



THE NETHERHALL SCHOOL

BEHAVIOUR POLICY

THIS POLICY WAS ADOPTED:	December 2021
THIS POLICY WILL BE REVIEWED:	September 2022
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	Daniel Berry

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Introduction

Rationale

At Netherhall the learning environment encourages pupils and staff to develop their talents, personalities, self-esteem and wellbeing in an atmosphere which is safe and supportive. Our commitment to equal opportunities recognises the need to use rewards and sanctions that are clearly explained, understood and publicised. We work in the spirit of being fair to all and being consistent in our application of rewards and sanctions. By emphasising praise and reward and by encouraging self-discipline and personal responsibility for good behaviour, we aim to enable everyone to have a sense of fulfilment about their own achievements and a commitment to lifelong learning.

Our Expectations

Every pupil has the right to learn and every teacher has the right to teach in a safe environment conducive to learning. Accordingly, no one has the right to disrupt the learning of others.

The school's behavioural expectations are made explicit through the Home-School agreement. Parent/carers, tutors and pupil must sign the Home-School Agreement.

Expectations of pupils

Ready

- Pupils will be prepared for the working environment in school and being in the mindset to learn – this means having the appropriate equipment for learning. The recommended minimum equipment includes pens, pencils, a rubber, pencil sharpener, ruler and calculator. Pupils may also require, a maths set, and specialised equipment for subjects such as Art, these will be provided for the pupil if necessary. Being ready for learning also means wearing the correct uniform. Briefly, pupils are expected to wear black shoes or trainers with no visible logos, black trousers or black skirts for girls. Jeans and leggings are not allowed in school, trousers and skirts should be knee length and loose fitting.
- attend at least 96% of the sessions in school and be punctual to all lessons

Respect

- For the rights and needs of others demonstrated through positive and supportive behaviours
- Politeness and courtesy at all times.

Safe

- Behaving in a way that supports a safe environment and ensuring that no physical or emotional harm comes to themselves or others.

Expectations of staff

Ready

- Be appropriately prepared for the working environment in school
- Model excellent punctuality and attendance.

Respect

- The rights and needs of others, modelling high standards of behaviour in their dealings with pupils and with each other
- Have high expectations of all pupils both in behaviour and academic potential
- Ensure fair treatment of all
- Promote honesty, courtesy and consideration.

Safe

- Maintain a positive and safe learning environment.

Parents/carers

Ready

- Ensure pupils are appropriately prepared for the working environment in school and understand the value of learning
- Ensure excellent punctuality and attendance.



Respect

- Understand and support the school expectations
- Promote and model honesty, courtesy and consideration at all times.

Safe

- Maintain a positive and safe home environment.

Home-School Agreement

	Parent Parent/Carer:	Child Child's name:
The school will do its best to: <ol style="list-style-type: none">1. Provide a balanced curriculum and try to meet the individual needs of your child2. Start registration and lessons punctually, greeting children at the door.3. Regularly set, mark and monitor homework. Provide facilities for students to do homework before and after school.4. Give regular information, written and spoken on your child's progress and welfare.5. Treat your child with respect and care for their safety, wellbeing, social development and cultural identity.6. Apply school rules fairly and without bias.7. Work in partnership with you to resolve any difficulties and provide alternative provision when appropriate for students who find maintaining a place in school difficult.8. Provide important relevant information including details of school uniform requirements.9. Work in partnership with you and external agencies (when appropriate) to ensure attendance is at least 96% across a school year.10. Support parents and students to ensure that they are wearing the appropriate school uniform at all times in school	To help my child at school, I understand that: <ol style="list-style-type: none">1. Encourage my child to work to the best of their ability.2. Support my child attending school and being punctual.3. Help my child to develop a regular homework routine.4. Discuss the school report with my child and attend parents' evenings and discussions about my child's progress.5. Inform the school about any issues which might affect my child's work or behaviour.6. Support the school's policies and guidelines for encouraging positive student behaviour in school, on school visits and on journeys to and from school.7. Work in partnership with the School to resolve any difficulties.8. Receive school information (Email, letter, SWAY) and respond where necessary.9. Work in partnership with the school and external agencies (when appropriate) to ensure attendance is at least 96% across a school year.10. I will ensure that my child will attend school in full school uniform (see behaviour policy for more details).	I will do my best to: <ol style="list-style-type: none">1. Do my class work to the best of my ability.2. Attend school (the gates will be locked at 8.35am from September 2020) and be punctual to lessons.3. Record my homework & check the website. Do it as well as I can and hand in my homework on time.4. Pay attention to advice about how to improve my work and to act on the advice.5. Treat all people with respect and kindness.6. Follow all the school rules.7. Co-operate with those who are trying to help me resolve any difficulties.8. Pass on school letters to my parents and bring back reply slips.9. Endeavour to keep my attendance above 96% across as school year10. Choose to wear the correct uniform - including appropriate plain black shoes or trainers with no visible logos; school polo shirt or school jumper; loose-fitting black trousers with pockets or loose-fitting knee length black skirt – with no false nails, facial piercings (except one stud in each ear), only natural coloured hair.11. Switch off mobile phones and store them out of sight in a bag or coat pocket between 8.40am and 3.05pm.
Signed on behalf of the school Date 	Signed by parent/carers Date	Signed by child Date

Our context

The Netherhall School is a thriving and highly distinctive co-educational 11–18 school, which serves Cambridge City and beyond. We are proud to have been at the centre of high quality educational activity in Cambridge for over 140 years. Netherhall school is a truly comprehensive school, fully representing the community we serve. The school celebrates the language and culture of our children with 50 discreet languages spoken natively other than English in school, this represents around 27% of the children in school. Around 200 pupils in school receive pupil premium funding this represents 24% of the school. The school's values are summed up in the phrase, 'Inspiring, Individual, Inclusive.'

Inspiring - all pupils are challenged to achieve their learning potential

We believe that pupils learn best in an environment which inspires them, high quality facilities in purpose built spaces. Also that they deserve the most inspiring teachers and support staff delivering a world-class curriculum.

Individual - we faithfully use monitoring systems to meet each pupil's needs

We believe that each pupil brings their own unique potential and talents to the school. We tailor our curriculum and support to meet the needs of each individual rather than using a 'best fit' methodology. Extra-curricular activities are not seen as an optional extra but as an expected part of a pupil's discovery of themselves.

Inclusive - we build strong relationships, expecting the best from our

Netherhall is a school where all pupils are valued equally and where we believe all pupils should experience equal opportunities and success.

We believe that these three factors come together to make a successful school. Crucially, examination results are not the only measure of success. These are vitally important (and standards are very high at the school - see the section on examination results) but we also want to develop young adults who are: tolerant of each other, their faiths and backgrounds; who have excellent skills of communication, teamwork, empathy; and who have the self-motivation and resilience needed to be successful in the outside world.

The vast majority of pupils at Netherhall display consistently positive behaviour and conduct and we want to celebrate their contribution to the school and the wider community.

Our priorities are to ensure that:

- All pupils successes are celebrated and their education is protected.
- Those pupils showing emerging issues are refocussed and progress celebrated
- Those pupils who have complex needs are supported and encouraged to improve their behaviour and that their progress is celebrated

Use of resources

Our resources are largely invested in staffing. To enable us to realise our goals we:

- Use our data intelligently, recognising success whilst retaining a 'personal' touch with rewards
- Use the talents and capacity of tutorial and mentoring teams to supportively challenge pupils
- Maintain a clear demarcation between:
 - supporting pupils through pastoral interventions, the work of our ReBoot facility and restorative practices, and;
 - challenging unacceptable behaviours through our range of sanctions and the work of School Achievement Leaders, locality teams and the Senior Leadership Team

The Celebration Cycle

Our aspiration is that all pupils should be experiencing this cycle.

- Receiving Pride Points regularly
- The currency of Pride Points retained through:
 - Pivotal approaches – first contact positive behaviour; affirmation boards in rooms
 - House competitions
 - Regular mentions in assemblies
 - Commendation letters
 - Prizegiving events

- Public acknowledgement in newsletters

The Immediate Response to significant poor behavioural incidents

Behaviour at stage 3 and 4 has a profound effect on learning. It is crucial that the response to this is structured and secure.

- Incident recorded on NIMBUS (Netherhall Improving Behaviour System – Online monitoring tool)
- Pupil required to attend Restorative Meeting
- Restorative meetings must not continue poor behaviour of lessons.
- ReBoot used where resolution hasn't been gained
- Class teacher retains ownership

Supportive Mentoring

This is the key role of tutors: to work alongside pupils, building relationships, advocating for them and acting at the key contact with home. This role comes into play when:

- A pupil is identified using the NIMBUS analysis data
- An initial meeting is established with tutor, pupil and parents. The meeting is not disciplinary or punitive, it is about getting alongside a pupil and causing them to reflect upon the impact of their actions. A template ([Appendix 1](#)) is provided for this conversation and is then stored on the intranet

SAL/Pastoral/SLT involvement

In the most challenging and persistent cases, the school will consistently deploy the range of reports / sanctions available on the principle of, 'The least intervention needed to achieve the desired result.' The key consideration is:

Pupils must be making progress out of the formal report cycle.

It is not acceptable for pupils to be allowed to become 'stuck'

Throughout this period the tutor / mentor will maintain support of the pupil, acting as the key link with parents and meeting the pupil on a regular (often daily) basis.

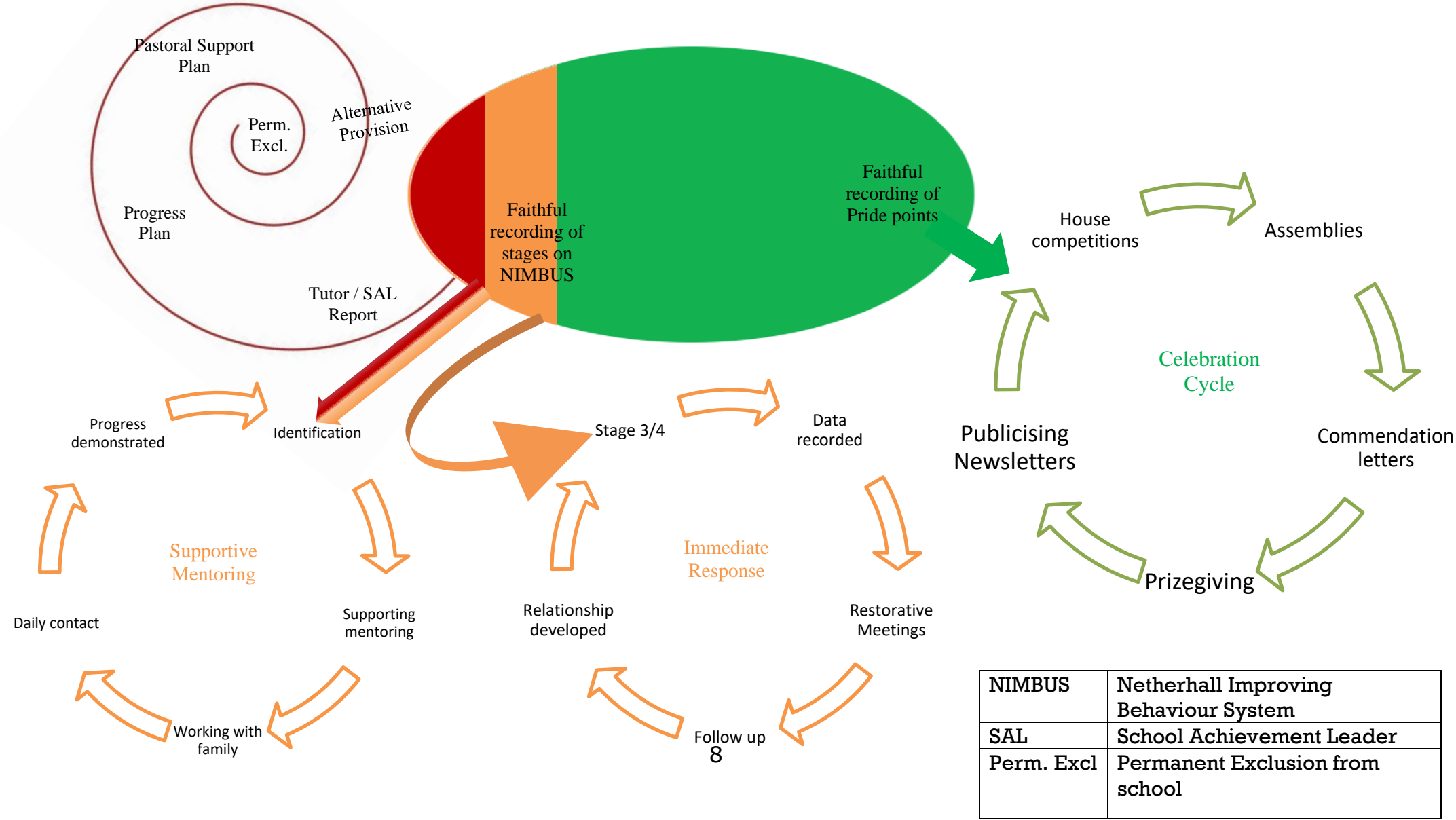
The key is to develop a golden 'thread' of consistency that runs through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults, accept their authority and feel they have a voice.

