



RELATIONSHIPS POLICY

*(Including our approaches to
Behaviour and Anti-Bullying)*

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At Barr's Hill School our central aim is to enable all of our students to Build Brighter Futures.

Our Values are:

- **Students First** – all staff, governors & parents totally focused upon the education of all our students.
- **It's about Learning** – students, all staff, governors & parents totally focused upon developing and improving the learning of students underpinned by harmonious and trusting relationships.
- **No Barriers** – no excuses, only support, to ensure students, all staff, governors & parents maximise the academic achievement of students whilst enabling them to develop and flourish as well-rounded individuals.

Our commitment to our students is very clear. We expect to teach our students to the highest of standards; to support them to be successful and to prepare them for a further education pathway which is aspirational and meets their individual needs. An important part of this is to keep them safe and happy when they are here with us. High standards of student behaviour and discipline, alongside recognition of achievements can provide a positive environment in which teachers can teach and students can learn. Our students want to behave appropriately, and we aim to support them and help them to do so.

In our community everyone is expected to help by thinking about their behaviour and by trying to set a good example to others. Students, teachers and support staff all share the School and need to live with each other by getting on together and by putting matters right when there are difficulties. Good Schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

Our Core Values: PRIDE

At Barr's Hill, our Seven Year Journey provides students with an excellent education designed to bring out the best in all of them.

PRIDE articulates our values and beliefs that shape the learning, behaviour and experiences of our students. These values help to educate them and develop the kind of good character that contributes to a positive life ahead for themselves and everyone in their community.

We want Barr's Hill students that:

'Think act and feel in ways that are beneficial to themselves and others' ... 'Do the right thing, at the right time, in the right way'

I am **PROACTIVE** and push myself to be the best I can be. I seek help when I need it, listen to advice and reflect on how I can improve my learning and character.

I am **RESPONSIBLE** and aware of how my actions can impact others and the environment around me. I choose to make positive choices and can be trusted to help others.

I am **INQUISITIVE** and demonstrate a passion for learning through the conversations I have, the things I read and the questions I ask. My curiosity helps me respect other viewpoints and challenge stereotypical thinking.

I am **DETERMINED** and never give up. I see every challenge as an opportunity and believe that no barrier can stop me from achieving my goals, in the short term and throughout life.

I am **ENGAGED** in all aspects of school life and seize opportunities that align with my future ambitions. I am eager to leave school with a range of skills, personal qualities and experiences that will help me build a brighter future for me, my family and my community.

Our Core Values: How we choose to treat children...

We treat our students with the belief that everyone can get better... we believe that every child can achieve incredible things and that it is our responsibility to enable their potential, and ensure that they do.

We believe in 'No Barriers': we do not allow disadvantage or other challenges to be a barrier, and we treat these barriers as hurdles that can be overcome with help. We believe in 'Students First': we make decisions based on what's best for our students, now and in the future. We believe 'It's about Learning. Our ultimate goal is for all students to increase their life chances by living PRIDE.

Our students are successful because they feel that they 'belong' to our community **and because we know our students well**; through this belonging comes the confidence to learn. Though we operate in a challenging context, we have never met a child or a parent that does not want to succeed, although we meet some that don't know how. We are clear that the street stops at the gate. In our school there is a relentless focus on high standards and there are no excuses or barriers to learning and achievement. We have sky high expectations of our students in everything they do and believe they can be the best, but we set a tone and ethos through dialogue and principles, not through the application of a detailed list of rules. We are 'warm - strict'. In this way we build belonging.

'Strict' doesn't mean punitive or harsh, just that it is very clear where the boundaries are, and that these are consistently applied and reinforced. The 'warm' is about all of this being done to reassure pupils, and is clearly about "purpose not power". All our staff take the time to explain the **why** as well as the what and the how. This patient and relentless approach allows time for students' metacognition of **why** our expectations matter, and **why** they make a difference to their character, learning and progress. In this way we build belonging.

Warm and strict are two sides of the same coin. We sweat the small stuff, because we think it matters. This means both clearly communicating expectations and clearly communicating recognition through consistent praise and rewards. Our staff operate through relationships and dialogue. Being **warm**, through authentic care, kind words, body language & tone is especially important whilst we are being **strict** with our students by not wavering on a decision. This shows our students that we have high expectations for them but also unconditional positive regard, and that we value them as individuals and we want what is best for them. We don't undermine this by lowering our expectations for any student. Throughout this process we recognise that the journey looks different for different students and therefore we use our professional judgement and seek at all times to treat students with equity and equality – **we know our students well**. In this way we build belonging.

