a statutory power to discipline pupils for misbehaving outside of the school's premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." Conduct outside the school premises, including online conduct, that the school might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

Staff must adopt a calm and measured approach to poor behaviour and will ensure all pupils are given the opportunity to regulate and improve their behaviour as part of a series of stepped interventions. Staff will always record behavioural incidents under the appropriate heading on Arbor.

Consequences for poor behaviour must be proportionate and consistently applied to all pupils with a restorative ethos.

Staff will follow a stepped intervention to restore expectations. This may involve:

- a verbal or non-verbal cue
- a reminder of the school's expectations
- a more formal reminder as part of the "remove, move, remove" strategy

- a short (approximately two minute) time out as part of the “remind, move, remove” strategy
- a brief break or lunchtime detention to allow for a restorative conversation.

Detentions:

There are three levels of detentions:

Short (20 minutes) – at break time or lunchtime for low level incidents such as lack of home learning, removal from a lesson, lateness, inappropriate behaviour outside of lessons. These are most likely to be set as soon as possible including on the same day as the incident.

After school (45 minutes) – for repeated and/or more serious behaviour incidents such as failing to attend a short detention, persistent poor behaviour and truancy. The detention will be set for the next available detention slot and always after the member of staff setting the detention has contacted the parent or carer. At least 24 hours’ notice will be given.

A long SLT detention after school on a Friday (75 minutes) – for serious incidents such as failing to attend an after-school detention. The detention will be set for the next available SLT detention slot and always after the member of staff setting the detention has contact the parent or carer. At least 24 hours’ notice will be given. If the pupil does not attend and there is not a good reason, the pupil will be expected to be in isolation in RESET for one school day.

To maintain high standards of uniform, any pupil who attends school in the morning without the correct uniform will be directed to the pastoral hub in H2 (The Bay) to resolve the matter. If the matter cannot be resolved without an acceptable reason, the pupil will be asked to work from the RESET space until the matter has been resolved. Staff will always contact parent/carers if that is the case.

5.3 RESET

Pupils may be expected to complete one or more lessons in the RESET for the following reasons:

- Not having the correct school uniform without an acceptable reason.
- Refusing to wear the correct uniform or remove an item of clothing or jewellery not permitted according to the school’s uniform code. This includes false eye lashes and fake or acrylic nails.
- Having been removed from a lesson for disruptive behaviour by the member of staff who is “on support”. In this case, the pupil will always be issued with a short lunchtime detention in the next available slot.
- For a formal isolation (internal exclusion) for a half day or whole day as part of a consequence for a previous behaviour incident.
- In order to write a statement about a specific incident.

Supervising staff in RESET will assess when pupils have met expectations during their allocated time in RESET and whether pupils are ready to learn and can return to lessons.

5.4 Supporting Behaviour with More Extreme Behaviour

Early Help Assessment (previously known as CAF)

Families requiring further support from outside agencies may need an Early Help Assessment in order to access these services. Heads of Year are responsible for raising an assessment and setting up an initial meeting.

Behaviour Intervention Planning

In some cases, where an individual needs specific support and advice to improve poor behaviour, the Head of Year will agree a Behaviour Improvement Plan (BIP) between school, parents and the pupil. The aim of these will be to identify the poor behaviour(s) that need to be addressed, and to agree targets, strategies and timescales to improve the pupil's behaviour(s). BIPs will be reviewed regularly by the Head of Year, parents and pupil as part of an ongoing "plan, do, review" cycle.