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and college leadership level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for

more serious behaviours.

- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced routines for behaviour around the site: In classrooms, around the site, at reception.

Inputs					
High quality Teaching	Duties	Pivotal Behaviour Approach	Choose Respect	Extra-curricular	Deep dive assessments



Staff training

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives. This may take several forms, including:

External Behaviour Management courses - based on the Pivotal principles around how adults model behaviour to the learners that they work with. We believe this approach shifts the focus to the children who come every day, do the right thing, are well-mannered, polite and hardworking

Internal CPD sessions with behaviour experts

Time spent considering strategies with colleagues or a Behaviour Consultant

Weekly briefings (Whole School briefing, Best-practice briefings, Faculty meetings)

Observation of other practitioners.

Strategies and Procedures

Rewards

Rationale

Recognising positive contributions within the school is key to developing a strong sense of community at Netherhall. We believe that by rewarding positive behaviours we will develop the best personal characteristics of our pupils, enabling them to make a beneficial contribution to the community they live in now, and in the future.

Our PRIDE pledges provide a framework to recognise pupil contributions, aiming for breadth of development of our young people into the leaders of the future. PRIDE recognises positive contributions in all aspects: lessons, break and lunchtimes, clubs, societies and within the local community and provide a mechanism to demonstrate their leadership qualities in respect to the PRIDE areas of Personal Excellence; Respect and Friendship; Inspiration, Determination and Courage and Equality. We will recognise the positive contributions made by pupils in all aspects of their day including during lessons and breaks, in clubs or societies and in the wider community of the Queen Ediths, Coleridge, Cherry Hinton and Trumpington wards and beyond.

Pupils can gain recognition for these contributions through their attitude to learning and achievement, behaviour in school and wider community, attendance, effort and achievement in extracurricular activities and contributions made in the community.

The rewards structure is supported and reinforced through the Netherhall house system. Pupils are placed into one of four houses at Netherhall; Hobbs, Davies; Franklin and Soyinka – further information on the house system can be found in the tutor handbook. Tutors recognise attendance, behaviour, readiness to learn and attendance and pupil achievements are celebrated through regular house assemblies across the year and the annual celebration evenings in the summer term.

We know that pupils enjoy the challenge that house competition brings, so during the term we encourage a healthy competition within and between the houses in order to build their own house identity and to encourage participation in different events. The outcomes of these competitions are shared with pupils on a regular basis through our house assemblies. We encourage participation and positive behaviours through two different types of competition, the ongoing competitions across the year including average attendance, total number of points in the 'Friday quiz' and total number of pride points. We also run discrete competitions across the year that are linked to either our PSHE curriculum or national events such as 'Children in Need' or our steps challenge aimed at increasing the amount of exercise the pupils do each day. Prizes are given to the tutor group that wins these intra-house competitions and the house that wins overall.

Netherhall has a wide range of rewards for positive contributions to the school as well as sanctions for use when pupils fail to meet the school's behavioural expectations. In deciding what is an appropriate sanction for a

particular incident/offence, the individual circumstances and the pupil's background and previous record may be taken into consideration.

School Rewards – the Celebration Cycle

All pupils will receive praise and rewards when merited (see page 15). These may include:

- **Use of a quiet word of praise to a pupil**

This is a feature of daily life at Netherhall in lessons and during social time

- **PRIDE points**

Pride points are automatically awarded by tutors every Friday for 100% attendance and punctuality, having the appropriate equipment each day and being in the correct uniform each day. Pride points will be awarded by staff, recognising positive behaviours in and out of lesson including, but not limited to; high quality work, attitude to learning, additional or special effort both in lessons or clubs and societies and for being supportive to the life of the school or wider community.

Pride points will be recorded on the school intranet for pupils and parents to see, and are used as part of the house competitions and raffle entry – see later in the document.

- **Praise postcards**

Postcards are awarded by staff, recognising exceptional positive behaviours including, but not limited to; high quality work that goes above and beyond expectations, sustained positive attitude to learning, exceptional special effort both in lessons or clubs and societies and for making a substantial contribution to the life of the school or wider community. Praise postcards are created on the intranet and automatically emailed home.



The image shows a 'Netherhall School PRAISE POSTCARD' form. At the top, it says 'Netherhall School' and 'PRAISE POSTCARD' in bold, with a small crest to the right. Below this, it says 'awarded to' followed by a large empty box for the pupil's name. Underneath is the word 'for' followed by another large empty box for the reason. In the example, the reason is 'A fantastic homework on designing a new car. Well done!'. At the bottom left, there are two small boxes labeled 'Name of Teacher' and 'Date'. At the bottom right, there is a box for the Principal's signature, which contains the text 'Mr C Tooley Principal' and a signature.

- **Letters of commendation**

Letters of commendation are issued termly by the pastoral team, School achievement leaders and the senior leadership team to celebrate pupils' achievements in a number of areas including positive behaviour, attendance, effort and attitude to learning and achievements in the areas of academia, sports and the arts, both within school and in the wider community. This may include, but is not limited to, contributions made to school events such as the arts festival and the evening of dance.

- **School 'colours'**

School colours are awarded annually by curriculum areas and the pastoral team and are awarded for sustained and/or outstanding performance/contribution and effort. One 'colour' is awarded to a boy and girl each year in each house. The curriculum 'colours' are awarded to pupils at the annual celebration evening in

the summer term, where parents and carers are also invited to share in the celebrations. Subject colours are awarded in the following curriculum areas: -

- The Arts (including Music, Art and Drama)
The BRONZE award is achieved in KS3 by demonstrating excellence in 2 or more ARTs subjects. Year 10 pupils are awarded with exceptional performance in one of the ARTs.
The SILVER award is achieved in KS3 by demonstrating excellence in 2 or more ARTs subjects with extra curricula committment. Year 10 pupils are awarded with exceptional performance in one ARTs & extra curricula.
The GOLD award is achieved in KS3 by demonstrating excellence in 2 or more ARTs subjects with extra curricula and leadership. Year 10 pupils are awarded with exceptional performance in one ARTs, extra curricula & leadership.
- Science – Science colours are achieved by consistent academic excellence
- Technology - Technology colours will be awarded for sustained work of a high standard for theory and/or practical tasks.
- Languages Language colour are given to 'language Leaders' and for consistent excellent or additional classwork and homework
- History – History colours will be awarded for sustained work of a high standard over a number of topics
- Geography – Geography colours are recived for representing the school at the 'Geographical Association WorldWise' Quiz or for producing outstanding models as part of assessment.
- PE - PE colours are achieved through outstanding contributions to PE in lessons and extra curricular opportunities.
- Sports - Sports colours are achieved by those showing exceptional performance in an individual sport.
- English – English colours are achieved or sustained outstanding contributions, or for exceptional pieces of work
- Maths – Maths colours are awarded to pupils who take part in the team maths challenges, excels in the individual maths challenge or shows consistent academic excellence

Attendance

Pride 9

Pride colours are also awarded to pupils who accumulate 250 pride points during the school year. These 'colours' are awarded in the termly celebration assemblies and show the year group that the pupil is in.

- **Positions of school responsibility**
We recognise that leadership skills are highly valued in life. We actively encourage pupils to develop these qualities during their time at Netherhall. Numerous opportunities are offered for pupils to demonstrate their leadership potential by becoming a:
 - Leader of a school team or club such as netball, War Hammer or Netherhall Anti-bullying Crew
 - Sports or band leader
 - Form Representative - advocating for their form on the pupil council
 - Prefect in years 8 - 11 and supporting the wider community of the school
 - House Captains and vice captains - working with the Principal and senior leadership team to shape the future of the school, for example, in areas school uniform and rewards. House captains have their names engraved on the role of honour board and displayed in the Atrium area.
 - Choose respect ambassadors
- **Priority for events**
We recognise that pupils particularly enjoy extra-curricular trips and visits. By working with the pupil council, we are pleased to be able to offer pupils priority places for some trips and visits.



- **Celebration evenings**

Parents and carers play a vital role in supporting all aspects of life at Netherhall, as such we are proud to be able to share the success of all our pupils with these parents and carers.

End of year Celebration Evenings recognise the broad range of pupil achievement and effort. Celebration evenings are held in the summer term for Years 7-10. These take place over two evenings with musical interludes and speeches from pupils. Each house has equal number of rewards. The PRIDE category is split as follows:

2 winners in each year per house (Hobbs, Franklin, Davies and Soyinka) for the each of the 5 PRIDE categories:

PRIDE Criteria
<p><u>Personal Excellence</u></p> <p>Striving to do and be their best at all times. Achieving well according to ability Attainment in a subject</p>
<p><u>Respect and friendship</u></p> <p>Respectful to staff and pupils alike. Someone who has worked hard to enable friendships between others; who has been welcoming in the school; supporting newcomers. Someone who has helped with EAL</p>
<p><u>Inspiration</u></p> <p>A good example in how to be a pupil. Good record with homework / good attendance / good punctuality</p>
<p><u>Determination and courage</u></p> <p>Someone who has put effort in to their work, Someone who has tried against the odds.</p>
<p><u>Equality</u></p> <p>Someone who has worked for fairness. Champions causes eg School Council, Peer Mentor, Ambassador, Leadership. Involved in charity work.</p>

There are a number of prizes and awards made on this evening including:

- 100% Attendance colours are awarded
- Overall House Awards – Each house winner receives a small trophy with the overall winner in each year group having their name engraved on the Shield.
- Sport – per year per House
- Arts Award – per year per House
- Academic – per year per House

- SAL Award – chosen by SAL
- Dickinson Prize for Outstanding Service to school chosen by Panel
- Madej Trophy for Progress and Achievement in Adversity chosen by Panel



- **Attendance at The Leavers' Ball**

Netherhall school, like many schools, look forward to the leavers' ball for Year pupils. This fantastic evening celebrates the culmination of KS4 at Netherhall. The venues change each year, but recently the year 11 Ball has taken place at prestigious venues in Cambridge. The leavers' balls are always the highlight of the Netherhall celebration cycle and our alumni remember these evenings with the greatest fondness. The leavers' ball, however, is not a right but a privilege extended only for pupils who have consistently exhibited the positive behaviours during their time at Netherhall school. Pupils may only attend the leavers' ball by invitation of the Principal and the Ball organising committee. To secure an invitation pupils will have attended revision lessons and have a good behaviour and attendance record. However, the specific requirements may vary year on year, details of which will be issued to pupils in the autumn and spring terms year of their ball. Pupils at risk of not being invited to the ball will receive a written warning explaining why their behaviour is putting their invitation at risk. The school, and the Principal in particular, retains the final decision as to which pupils receive an invitation to any ball.



- **Individual letters home and certificates as appropriate**

Letters and certificates are sent home by faculties and school achievement leaders, recognising exceptional positive behaviours including, but not limited to; high quality work that goes above and beyond expectations, sustained positive attitude to learning, exceptional special effort both in lessons or clubs and societies and for making a substantial contribution to the life of the school or wider community.