In every interaction we take due care to know our students and the issues and challenges they come with. Many of our students have been exposed to multiple adverse childhood experiences, vulnerability can come through disadvantage, discrimination or disability. We are aware that sometimes the place our students start from is a long way from where we are. We challenge

inequality at every opportunity and support as early as possible. We do not accept that inappropriate casual language or behaviour is 'part of growing up'.

We always seek to preserve the dignity of our students. We don't shout, it rarely makes things better, and we speak to the student as if the parent was standing next to them. Our staff are therefore role models for our students in everything they do, we model the behaviours, dress and expectations we want our students to copy... *"Our students won't remember everything we taught them, but they will remember forever the way we made them feel"*¹

In these ways we build belonging.

"We have come to the frightening conclusion that we are the decisive element in a child's learning experience. It is our personal approach that creates the climate, it is our daily mood that makes the weather. We possess tremendous power to make a child's life miserable or joyous. We can be a tool of torture or an instrument of inspiration. We can humiliate, hurt or heal. In all situations, it is our response that decides whether a situation will be escalated or de-escalated, and a child humanized or dehumanized."²

¹ Based on a Jim Henson quote

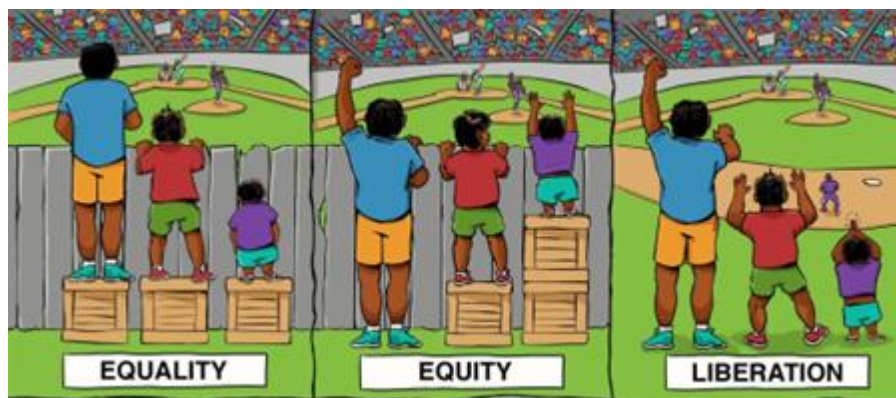
² Based on a Hiam Ginott quote

Equality v Equity

We aim to provide a safe and secure learning environment for our students. This requires everyone to develop and cultivate strong relationships between staff, students, parents/carers. We aim for connection before correction and want to build mutually respectful relationships between all members of the school community. If these, for any reason, break down we actively seek to repair and restore these.

Our Core Values of PRIDE and How we choose to treat children centre around fairness and managing consistent expectations with fairness. Being 'fair' is not about each student getting the same but about everyone getting what they need – this is equity.

Applying this principle requires 'knowing your students' – one of our Teaching and Learning principles – and also a detailed understanding of our SEND students' One Page Profiles.



Proactive & Preventative Approaches

Staff recognize that all behaviour is communication and will always seek to understand the root cause of a student's presentation. Staff will use their knowledge of student's needs, and where applicable their SEND one-page profiles to anticipate and remove any barriers, enabling a positive learning environment.

Some students can become dysregulated and need a personalized approach – all staff should understand the strategies that may help calm and re-regulate the student. In these circumstances we practice 'Connection before Correction'. (See **Appendix I** managing dysregulated students).

Reflection and Celebration

Rewarding our students and providing opportunity for them to reflect on their experiences is central to what we do. We aim to recognise all students' positive contributions to School life. PRIDE acknowledges achievement, application and progress. PRIDE points are awarded using SIMS Lesson Monitor and communicated to parents/carers through Sims In-Touch. The awarding of PRIDE points is an important part of maintaining student motivation and high expectations, and should be awarded with fairness and regularity. It is expected that positive to negative points will be awarded at a ratio of 5:1.

All students are encouraged to take part in enrichment activities and will be awarded positive points for attendance and participation. Positive points will be communicated to parents/carers on a daily basis electronically.

We will regularly celebrate our students' achievements, effort and progress through termly reward assemblies, tutor recognition and whole school celebration events.

