

THE NETHERHALL SCHOOL

Relationships and Behaviour Policy

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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 2) 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 school's expectations and what they agree to by sending their child to The Netherhall School.

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 don't 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 appendix 3 for more information about Neurosequential theory and how it is applied in school)

Inclusion and Equality

At The Netherhall School, we recognise that behaviour is a form of communication, and that for some students, behaviour that appears defiant or disruptive may be linked to an unmet special educational need, disability, or other underlying vulnerability. In line with our commitment to being Diagnostic — recognising that external behaviours often highlight deeper needs — staff will always consider whether a student's SEND, disability, or personal circumstances have contributed to an incident before deciding on the most appropriate and proportionate response.

Where a student has an identified special educational need or disability, reasonable adjustments will be made to the application of this policy, including (but not limited to) adjustments to sanctions, communication methods, and the pace or format of restorative conversations, in line with our duties under the Equality Act 2010 and the SEND Code of Practice. Staff will work with the SENCO, pastoral team and, where appropriate, external professionals to ensure that a student's needs are properly understood and reflected in any

support plan, report, or intervention.

Before any decision is made to permanently exclude a student, the school will consider whether:

- all reasonable steps have been taken to identify and address any underlying SEND, disability, or safeguarding needs;
- appropriate support, adjustments, or alternative provision have already been tried; and
- exclusion is a proportionate response in light of the student's individual circumstances.

This reflects our statutory duties under the Suspension and Permanent Exclusion guidance and does not remove the school's right to exclude where it is necessary to keep the school community safe.

Relationship to our Safeguarding & Child Protection Policy

This policy should not be read in isolation. Behaviour is often the clearest early signal that a student has an unmet need, and staff will always consider whether there is a safeguarding element to a behavioural incident, in line with Keeping Children Safe in Education (KCSIE).

Where a member of staff has any concern that a behaviour incident may indicate a safeguarding risk — whether to the student involved, another student, or arising from circumstances outside school — this must be reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay, following the procedures set out in our Safeguarding and Child Protection Policy.

Responding to behaviour and safeguarding a student are not separate processes. A restorative or staged behaviour response does not replace a safeguarding referral where one is warranted, and staff should raise a safeguarding concern in addition to, not instead of, logging the behaviour incident on Bromcom/MyConcern.

This policy works alongside, and should be read in conjunction with, the school's:

- Safeguarding and Child Protection Policy
- Anti-Bullying procedures (see Dealing with Bullying later in the policy)
- Phone-Free School Statement (Appendix 9)

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 Bromcom 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

We have a staged behaviour system for in-class incidents. This encourages understanding and consistency for staff, students and parents. These stages are logged on Bromcom so that a record is kept that parents, students and staff can see. (see appendix 4)

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 Bromcom 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-learning behaviour. There is a staged system for recording and dealing with out-of-learning incidents. (see appendix 5)

- Where possible the staff members will deal with the incidents immediately and record the incident on Bromcom 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-learning 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 appendix 6 for flow 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 behaviours.
- 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.

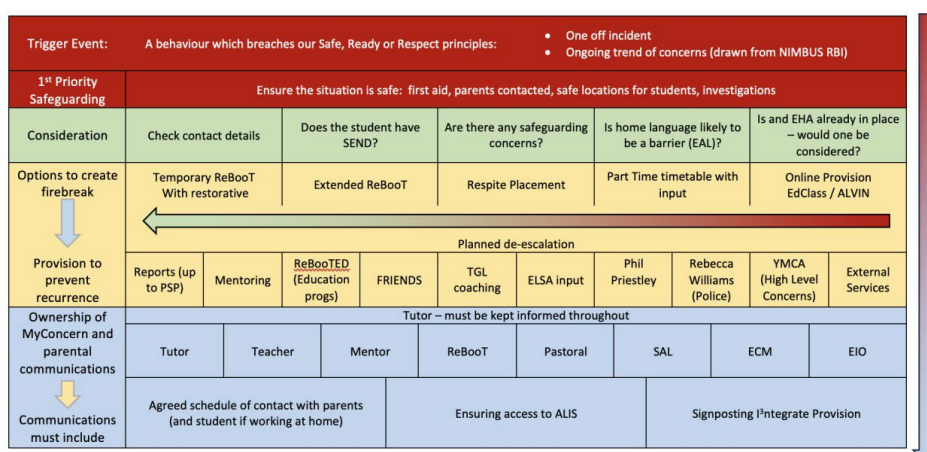
We aim to avoid permanent exclusion and explore alternatives whenever possible. This may involve the use of Alternative Provision and Managed Moves where acceptable to parents. However, we reserve the right to permanently exclude in cases where alternatives have been exhausted or in cases of extreme 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/carers 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 is 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	Comments
			Partially successful	Fully successful		
Strategy						
Parental Meetings						
Report						
Personalised timetable						
IAEP in place						
Local authority input						
CEIAC 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						

Right to Make Representations

Where a decision is made to permanently exclude a student, parents/carers have the right to make representations to the school's governing board about that decision. The governing board will consider whether the exclusion was lawful, reasonable, and procedurally fair. Where the governing board upholds a permanent exclusion, parents/carers have a further right to ask the

Local Authority to arrange an Independent Review Panel to reconsider the governing board's decision. Parents/carers may also request that a SEND expert attend the review panel where the exclusion may relate to a student's special educational needs. Full details of these rights, including timescales for lodging a request, will be provided in writing to parents/carers alongside notice of any permanent exclusion, in line with the Department for Education's Suspension and Permanent Exclusion guidance.