- **Principal's Prize**

In order to recognise the very highest achieving pupils at Netherhall we enjoy a termly award for the ten pupils with the highest PRIDE points for that term. These pupils are invited to meet with the Principal in his office and collect their prizes.

- **Attendance**

Good attendance is the key to success at Netherhall. Our data shows that pupils with an attendance in excess of our school target of 96% perform significantly better than pupils with lower rates of attendance. To this end, we celebrate pupils who maintain their attendance through weekly pride points awards by the tutors for 100% attendance in that week and termly certificates awarded to pupils achieving 100% attendance in the term. These attendance certificates are awarded in the termly celebration assemblies.

- **The Principal's weekly SWAY**

Many of the rewards explained above are shared live on the Intranet that is accessible to pupils and staff all year round. However, we know that not all members the extended family have access to this information. In order to ensure awards are celebrated with the widest possible audience the Principal will send out, via email, a weekly school newsletter via Microsoft SWAY that captures a broad range of pupil achievement in all aspects of school and community life. These newsletters encapsulate the many amazing activities and achievements of all the pupils at Netherhall school and is also available for downloading from the school website.

PRIDE PLEDGE

Personal Excellence | Respect & Friendship | Inspiration | Determination & Courage | Equality



The Pride Pledge is based on the Netherhall Pride awards introduced during the London Olympics in 2012. There are five categories where pupils can exemplify these behaviours;

Personal Excellence – achieved by pupils demonstrating an advanced level of performance in a particular field including academic, sporting or artistic at Netherhall or in the wider community.

Respect & Friendship – achieved by pupils committing their time and effort to help others at Netherhall or in the wider community.

Inspiration – achieved by pupils taking on roles of responsibility and leadership where they are directly influencing the actions of those around them.

Determination and Courage – achieved by pupils showing a commitment to an activity for an on-going period of time.

Equality – achieved by pupils gaining an understanding, appreciation and respect of the differences within a multitude of communities and cultures.

Each category has graded criteria BRONZE, SILVER and GOLD. The programme runs on a yearly cycle with prizes awarded at annual celebration evenings in the summer term.

An example of the activities for personal excellence is shown below.

Personal Excellence

Achieved by students demonstrating an advanced level of performance in a particular field.

BRONZE

To achieve your bronze excellence pledge you must complete 3 of the following:

1. Represent the school in a sporting, cultural or academic event
2. Receive an academic achievement award in a subject within celebration assembly
3. Design a wall display/poster/design which receives praise from the Principal
4. Attend first aid course
5. Raise awareness of an issue and/or attempt to change a school policy
6. Play a sport outside school for at least 6 weeks and have this recorded by a qualified coach
7. Be part of a school production;
8. Win a school competition

SILVER

To achieve your silver excellence pledge you must complete 2 of the following:

1. Represent the school in 3 different sporting, cultural or academic events
2. Receive an academic achievement award in a subject/project/competition
3. Be a member of the Student Council
4. Write an article for the school Newsletter or that is promoted through the school's social media
5. Be nominated for a Principal's Award.

GOLD

To achieve your Gold excellence pledge you must complete 1 of the following:

1. Achieve success when representing the school or community in a sporting, cultural or academic event or compete at an elite level
2. Receive an academic achievement award in a subject /project / competition
3. Take on a leading role in a school production
4. Represent the school as part of a team within a district competition
5. Represent the school/local club at district or county level
6. Have a piece of work recognised across the MAT

Emphasis will be on pupils completing the PLEDGE page on their personal page on the school intranet. Netherhall staff will then use their professional judgement to verify the achievements, pupils should supply evidence for each activity where appropriate, but this is not necessary for staff to agree the completion of an activity.

Select below the criteria you feel you have achieved, adding a brief description of the activity as evidence. Evidence entered may be altered later by clicking the pink words.

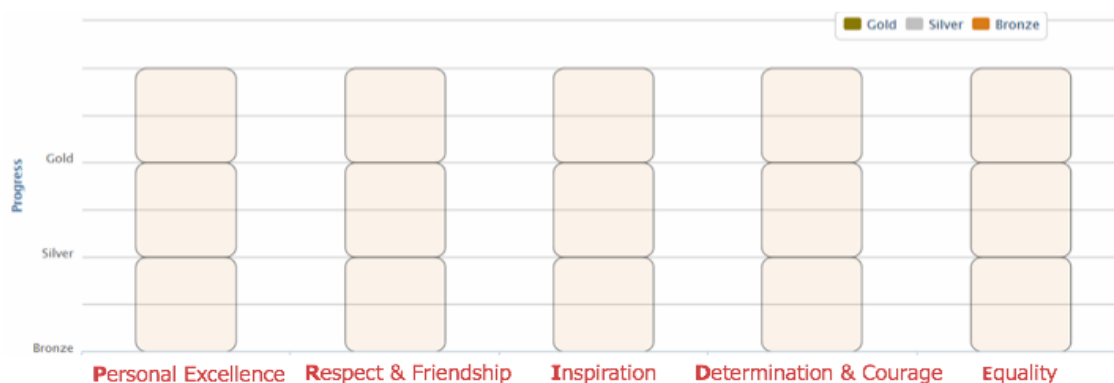
The bold statements must be completed, along with a third of the remaining criteria in order to achieve that level.

Evidence, if appropriate, goes here

BRONZE	SILVER	GOLD
Bronze Criteria		
Produce or present a piece of work in an unusual or inventive way.		
<input checked="" type="checkbox"/>		
<input type="text"/> Add evidence		
<input type="checkbox"/> Take a risk by asking a question about what you are studying during a class discussion.		
<input type="checkbox"/> Be involved in an enterprise activity.		
<input type="checkbox"/> Be involved in creating an original idea for a stall for the Christmas fair.		
<input type="checkbox"/> Help create a display in a classroom.		

Parents and pupils can track the pupils' progress via the intranet

Progress is displayed on the intranet



Summary of Rewards



Uniform and Equipment Expectations



Visualising the school sweatshirts

Represents the house that
the pupil is in
Franklin
Hobbs
Davies
Soyinka



Recognises the
achievements of
the pupil

Uniform and equipment

It is expected that tutors/mentors will build regular uniform and equipment checks into their weekly routine. This does not have to be a formal process, and can be as quick as doing a visual once-over of pupils' uniform as they enter the classroom or getting pupils to place their equipment on the desk to see if they have everything necessary to be 'ready to learn'.

Uniform expectations for pupils

- Trousers should be all black, in a plain traditional style and fabric. Traditional style means the trousers will have a zip at the front, a waistband and pockets. **No jeans, canvas trousers (Chinos), leggings, jeggings or 'pull on trousers' are allowed in school.**
- Skirts should be all black, plain conventional style (not elasticated or skin tight) and be of a suitable length for the workplace – knee length. tights should be black or natural coloured and unpatterned.
- Shoes or trainers should be all black. **Absolutely no coloured logos or soles.**
- The Netherhall polo shirt and jumper (both with the school crest). Alternatively, the Netherhall polo shirt and cardigan (both with the school crest) may be worn.
- In Year 11, as a privilege, pupils wear the Year 11 sweatshirt, the colour of which is decided by the incoming Year 11 pupils.
- Muslim girls wishing to wear a headscarf must ensure that it is plain black or navy with no patterns or frills.
- No other clothing is allowed to be worn in the classroom.
- **Hoods must not be worn inside any buildings.**

During the summer term only pupils may wear Netherhall branded PE shorts only instead of the black trousers or skirts described above.

Other non-uniform tops are not acceptable inside the classroom.

- Coats, hats, gloves and scarves must be removed in the classroom or other learning spaces including, but not limited to the library and or ICT rooms.
- Make-up should be subtle and not 'over-done'
- Hair colour should be natural colours only,
- Jewellery should be discreet. No hoops, dangly earrings or 'stretchers'.
- No nail varnish or false/shellac/acrylic nails.
- **The wearing of nose-studs, tongue studs or any other face piercing is strictly forbidden**

School reserves the right to make a judgement as to whether the uniform worn by a pupil is appropriate.

If a pupil fails to comply with the uniform expectations they will be referred to the pastoral office. Where there are significant or persistent issues with a pupil's uniform, pupils may be required to phone home to attempt to rectify the issue; in extreme circumstances they may be placed with the ReBooT or Respite teams and or be required to complete a restorative meeting after school.

Equipment priorities

Tutors/mentors will check that pupils have the following:

- pen(s) and ideally a suitable pencil case
- pencil
- ruler
- rubber
- calculator

Tutors will also take note of whether pupils are bringing a suitable school bag. Pupils who are not reliable at organising themselves may need to be monitored more closely for exercise/text books and subject-specialist equipment such as their PE kit. It may also be necessary to email home if a pupil is not making the improvements in their organisation or attitude to learning.

Mobile phones and electronic devices in school

Pupils should not have their mobile phone or any other electronic device, including headphones, visible between 8.40am and 3.05pm. This includes break and lunchtime.

Mobile phones, earphones, headphones and other similar electronic devices with internet connectivity, must not be used, seen or heard during school hours.

We believe that this step in limiting the use of mobile phones will foster greater positive social interaction amongst pupils, in particular at break and lunchtimes. It should have a positive impact on the wellbeing of pupils, as well as benefiting them academically. If pupils are seen to have any of the devices or equipment listed above, between the hours of 8.40am and 3.05pm, the teacher will confiscate the item(s) for the remainder of the day and the pupil will be able to collect the confiscated items at the end of the school day. In the unlikely event that the items are confiscated a second time, we will require a parent or carer to collect the confiscated devices.

School Sanctions

Staff at Netherhall are required to challenge incidents of poor behaviour where pupils are failing to meet our expectations. This is generally achieved through firm, polite and direct assertion of the rule or expectation that is being broken. Staff should:

- Be clear that they are dealing with the behaviour, rather than stigmatising the individual
- Where possible, make sure that the pupil understands why their behaviour is being challenged by reinforcing the rationale for the rule/expectation.
- Make clear to the pupils the link between the sanction and behaviour
- Avoid early escalation to more severe sanctions/ higher behaviour stages; these should be reserved for serious and persistent poor behaviour
- Avoid, where possible, whole group sanctions
- Where possible, employ restorative sanctions to address any harm caused
- Not issue sanctions that are humiliating or degrading
- Link sanctions to the concept of choice – pupils need to see the connection between their own behaviour and its impact on themselves and others to enable them to take responsibility for their own actions.

The Netherhall School will promote high standards of behaviour and improved behaviour by pupils through a system of Sanctions as set out below.

Responding to poor behaviour (based on DFE guidelines)

Teachers must discipline pupils when conduct falls below expected standards.

To be lawful, the response (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Principal;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
- It must not breach any other legislation (in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable and proportionate to the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them (section 91 of the Education and Inspections Act 2006).

The Principal may limit the power to apply particular punishments to certain staff and/or extend these powers to adult volunteers. For example, to parents who have volunteered to help on a school trip.

Staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy.

Staged Behaviour System

We employ a staged behaviour system to encourage understanding and consistency.

