

THE NETHERHALL SCHOOL

Relationships and Behaviour Policy

THIS POLICY WAS APPROVED:	AUTUMN 2025
THIS POLICY WILL BE REVIEWED:	AUTUMN 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR LEADING REVIEW:	Christopher Woods

Introduction

Rationale

At Netherhall, we believe that positive relationships are the foundation of a thriving school community. Our behaviour policy is built on mutual respect, trust, and personal growth, ensuring that all students feel valued, supported, and responsible for their actions.

We foster a culture of unconditional positive regard where students:

- Feel safe, respected, and included.
- Are supported to learn from mistakes rather than simply punished.
- Develop self-discipline, empathy, and accountability.
- Recognise that their actions impact themselves and others.

Our Expectations of students

We expect all members of our community to uphold three core principles:

- **Ready** – Arrive on time, prepared, and engaged in learning.
- **Respect** – Show kindness, listen actively, and care for others.
- **Safe** – Move and act in ways that promote safety and well-being.

These principles guide all conversations about behaviour and form the basis of our **restorative approach**. This is summed up in our home-school agreement. (see appendix) By sending their child to Netherhall parents have automatically agreed to the home school agreement. It will be shared yearly with parents and students to remind them of the schools expectations and what they agree to by sending their child to Netherhall.

Our Expectations of staff

What we want:

- Unconditional Positive Regard to students, parents and colleagues
- Ownership of our students in tutorial sessions, lessons and the wider school community
- Openness to training and suggesting where and how improvements can be made

What we do not want:

- Negative regard of students, parents and colleagues expressed through shouting, sarcasm, ridicule.
- Staff working in isolation
- Pessimism

Practices

Celebration of students

The vast majority of our students are highly enthusiastic, respectful and positive.

We focus on recognising and reinforcing the many positive contributions students make through:

- ✓ Verbal recognition – Daily encouragement and feedback.
- ✓ Formal celebrations – Postcards, commendations, and newsletters.
- ✓ Student leadership – Encouraging responsibility through clubs, events, and mentoring.

Understanding students (Neurosequential theory)

At Netherhall we treat all students as individuals and understand that students may respond differently to situations. The Neurosequential Model in Education is a classroom-based approach to support school staff and children to learn more about brain development and the impact of developmental trauma on a child's ability to function in a classroom.

We use Neurosequential theory to help us when responding to behavioural incidents. (See appendices for more information about Neurosequential theory and how it is applied in school)

Support when things go wrong

All students will, from time to time, get things wrong. For a small minority, persistent negative behaviours are evident. Our responses aim to be:

- Proportionate: the least intervention to achieve the desired outcome.
- Diagnostic: recognising that external behaviours often highlight deeper needs.
- Firmly Compassionate: Using restorative practices and education programmes to hold students to account whilst looking to strengthen mutual respect and relationship.

Procedures for Teachers

Teachers retain ownership of the behaviours of students in their classes:

- All incidents are recorded on NIMBUS (Netherhall Improving Behaviour System) with MyConcern used for qualifying cases.
- Restorative practices are the norm and follow faculty arrangements.
- Faculty report systems and behaviour practices are used under the direction of the Head of Faculty.

Staged Behaviour System

A staged behaviour system for in-class incidents encourages understanding and consistency.

Stage	Behaviour	Led by
0	Teacher-craft: supporting high standards through welcoming approaches, planning, task adjustment and reminders.	Class teacher
1	A simple direction in response to a student affecting the learning of the lesson e.g. calling out. Best couched in terms of Ready,	Class teacher
2	A short restorative conversation outside of the learning environment. The student is asked to leave the classroom with the teacher coming to speak with them within 5 minutes. This commences with a check on the student's wellbeing before outlining the reason for the temporary removal and expectations on return.	Class teacher
3	Due to continued disruption or a one-off serious incident, the student is transferred to a referral room by On-Call support. A faculty-led restorative conversation after the lesson will address the incident, agreeing a plan to reduce chances of repetition. Teachers will contact the student's parents, sharing details of the incident and resolution.	Class teacher and Head of Subject/ Faculty
4	Failure to comply at stage 3 or a major one-off incident will lead to the student being transferred to ReBoot by On-Call Support. A restorative conversation will occur prior to the student's next lesson, discussing expectations for the lesson and agreeing a plan to reduce chances of repetition. Teachers contact the student's parents, sharing details of the incident and resolution.	Faculty leader / On-Call support