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 uniform is incorrect then the tutor should record this on Bromcom and contact home to ask the parents to correct the uniform. If a child has the correct uniform on but refuses to remove non uniform clothing in the classroom the student will receive a C3 and will be removed from the lesson.

If a student consistently fails to comply with the uniform expectations, they are referred to the pastoral office. Contact may be made with home to rectify the issues; students may be placed in ReBooT until matters are resolved. (See appendix 7 for more information)

Mobile phones and electronic devices in school

The Netherhall School is a phone and smart watch free school for students. If students choose to bring their phone or smart watch to school, they must either have a hush pouch which the school will lend to them for the full duration of their time at The Netherhall School or they must hand their phone into reception at the start of the day. From the moment students enter the school they will be required to have their phone in a hush pouch. Students will be able to open their hush pouches at the end of the day as they are leaving the school. If students would prefer not to bring a phone or smart watch to school they can request a hush pass from their tutor.

Students breaching this expectation will have their device confiscated for the remainder of the day and will have to complete an education program. For the first infringement the student will be able to collect the confiscated device at the end of

the school day. In the event that the device is confiscated again, the school reserves the right to keep the device for up to 7 days and requires a parent or carer to collect the confiscated device.

If students damage the hush pouch they will be required to replace them at the cost of £25. When a student leaves The Netherhall School they must return the hush pouch in an appropriate condition. If the students are in year 11 and do not return their hush pouch in an appropriate condition they will be required to pay £25 or they will not be allowed to attend the Prom until this payment has been made. (See appendix 8 for further information)

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, their parent or carer will be expected to pay for any expense incurred by the school. Until the cost of the repair is paid the student will be unable to attend any trips or school social events like the Prom.

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

Malicious allegations

Where a student or parent/carers makes an allegation against a member of staff and, following investigation, that allegation is found to have been deliberately invented or malicious, the school will treat this as a serious behaviour incident and respond in line with this policy, which may include sanctions up to and including permanent exclusion. The school recognises the potential impact of false allegations on staff wellbeing and will provide appropriate support to any member of staff affected. Where an allegation is not upheld, this does not necessarily mean it was malicious; the school will only treat an allegation as malicious where there is clear evidence that it was intentionally false.

In school support

ReBooTed

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.

Referral to ReBoot and Inclusion

- Referrals to ReBoot and Inclusion can only be made for:
- Failing a faculty / subject report
- Stage 4 incidents
- Inappropriate behaviours at break and lunch times
- Reflection or writing statements
- **Under no circumstances are students allowed to self-refer to ReBoot.**

Teachers can refer a student to ReBoot or inclusion through climate meetings. Referrals can be made under 2 circumstances:

- Continued poor behaviour is harming the learning environment.
- Major one off incidents where support is required.

Referrals for continued poor behaviour

In order to refer a student for continued poor behaviour the teacher must have taken appropriate steps to try to rectify the behaviour first. In order to refer a student the teacher must have:

- Recorded all stages on Bromcom and had restorative meetings with the student.
- Informed parents/carers that they have concerns about their child's behaviour and discussed how best they can work together to improve the behaviour.
- Complete between 4 and 8 lessons on a faculty report with parental involvement.
- Completion of the ReBoot referral form with agreement from the Head of the referring Faculty.
- Faculty leader to bring the reboot referral and supporting evidence to a climate meeting to discuss the situation.

- 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.
- 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.

Referrals for one off incidents

The teacher must inform their faculty leader of the one-off incident where support is required. If the faculty leader feels that they need SLT support they should go to their SLT link. If the faculty leader feels that the student needs removing and they cannot do this within their faculty. They should go to the climate meeting afterschool and discuss the incident at the climate meeting.

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.

Reasonable force, seclusion and restrictive intervention

There are limited circumstances in which it is appropriate for staff to use reasonable force to safeguard children. Reasonable force means using no more force than is necessary for the least amount of time in the circumstances. This may range from guiding a child to safety to intervening to prevent violence, injury or serious damage.

The academy will not operate a "no contact" policy, because this could prevent staff from protecting children. Decisions about physical contact, reasonable force or restrictive intervention must be based on professional judgement, the law, the child's needs and the immediate risk. Staff must consider the additional vulnerability of children with SEND, mental health needs, trauma histories or medical conditions, and must consider reasonable adjustments and positive behaviour support plans.