Stage	Behaviour	To be dealt with by
0	Staff are proactively reminding the pupils about the expectations in the lesson. Perhaps, as a welcome to the lesson "Good morning, the starter is on the board, can we have coats off and an end to conversations please". Learning and teaching is not disrupted.	Class teacher
1	The pupil has disrupted the lesson after a warning has been given. This behaviour has resulted in the teacher having to intervene with that pupil, e.g. reseating, reminder of classroom expectations. This may result in a personal restorative conversation after the lesson.	Class teacher
2	The pupil, despite the action taken in stage 1, continued to disrupt the learning and teaching, so was sent out to allow the teacher to explain away from the other pupils the need for an improvement in behaviour. This will result in a personal restorative conversation after the lesson to discuss expectations for the lesson. This meeting seeks to restore the relationship and have strategies for preventing similar incidents in future. This meeting usually takes around 5-10 minutes.	Class teacher
3	The pupil, despite earlier interventions by the teacher, continued to disrupt the learning and teaching, so was sent to another classroom to work. For Stage 3 the pupil must be removed from the classroom and placed into another room within the faculty. A faculty referral timetable must be on display in each room. This will result in a restorative conversation after the lesson, usually after school, and, ideally, prior to the pupil's next lesson with that teacher, to discuss expectations for the lesson and agree a plan to reduce the chances of repeated stage 3s in the future. This meeting seeks to restore the relationship and have strategies for preventing similar incidents in future. This meeting usually takes around 10-20 minutes.	Class teacher and Head of Subject/ Faculty
4	The pupil fails to comply at stage 3 and is transferred to our therapeutic unit (ReBoot). Here they will be required to work quietly or in silence. Failure to comply will lead to an an isolation or in some cases an exclusion. If a pupil is removed to ReBoot they may be required to spend the rest of the day in ReBoot including their breaks. This will result in a restorative conversation after school prior to the pupil's next lesson with that teacher, to discuss expectations for the lesson and agree a plan to reduce the chances of repeated stage 3's in the future.	Faculty leader / the senior member of staff who is 'On-Call'

Teachers own practice within their classrooms, and the building and development of positive relationships with their pupils is the key to successful learning and progress.

Stage 1 – 2

For Stage 1 and 2 incidents, as well as lateness to lessons and lack of class/homework, the teacher is expected to set their own sanction (see [Appendix 3](#)). The incident will be logged on NIMBUS.

If a pupil fails to complete the sanction it is reported to the Faculty Leader who will issue a faculty sanction and make contact home. Failure to respond positively will lead to a referral to the Behaviour Team for a whole-school sanction. The types of incidents that may result in a stage 1 or 2 may include, but are not limited to:

- Talking out of turn
- Not removing non-uniform items of clothing
- Failure to complete work set

Stage 3

Restorative Meetings and Detentions

Pupils who receive a stage 3 during a lesson will be required to attend a restorative meeting. These meetings take place at 3.00pm each afternoon. A slip will be given to the pupil to inform the pupil of their meeting time, date and venue and communication will be made home to inform the parent or carer that the meeting will take place. This communication may take the form of an entry on NIMBUS, a telephone call, an email or a letter. The period 5 teacher accompanies the pupil to the school Dining Room at end of the lesson. Teachers will attend the meeting and complete the restorative meeting and paperwork. If appropriate the faculty leader may wish to be part of the restorative conversation.

Pupils who fail to attend the restorative meeting will be referred for a detention to be completed at 3.00pm. In some cases it may be necessary for this detention to be completed during break or lunch times. This decision will only be made at the discretion of the teacher in conjunction with a member of the pastoral team. If the detention takes place during a break teachers will ensure that the pupil has adequate time to buy and or eat food and take a comfort break before the next lesson starts. Failure to attend will lead to a referral to the Behaviour Team for further action which may include, but is not limited to, faculty report, working in a different room or completing a temporary lesson exclusion with the ReBoot team.

The types of incidents that may result in a stage 3 may include, but are not limited to:

- Repeated stage 1&2 behaviours
- Throwing equipment around the room
- Use of foul and abusive language

Stage 4

Whole School Restorative Meetings and Detentions

Pupils who fail to attend a faculty detention or receive a Stage 4 will be placed in a whole school restorative meeting. These take place after school every day. (See [Appendix 4](#))

The Inclusion Behaviour Team compiles a restorative meeting spreadsheet and sends a reminder email to the member of staff concerned. Pupils and period 5 teachers are notified of restorative meeting via duty pupils. The period 5 teacher accompanies the pupil to the school Dining Room at end of the lesson. (If a pupil refuses to attend, the teacher

informs staff on duty.) Teachers attend at the end of school for the meeting and complete the restorative meeting and paperwork.

Pupils who fail to attend the whole school restorative meeting will be referred to an after-school detention of 30 minutes. Failure to attend will lead to a referral to the Behaviour Team for further action. Failure to attend will lead to a referral to the Behaviour Team for further action which may include, but is not limited to, faculty report, working in a different room or completing a temporary lesson exclusion with the ReBoot team.

The types of incidents that may result in a stage 4 may include, but are not limited to the behaviours described in section 5 serious incidents and exclusions and :

- Repeated stage 3 behaviours
- Verbal aggression against a pupil or member of staff
- Physical threats against a pupil or member of staff
- Violence against pupils or staff members

Serious Incidents & Exclusions

When serious one-off incidents occur:

- Delegated staff will gather evidence from a range of sources including CCTV where available
- The Principal or delegated member of the Senior Leadership Team will consider the evidence and judge the nature of the incident. In the event that the Principal is unavailable, the Deputy will act on behalf of the Principal.
- The Principal or delegated member of the Senior Leadership Team will determine the most appropriate response for the pupil concerned, taking advice and accounting for their personal circumstances and history. In the event that the Principal is unavailable, a Deputy Principal will act on behalf of the Principal.
- The principal's checklist will be completed to show that the proper procedure has been followed (see following page)

Our aim is always to avoid permanent exclusion and we will work with the support of the Cambridge City BAIP to explore alternatives to this outcome. This may involve the use of Alternative Provision and Managed Moves if these are acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours.

In similar fashion, we aim to avoid fixed term exclusion by utilising the use of internal isolation where appropriate. External exclusions will be used following careful consideration of the evidence gathered and alternative approaches.

Where an exclusion is deemed to be merited, three options are available to the Principal (In the event that the Principal is unavailable, a Deputy Principal will act on behalf of the Principal) :

Internal Isolation

For serious breaches of the school's behaviour expectations and where an external suspension is not deemed as appropriate, a fixed-term internal isolation may be used. (See [Appendix 6](#) and [7](#))

Temporary Suspension from School

For serious breaches of the school's behaviour expectations, a temporary suspension may be used. This involves members of the Senior Leadership Team who will advise The Principal or Deputy Principal regarding the decision to suspend a pupil from school. In the event that the Principal is unavailable, a Deputy Principal will act on behalf of the Principal. This person or a designated member of the senior leadership team will complete an 'exclusion checklist' (see Appendix 14)

On suspension, parents will be contacted to explain the circumstances leading to the suspension and the length (if a decision has been made by this point).

When a pupil receives a single temporary suspension from school, for a period of up to five days, then regardless of any previous exclusions, the parent/carer has the legal duty to make sure the pupil is not in a public place during college hours – except when there is an urgent necessity such as a medical appointment. This information with possible penalties should be included in the exclusion letter sent by the college.

The pupil should not be near the school during times when pupils are arriving or leaving the school.

Pupils are not allowed to represent the school in sporting fixtures or go on trips or visits during their temporary suspension.

At the end of a temporary suspension, the pupil will attend a re-admission meeting with a parent/carer where we will seek to find a resolution to the incident and set targets for future conduct and a re-admission contract will be signed before the return to lessons (See [Appendix 9](#)). Pupils should bring with them the work completed during the suspension to this meeting.

The readmission meeting will focus upon the pupils ability to be successful in his or her lessons. This meeting will seek to identify barriers to successful learning and any support that may be required to minimise the chances of repeated similar behaviour. Where a successful readmission meeting has not been held, for example the school feels that the pupil is not yet ready to work safely back in lessons, the school will take further action. These actions may include, but are not limited to, extending the exclusion, requiring the pupil to work apart from the main cohort within the ReBoot suite or the Respite suite or working with a senior member of staff until such time as the pupils has demonstrated they are able to work safely in their lessons.

Permanent Exclusion

A permanent exclusion is effectively an expulsion from school and involves the Principal, relevant staff, Governor Representatives, the Local Authority and the child's parent(s)/carer(s). It is used only for the most serious of offences or when all other strategies have been exhausted.

This is used where the Principal decides a pupil must be excluded and not allowed to return to the college.

When a pupil is permanently excluded, then for the first five days of exclusion it is the legal responsibility of the parent/carer to ensure the pupil is not in a public place during college hours. Again the exclusion letter should set out a parent's responsibilities in this area.

In situations where further investigation is required, the pupil could be issued with a '5 days fixed pending permanent' exclusion. During this time further information about the incident can be gathered and the decision about permanent exclusion can be made.

Specific unacceptable behaviours

Aggression, intimidation and violence

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated. An incident does not need to result in physical harm for it to instigate serious consequences. Each incident will be investigated and where necessary action will be taken.

Where the incident is minor a pupil may be isolated. Where there is violence, or where there is an attack on another pupil exclusion may be used. The length of exclusion will vary according to the severity of the incident, second or subsequent incidents will attract longer periods of exclusion. Persistent offenders may face permanent exclusion.

Verbal, physical threats or intimidation against staff will be investigated and will result in exclusion.

Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion.

Damage to school fabric and furniture

- Where damage is accidental, no charge will be made.
- Where damage is as a result of silly behaviour, parents/carers will be informed and a contribution to the cost of replacement will be requested.
- Deliberate or malicious damage will result in parents/carers being liable for the full cost of replacement or repair.

Weapons and dangerous items

- Pupils who bring guns, knives, laser pens, other weapons and dangerous items to school may be excluded for a fixed period dependent on the nature of the offence. The police will normally be informed in cases where offensive weapons have been found. Very serious incidents will result in a permanent exclusion

Theft

- In addition to school sanctions, the cost of the items will be recovered from the pupil involved. The police will normally be informed in cases where a theft has occurred.

Verbal abuse of staff

- Verbal abuse is not acceptable. Swearing directly at members of staff will result in sanctions determined by the Principal or Senior Leadership Team.

Defiance

- Defiance to staff may result in a period of isolation or in extreme cases, a fixed term exclusion.
- Continued and or aggressive defiance towards members of staff will result in a permanent exclusion

Drugs

- The possession or consumption of illegal drugs will result in fixed-term exclusion as a minimum whilst an investigation takes place. The length of exclusion will be dependent on the nature of the incident. The police will be informed in all cases where drugs have been found.
- Supplying drugs will result in permanent exclusion

Racist, Homophobic or Incidents relating to disabilities

- Derogatory comments about race, gender, sexuality or disability are unacceptable. If pupils are heard using derogatory language, they will be challenged and told that it is unacceptable. An 'Incident of Discrimination' form (see [Appendix 10](#)) will be completed and appropriate action taken with the pupil. Serious incidents may result in a fixed term or permanent exclusion.

All incidents of discrimination are reported to the Local Authority and treated seriously.

Investigating incidents of a serious nature

Before any decision on internal or external exclusion is reached, a thorough investigation will take place. Investigations will be conducted by Pastoral Support Team under the guidance of a member of the senior leadership team. All those involved in the incident will be required to write a statement using the Netherhall witness statement proforma, where possible. Statements should also be gathered from witnesses where appropriate.

All statements and evidence, including CCTV where appropriate, regarding breaches of The Expectations for Learning Policy must be collated by a member of the Pupil Support team, with recommended action and background information, by the end of the day (or, if the incident occurs at the end of the school day by lunchtime of the following day), documentation should then be passed to the member of SLT leading the investigation.

There may be occasions when a pupil is asked to work in 'ReBoot' or 'Respite' whilst an investigation is taking place.

We recognise that a permanent exclusion is a regrettable outcome for a pupil and Netherhall will always try and work with the pupil, their family and the local authority to support the pupil to improve their behaviour. However, in some cases a permanent exclusion (or managed move) may be necessary. The following form is used to demonstrate that all reasonable strategies have been used with the pupil prior to any decision being made.

Evaluation of behaviour Strategy Checklist for the Pastoral Support Team

Name		Tutor group			Year group
Strategy	Date	Unsuccessful	Partially successful	Fully successful	Comments
Parental Meetings					
Report					
Personalised timetable					
IAEP in place					
Local authority input					
CEIAG Meeting					
Support /youth worker					
EWO					
EHA/CAF/TAC					
Educational Psychologist					
CAMHS Referral/other counselling services					
Youth Offending					
Social Services					
Progress plan					
Pastoral support plan					
Police – if appropriate					
Managed Move					

Comments:

Use of Reasonable force (from DfE Use of Force Guidelines 2012)

Physical contact is defined as “the act of putting two things together with no space between them”.