Procedure for Tutors

Tutors work alongside students, building relationships, advocating for them and acting as the key contact with home when a student is identified from NIMBUS data as an emerging concern. There will then be:

- An initial discussion between the tutor, student and parents. This discussion exists to support the student, causing reflection and planning for change.
- A tutor report may be used to support the improvement with the intervention of the SAL if required. Throughout, the tutor should remain at the relational-centre of the work.

Tracking and monitoring behaviour

Specific behaviours are regularly monitored by the pastoral support team, SAL's, faculty leads and SLT. This information is presented and discussed with governors.

We track student behaviour using a measure called RBI (relative behaviour index). This measure is based on the number of stages a student receives (1-4) in lessons multiplied by the stage value. The total is divided by the number of sessions (am and pm registration) that the student is in school. This gives a standardised value for all students, allowing fair tracking of the behaviour of groups and individuals across and between year groups

Out of lesson behaviour

It is the responsibility of all staff to engage with out of lesson behaviour.

- Where possible the staff members will deal with the incidents immediately and record the incident on NIMBUS with MyConcern used for qualifying cases.
- If teachers need support with dealing with incidents, they should seek this from the pastoral team and the SAL assigned to the student in the first instance.

Support for staff

Support for staff following behavioural incidents are linked to:

- Faculty leaders for lesson based incidents.
- SALs for out of lesson incidents.

Specifically, where elements of direct disrespect / threat to staff is involved, these staff will be responsible for proactively checking on the wellbeing of their team and escalating to senior leaders as required. (See appendices for flow diagrams and more information about dealing with staff abuse)

Restorative Meetings

Our goal is always to take a therapeutic approach, restoring relationships through restorative meetings which seek to educate students rather than punishing them for their actions.

Restorative meetings are an opportunity to:

- restore relationships and educate students as to the consequences of these behaviour.
- discuss additional support for the student to reduce the likelihood of repetition.

On rare occasions, students fail to respond positively to restorative meetings. When this happens, further intervention may involve:

- Support from Faculty Leads.

- Support from School achievement leaders (SALs).
- Support from Faculty line managers.
- Referral to the Behaviour team

Successful restorative practice follows the neuro-sequential model:

- A brief focus on the behaviour exhibited, not stigmatizing the individual.
- Identification of the emotions experienced by the student / staff member.
- Consideration of alternative ways of dealing with these emotions to lessen their impact and facilitate learning.

Class teachers and faculties organise faculty restorative meetings supporting the philosophy of staff 'owning' their classroom practice.

Serious Incidents, Suspensions & Permanent Exclusions

When serious one-off incidents occur, investigations will be put in place:

- Evidence is gathered from CCTV where available and witness accounts collected.
- A school leader will consider the evidence, forming a judgement on the balance of probability.
- A member of the Leadership Team will determine the most appropriate response, taking advice and accounting for the student's personal circumstances and history.

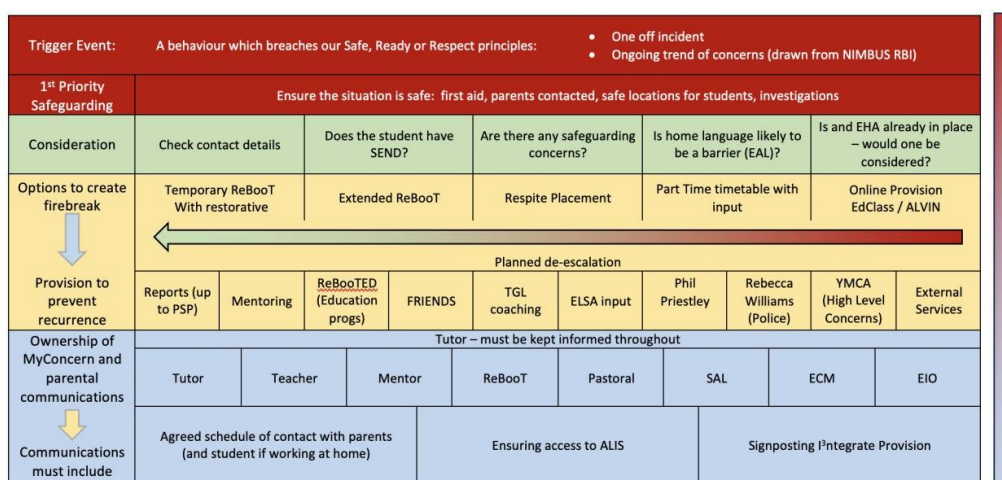
We aim to avoid permanent exclusion and explore alternatives whenever possible. This may involve the use of Alternative Provision and Managed Moves where acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme behaviours.