Any use of reasonable force, seclusion or restrictive intervention must be recorded on MyConcern, reported to relevant leaders and reviewed. Parents or carers should be informed in writing, unless doing so would place a child at greater risk. The academy will seek to reduce the need for restrictive intervention, seclusion and restraint through relational practice, proactive support, environmental adaptation, de-escalation, risk assessment and individual planning. (See appendix 1 and the safeguarding policy for more information)

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 The Netherhall School we actively promote kindness and tolerance to all students, staff and parents. We strive to ensure that differences and diversity are 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 seriously and are promptly dealt with. (See appendix 9 for the bullying proforma and flow chart for managing incidents 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.

Prejudice-based and discriminatory bullying of the 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 antibullying pages of the website and the students' intranet home page
- Direct to a member of staff
- Netherhall Anti-Bullying Committee (NABC). – please contact Miss Hall regarding this group using her email address lhall@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. Records of this will be logged on MyConcern, our school safeguarding system and all bullying incidents are treated as a safeguarding concern.

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.

Peer-on-Peer Sexual Harassment or Violence

We recognise that abuse between peers, including sexual harassment and sexual violence, can occur in any school and is never acceptable, regardless of the age or gender of those involved. This includes behaviour such as sexualised name-calling, unwanted physical contact, sharing or pressuring someone to share sexual images, and other conduct of a sexual nature directed at another student.

This policy should be read alongside our Safeguarding and Child Protection Policy for anything involving sexual harassment or violence between students, since this is treated as a safeguarding matter. Any concern of this kind must be reported on MyConcern and to the Designated Safeguarding Lead or a Deputy DSL without delay, in line with Keeping Children Safe in Education.

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
- monitor daily and review on a weekly basis

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

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.

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.

Appendix 2

Home school agreement explaining expectations to parents



Home-School Agreement 2026/2027

By sending your child to The Netherhall School, you, your child and the school are agreeing to the following expectations.

The school will do its best to:

1. Provide a balanced curriculum to 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 wearing the appropriate school uniform at all times 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.
13. Run education programs with students to help them to understand when they do not meet our expectations.

To help my child at school, I agree to:

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 **report a concern button** 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 School 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 my child's social media usage and report any concerns.
12. Accept the school confiscating my child's phone if they have it out and collect it when necessary.
13. Work with the school to address any incidents and support my child to understand the expectations.

As a student, I will do my best to:

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, or use the report-a-concern button on your My Child at School APP.
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 a school year.
10. **Choose to wear the correct uniform** in line with the school's uniform policy.
11. Follow the schools ICT policy and eSafety policy.
12. **Switch off mobile phones** and store them in a **hush pouch** from when I enter till when I leave school. If my phone is out, I understand it will be confiscated and my parents may need to collect the phone or be kept for a period of time.
13. Accept responsibility for my actions and work with the school to ensure that I meet all school expectations and have appropriate restorative conversations.

Appendix 3

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

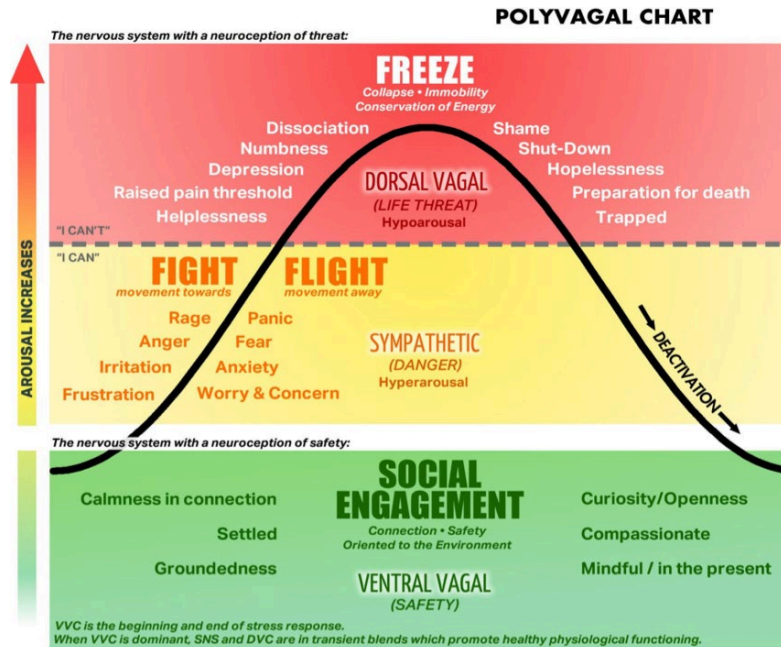
This table outlines the key steps of restorative practices at Netherhall and explains why each step aligns with Bruce Perry's Neurosequential Model of Therapeutics.