Staff at Netherhall school should only use physical intervention with pupils with the intent to prevent physical harm coming to a pupil or member of staff. The initial response to any situation that has the potential for conflict or harm should be to deescalate the situation and restore calm without physical intervention.

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or where a pupil needs to be restrained to prevent violence or injury. Physical contact can also mean intervention with pupils through objects, rather than direct physical contact. ‘Reasonable in the circumstances’ means using no more force than necessary is needed.

Teachers generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Netherhall staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

In the event that force is used to intervene with a pupil then it should be logged on the physical intervention log and reported to the Principal or Deputy Principal

Reasonable force can be used to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. It can also be used to search for illegal and prohibited items.

We will only use physical force to deal with behaviour in exceptional circumstances. Other strategies will be used where ever possible that will have the least negative impact on pupils.

Preventing a pupil from leaving a room

In exceptional circumstances it may be deemed that for the safety of a pupil and/or other pupils a pupil may be prevented from leaving a room.

In school support

ReBoot

Our Restorative Behaviour Therapy Unit (ReBoot) is a facility dedicated to supporting pupils with challenging behaviour whilst protecting the education of other pupils at the school. ReBoot comprises of:

- | | |
|---------|--|
| Reflect | Designed for one to one discussions immediately after a serious incident has taken place or for planned therapeutic work. |
| Review | Where pupils work in a highly controlled environment during short-term removal from lessons or, exceptionally, following a serious incident. This room will be supervised at all times. Pupil are not permitted to talk with each other. |
| Restore | A room where pupils are supported to engage in restorative conversations brokered by the ReBoot team, planned group therapy, supportive interventions or discussions. |

We expect the highest standards of behaviour from pupils in ReBoot. All rooms are covered by CCTV throughout the day; footage may be used to evidence behaviour in parental meetings.

Pupils failing to meet the expectations in ReBoot will be removed and further sanctions employed.

Referral to ReBoot

Referrals to ReBoot can only be made for:

Short term removals from faculty lessons

Short-term removal will occur for a variety of reasons that could include, but is not limited to:

- Failing a faculty / subject report
- Continued disruption of learning in a lesson
- Failure of internal faculty procedures to deal with an issue
- Inappropriate behaviours at break and lunch times
- Disruption of restorative meetings
- To be given a quiet space for reflection and or writing statements

Under no circumstances are pupils allowed to self-refer to ReBoot.

Referrals of mainstream pupils are made to ReBoot, those pupils with Special Educational Needs / Disabilities (SEND) are referred to INSPIRE. (See [Appendix 5](#))

Referrals to ReBoot

- Completion of the ReBoot referral form with agreement from the Head of the referring Faculty.
- The referring faculty will contact parents / carers to notify of the removal from lessons and the time period and ensure that evidence of this is provided on the short-term referral form.
- The form will be sent with supporting evidence (e.g. a copy of a failed faculty/subject report).
- Once the form has been received the ReBoot team will contact the Head of Faculty to agree dates/ lessons pupil will be in ReBoot.
- Faculty / subject areas WILL provide work for ALL lessons the pupil is in ReBoot. Pupils without work will be returned to the faculty to collect work.

'Respite' - Internal Exclusion Room

Serious behaviour incidents / failure to comply with school rules, as determined by the Principal, Deputy Principal (Behaviour & Pupil Welfare), Assistant Principal (Behaviour) or Pastoral Manager.

The above members of the School Leadership Team are able to refer pupils to Respite for serious behaviour incidents or failure to comply with school rules. This will be discussed and planned with the pastoral team, ensuring pupils can be suitably accommodated.

Where pupils fail to respond to interventions we employ a 'Respite' room. This will be used for short-term placement and will be a fair but firm environment.

The 'Respite' room may be used for up to a day in response to immediate incidents and up to two days for more serious breaches of the behavioural expectations.

Support for pupils

Whenever an incident takes place all pupils will be offered support, these include, but are not limited to:-

- The opportunity to write a statement
- A restorative meeting (when/if both parties agree)
- Mentoring by their key worker – this person is the primary point of contact for parents and pupils and is ordinarily the form tutor
- Therapies delivered through ReBoot E.g. Resilience or Anger management

Hobbs Centre

An alternative learning pathway, by invitation only, for students who struggle with mainstream learning. It is based around Netherhall School's 'normal year 11 curriculum', but targeted to meet the needs of the individual students.

Although based at the Netherhall site the Hobbs centre is separate from main school and the children will not be able to socialise with students who attend The Netherhall School.

Initially two children, but up to approximately 6 children at any one time.

Behaviour out of School

What the law allows:

A teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school

Or misbehaving at any time in a way that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Pupils on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. It is expected that pupils behave well on trips and visits and at all times when representing the school. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place.

Pupils who misbehave on buses will be reported to the appropriate bus company.

If pupils' behaviour risks the safety of others then they could be sent home and, dependent on the incident, further sanction could apply

The school will investigate any misbehaviour that is reported to them by a third party or witnessed by a member of staff if the pupil is in school uniform or bringing the school into disrepute. The sanctions imposed under these circumstances will be in accordance with those covered in this policy for behaviour during the school day.

If misbehaviour is reported to the school whilst not on a school activity or in school uniform this will be reported to the relevant authorities and/or parents/carers if it is of a safeguarding nature.

Dealing with Bullying

'Bullying is any behaviour that makes someone feel upset, uncomfortable or unsafe. This is usually deliberate and repetitive and can take many forms such as verbal, indirect and physical'

Source: The Diana Award

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst potentially very serious and which must always be dealt with, do not fall within the definition of 'bullying'. We work hard with pupils to clarify the difference between bullying and "friendship friction".

Types of bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can be:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist, homophobic, sexist remarks, comments about disabilities.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Each case of bullying will be examined and its severity considered when deciding upon the most appropriate response. Ideally, restorative practices should be employed with reconciliation achieved.

Parents/carers of bullies will be informed of an incident by the Pastoral Staff or pupil's School Achievement Leader.

Procedures for reporting bullying incidents:

There are several ways to report bullying at Netherhall

- Report a concern button on the contact us and antibully pages of the website and the students intranet home page

- Box outside the SALs office
- Direct to a member of staff
- Netherhall Anti-Bullying Committee (NABC). – please contact Mrs Riley regarding this group using her email address ariley@netherhallschool.org
- Report a concern button on the website

Suspected bullying should be reported to the pastoral staff for investigation. Details will be logged to help build a picture of behavioural patterns in school e.g. who, where, when alleged incidents occur. In cases of racist bullying or racist incidents, an additional written record will be completed and submitted to the Local Authority.

All bullying is unacceptable. However, the school recognises that many pupils displaying anti-social behaviour are, themselves, damaged. We will seek to support them to understand the consequences of their actions and to change their behaviour.

Support will always be put in place for victims of bullying. This will be bespoke to the pupil, their age, maturity and circumstances.

Reports

The school uses a number of reports and plans for dealing with various elements of poor behaviour, punctuality or attendance. Typically, a pupil being readmitted after a serious incident will be placed on a report

Subject/Faculty Report

Pupils who are causing persistent disruption to learning in a subject/faculty area will be placed on a subject/faculty report. A subject/faculty report should last for approximately two weeks and will be for between 4-8 lessons, depending on the subject area. See [Appendix 11](#) for the subject/faculty report. Pupil's failing a subject/ faculty report can be referred to the school's Alternative Provision, ReBooT on a short-term basis. These reports will be monitored by the faculty /subject leader on a weekly basis.

Late Report

Any pupil who is persistently late to registration or lessons may be placed on a late report. Tutors, SALs or the attendance officer may place a pupil on this report. The pupil would be expected to carry the report to all their lessons (including tutor time) and the teacher will record the number of minutes late that the pupil was on their arrival. The pupil will report to the whole school restorative meeting at the end of the day in the dining hall and the pupil would be expected to stay behind to make up the time, based on the total minutes late during the day. If the pupil repeatedly loses the late report, staff will keep the pupil behind for 20 minutes. These reports will be monitored by the person setting the report on a daily basis.

TutorReport

A tutor report can be put in place to monitor attendance, punctuality or behaviour. It will be set up and monitored by the relevant tutor and/or mentor, following discussion with their School Achievement Leader. Tutors and mentors are required to contact home when placing a pupil on a tutor report.

A Tutor report should:

- set short-term targets which are reviewed after a two-week period
- log interventions/targets on the pupil's chronology on the data system

These reports will be monitored daily and reviewed on a weekly basis by the tutor.

School Achievement Leader (SAL) Report

Pupils who fail a tutor report may be placed on a SAL report. This should involve:

- A meeting between the pupil, SAL and the Tutor / Mentor
- Targets reviewed/set and SAL report set-up
- Intervention/targets logged on the pupil's narrative
- SAL informs the pupil's subject teachers and parents
- Report monitored over either a two- or four-week period with a formal outcome at the end.
- Parental meeting, if necessary
- During this period the Tutor / Mentor will support the pupil on a daily basis and attend any additional meetings.

These reports will be monitored on a daily and reviewed on a weekly basis by the SAL or a member of the pastoral support team.

Progress Plan

Certain pupils who fail a SAL report may be placed on a Progress Plan. A Progress Plan will involve:

- A meeting with the pupil, SAL and parents. The Tutor / Mentor will be present to support the pupil, where possible
- Targets reviewed/set and Progress Plan established
- Intervention/targets logged on the pupil's narrative
- Support for the pupil to meet the targets on the Progress Plan will be offered depending on need and circumstance
- SAL informs the pupil's subject teachers
- Report monitored over either a two- or four-week period with a formal outcome at the end.

These reports will be monitored on a daily and reviewed on a weekly basis by the SAL or a member of the pastoral support team.

(PSP) Pastoral Support Plan

A pupil is placed on a PSP if s/he is at serious risk of permanent exclusion or has failed to improve behaviour through the report system. A PSP routinely involves the parent/carer, SAL, SLT and a member of the District (formerly Locality) Team along with the Tutor / Mentor.

The PSP usually runs for between 2 and 4 weeks in duration with clear, unambiguous expectations.

These reports will be monitored on a daily and reviewed on a weekly basis by the SAL or lead member of the pastoral support team. If a pupil fails their PSP they will be permanently excluded from school.

Support for the pupil to meet the targets on the Pastoral Support Plan will be offered depending on need and circumstance

An overview of the report structure is available as a staff version (see [Appendix 12](#)) and also in a format for pupils to appreciate the route they are on and the implications of a failure to respond (see [Appendix 13](#)).

The Law and Sanctions

Detaining Pupils (Detention): What the law allows:

Teachers have the legal power to put pupils in detention.

The times outside normal school hours where a detention can be given include:

- Any school day where the pupil does not have permission to be absent.
- Weekends – except the weekend preceding or following the half term break.

Parental consent is not required for detentions.

Restorative meetings/Detentions outside school hours

School staff should not issue a restorative meeting or a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk.
- If the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be helpful to do so, but this will depend on the circumstances. For instance, notice is not required for a short after-school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil.

Searching and confiscation of property

Teachers and pastoral support workers can confiscate pupils' property. In the case of illegal items these will be passed onto the police. Items such as alcohol, tobacco products and other school banned objects will be passed onto a member of SLT to be disposed of.

Prohibited items include alcohol, tobacco and tobacco-related products, illegal drugs, stolen items, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These will be confiscated and not returned and the police may be informed.

The school also bans items that are age-related for over 18s e.g. caffeine drinks and electronic cigarettes, substances regarded as legal highs. These will be confiscated and not returned.

In the event that a pupil is suspected to be in possession of a prohibited, banned or illegal item then the school reserves the right to search them, their lockers and possessions without permission (in accordance with the DFE guidance on screening, searching and confiscation).

To safeguard staff and pupils, any search will take place with more than one member of staff present, ideally at least one member of staff will be from the SLT or the pastoral support team and reflect the gender of the pupil. This may not always be possible and the school reserves the right to conduct the search if there is felt to be a risk to staff, pupils or members of the community by not conducting the search. Searches will be logged on the narrative on the data system.