Students will have the opportunity to purchase rewards using PRIDE points, every week. It is important that students see a real value to PRIDE points and have regular opportunities to purchase the rewards for their PRIDE behaviours.

(See **Appendix A** for a list of PRIDE and enrichment point categories)

Students are rewarded in a number of ways which include:

- Praise/verbal comment
- Written comment
- Prominent Display of students' work
- Postcards and positive texts sent home
- Positive calls home
- Public commendations (in Assembly for example)
- Parents invited in (Celebration events)
- Visit to class by Faculty Lead or member of SLT

Using Restorative Conversations to support our ‘purpose not power’ approach to relationships with students. (See **Appendix B** for details on restorative practice)

A restorative approach underpins all aspects of how we choose to treat children and in the education of conflict resolution to foster positive and sustainable relationships. The principles of a restorative justice approach are applied in several different forms at Barr’s Hill School. Conversations aimed at restoring and resolving issues that arise range from an informal conversation to a formal conference and Restorative Justice Programme, depending on the nature of the issue.

In any context, the principles of a Restorative Conversation are as follows:

Relationship – there is an emphasis placed on the relationship. Empathy is to be modelled to the student in order to nurture their own empathy skills. A neutral and non-judgemental stance should be adopted when reflecting on the behaviour.

Respect- for everyone by listening to other opinions and learning to value them.

Reflect- the focus should be on reflecting on the past, taking **responsibility** for their own actions.

Repair- repairing any harm caused,

Reintegration - to move forward into the future, learning from any past errors.

A restorative approach can be used in any context and is the primary tool used to modify unwanted behaviour or to resolve perceived injustice. It is used between Teacher and Student, between two students or between groups of students mediated by a member of staff. There are four main categories of conversation within the scheme:

Impromptu Restorative Conversation- This is an informal conversation using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process either between themselves and a Student or facilitates conversation between peers. It would most likely take place in the moment of conflict.

Supported Restorative Conversation- These conversations are held between the member of staff and student(s) following an incident that requires repair. This is a more in-depth discussion at a planned time (such as during a detention). **These may need support of a line manager, Head of Faculty, or relevant Hub team.**

Formal Restorative Conference- A conference is held between students and conducted by the Inclusion Manager and other trained staff. This requires a referral, individual preparation before the session, a contract and a follow up session. Parents must be aware and give consent for this process to occur.

Restorative Justice Programme- These sessions are designed to provide a six-week programme for peers who are experiencing ongoing problems where previous attempts at Restorative Practice have not been successful. The aim of these sessions is to build relationships, positive experiences and empathetic understanding between those involved. This is also an opportunity to provide necessary social and emotional education to students who need support with managing healthy relationships. These sessions will be delivered by the Inclusion Manager and some members of the Hub teams. Parents must be aware and give consent for this process to occur.

Sanctions

Sometimes students will not demonstrate PRIDE and will break the trust of their peers or staff members through their behaviours. Restoring that trust and the relationship is key to a successful learning environment where everyone feels safe and secure, and can achieve their potential.

The consequence system provides clear boundaries and gives clarity for students about the response they will receive from staff in a consistent way. This is important so that students feel that they are treated equitably, that they are clear about when they are affecting others or their own learning in a negative way, and what sanction may be applied if they are not able to regulate their behaviour.

Restorative approaches will always be part of the response to all stages of the consequence system.

Sanctions by class teachers

The School's sanction system (behaviour points) is administered using SIMS Lesson Monitor and follows the Consequence System (The C System) which in extreme circumstances may lead to a Senior Staff Duty call. (Appendix C)

If a student does not conform to the School's behaviour expectations then consequences will be applied. Most misbehaviour could and should be dealt with by the subject teacher as it is vital that teachers are responsible for the good order in their own classroom (and around the School if they see anything which is inappropriate) in accordance with the School rules.

Each student should be able to recognise that there is a consistency in the consequences applied. The test for all consequences must be – is it reasonable? Is the consequence related to the behaviour? Does it keep dignity and respect intact for all involved? Does the student learn from it? Has an appropriate restorative conversation taken place to enable the student to reflect and move on from the situation?

If a student fails to accept the consequences given by the classroom teacher, then they should be referred to the Subject Leader/Head of Faculty in the first instance. In some cases, the Subject Leader/Head of Faculty may feel that a departmental detention is necessary so that the student involved understands that there is consistency across all areas.