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 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	Hold a restorative conversation in a calm, quiet and secure environment. Build connection through empathy, active listening, and presence. Specifically: <i>Ask the student to talk through the incident in their own words but do not interrupt to 'correct' their account</i> Witness testimonies are notoriously subject to inaccuracy, don't make this a barrier to gaining a positive outcome. <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>	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. 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.	
3. Reason	<i>Ask the student, 'How could you have responded differently to lessen harm and de-escalate the situation?'</i> The focus here is on supporting future behaviours that can be controlled rather than past ones that cannot. <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> Here we are showing that feelings affect behaviours and behaviours affect feelings	The neocortex is now online due to your skilful listening and acknowledgement of the student. 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	
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 4

Behaviour Expectations and Graduated Response Framework

Behaviour Stage	Core Value Being Protected	Description	Examples of Possible Behaviours	Typical Staff Response
C1 – Low Level Behaviour	Respect for learning environment and self-regulation	Behaviour that is inappropriate but does not significantly disrupt the flow of learning. Usually corrected quickly through subtle classroom management.	• Calling out without permission • Low-level chatting • Not starting work promptly • Minor off-task behaviour • Equipment not ready • Brief distraction of others • Poor posture/attention affecting own learning • Homework not done	• Non-verbal cue or reminder • Proximity or redirection • Positive reinforcement of expectations • Quiet reminder of classroom norm • Record the behaviour on Bromcom
C2 – In-Class Intervention	Respect for others' right to learn and teacher authority	Behaviour that begins to disrupt learning or distract others, requiring a more direct intervention but remains manageable by the classroom teacher.	• Persistent calling out • Repeated off-task behaviour after warning • Distracting others or turning around repeatedly • Minor refusal to follow instructions • Low-level inappropriate comments • Throwing small items (e.g. paper) • Refusal to complete work • Arguing with peers affecting learning	• Clear verbal warning and explanation • Change of seat • Brief corridor conversation • Restating expectations and consequences • Record behaviour on Bromcom
C3 – Removal from Lesson with no support required	Safety, dignity, and uninterrupted learning for the class	Behaviour that seriously disrupts learning or prevents effective teaching, requiring removal from the classroom. Teachers are expected to initiate and manage this stage independently.	• Continued disruption following C2 intervention • Defiant refusal to follow instructions • Use of inappropriate language • Persistent behaviour targeting peers • Leaving seat or classroom without permission • Throwing objects in frustration • Unsafe behaviour during practical work	• Removal from lesson following school procedure • Completion of follow-up conversation or restorative meeting when both parties are regulated • Setting work and expectation to repair learning • Personal follow up to discuss the incident with parents. • Recording behaviour on Bromcom

			- Escalating confrontation or refusal to engage - Deliberate damage to classroom materials (minor)	
C4 – Removal with Additional Support Required	Safety, safeguarding, and relational repair	Behaviour where the teacher requires additional support due to severity, safeguarding concern, or breakdown of working relationship.	- Aggressive or threatening behaviour - Physical aggression - Significant verbal abuse towards staff or students - Serious refusal resulting in confrontation - Discriminatory or prejudicial language - Significant damage to property - Behaviour presenting safeguarding or safety risk - Student refusing removal - Incident requiring investigation or sanction beyond teacher authority	- Immediate request for support (On Tour if not urgent) - Student removed to appropriate provision - Formal follow-up investigation - Restorative process and parental contact - Consideration of further sanctions or interventions - Faculty leader support and senior link support where necessary - Record behaviour on Bromcom
Truancy	Safeguarding and uninterrupted learning for the class	Being more than 15 minutes late to a lesson or leaving a lesson before it has finished.	- Turning up more than 15 minutes late to a lesson - Not going to a lesson without a school sanctioned reason - Sitting in reboot or Arday when you are not timetabled to be there - Leaving the lesson before it finishes	- Logged on the system - Parents contacted - Restorative set in which the student has to make up the time that they have missed and complete the work that they missed.
Late to lesson	Safeguarding and uninterrupted learning for the class	Turning up to a lesson up to 15 minutes late with no reason	Turning up after the rest of the class with no reason.	- Logged on the system - Restorative set to make up the time

Additional Guidance

- The behaviours listed above are illustrative examples and not exhaustive.
- Staff should apply professional judgement and consider context, student need, and proportionality.
- The system is designed to support a relational and restorative approach, ensuring students are supported to repair behaviour and return to learning successfully.
- Where behaviours escalate or patterns emerge, pastoral and safeguarding teams may implement targeted support strategies.
- Some behaviours will necessitate immediate escalation to a C3 or C4 without the need to use earlier stages.