Temporary Suspension from School

We aim to avoid suspensions by utilising our Internal facilities.

Where there is a safeguarding risk which cannot be mitigated by these options, temporary suspension may be used. This decision can only be made

by The Principal or designated member of the Senior Leadership Team.



During a suspension, the parent/carer has the legal duty to ensure the student is not in a public place during school hours – except when there is an urgent necessity such as a medical appointment. Students cannot represent the school in sporting fixtures or go on trips or visits during a temporary suspension.

At the end of the period of suspension, the student will attend a readmission meeting with a parent/carer. This meeting will seek to identify barriers to successful learning and any support that may be required. A re-admission contract will be signed before return to lessons.

Unsuccessful readmission meetings may lead to an extension of the exclusion or the requirement of the student to work apart from the main cohort within the ReBooT suite until such time as the student has demonstrated they are able to work safely in their lessons.

Permanent Exclusion

A permanent exclusion involves the Principal, Governors, the Local Authority and the child's parent(s)/carer(s). It is used only for the most serious offences or when all other strategies have been exhausted.

In order to avoid permanent exclusion, Netherhall may direct students to alternative education, such as, placements in partner schools, online learning or attendance in our Hobbs Centre. If offered, attendance at this provision is mandatory and will be monitored through standard attendance process.

We recognise that a permanent exclusion undesirable and always try and work with the student, family and the Local Authority to avoid these.

The following form is used to demonstrate that all reasonable strategies have been used with the student prior to any decision being made.

Evaluation of behaviour Strategy Checklist for the Pastoral Support Team

Name	Date	Unsuccessful	Tutor group		Year group
			Partially successful	Fully successful	
Strategy					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					

Staff training

The school provide ongoing Professional Development for all members of staff to support the delivery of our key objectives.

Uniform and Equipment Expectations

Tutors/mentors build regular uniform and equipment checks into their weekly routines. If a student fails to comply with the uniform expectations, they are referred to the pastoral office. With significant or persistent issues with a student's uniform, contact may be made with home to rectify the issue; students may be placed in ReBooT until matters are resolved.

Mobile phones and electronic devices in school

Mobile phones, including headphones, should not be visible or heard between 8.40am and 3.00pm. This includes break and lunchtime.

Students breaching this expectation will have the device confiscated for the remainder of the day and the student 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 device.

Care of Property

We expect all children to respect the school building and everything within it. This includes school displays that celebrate excellent work and important information. Where a child has caused damage to property or an act of vandalism, they will be expected to pay for any expense incurred by the school.

Children are asked not to bring valuables into school. The school takes no responsibility for any mobile phones, earphones, or the like, that are brought into school.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will deal with this matter in accordance with this policy.

In school support

ReBoot

Our Restorative Behaviour Therapy Unit (ReBoot) is a facility dedicated to supporting students with challenging behaviors whilst protecting the education of other students. 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 students 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.
Restore	Where students are supported to engage in restorative conversations brokered by the ReBoot team, planned group therapy, supportive interventions or discussions.
Insite	Designed for individual or small group interventions through mentoring, educational programs like anti-bullying, or therapy sessions to support students to regulate their behaviour or improve their self-esteem.