It is the responsibility of the original member of staff involved to enter the incident onto SIMS.

Sanctions for serious behavioural incidents

Any incident should be dealt with ideally on the same day by the Head of Faculty, Hub and if necessary a member of SLT should be contacted to agree further action. Appropriate sanctions may include:

- Report card – monitored by HOF/Hub and tutor and parent
- Parent/Carer meetings in School
- Behaviour Contracts
- Internal Exclusion
- Same day detention
- Reduced timetable (arranged by Hub/SLT only)

- Isolation at break and lunchtime
- Withdrawal from lessons
- Peer Isolation and Reset Days (arranged by HUB/SLT only)
- Fixed Term Exclusion
- Home School Agreement (a preventative measure for those students who fail to attend School or display unacceptable behaviour and underachieve. The aim is to identify precise and realistic outcomes for the student to achieve whilst highlighting the support available)
- 6-week Preventative Placement / supported transfer to another school (arranged by SLT only)

(Details on the Consequence system and sanctions are found in **Appendix C**)

Anti-Bullying Approaches

Barr's Hill is a community where everyone can work effectively, free from aggression, bullying and any form of harassment. We understand that the key to developing this environment is to foster an ethos of open dialogue where students feel safe and equipped to recognise bullying and to know how to act upon it.

We are a 'TELLING' school. This means that anyone, who knows that bullying is happening, is expected to report it to a member of school staff. Senior Leaders monitor reports of all forms of bullying on a daily basis

What is bullying?

Bullying is any ongoing behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power. Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions.
- Verbal aggression, such as name-calling, threatening comments, insults, racist remarks, homophobic and gender behaviours, teasing, sending nasty notes or making nuisance calls.
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Extortion, such as demanding money by threats.
- Cyber-bullying; using e-mail, text message or social networking to 'target' an individual.

Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.

Bullying can occur at any time of the day and at any place around the school. It can be difficult to identify because it is often subtle, embedded within casual language and habits, and rarely witnessed by adults. Therefore, it is the responsibility of all staff to be aware and to deal with any incidents or reports by others to them.

How should ALL staff deal with bullying?

- If a pupil is concerned, intimidated or worried by the behaviour of another pupil then the situation must be dealt with, not ignored. This would include being subject to a repeated pattern of behaviour, utilising the acronym **STOP** (Several Times On Purpose).
- It is important to make time to listen. This may mean suggesting an alternative time when you can do so – either with yourself or another trusted adult. The question should always be asked as to whether this is a persistent issue if not explicitly 'serious'.
- If the situation appears to be a single, small-scale event, a brief record and warning should be a sufficient response, as bullying represents an ongoing targeting of individuals or groups.
- If the event is deemed to be serious or persistent, A brief record of any incident should be recorded on SIMS (Bullying Persistent) with a description of what has occurred. This is to

maintain an overview of each pupil in case the aggressor has been involved in this kind of behaviour to other pupils to identify systematic issues.

- If you consider the bullying to be motivated by prejudice such as racism, homophobia or sexism then it should be logged also on CPOMS after being investigated by the Hub. Any wider safeguarding concerns such as vulnerability to extreme ideology can then be addressed.
- Condemn the behaviour as unacceptable, not the person. Operate a connection before correction approach.
- Remember that it is vital to support the victim(s), not just to identify the bullies. When appropriate restorative justice conversations or further education will be delivered.

If a parent /carer approaches you to raise a bullying concern:

- Listen to what the parent/carer has to say.
- Explain to the parent/carer that you will pass on the information to the relevant Hub who will contact them for more details, and that all bullying incidents that are reported are taken seriously and investigated fully.
- Inform the Hub in writing (preferably email).

We must respond to bullying by educating students about its unacceptability and how to respond to it whether a victim or an onlooker. We must deal with incidents, which are observed or reported, in a sensitive, effective and consistent way. If students are to feel able to report these concerns, then they must be treated seriously. We must create an environment of consideration, respect and openness.

When a situation requires investigation or follow-up try to ensure that any victim is safe, supported and able to communicate concerns whilst at school. Both parties should be allowed to give their view of events and asked to record these in writing on an incident report sheet. This may need help from an adult or external agency in some cases. All discussions should be recorded and kept in the pupil's file.