Appendix 5

Out of Lesson Behaviour Graduated Response Framework

Behaviour Stage	Core Value Being Protected	Description	Examples of Possible Behaviours	Typical Staff Response
O2 – Out of Lesson, Record Only	Respect, accountability and early intervention	Low-level out of lesson behaviour where the student responds appropriately to staff direction. The log is primarily for record keeping and pattern monitoring. No further escalation is required.	- Corridor running or unsafe movement - Being briefly in the wrong area without permission - Low level corridor disruption (e.g. shouting, minor silliness) - Brief inappropriate language where students immediately apologise. - Minor disagreement between students resolved quickly	- Calm verbal reminder of expectations - Reinforce correct behaviour and provide clear direction - Positive acknowledgement when behaviour is corrected - Record incident on Bromcom for monitoring patterns
O3 – Out of Incident – Managed Independently	Respect for community, consistency of expectations and shared awareness	Behaviour that requires follow up or awareness from pastoral or teaching staff but can be resolved by the member of staff managing the incident.	- Repeated presence in incorrect areas - Refusal to follow initial instruction but eventually complies - Moderate corridor disruption affecting others - Inappropriate language or behaviour requiring follow-up conversation - Ongoing peer conflict requiring mediation - Leaving lessons without permission but responding when challenged	- Clear instruction and explanation of expectations - Restorative or reflective conversation when student is regulated - Possible short sanctions or follow-up task - Record behaviour on Bromcom so relevant staff are aware - Inform tutor, faculty or pastoral staff if needed - Contact home where appropriate
O4 – Out of Lesson Incident – Additional	Safety, safeguarding and relational	Behaviour where the member of staff requires	- Refusal to follow staff instruction and disengagement - Confrontational or intimidating behaviour	- Request immediate support from On Tour and/or Pastoral Office if urgent - Student removed to appropriate safe provision

Support Required	repair	support due to severity, escalation, safeguarding concerns or breakdown of working relationship.	• Aggressive or abusive language towards staff or students • Physical aggression or threat of aggression • Students absconding or refusing to attend lesson provision • Significant peer conflict requiring separation • Behaviour presenting safeguarding risk • Students refusing to move location or comply with reasonable request	• Incident logged on Bromcom • Formal follow-up investigation or sanction • Restorative meeting • Parental contact • Consider targeted pastoral or safeguarding intervention
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Immediate Support Guidance

If a situation requires **instant support**, staff should:

- Contact the **Pastoral Office**
- Request support from **On Tour**
- Ensure student and community safety remains the priority

Additional Guidance

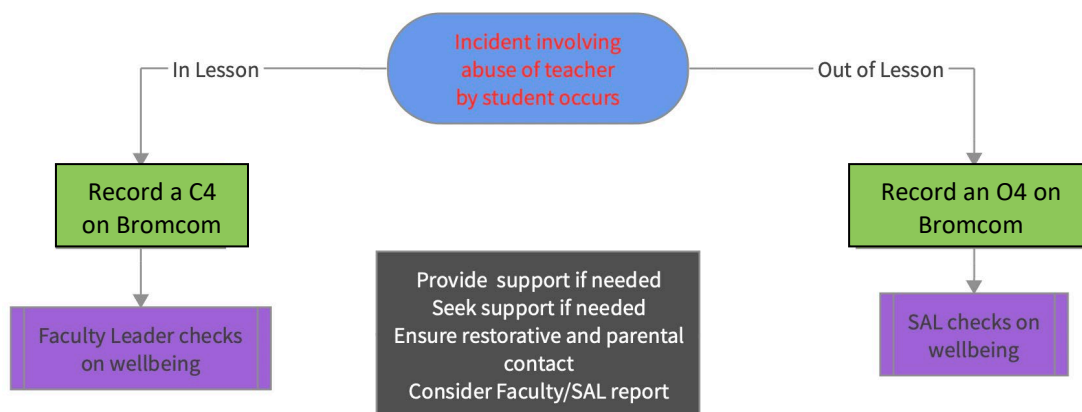
- The behaviours listed are examples and are not exhaustive.
- Staff should use professional judgement, considering context, individual student needs and proportionality.
- The system is designed to support a **relational and restorative approach**, ensuring students are supported to reflect, repair behaviour and return successfully to learning.
- Repeated O2 or O3 logs may trigger pastoral monitoring or intervention.
- Serious safeguarding concerns should always be escalated in line with safeguarding procedures.

Appendix 6

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



Appendix 7

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 or extreme hot weather 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.

Appendix 8

Phone-Free School Statement

Purpose

This document explains the rationale and approach that the school will take to ensure The Netherhall School is a truly phone-free school. We believe that this is important so that we:

- support the mental health and wellbeing of our students by guaranteeing them more than six phone-free hours each day;
- provide a high-quality learning environment in which disruption and distraction due to devices is eliminated;
- give students the freedom to socialise and play without the distractions of devices during the school day.