Referral to ReBoot

Referrals to ReBoot can only be made for:

- Failing a faculty / subject report
- Stage 4 incidents
- Inappropriate behaviours at break and lunch times
- Reflection and or writing statements

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

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 student will be in ReBoot.
- Faculty / subject areas WILL provide work for ALL lessons the student is in ReBoot. Students without work will be returned to the faculty to collect work.

Support for students

Whenever an incident takes place, all students 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 students and is ordinarily the form tutor.
- Therapies delivered through ReBoot E.g. Resilience or Anger management using Zones of Regulation.
- ReBoot Education programmes

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. Hobbs has a maximum capacity of 6 students, but this may vary based on any particular cohort.

Behaviour out of School

What the law allows:

A teacher may discipline a student 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 student 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 student or member of the public
 - Could adversely affect the reputation of the school

Students on school trips and visits, and on the way to and from school, are governed by the school's expectations for behaviour policy. Poor behaviour on the way to and from school is not acceptable and will result in sanctions being put in place.

The school will investigate any misbehaviour reported by a third party or witnessed by a member of staff if the student 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.

Dealing with Bullying

Including cyberbullying, prejudice-based and discriminatory 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

Definition

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 students to clarify the difference between bullying and "friendship friction".

At Netherhall School we actively promote kindness and tolerance to all students, staff and parents. We strive to ensure that differences and diversity is celebrated across the whole school community. Furthermore, we believe that bullying of any kind is unacceptable and will not be tolerated in our community. Any incidences of bullying are treated promptly.

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.

Prejudice-based and discriminatory bullying of kind described above can be directed at individuals based on 'protected characteristics'. These characteristics include:-

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Information regarding all incidents of bullying are recorded, 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 student'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
- Direct to a member of staff
- Netherhall Anti-Bullying Committee (NABC). – please contact Miss Morrison regarding this group using her email address lmorrison@netherhallschool.org

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 students displaying anti-social behaviour are themselves in need of support. 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 student, their age, maturity and circumstances.

Responding to Prejudice-Related Incidents

Any prejudiced language or behaviour should be challenged proportionally with the circumstances and severity of the incident. The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why.

Prejudice-related incidents will always be investigated by an appropriate member of staff.

The person investigating will:

- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions.
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident.
- approach witnesses to gain their accounts of the incident (in writing if appropriate).
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation.
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved.
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused.
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour).
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this.
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate.
- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed.
- where appropriate, ensure that there are subsequent curriculum opportunities for all students in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.

Reports

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

Subject/Faculty Report

Students 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. Student's failing a subject/ faculty report can be referred to ReBooT on a short-term basis. These reports are monitored by the faculty /subject leader on a weekly basis.

Tutor Report

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 SAL. Tutors and mentors will contact home when placing a student 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 student'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

Students who fail a tutor report may be placed on a SAL report. This would involve:

- Meeting between the student, SAL and the Tutor / Mentor to set and review targets logged on the student's narrative.
- SAL informs the student's subject teachers and parents.
- Report monitored over a two- or four-week period with a formal terminal outcome and parental meeting, if necessary.
- Throughout the Tutor / Mentor supports the student on a daily basis, attending any additional meetings.

These reports are monitored daily and reviewed weekly by the SAL or a member of the pastoral support team.

(PSP) Pastoral Support Plan

A student is placed on a PSP if they are at serious risk of permanent exclusion. A PSP routinely involves the parent/carer, SAL, SLT and a member of the LA along with the Tutor / Mentor and is 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 student fails their PSP they may be permanently excluded from school.

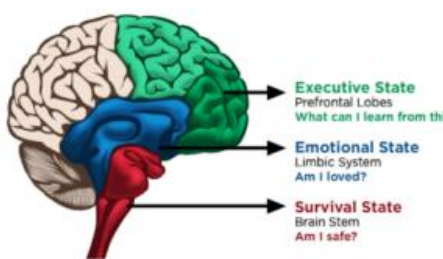
Appendices

Appendix 1

Restorative Practices in Schools Aligned with Bruce Perry's Neurosequential Model