Parents of both victim and perpetrator should be informed of the situation before the child goes home if possible, and kept abreast of investigations. It may be appropriate to have a meeting with the parent if the problem is a reoccurring one. Make clear statements to pupils and parents that bullying of any kind is not acceptable either in the school or outside the school. Events of a serious nature that occur outside of school that involve students may also lead to the involvement of relevant external agencies such as the police.

Aggressors should be counselled and advised of correct behaviour and the consequences of further bullying. Whenever appropriate we should seek to reconcile opposing parties and seek appropriate apologies. We offer a Restorative Justice approach where a “no blame” environment can help both parties understand the behaviours, their impact and move forward constructively. This gives each party the opportunity to resolve the problem in a non-threatening manner known to work for both the victim and the perpetrator.

Bystanders and friends of the aggressor who support her/him should also be counselled about their role in condoning the unacceptable behaviour.

When a situation has been resolved, victims should be praised for their bravery if they have reported the incident and must be encouraged to tell of any further problems. The situation must be monitored regularly afterwards.

Further consequences for aggressors depending on the severity and whether this is an issue that is reoccurring will follow in line with other sanctions for inappropriate behaviour as outlined below. This may also include group or individual work with outside agencies to educate students about the impact of their actions on others.

Further support for victims may include:

- Referral for counselling support
- Referral for protective behaviours support or Boomerang group/intervention from the inclusion team
- Key adult in school who they can go to and/or engagement with the restorative Justice programme.
- Mentoring with a key adult

Conduct around School

All teachers are responsible for conduct around the School. Any misbehaviour should be dealt with at the time by the teacher involved and appropriate sanctions should be applied. If a serious case of misbehaviour occurs that requires further investigation, then the incident should be referred to the member of staff on Senior Support by calling Reception, or by notifying the relevant hub team.

Mobile Phones and earphones

Mobile phones and earphones will be confiscated if seen or heard on the School site. The confiscating member of staff will take the phone to the reception office where it will be placed in the reception safe for parents/carers to collect at the School's earliest convenience. Only Hub staff and SLT can return phones to parents/carers following a discussion about the School's standards and expectations.

(see **Appendix D** for our mobile phone policy)

Truancy

Any student out of lesson without permission (truancy) must be referred to HUB staff or a member of staff on Senior Support duty. Truancy will be dealt with by the appropriate Hub on a case-by- case basis.

Smoking and Vaping

Barr's Hill School is a public building. Smoking or vaping is not permitted at any time. Students who smoke on site will be sanctioned and their habit supported with a referral to a Smoking Cessation Service.

Illegal substances

Any student involved in a drugs-related incident is at risk of permanent exclusion. This applies whether in School, to or from School or on a School activity. It covers not only the taking or possession of drugs but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into School. The school maintains a zero-tolerance approach. If a member of staff does or has information of a student with any illegal substances, they should seek immediate advice from the appropriate Hub or a member of SLT.

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

- 1) The general power to discipline which enables a member of staff to confiscate as punishment.
- 2) Power to search without consent for 'Dangerous and Prohibited Items'
(See **Appendix E**)

(See **Appendix E** for a list of dangerous and prohibited items not to be brought into school)

Barr's Hill Uniform

We have high standards of uniform at Barr's Hill School and expect all students to be dressed correctly and smartly. All students must wear school uniform or the sixth form dress code. Parental co-operation is vital in maintaining high standards. **(Appendix F)**

Our uniform policy:

- Encourages pride in the school;
- Supports an orderly school environment;
- Enables students to be comfortable, safe and secure;
- Ensures that students from different social, religious and ethnic groups feel welcome and included;
- Prepares students for the world of work;
- Protects students from social pressures to dress in a particular way

Prejudice-Related Incidents – Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention. **(Appendix G)**

Child-on-Child Abuse, Sexual Harassment & Sexual Violence between Children

The School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents.

The school rarely uses these provisions and only when there is a perception of risk to the student or other students or staff. On the rare occasions it does so, two adults will be present and should be agreed and overseen by a senior member of staff. **(Appendix H)**

Use of Reasonable Force

Please refer to the school's safeguarding policy but in basic terms: members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Any use of reasonable force will be seen as a last resort and will be reported to SLT, recorded on CPOMS and reflected upon to see what steps could have prevented the use of force in future.

Lateness to School

At Barr's Hill School, punctuality is essential to being Proactive and prepared for learning. Therefore, it is important that lateness should have same day consequences.