Relationship to other school policies and government guidance

This document should not be read in isolation as it links with many of the school’s other policies, including, but not limited to the:

- Behaviour Policy
- Safeguarding and Child Protection Policy

Alongside this, this document has been drafted with reference to the following Department for Education and UK Government documents and statutory guidance:

- Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Searching, Screening and Confiscation: Advice for schools (April 2022)
- Keeping children safe in education (September 2025)
- Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015)

Definitions

- Phone - Any device which can make or receive telephone calls or communication.
- Smart watch - Any watch that can be connected to a phone via a wireless connection e.g. Bluetooth, examples include, but are not limited to, Apple Watch, Samsung Galaxy Watch, Garmin, Fitbit
- Headphones – Any headphones which can be connected to a phone by cable or by wireless connection
- devices – any phones, smart watches or headphones

Operation of the ‘Hush Pouch’ Approach

- All students will be Loaned a ‘Hush’ pouch by the school, which they must bring to school with

them each day

- All students must place their phone or phones, smart watch and headphones in their pouch before they cross a school entry point and show the member of staff on duty at that entry point that they have done this and locked the pouch
- Students should turn all devices off before placing them in the pouch
- Students are expected to keep the pouch in their possession throughout the school day, in either ideally in their, bag, or locker.
- Unlocking devices will be available to students at the school's entry/exit points from 3:05pm each day.
- Students attending extra-curricular activities after school may unlock their pouches after the enrichment activity.
- Students attending restorative meetings after school may only unlock their pouches after their restorative meeting.
- All pouches will be numbered, and a register of pouches will be held by the school
- The pouch remains the school's property.
- Any damage must be reported, and any deliberate damage or inappropriate customisation will result in a consequence in line with the school's behaviour policy and a replacement must be paid for by the student and/or their parents/carers.

Reasonable Adjustments

Where a student has a specific medical need, which requires them to have access to their phone, they will be provided with a Velcro medical pouch in which to store their devices. Evidence of need must be provided from a medical professional.

Consequences

The expectation is that all devices are stored in the student's pouch and that no phone, headphones or smart watch are seen throughout the school day.

From * November 2025:**

Students who forget their pouch will be flagged using a data base system and students will be directed to report to reception at the start of the school day. Initially, they will be provided with a spare Hush pouch for the day with the student returning to reception at the end of the day to unlock the phone and return the pouch. Continued failure by the student to bring in their phone pouch will result in an education program being completed in our Reboot suite; this may also include the requirement to leave phones at reception for the duration of the school day or Parents being required to collect the devices during the school hours.

Refusal to comply with this policy will be treated as a deliberate breach of the Behaviour Policy. As a consequence, the phone will be confiscated for a period of time as outlined in the Behaviour policy, with parents being required to come into school to collect the device. Repeated non-compliance will also result in the student being required to complete a Reboot education program to learn about the impact of mobile phone usage

Loss or replacement of the pouch

A pouch will last a student the five years that they attend The Netherhall School. The pouch will be replaced by the school if it stops working effectively due to a manufacturing defect.

Where the pouch is either lost or no longer functions as a result of misuse or deliberate damage, then the student and their parents/carers will be liable for the replacement of the pouch at a cost of £15.

Monitoring to ensure the approach is effective

To ensure that the approach is effective and robust, spot checks will be carried out on a regular basis, in that students will be asked to open their pouch and demonstrate that their phone works and connects to a mobile network.

Contact with/by parents/carers during the school day

If parents/carers need to share a message with a student during the school day, then they should contact the pastoral office or reception directly, who will arrange for the message to be shared with the student.

Similarly, if a student needs to contact their parents/carers during the school day, they should report to the Pastoral office. In most cases, A member of the pastoral team will contact the parents/carers on the student's behalf, but may, in exceptional circumstances and at their own professional discretion, allow the student to contact their parent/carer using the pastoral office Phone.

School Trips

How does the system work for school trips and after-school clubs? For school trips and sporting fixtures, the arrangements for mobile phones will depend on the nature of the visit, destination, and supervision requirements. Trip leaders will determine whether phones may be carried, kept in pouches, or collected for safekeeping during the trip. PE staff and trip organisers will carry portable unlocking devices for emergencies. For residential trips, specific arrangements will be shared in advance with parents. For after-school clubs, phones will not be able to be used and pouches will be unlocked as normal as they leave the School grounds

Students arriving late to School.

What happens if a student arrives late to School? Students who arrive late to school during form time, without a valid reason such as a medical appointment, will be required to register in Late Form. This system ensures that regular form time is not disrupted by late arrivals. Students arriving late will be asked to hand in their phones on arrival and collect them at the end of the school day. They will also be required to attend an after-school tutor session that day to catch up on any activities or information missed during form time. Students arriving after 9:00am must hand their phones in at Reception. In addition to the after-school tutor session, they will also be required to attend a short breaktime meeting to discuss the importance of punctuality and attendance. These expectations are in place to help all students develop good routines, take responsibility for their learning, and ensure that form time remains calm and productive for everyone.

Appendix 9

Bullying Proforma

Form to be completed in cases of alleged bullying to determine whether bullying has occurred. Appropriate follow-up measures will be put in place in cases of relational conflict or confirmed bullying.

Please note - This form should be completed and saved electronically to allow for ongoing updates and accurate record-keeping.

Section 1 – What alleged bullying has occurred?

To be completed by the student who has reported the bullying concern.