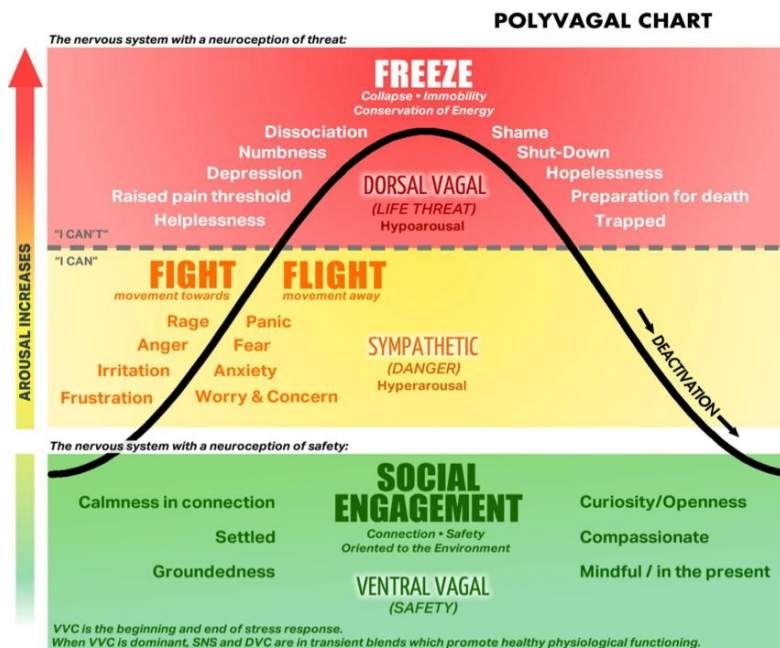
This table outlines the key steps of restorative practices at Netherhall and explains why each step aligns with Bruce Perry's Neurosequential Model of Therapeutics.

The Triune Brain model, developed by Paul McLean in the 1960s, suggested that the brain can be interpreted as being demarcated into three key areas.




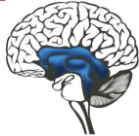


Part of the brain	Function
Brain stem (cerebellum)	Responsible for automatic functions: heart rate, blood pressure, breathing, keeping the person alive.
Limbic system	The location of long-term memory and emotion
Prefrontal lobes	The location of short-term memory and processing of information.

This theory was originally posited as an explanation of the evolution of the brain. This has since been abandoned due to criticism from comparative neuroscientists. However, it remains an extremely helpful model for supporting some of the most successful therapeutic models on behaviour management. It is in this context that we apply it here.



In order to respond effectively to a behavioural incident we need to recognise that students work within different emotion state. We want them to spend as much time as possible in the green zone of social engagement where they can reason, reflect and learn. Due to arousal, a student can quickly move into the yellow Fight-Flight section where they become irrational, potentially shifting into the red Freeze state where they shutdown. Typically, we see students move between green and yellow due to our de-escalation practices.

Returning to the green zone can take a significant amount of time which varies considerably from person to person. Crucially, students can easily be retriggered into heightened states as they descend from the peak through the yellow zone. So, knowing this, how should we respond?

Step	Explanation of Practice	Neurosequential Justification	Brain Region Focus
1. Regulate	<i>Allow sufficient time to the student (and you) to descend from the emotional arousal of the incident. This could be through use of a referral room, ReBoot, Hub or simply leaving addressing the behaviour until the following day.</i>	When dysregulated, the brainstem is dominant and requires regulation to move the student back into the green zone of arousal. Only then will they be able to relate to a dialogue.	
2. Relate	<p>Hold a restorative conversation in a calm, quiet and secure environment. Build connection through empathy, active listening, and presence. Specifically:</p> <p><i>Ask the student to talk through the incident in their own words but do not interrupt to 'correct' their account</i></p> <p>Witness testimonies are notoriously subject to inaccuracy, don't make this a barrier to gaining a positive outcome.</p> <p><i>Ask the student to describe how they were feeling during the incident. Did they like how they were feeling? What feelings do they think the other person / people would have been feeling.</i></p>	<p>A calm and accepting approach to the student's narrative supports the emotional limbic brain to re-engage with the event without retriggering the original response.</p> <p>Feelings tend to lead behaviours so articulating these can help a student to put their actions into context. This can also create empathy with the other participants.</p>	
3. Reason	<p><i>Ask the student, 'How could you have responded differently to lessen harm and de-escalate the situation?'</i></p> <p>The focus here is on supporting future behaviours that can be controlled rather than past ones that cannot.</p> <p><i>Ask the student to visualise alternative responses. Ask them to consider how the feelings these alternative might elicit could be different from before.</i></p> <p>Here we are showing that feelings affect behaviours and behaviours affect feelings</p>	<p>The neocortex is now online due to your skilful listening and acknowledgement of the student.</p> <p>Logical reasoning and reflection are now possible. The future perspective enables the student to build new neural pathways whilst also demonstrating your investment in their wellbeing</p>	
4. Restore	<i>End by reasserting your desire to move forward in your relationship with the student, confirming any actions that you will take moving forward.</i>	Promotes integration between emotional and cognitive brain regions; builds empathy and self-regulation.	
5. Reinforce and Reflect	<i>Maintain ongoing check-ins with the student to maintain and build relationship, demonstrating unconditional positive regard each time.</i>	Repetition of positive experiences builds new neural pathways and strengthens self-regulation.	Whole Brain Integration