The exemplar timescale below is advisory: -

Supporting pupils exhibiting persistent/high level misbehaviour	Action
Stage 1 (BIP-1) – ideally 2 weeks Pupil causing extreme concern requiring a strategic intervention plan.	Tutor report Daily phone call home Heads of Learning / Year Head Report Card
Stage 2 (BIP-2) – ideally 2 weeks Failed Stage 1 or been on Stage 1 within the last half-term.	First Formal Written Warning - Parental meeting Early Help Hub Referral / Police Liaison
Stage 3 (BIP - 3) Failed Stage 2 or been on an Stage 2 within the last half term.	Second Formal Written Warning Parental meeting Penultimate stage before suspension Deputy Headteacher / Assistant Headteacher
Stage 4 (BIP - 4) Failed stage 3.	Final written warning Headteacher
Stage 5 (BIP – 5) Failed stage 4.	Managed move Referral to Alternate Provision Permanent Exclusion

6.0 Confiscating Property

All Staff have the right to confiscate inappropriate items. This may occur when:

- An item poses a threat to others e.g. laser pen
- An item poses a threat to the good order of teaching and learning e.g. a mobile phone use or energy drinks/sweets.
- An item is against school uniform rules e.g. jewellery
- An item poses a health and safety threat e.g. neck chain, earrings worn during P.E, unsafe footwear, hot drinks.
- An item which is counter to the ethos of the school e.g. offensive material, lighters
- An item which is illegal for a student to have e.g. a knife or weapon, pornographic material, alcohol, vapes.

When an item is confiscated, a record of the incident will be made by the member of staff or the office involved. Items of obvious value will be labelled and stored securely in the Finance Office until they are collected. It is normally a requirement that a parent collects confiscated items, but a teacher may, at his/her discretion, allow an item to be collected by the student if it is deemed to be a very minor breach of the school's expectations. Other items which the student should not have

had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will be followed by an appropriate form of communication to the parents confirming that this has taken place and the reasons for such action.

7.0 Use of Reasonable Force or Restraint

Reasonable force covers a range of actions which may be used by members of staff involving a degree of physical contact with pupils. The force used must be reasonable in the circumstances in which it was used.

All members of staff (including volunteers and parents attending school trips) have the power to use reasonable force to prevent pupils from:

- committing a criminal offence
- injuring themselves
- injuring other people (including pupils and members of staff);
- damaging property
- causing disruption in the classroom where they have refused an instruction to leave
- causing disruption at a school event or on a school trip
- leaving the classroom where doing so would risk their safety, disrupt the behaviour of others or put others at risk.

The above list contains examples, but is not exhaustive, and there may be other circumstances in which the use of reasonable force is justified. The Headteacher and authorised members of staff may also use such force as is reasonable in the circumstances when conducting a search of a pupil without their consent for certain items.

In the case of a pupil with a statement of educational needs or a disability (as defined by the Equality Act 2010), all members of staff will bear in mind their duty to make a reasonable adjustment for those needs or disability before using reasonable force. This does not mean that reasonable force will never be used on a pupil with a statement of special educational needs or a disability.

It is not illegal for members of staff to touch a pupil. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a pupil, or demonstrating techniques in music or physical education, it may be acceptable for staff to appropriately make physical contact with a pupil.

In practice, the school has determined the use of *reasonable force* will only be used as a final resort when all other reasonable steps have been exhausted. For further information, refer to the school's Physical Restraint Policy.

8. Search Powers

Any member of staff may search a student for items that the school deems inappropriate or illegal to have on the premises, with the permission of the Headteacher. This search will be carried out in a professional, thoughtful and discrete manner with a member of the Senior Leadership Team, where possible and/or appropriate of the same gender as the student, and in the presence of another member of staff once authorised by the Headteacher. The DSL should be informed of a search where the student is in possession of a prohibited item.

8.1 Strip Searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and will always advocate for pupil wellbeing. Our general policy will be that should the police be required to conduct a strip search that this is done on police property in the presence of the parent/carer.

School staff will not conduct intimate body searches nor assist police in such actions for which they have no training or legal duty.

9.0 Positive Relationships and Combating Bullying

For most pupils, for most of the time, relationships between pupils are positive. The school places an emphasis on its pastoral care and tutors work hard with pastoral leaders to help children resolve conflict that sometime occurs in childhood friendships. Misunderstandings are often the result of miscommunication sometimes made worse by thoughtless use of social media (outside of school hours). The school works with parents and carers to help children overcome relationship issues so that friendships can be repaired.