Student name:

Tutor group:

Date:

Staff overseeing proforma completion:

Which type of alleged bullying has occurred? Tick all that apply.

Physical Bullying	Behaviour intended to cause physical harm, such as pushing, hitting, kicking, stealing or damaging someone's belongings. It involves repeated actions that hurt another person's body or possessions.	
Verbal Bullying	Using words to intentionally hurt or upset another person. This can include name-calling, insults, teasing, threats or discriminatory remarks. It can happen face-to-face, by phone, or in writing.	
Indirect Bullying	Behaviour that is not direct physical or verbal harm but is still intended to hurt someone. This can include spreading rumours, excluding someone from groups or activities, or damaging social relationships so that the target feels isolated or distressed.	

Please describe what has been happening in as much detail as possible, including dates, times, and those involved. If you have any evidence, such as screenshots, or know of people who may have witnessed the bullying, please include this information.

Section 2 – Parental Contact

Parents will be contacted to inform them that a relational conflict has occurred. An investigation will be carried out to determine the severity of the conflict and whether it constitutes bullying.

Please note – The below information should be used to guide an email or phone call conversation with the parent. Please ensure this is recorded as a file note on MyConcern.

- **Inform the parent** and communicate what the affected student has experienced (as outlined in Section 1).
- Outline to the parent that a series of **actions** will now take place to help educate the perpetrator around such behaviours. These actions may include, but are not limited to, those outlined in Section 4.
- Explain that the situation will be **monitored** over the coming months and that the student will be given a named member of staff to speak to should they wish to talk about anything or raise any concerns.
- Ask the parent if they would like to come into school to meet and discuss the situation. This meeting could be with the SAL.
- Ask the parents to inform the school if they become aware of any similar actions taking place moving forwards.



Section 3 – Outline Next Steps with the Affected Student

To be completed by the member of staff overseeing the investigation and follow-up.

What will happen now?

Explain to the affected student what the next steps will be. This will include:

- An investigation will be carried out to find out exactly what has been happening.
- Appropriate follow-up actions will be put in place, and you will be informed about what these actions are (actions outlined in Section 3).
- Short term measures will be put in place to help the affected student feel safe and continue their daily school life (measures will be discussed with affected student).
- Contacting teachers to make them aware, so they can offer support.
- Speaking with parents to provide reassurance, share our actions, and check that you are okay.
- A staff member will act as a point of contact should there be any further questions or concerns.

Staff member _____

- Outlining the likely follow-up steps for the student responsible, including a plan to educate them about the harm bullying can cause.
- Explaining that we would ideally like a restorative meeting to take place when it is appropriate.

Section 4 – Record of Action Taken

To be completed by the member of staff overseeing the investigation and follow-up.

Name:

Record of Action Taken and Outcomes – Perpetrator and Affected Student

(Outlining how students have responded to the action. To be updated with each action.)

Actions Taken can include, but are not limited to:

- A restorative conversation
- A parental meeting
- Intervention from the School Police Officer
- Targeted work in Arday
- Targeted work in Reboot
- Online learning provision
- Respite at another school
- Targeted mentoring and intervention
- Internal or external counselling support

The example below is for guidance only and should be deleted when completing the form.

Date	Action Taken	Outcome
12/03/26- 15/03/26	Targeted work in Reboot with Mr. Sparkes: A project was completed by _____ focusing on the impact bullying can have on an individual's self-esteem. This work explored the targeting of someone because of their ethnicity. Students examined examples in society where Black people have been targeted and reflected on how this has affected them and their communities.	The work has had a positive impact on _____, leading to several meaningful conversations and reflections on how actions targeting Black people can contribute to increased hatred and tensions within society. _____ has since apologised to Mr. Sparkes and demonstrated genuine remorse for their behaviour.

Section 5 – Agreement by All Students That the Matter Has Been Resolved

To be completed by the staff member overseeing the process and all students involved.

Once the appropriate actions and restorative work have taken place, a **restorative meeting** will need to occur between the affected student and the perpetrator.

Both the affected student and the perpetrator will need to **sign below**, along with the member of staff overseeing the investigation. This should be printed out, and a copy placed in the **2026 Bullying Folder (with Mrs White)**.