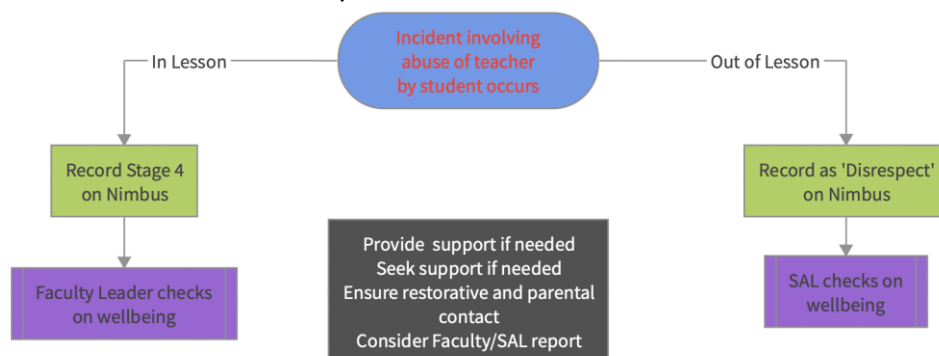
Appendix 2

Abuse of staff

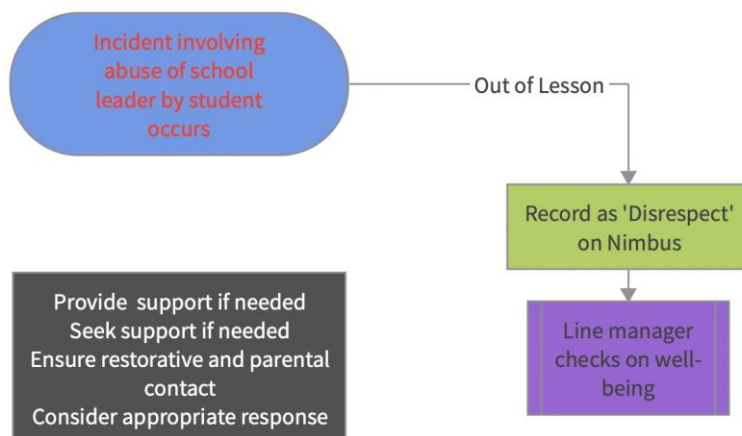
Abuse of staff by students or parents is never acceptable and must be dealt with in a robust and consistent manner.