School starts at 8:45am and students are expected to arrive at 8.40am in order to be punctual for tutor time. If a student arrives after 8:45am, or is marked late by their tutor, parents/carers will receive a text message and a same day detention will be issued. Students who are persistently late to school will require a parent meeting, where the aim will always be to remove the barrier that prevents the student from attending school on time.

Staff, through the Hubs, are responsible for following up those students who fail/refuse to attend late detentions. Tutors must also see their role in this and should support students to be punctual and use a variety of strategies to this end. For this to work, all students who incur a late detention must be picked up, on the day, for the sanction to work. The hub team work

Appendices

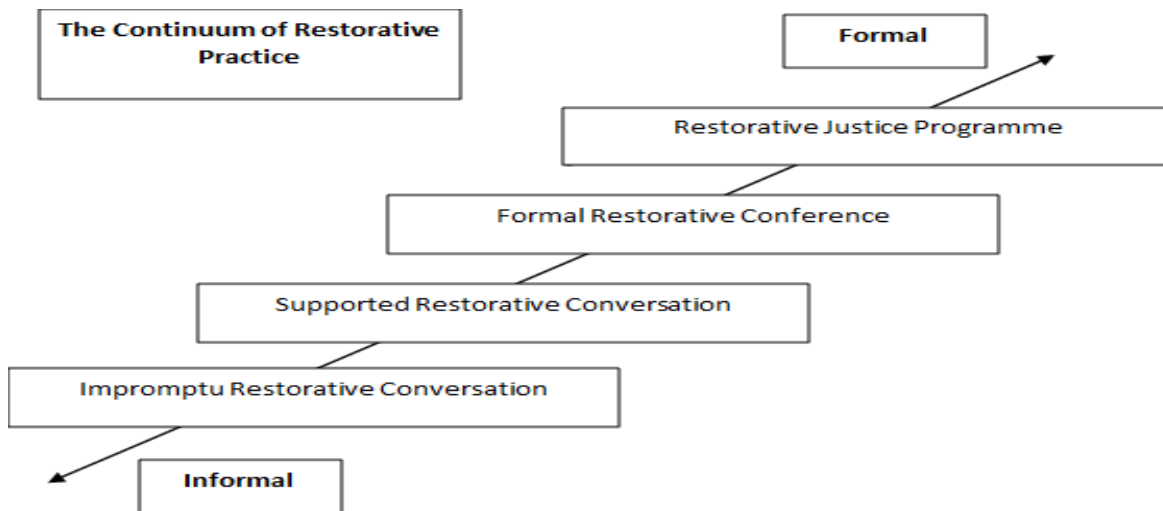
Appendix A: PRIDE and Positive Points

The School will use a positive points system, using SIMS Lesson Monitor, as the vehicle for awarding individual students for their PRIDE achievements and participation in enrichment activities. The Reward Shop will be open to students at least once per week.

Positive points categories:

Category	Points
Proactive	1
Responsible	1
Inquisitive	1
Determined	1
Engaged	1

Appendix B– Approaches to Restorative Justice



Guidance for Effective Restorative Meetings/Conferences between students.

The aim for these meetings are to:

- Understand the reasons for a person's behaviour
- Put the views of all involved across
- Help the person to understand the impact of their behaviour on others
- Restore the relationships that have been affected
- Identify ways to prevent this from happening again

Prior to the meeting...

- Spend some time reflecting on the incident and see how you could have prevented this? Consider what barriers could have been removed to support the student.
- Plan what you wish to say, so that the key message can be conveyed clearly and calmly
- Ensure that all involved are **calm, prepared** and receptive to hearing what the other person has to say.
- Ensure that the time is protected and an appropriate space is used to ensure no distractions
- Please involve your head of department and relevant Hub teams as required. Depending on the nature of the meeting it is sometimes more appropriate to have another member of staff mediate between those involved.

During the meeting you can use the following questions to guide your conversation:

- What happened, from each person's perspective?
- **What were your intentions behind this action?**
- What have you thought since the event?
- What were the consequences of your actions?
- What needs to happen to put things right?

It is important that following a successful restorative meeting that all involved agree to accept the apology and move forward with a fresh start. If the meeting has been unsuccessful, please make your head of department, hub teams and, where appropriate, SLT aware and they will be able to support you further.