On rare occasions it is obvious that the intention to cause deliberate and sustained hurt is premeditated which we would classify as bullying. The Arnewood School has policy of taking robust action towards bullying. We believe all pupils have a right to learn in a supportive, caring and safe environment where children are free from the consequences of being a victim of bullying.

To this end we aim to: -

- promote a supportive, caring and safe environment free from threat, harassment and any type of bullying.
- show commitment to overcome bullying by a system of positive behaviour management.
- foster a productive and positive partnership between staff, pupils and parents to help inform and maintain the school expectations of a bully-free environment.
- promote positive preventive action via the curriculum.
- foster an understanding of what is meant by bullying and an understanding of its causes.
- take action, where bullying happens in a timely, robust manor

Defining Bullying

Bullying is defined as the repetitive, deliberate harming of one person or group by another person or group over a period of time, involving an imbalance of power between the perpetrator and the victim. Bullying is therefore, deliberately hurtful, repeated often over a period of time and difficult to defend against.

Bullying can include the following types: -

Type	Examples of definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's persons belongings, any use of violence or aggression or intimidation
Racial	Use of racial terms, racial taunting, graffiti or gestures.

Sexual	Explicit sexual remarks, making, display or sharing of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching.
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing.
Cyber	Bullying that takes place online or over remote technology such as use of social media, messaging apps or gaming sites.

Bullying of individuals who are in some way vulnerable, may also include those groups covered as protected characteristics in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sexual orientation
- Race
- Religion or belief
- Sex

Rationale

This policy: -

- Promotes consistency of approach by all staff and pupils to all instances of bullying in school. All staff receive a copy of the policy along with who to speak to regarding any questions relating to it at the start of each academic term. Staff sign to say they have read and understand the policy, as part of the staff handbook.
- Helps create a climate where all types of bullying are unacceptable.
- Recognises that bullying is anti-social behaviour, affects everyone and will not be tolerated.
- Recognises that attitudes and practices can contribute to bullying and that these may lead to low levels of self-confidence, self-esteem, and achievement.
- Recognises that pupils will be able to benefit fully from the opportunities offered at Arnewood if all issues of bullying are addressed.

School Responsibilities

The school has a responsibility to: -

Implement proactive, anti-bullying strategies as follows:

- Encourage everybody to always report incidents of bullying to a trusted adult
- Plan and implement the use of a range of teaching and learning resources that challenge bullying behaviour (including units of work within PSHE lessons across all year groups, assemblies, and work across the curriculum.)
- Promote a positive and supportive ethos for pupils and staff
- Provide staff with appropriate training to assist their preventing bullying.
- Involve the pupil body (e.g. School Council), parents and staff body (via teams) in the development and implementation of strategies to reduce bullying
- Promote awareness of the issue among pupils, parents, and staff via open and regular communication between all interested parties

Staff Implementation

Staff must report and record all incidents of bullying. The incident will be recorded on Arbor as “High Pastoral Bullying”.

Reporting should be to the HOC if the incident took place during a lesson or the HOY if it happened during tutor time or unstructured time. The middle leader, HOC / HOY, will then follow it up and sanction the pupil/s.

The Head of Centre / Head of Year must also make sure that the person who had been bullied feels safe and supported: -

- Encourage everybody to report incidents of bullying
- Deal promptly with any incident of bullying that is suspected or reported
- Listen to all parties involved in any incident
- Investigate as fully as possible
- Record a clear account of the incident including statements from involved parties or CPOMS
- Take appropriate action and/or refer incident to more senior staff for further appropriate action
- Inform tutors of all pupils concerned
- Inform the parents of both victims and perpetrators.
- Retain statements on CPOMS
- Follow up incidents that have been dealt with to check there has been no reoccurrence

Interventions

To achieve a resolution, the following strategies may be utilised: -

- No blame – mediation between the pupils involved with Head of Year or a tutor.
- Empathy work, e.g. ELSA.
- Targeted intervention, e.g. education on antisemitism or homophobic attitudes.
- Rewarding – through reports, empathy, and kindness.
- Achieving support from parents/carers.