Please ensure that you use these routes for the following circumstances

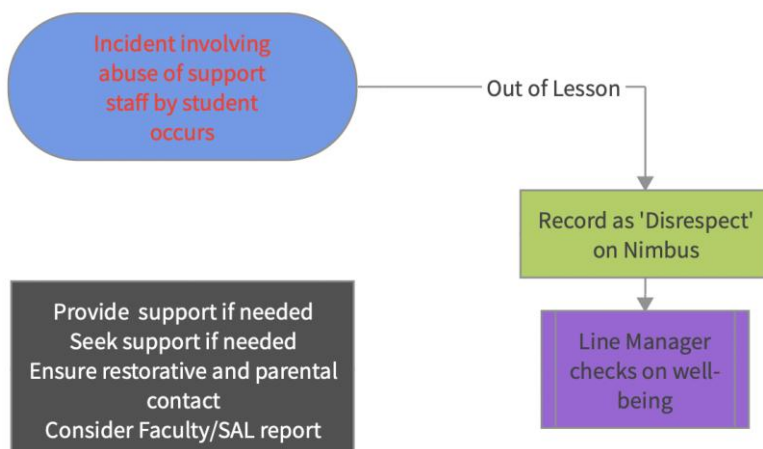
1. Abuse of teachers by students



2. Abuse of school leaders (Faculty Leaders, SALs etc.) by students



3. Abuse of support staff by students



The Law and Sanctions

Detaining Students (Detention): What the law allows:

Teachers have the legal power to put students in detention.

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

- Any school day where the student 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 student at risk.
- If the student 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 student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student.

Searching and confiscation of property

Teachers and pastoral support workers can confiscate students' 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 student 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 students, 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 student. 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, students 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 or the pastoral office for safe keeping. They may be collected at the end of the school day by the student. 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 student at their discretion.

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 students, in particular at break and lunchtimes. If students are seen to have any of the devices or equipment listed above, between the hours of 8.40am and 3.00pm, the teacher will confiscate the item(s) for the remainder of the day and the student 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.

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 students with the intent to prevent physical harm coming to a student 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 students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight, or where a student needs to be restrained to prevent violence or injury. Physical contact can also mean intervention with students 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 students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Staff will always ensure that they do not:

- Restrain in a way that has a negative impact on the process of breathing
- Restrain in a way that causes pain as a direct result of the technique
- Restrain in a way that leads to sense of personal violation in the student

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 student.

In the event that force is used to intervene with a student 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 students 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 students.

Preventing a student from leaving a room

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

Uniform expectations for students

- 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) are allowed in school.**
- Skirts should be all black, plain conventional style (not elasticated, tube skirts, pencil skirts or skin tight) and be of a suitable length for the workplace – mid-thigh to knee length. tights should be black or natural coloured and unpatterned.
- Shoes or trainers should be all black with 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, students wear the Year 11 sweatshirt, the colour of which is decided by the incoming Year 11 students.
- Students wishing to wear a headscarf for religious reasons 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 students 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 include 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'.
- Students can have clear or neutral coloured nail varnish but cannot wear coloured or false/shellac/acrylic nails.
- **The wearing of nose-rings, tongue studs or any other face piercing is prohibited**

Appendix 4

Home school agreement explaining expectations to parents

	Parent/Carer Name:	Student 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 child. 2. Start registration and lessons punctually, greeting children at the door. 3. Regularly set, mark and monitor homework. 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, 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 <u>wearing the appropriate school uniform at all times</u> in school. 11. Monitor students use of the school's IT and ensure their safety when online in school. 12. Confiscate student's phones when they have them out to help safeguard students and teachers. 	To help my child at school, I agree to: <ol style="list-style-type: none"> 1. Encourage my child to work to the best of his/her 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. Concerns can be reported using the <u>report a concern button</u> on the school website. 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 <u>School</u> to resolve any difficulties. 8. Receive school information (Email, letter, newsletter) 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. Ensure that my child will attend school in full school uniform (see behaviour policy for more details). 11. Monitor your child's social media usage and report any concerns. 12. The school confiscating my child's phone if they have it out and to collecting it when necessary. 	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) 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 and report all concerns to an appropriate member of staff to use the report a concern button on you ALIS homepage. 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 <u>reply</u> slips. 9. Endeavour to keep my attendance above 96% across as school year. 10. Choose to wear the correct uniform in line with the school's uniform policy. 11. Follow the schools ICT policy and <u>eSafety</u> policy. 12. Switch off mobile phones and store them out of sight in a bag or coat pocket between 8.40am and 3.00pm. If my phone is out, I understand it will be confiscated and my parents may need to collect the phone.
Signed on behalf of the school Date <i>CA Woodh</i>	Signed by parent/carers Date	Signed by child Date