Confiscated items will be handed into reception for safe keeping. They may be collected at the end of the school day by the pupil. If there is a repeat of the incident, the item will be kept until parents/carers can collect from reception. This includes mobile phones. Staff can confiscate any item that disrupts and disturbs the learning process, e.g. fidget spinners, from a pupil at their discretion. A confiscation record book is maintained by school reception.

Mobile phones, earphones/headphones and other similar electronic devices with internet connectivity, must not be used, seen or heard during school hours. We believe that this step in limiting the use of mobile phones will foster greater positive social interaction amongst pupils, in particular at break and lunchtimes. If pupils are seen to have any of the devices or equipment listed above, between the hours of 8.40am and 3.05pm, the teacher will confiscate the item(s) for the remainder of the day and the pupil will be able to collect the confiscated items at the end of the school day. In the unlikely event that the items are confiscated a second time, we will require a parent or carer to collect the confiscated items.

Tracking and monitoring of behaviour

Specific behaviours outlined in this policy are regularly monitored by the pastoral support team. SAL's and faculty analysis takes place in conjunction with SLT behaviour analysis after each assessment point. This information is presented and discussed with governors at the Local governing body meetings.

We track the behaviour of pupils using a measure called RBI (relative behaviour index) this measure is based on the number of stages a pupil receives (1-4) in lessons multiplied by the stage value, then divided by the number of sessions (am and pm registration) that the pupil is in school. This gives us a standardised value for all pupils which allows us to fairly track the behaviour of groups and individuals across the year and between year groups.

E.g.	Pupil A	Pupil B
Stage 1 (x1)	$3 \times 1 = 3$	$30 \times 1 = 30$
Stage 2 (x2)	$2 \times 2 = 4$	$20 \times 2 = 40$
Stage 3 (x3)	$1 \times 3 = 3$	$10 \times 3 = 30$
Stage 4 (x4)	0	$5 \times 4 = 20$
Total	10	120
Days in school	100	100
RBI Value	$10/100 = 0.1$	$120/100 = 1.2$

Appendices

<div style="display: flex; justify-content: space-between; align-items: center;"> <div> Netherhall <small>School</small> </div> </div>										
Support Mentoring Record										
Photo	Radar	Details				Form Tutor	Mentor			
		Name	Year Group	Registration	Date of Birth	Attendance	RBI In/Out	SAL	SLT	
Behaviour report status (For completion by staff)										
Behaviour Summary Image										
Current assessments										
Student Reflection										
What is going well for me at school at the moment – my successes?										
•										
What are my best lessons at the moment – why?										
•										
What is not going well for me at school at the moment? (See Behaviour Log)										
•										
What impact is your behaviour having on:										
You?										
•										
Other students in the school?										
•										
Staff?										
•										
Parental Reflection										
Parental viewpoint and actions										
Parent has access to Parental Intranet? <input type="checkbox"/>										
Parental intranet is monitored weekly? <input type="checkbox"/>										
Agreed actions and timescale for review:										
Next Review Date: / /20 ____										
Notes:										

In lesson misbehaviour, lateness and lack of class and homework (for all stages if required)

Premise the teacher 'owns' the learning
Teacher to set personal RM meeting / detention at break or lunchtime and record on NIMBUS.

APPENDIX 3

BACK



Meeting Successful

Meeting held.
No time limit – pupil released once conversation successfully completed.
Teacher to monitor pupil in next lesson.

Meeting Unsuccessful

Failure to attend or poor behaviour in the meeting



Detention referral

Pupil referred to Faculty Leader for Faculty meeting.
This will include an element of restorative practice and be logged on NIMBUS



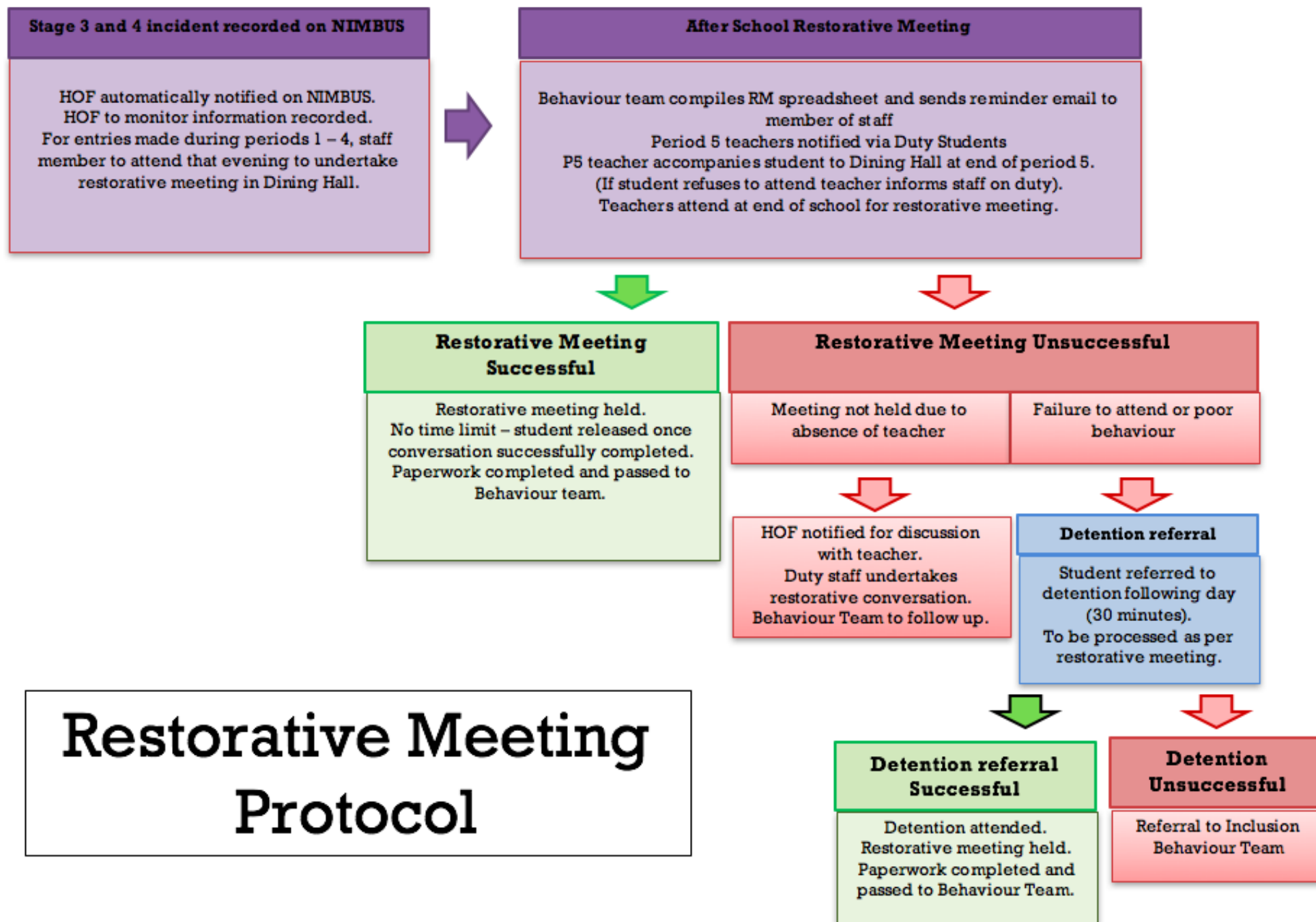
Meeting Successful

Meeting attended.
Faculty Leader to monitor in future lessons
(Faculty Report option)