Consequences that may be implemented in the event of bullying include: -

- official warning to cease offending
- exclusion from certain areas of the school site
- withdrawal at break and/or lunch
- removal from class
- an after-school detention with a member of the Senior Leadership Team for up to one hour
- fixed term suspension
- permanent exclusion (in extreme circumstances)

Pupil Responsibilities

At The Arnewood School, pupils are strongly encouraged to: -

- Report any incidents of bullying to a member of staff as quickly as possible; this will normally be a classroom teacher, a form tutor, a Head of Year or any member of staff on duty.
- Treat each other with respect, always showing care and courtesy.
- Work with peer-to-peer support on anti-bullying, peer mentorships, mental health ambassadors.

- Value difference and tolerance.
- Co-operate with each other and resolve any differences sensibly.

Parental Responsibilities

Parental support is vital in resolving bullying. To this end: -

- Parents should encourage their child to report bullying.
- Parents are encouraged to contact the school if their son/daughter needs to report incidents of bullying.
- Parents of children accused of bullying should be invited into school to discuss their child's behaviour.
- Parents should not encourage physical violence to resolve bullying.
- Parents should responsibly monitor home internet access to prevent online bullying.
- Parents must not contribute to disagreements between children.

Acceptable use of iPads, Laptops and PCs

All pupils and parents/carers will be given an acceptable use policy (, which will be explained. Pupils and parents/carers will be asked to sign a copy to confirm that they have read and understood what the school deems as an acceptable use.

This is completed online. A copy of the Acceptable Internet/Network Use Parent/Carer/Pupil Agreement contained in Appendix 3.

Monitoring, Evaluation and Review

Governors and senior leaders are charged with regularly monitoring occurrences of bullying and evaluating staff effectiveness in supporting children who are being bullied. This may be achieved by scrutiny of logs, reviewing pupil opinion (pupil voice) and surveys.

This policy will be reviewed periodically considering lessons learnt from processes of monitoring and review.

10.0 Managing Allegations Against Staff

DfE guidance states employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

11.0 Associated Reading

This policy should be read in conjunction with: -

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, DfE, September 2022
- Behaviour in schools Advice for headteachers and school staff, DfE, September 2022
- Searching, Screening and Confiscation Advice for schools, DfE, July 2022
- Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies, DfE, July 2013

THE ARNEWOOD SCHOOL CLASSROOM AGREEMENT

Ready
Respectful
Safe

We will arrive to lessons on time.

We will have the correct uniform and equipment.

We will complete all classwork and homework to the best of our ability.

We will allow everyone to contribute during lessons.

We will follow instructions the first time.

We will be tolerant of everyone's beliefs and opinions.

We will sit appropriately in the correct seat during lessons.

We will use the one-way system at all times.

We will keep the school site free of litter and vandalism.



Appendix 2

Home-School Agreement for 2025-2026 Academic Year

As a school, we will: -

- Provide a calm, safe, stimulating, orderly and caring learning environment
- Ensure Public Health England Guidelines are implemented, regarding social distancing and hygiene standards.
- Expect the highest standards of behaviour and effort from every pupil.
- Have a positive approach, building strong relationships with pupils and their family.
- Value everyone with whom we work.
- Praise and reward every pupil.
- Encourage pupils to develop self-discipline and a positive self-image.
- Contact parents/carers to discuss and resolve poor attendance.
- Inform parents/carers about concerns affecting their child's progress in school.
- Provide opportunities for parents/carers to discuss their child's progress at parents' evenings.
- Regularly set, mark and monitor homework for all pupils.
- Provide and promote the use of a learning platform (Firefly).
- Keep parents/carers informed about activities and provide opportunities to be involved in the life of the school.