Affected student: _____

Perpetrator: _____

Member of staff: _____

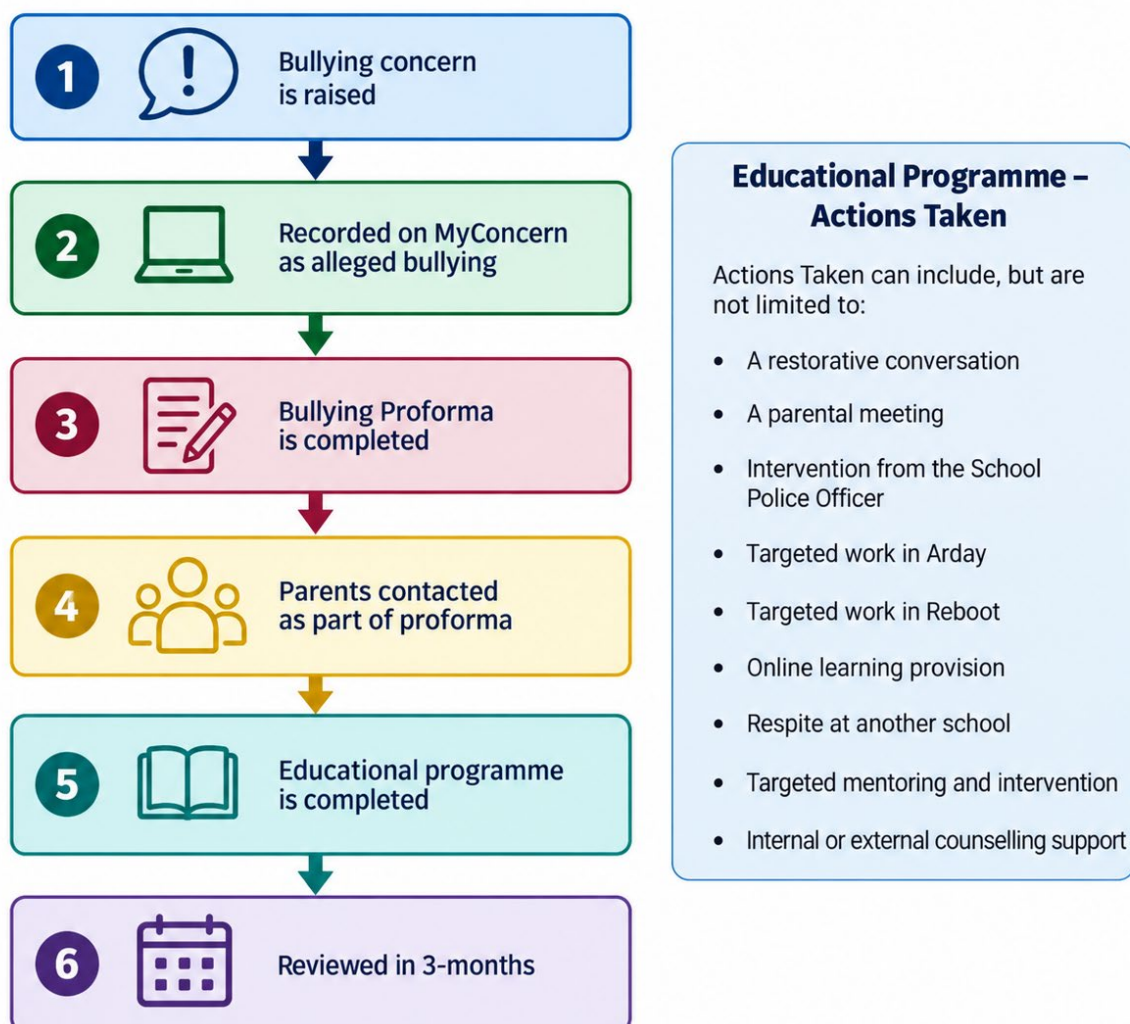
The threshold for bullying will be considered. Mr Polyhronopoulos will determine whether this constitutes a case of bullying. A rationale will be documented below and recorded on MyConcern.

Confirmed Bullying

Yes:

No:

Netherhall Response to Bullying



Glossary of Terms

This policy uses a number of terms and abbreviations that will be familiar to staff but may be less familiar to parents, carers and students. This glossary explains what each of these means.

Bromcom: The school's main information management system, used to record attendance, behaviour stages, and other student data.

MyConcern: The school's safeguarding recording system, used to log concerns that may relate to a child's welfare or safety.

DSL / Deputy DSL: Designated Safeguarding Lead / Deputy Designated Safeguarding Lead — the member(s) of staff with lead responsibility for safeguarding.

SENCO: Special Educational Needs Co-ordinator — the member of staff responsible for co-ordinating support for students with special educational needs or disabilities.

SEND: Special Educational Needs and/or Disability.

SLT: Senior Leadership Team.

SAL: School Achievement Leader — a member of the pastoral team with oversight of a year group or cohort.

ReBoot: Restorative Behaviour Therapy Unit — the school's on-site provision for supporting students with challenging behaviour, made up of Reflect, Review, Restore and Insite strands (see main policy for detail).

Hobbs Centre: An alternative, invitation-only learning pathway based on the school site but separate from the main school, for students who struggle with mainstream learning.

RBI (Relative Behaviour Index): The school's standardised measure for tracking behaviour, based on the number and value of behaviour stages a student receives relative to the number of sessions they attend.

PSP (Pastoral Support Plan): A formal, time-limited plan put in place for a student who is at serious risk of permanent exclusion, involving the parent/carers, school and Local Authority.

KCSIE: Keeping Children Safe in Education — the Department for Education's statutory safeguarding guidance for schools.

On Tour: The school's rapid-response support system that staff can call on for immediate help with a behaviour incident.