Meeting Unsuccessful

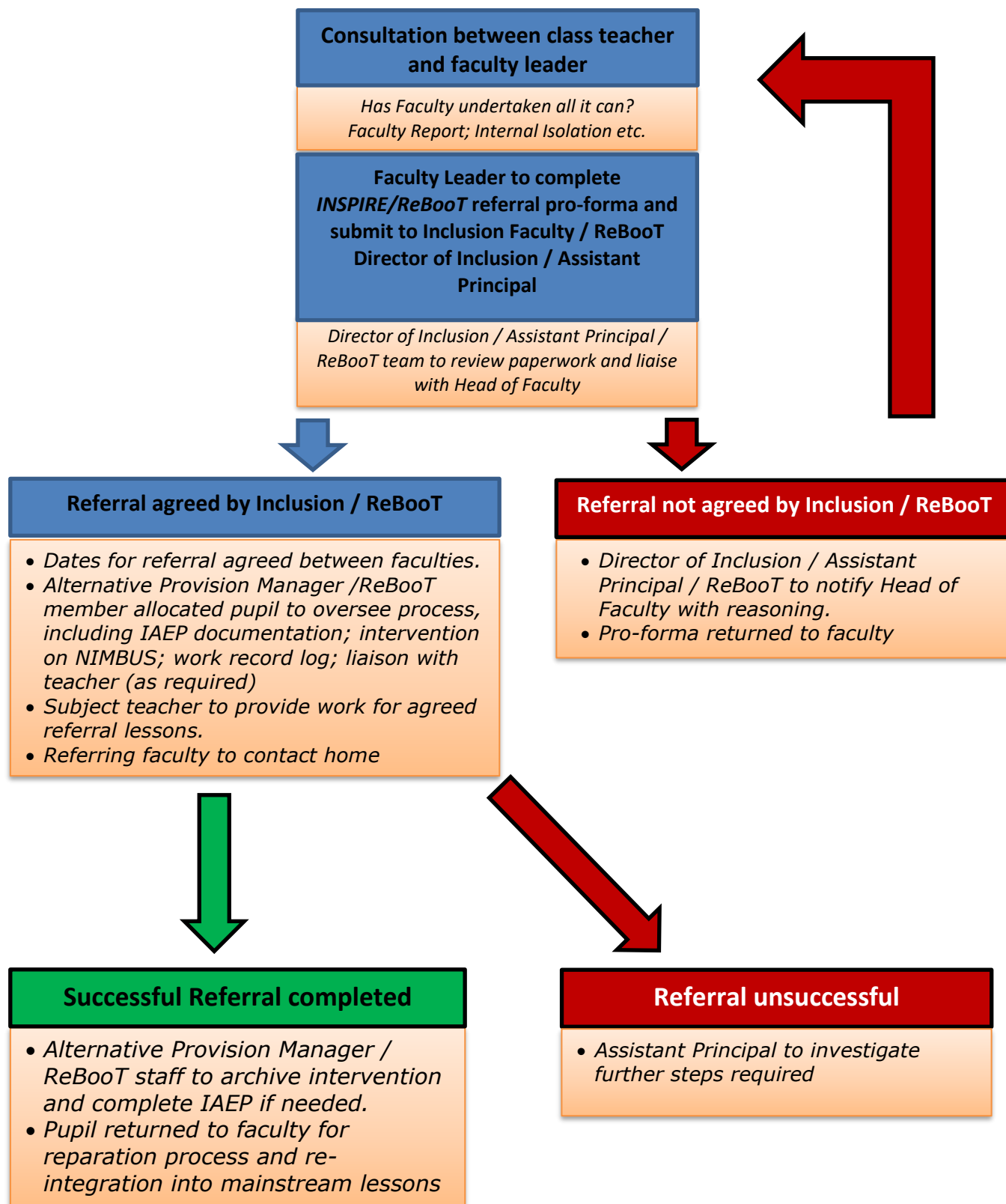
Referral to Behaviour Team

Faculty Restorative meeting / detention protocol

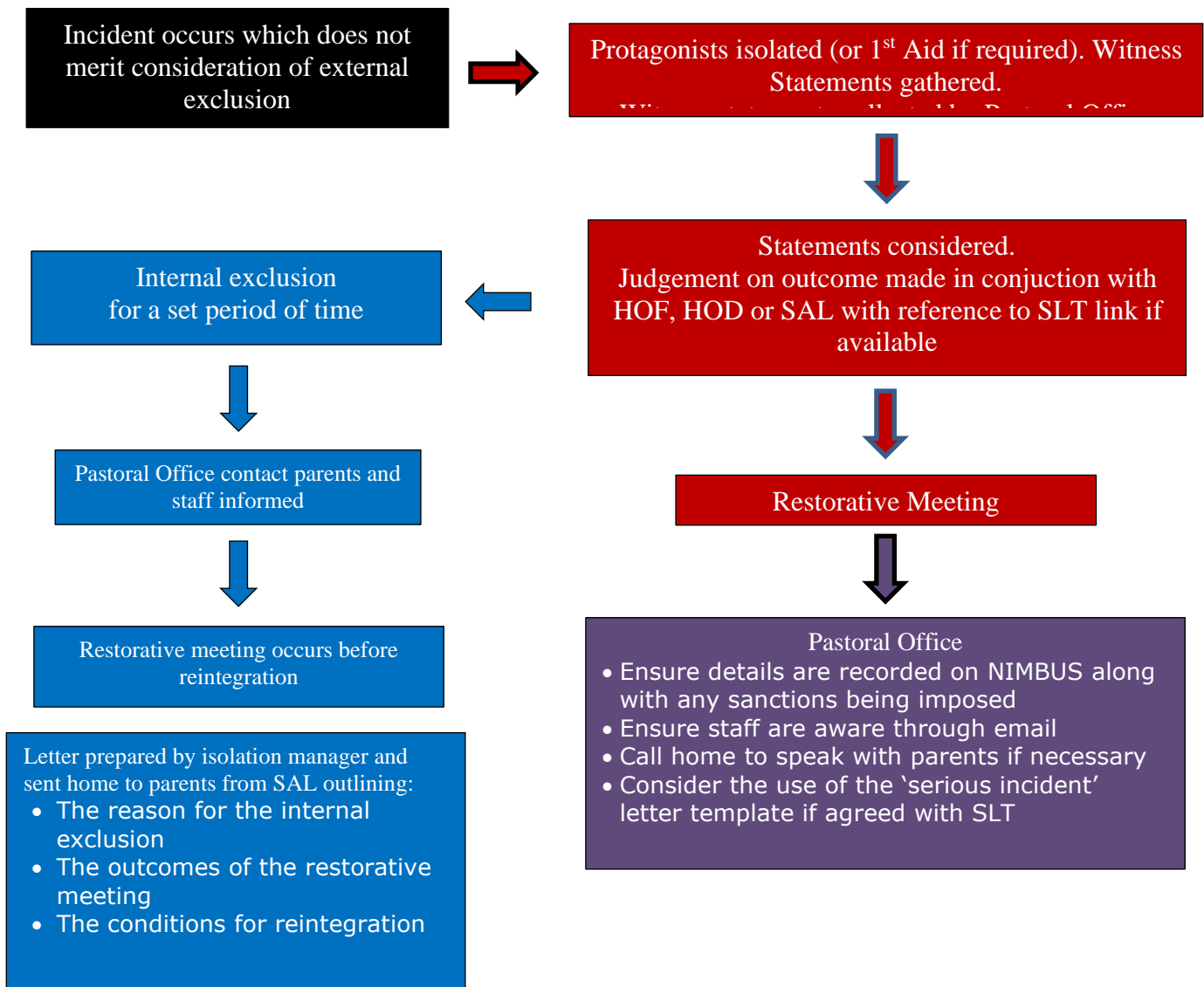


Referral to INSPIRE/ReBooT

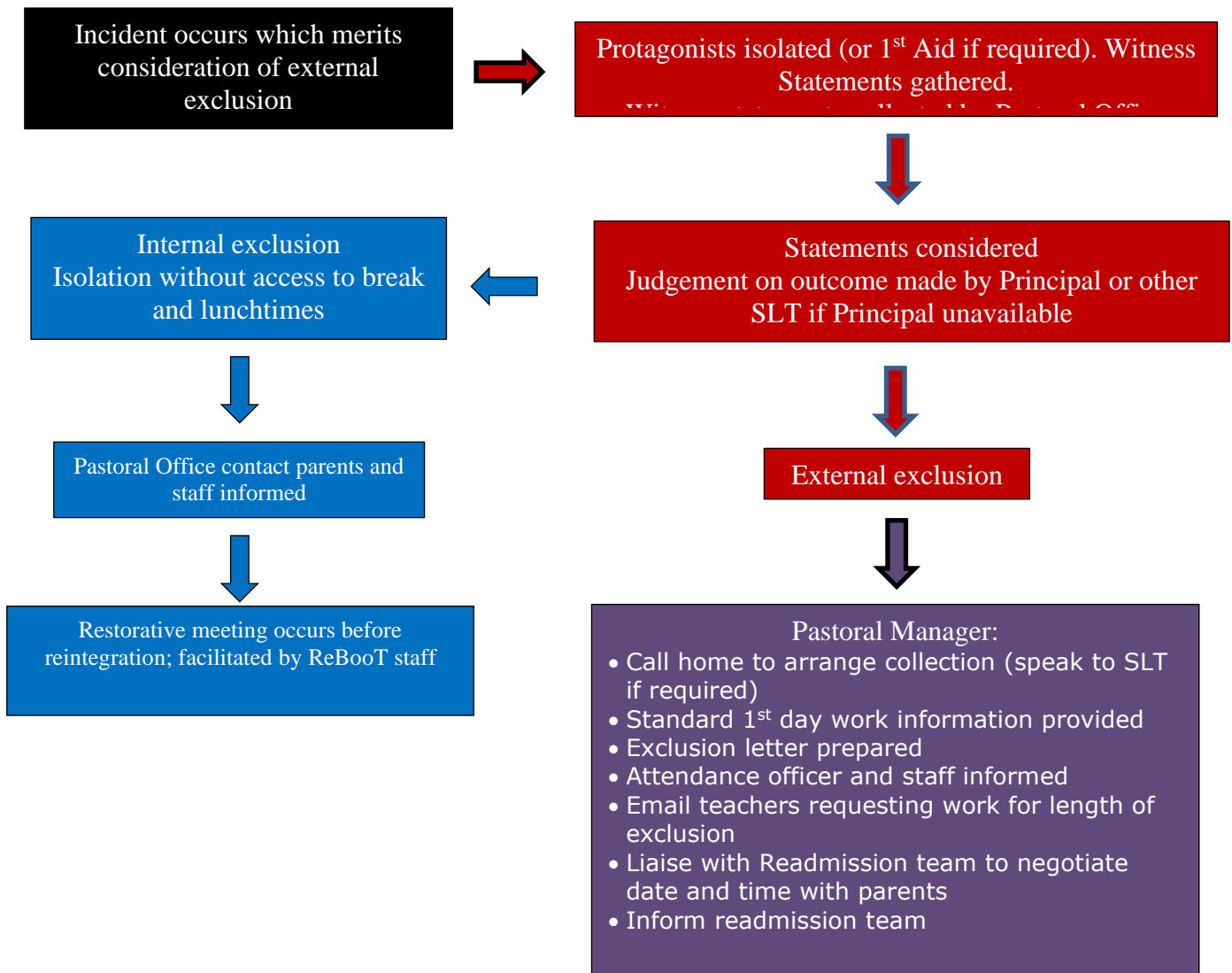
BACK



Serious Incidents which fall short of consideration of Exclusion



Incidents which require Exclusion (internal or external)



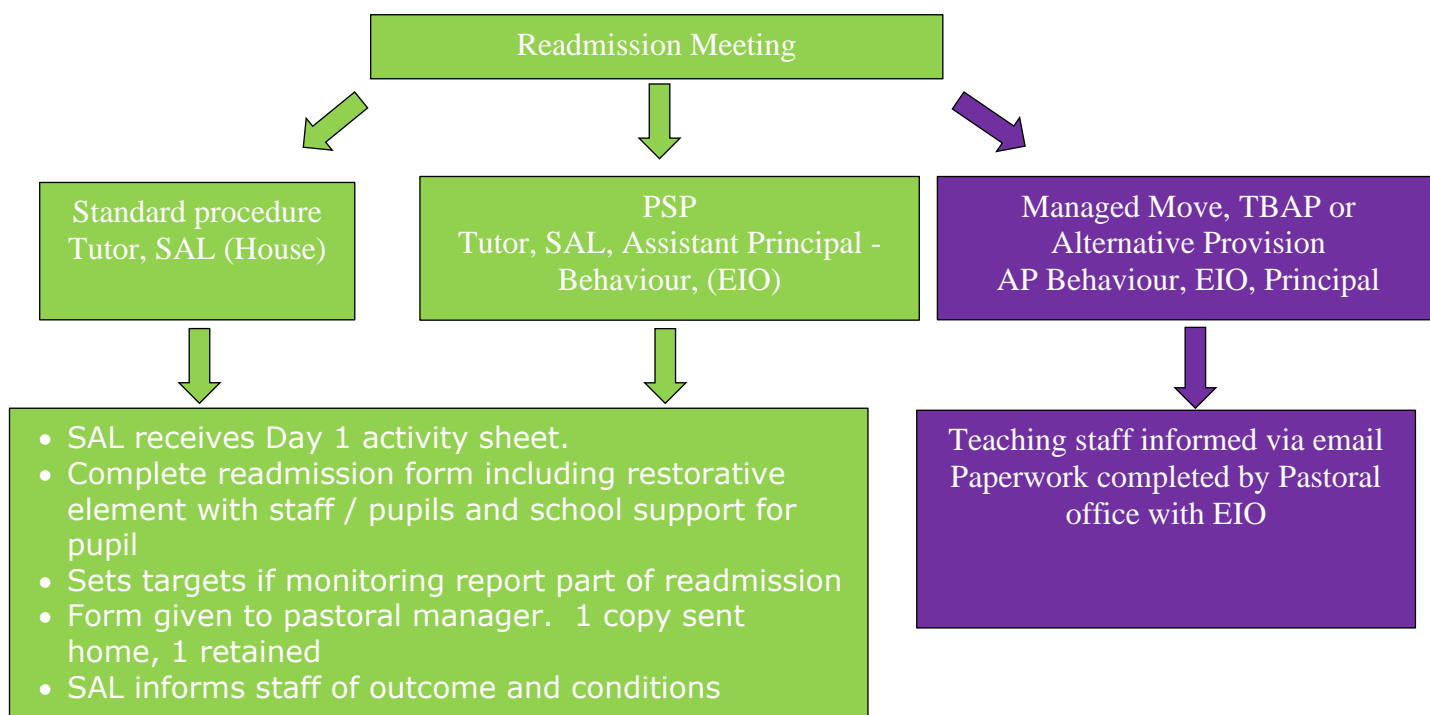
Readmission meetings

APPENDIX 9

BACK

For all exclusions, a readmission meeting must take place prior to the pupil being readmitted to school. The nature of the readmission team will reflect the level of concern. External agencies may be involved for PSPs and would be present for Managed Moves/TBAP referrals.

The process for readmission meetings is outlined below:



For pupils who are excluded from school, first-day activities are provided which must be signed and returned at the readmission meeting.