As a pupil, I will: -

- Attend regularly, be punctual, and not leave the school site without permission, always aiming for 100% attendance.
- Follow the school rules on social distancing and hygiene standards.
- Take responsibility for, and manage, my own learning.
- Ensure I bring the correct equipment every day.
- Treat everyone in the school community with kindness and respect.
- Listen to members of staff and follow all their instructions.
- Use the learning platform (Firefly) properly and share its use with my parents/carers.
- Move around the school and classrooms in a safe and responsible manner.
- Respect the school environment and the property of others.
- Dress smartly and appropriately at all times.
- Use digital technology and the internet safely and positively.
- Talk to my parents/carers about my successes at school and let them know about any concerns I may have.

As a parent/carer, I will: -

- Ensure my child attends school regularly and on time, always aiming for 100% attendance.
- Ensure my child is correctly equipped each day.
- Read and actively support the school's policies and guidelines on behaviour and uniform.
- Regularly check the learning platform (Firefly) and the Arnewood school website for notifications. Support my child with homework, providing a quiet and calm environment for them to complete home-learning tasks.
- Encourage my child to take part in extra-curricular activities.
- Attend parents' evenings and curriculum support evenings.
- Encourage my child to respect others and their property and be tolerant of differences.
- Be an active partner in my child's behavioural and emotional development.
- Listen to and work with the school.
- Be courteous and respectful to staff at all times.
- Accept responsibility for the way my child behaves in and outside of school.

Appendix 3

Acceptable Internet/Network Use Parent/Carer/Pupil Agreement

The computer systems are owned by the school and is made available to pupils to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the pupils, the staff and the school. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited. Pupils requesting Internet access should sign a copy of this Acceptable Internet/Network Use Statement and return it to the IT department for approval.

- All Internet activity should be appropriate to staff professional activity or the pupil's education
- Access should only be made via the authorised account and password, which should not be made available to any other person.
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received; • Use for personal financial gain, gambling, political purposes or advertising is forbidden
- Copyright of materials must be respected
- Posting anonymous messages and forwarding chain letters is forbidden; • As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.
- I will report anything unpleasant to my teacher at once because this will help to protect other children and myself.
- I understand that the school may check my computer files and will monitor the Internet sites I visit.

Never...

- Tell anyone you meet on the Internet your full name, home address, your email address, telephone number or your school's name, or any contact details, unless your parent or guardian specifically gives you permission.
- Send anyone your picture, credit card or bank details, without first checking with your parent or guardian. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- Befriend people you don't know.
- Arrange to meet anyone unless your parent or guardian goes with you and you meet in a public place. People you contact online are not always who they seem, even people who become pen friends or 'key pals'. People don't always tell the truth online – no one can see them.
- Open attachments to e-mails unless they come from someone you already know and trust. They could contain viruses or other programs that would destroy all the information and software on your computer.
- Respond to nasty or suggestive messages. Always tell your parent or guardian if you get such messages or if you see rude pictures while online and report them to your Internet Service Provider.

Never...

- Tell anyone you meet on the Internet your full name, home address, your email address, telephone number or your school's name, or any contact details, unless your parent or guardian specifically gives you permission.
- Send anyone your picture, credit card or bank details, without first checking with your parent or guardian. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- Befriend people you don't know
- Arrange to meet anyone unless your parent or guardian goes with you and you meet in a public place. People you contact online are not always who they seem, even people who become pen friends or 'key pals'. People don't always tell the truth online – no one can see them.
- Open attachments to e-mails unless they come from someone you already know and trust. They could contain viruses or other programs that would destroy all the information and software on your computer.
- Respond to nasty or suggestive messages. Always tell your parent or guardian if you get such messages or if you see rude pictures while online and report them to your Internet Service Provider.