The Netherhall School Incidents of Discrimination



Incident Details			
Date and time of Incident		Click here to enter text.	
Person reporting incident		Click here to enter text.	
Personal Details			
Victim's name	Click here to enter text.	Perpetrator's name	Click here to enter text.
Year Group	Choose an item.	Year Group	Choose an item.
Or role in school	Click here to enter text.	Or role in school	Click here to enter text.
Gender	Click here to enter text.	Gender	Click here to enter text.
Ethnicity	Choose an item.	Ethnicity	Choose an item.
Nature of incident (tick any that apply)			
Comments and language	<input type="checkbox"/>	Homophobic	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Racist	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Sexist	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Religious	<input type="checkbox"/>
Provocative behaviour	<input type="checkbox"/>	SEN / Disability	<input type="checkbox"/>
Ridicule / Ostracism	<input type="checkbox"/>	Appearance	<input type="checkbox"/>
Verbal abuse and threats	<input type="checkbox"/>	Health	<input type="checkbox"/>
Written / text abuse	<input type="checkbox"/>	Social Class	<input type="checkbox"/>
Other	<input type="checkbox"/>		
Details of incident			
Click here to enter text.			
1. Staff reporting to complete		Contact with home victims	<input type="checkbox"/>
Witness statements taken (if necessary)	<input type="checkbox"/>	Contact with home perpetrators	<input type="checkbox"/>
Discussed with victim	<input type="checkbox"/>	Detention given (if appropriate)	<input type="checkbox"/>
Discussed with perpetrator	<input type="checkbox"/>	Fixed term / permanent exclusion	<input type="checkbox"/>
Discussed with others involved	<input type="checkbox"/>	Followed up in PSHE / Citizenship or other curriculum area.	<input type="checkbox"/>
Recorded on NIMBUS as prejudice	<input type="checkbox"/>	Police informed	<input type="checkbox"/>
2. Any follow up?		Restorative Justice (if appropriate)	<input type="checkbox"/>
Referred on:	<input type="checkbox"/>	Other	<input type="checkbox"/>
Notes:			
Office use only		Recorded in school <input type="checkbox"/>	Recorded on PRIDE <input type="checkbox"/>

Ethnicity codes: **ABAN:** Bangladeshi; **AINO:** Indian; **APKN:** Pakistani; **BAFR:** Black African; **BCRB:** Black Caribbean; **CHNE:** Chinese **MWAS:** White Asian; **MWBA:** White/ Black Caribbean; **WRBI:** White British; **WIKI:** White Irish; **WIRT:** Traveller – Irish Heritage; **WROM:** Gypsy / Roma; **AOTH:** Any other black background; **MOTH:** Any other mixed background; **WOTH:** Any other white background; **OOTH:** Any other ethnic group; **REFU:** Refused; **NOBT:** Infor not obtained; **NVCT:** No victim

Faculty / Subject Report

Faculty			Department		
Name			Form		
Number of lessons on report			Start date		

Lesson 1:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 5:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 2:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 6:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 3:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 7:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Lesson 4:

Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

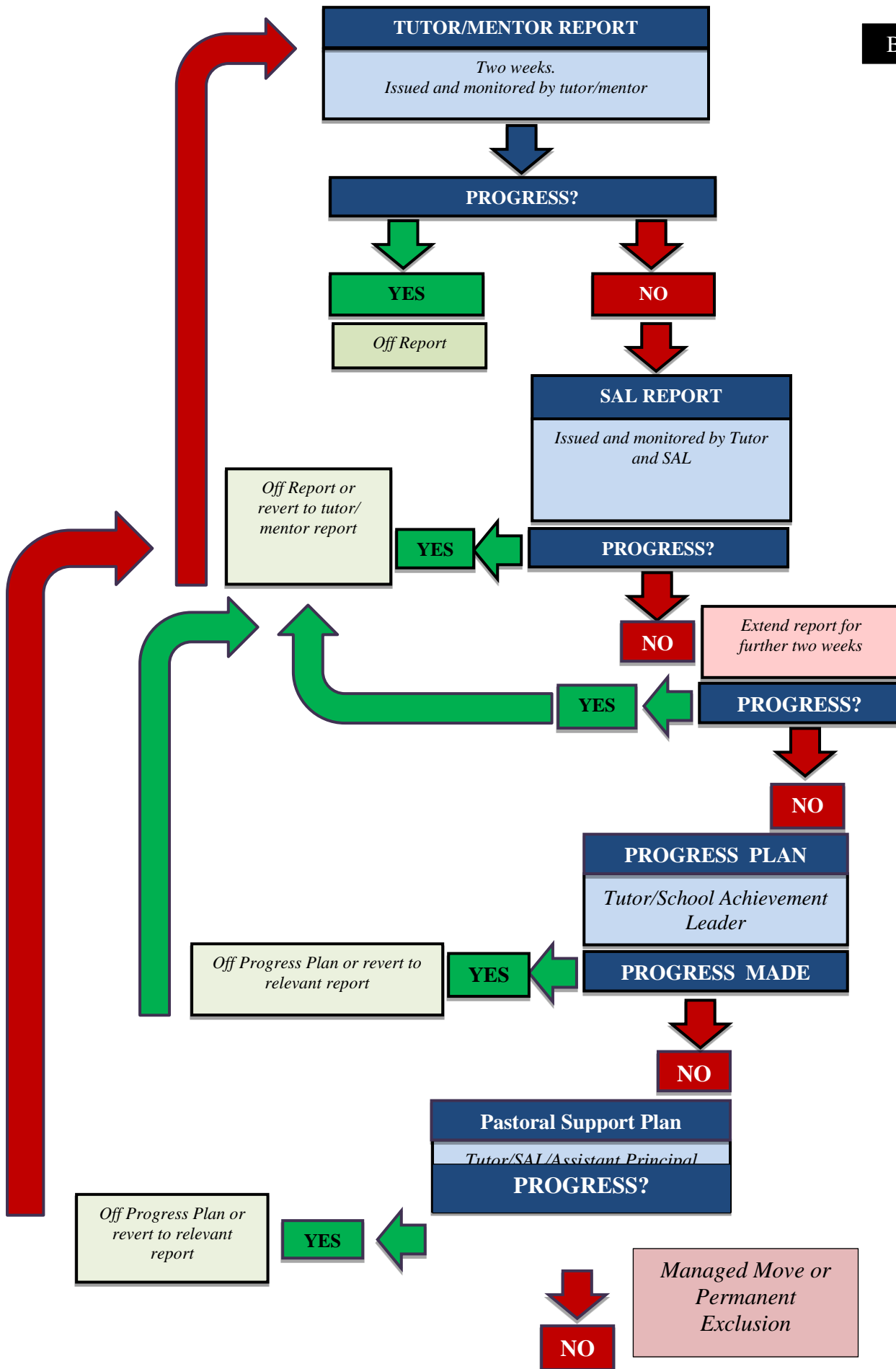
Lesson 8:

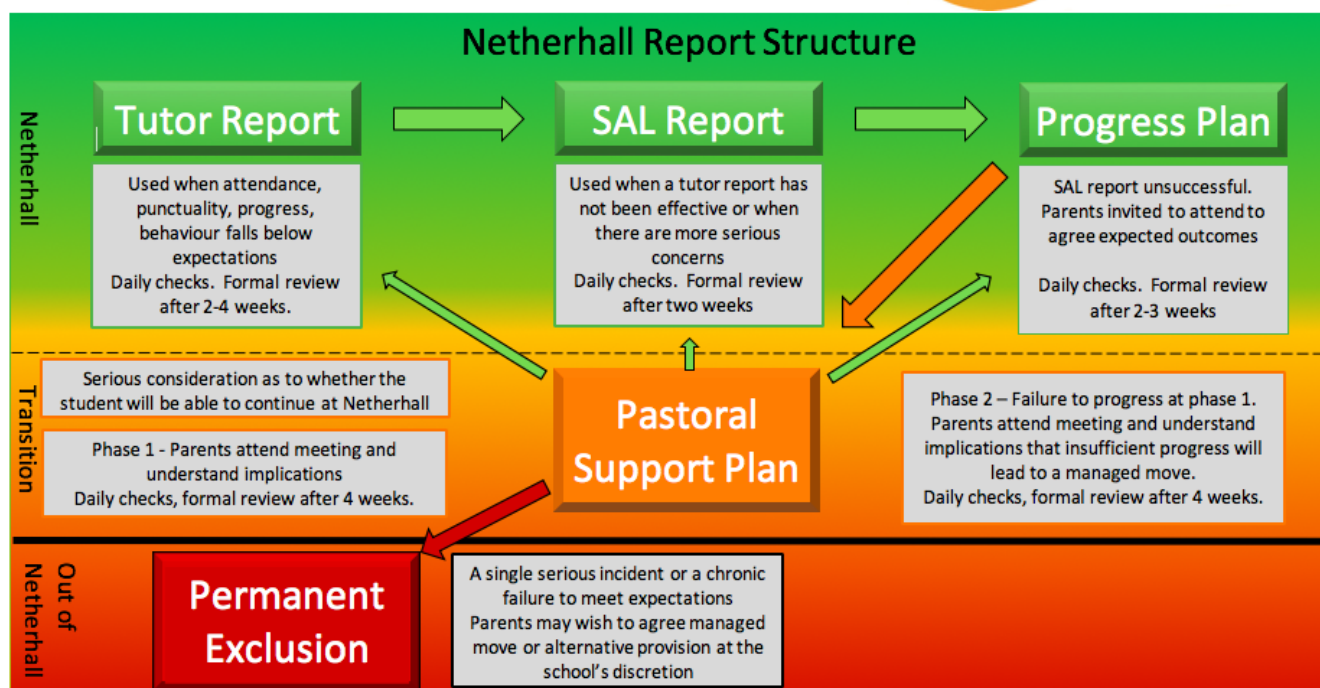
Settled to work quickly	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Prepared for learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Completed the work set	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not disrupt the lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Polite and followed instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did not prevent others in class learning	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Teacher Signature:

Total score	<input type="text"/>	Remain on report	<input type="text"/>	Remove from report	<input type="text"/>
Teacher(s) signature:		Head of faculty signature:		Parent/ carer signature:	

BACK





Appendix 14 Exclusion Checklist for students given a 'fixed term exclusion'

Briefing note: January 2021

Exclusion guidance

Purpose: This should be read in conjunction with the Behaviour Framework which sets out our approach to managing behaviour in schools and signposts national and local guidance and policy. This briefing note provides additional guidance to support Headteachers when making important decisions about whether to exclude a vulnerable pupil through the application of the school's behaviour policy.

Additional guidance: All headteachers must follow the DfE exclusion policy guidance as set out in the Anglian Learning Behaviour Framework. When applying the school's behaviour policy it may be necessary to consider whether to exclude a pupil, Headteacher's must follow the process established by the Local Authority which ensures compliance with DfE policy. In addition to this, the Headteacher must record the rationale and decision-making process for pupils who are particularly vulnerable and/or where circumstances are particularly complex. In these cases, Headteachers must initially discuss the decision-making process with other senior school leaders and in high risk cases Headteachers must discuss the proposed exclusion with the Director of Education before any final decisions are made.

Local Authority Headteacher's Checklist

It is important to give consideration to the following questions before deciding to exclude for any period of time. Please consult **pages 10-11 para. 15-24 of the DfE Exclusion Guidance 2017**, and **pages 48-55 (Annex B – A non-statutory guide for head teachers)**

Is the EH District Team or SEND Services involved?		
Where the family's first language is not English – Have you taken steps to ensure that the process is fully understood?		
Appropriate length of exclusion considered? Is this for the shortest possible time?		

Review process

	Yes	No
Following the completion of the checklist above, is the exclusion likely to cause harm or have a significant detrimental effect on the pupil's wellbeing?		
<p>Has the rationale and decision-making process been recorded below?</p> <p>Rationale</p> <p>A full investigation has taken place including:</p> <p>Statements from the student in question</p> <p>Statements from any witnesses</p> <p>Statements from staff (NIMBUS account is acceptable)</p> <p>Discussions held with SAL</p> <p>Discussion with SLT (has the safeguarding risk been discussed)</p> <p>Discussion with students and parent</p> <p>Review of any earlier support (reports/mentoring/restorative meetings)</p> <p>Review of RBI/FTE; context of incident</p> <p>Are there any mitigating factors?</p> <p>Respite and ReBoot</p> <p>Mentoring</p> <p>Level of contrition</p> <p>Full – Accepts full responsibility for the behaviour exhibited and willing to try and not do this again;</p> <p>Partial – Accepts some responsibility of for their behaviour</p> <p>None – Does not accept any responsibility for their behaviour</p> <p>Restorative</p> <p>Has completed a successful restorative meeting with the member of staff and or student</p> <p>Has planned for a restorative meeting</p> <p>Is not willing to complete a restorative meeting at this stage</p> <p>Decision and outline of the process</p> <p>Reason for exclusion</p> <p>Discussed and agreed with SAL/Pastoral/Safeguarding/SLT/SEND</p> <p>Consideration of SEND =</p> <p>Consideration of CP =</p>		
Has another member of the leadership team reviewed the process?		

Has the Director of Education reviewed the process?		
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Appendix 15 – Anglian Learning Multi-Academy Trust Safeguarding policies

<https://anglianlearning.org/safeguading-policies/>

Behaviour

<https://anglianlearning.org/wp-content/uploads/2021/08/Anglian-Learning-Framework-for-Excellence-Behaviour-v2.0-July-2020.pdf>