Guidance for effective mediation to enable a Restorative Conversation between student and Staff:

The aims of these meetings are to:

- Discuss the issue that arose to the sanction in a calm manner
- Identify steps to avoid the situation occurring again
- Facilitate an apology as appropriate
- To enable the Teacher/Student relationship to reset

Prior to the meeting:

- Arrange a mutually convenient time ahead of the next lesson as soon as possible after the event
- Agree with the teacher what the outcome of the meeting will be
- Assure yourself of all the facts associated with the incident

During the meeting:

- Allow equal time for both Teacher and Student to communicate their view
- Agree to draw a line and to move on from the situation
- Agree a strategy for next lesson to avoid repetition
- Find the positives of the specific lesson to rebuild self esteem of the student
- Identify what the outcome might be if the behaviour continues after the meeting.

Appendix C Consequence and Sanctions System

Consequence System (The C System)

The following system will be used with an escalation of consequences given depending on the level of misbehaviour within the classroom. It is crucial that between every 'stage' of the process below, teachers discuss with the relevant student the stage they are at and encourage them to not move onto the next stage. Teachers should support students, using our aforementioned core values, to encourage students to not receive another Consequence.

Stage	Consequence
C1	Verbal warning given; name written on the board. (Erased at the end of the lesson if no further disruption occurs) A C1 should not be recorded on SIMS.
C2	Name written on board; up to a 15 min detention given by the teacher at break/lunchtime/after school. A C2 should be recorded on SIMS by the teacher.
C3	Name written on the board; up to a 30-minute detention given by the teacher at lunchtime or after school. A C3 should be recorded on SIMS by the teacher. Hub to notify home that the detention is taking place, teacher to follow up with a phone call home. Teacher to have restorative conversation with the student.
C4	SSD called and appropriate sanction applied. 1-hour detention given for the same day. Hub to notify home that the detention is taking place, teacher to follow up with a phone call home. A C4 should be recorded on SIMS by the teacher. Teacher to have restorative conversation with the student. This restorative conversation should be supported by the hub team.
<p>Detentions</p> <p>Schools and academies have clear legal authority to detain students without the consent of parents.</p> <p>In situations of non-attendance at detentions students are to be given a second chance to attend and then referred on to Head of Faculty detention. Non-attendance at detention will result in a referral by the Head of Faculty for a one hour school detention the next night. Hub staff will inform parents of any after school C4 detentions.</p> <p>Persistent refusal to attend detentions may result in an exclusion (internal or external).</p>	

It is essential that subject teachers deal with problems within the classroom as far as possible by using the consequence system. However, some types of misbehaviour will have to be dealt with by Subject Leaders, Pastoral Leaders or Hub Directors, although only where the nature of the incident is serious enough to merit action by them.

Additional ways of sanctioning a student include:

- Movement to another seat
- Parking to another class
- Reporting to a member of staff at break/lunch time or end of day
- Referral to Faculty Lead

Senior Support/SSD

The aims of Senior Support are threefold:

1. To reintegrate (in same class),
2. To re-settle (elsewhere). If neither of these are possible,
3. To remove.

The main aim of an SSD call is to get students back into lessons and learning, although we recognize this may not always be appropriate. Senior teacher on SSD duty will be the first response to Senior Staff call outs. They will assess the situation and an appropriate sanction applied through consultation with the HUB director or Senior Staff on duty.

Senior and Middle leaders are included on the senior support rota and this support requires the member of staff to patrol the School. Senior support call out should only be used when persistent disruption means a student has reached a C4, a serious disruption to learning is taking place or when physical misbehaviour could lead to someone being hurt. The member of staff on support will nearly always attempt to return the student to that lesson. Where this is not appropriate and it is deemed safe to do so, the student will be parked in an appropriate classroom or with a member of staff, to continue their learning. If a student cannot be returned to their original classroom, they will incur a same day, 1-hour, Senior Support detention.

Staff on Senior Support should use their professional judgement when considering where to re-settle students, in conjunction with support from the appropriate Hub if necessary. Teaching staff must inform Reception (ideally by phone/radio and only by student runner if absolutely necessary) of their name, location, name of student and nature of concern. Teaching staff will record the behaviour as a Senior Support and include all relevant details. Hub staff should update the record with any actions taken if the student was not able to be resettled.

Teaching staff must add to the SIMS log the nature of the call using the *additional type* field (fighting, rudeness to staff, etc) and the *action taken* (detention, call home, etc). If a student's behaviour and attitude is such that they cannot be reintegrated back into class, the Senior

Support intervention has become very serious and there must be a same day consequence. This may mean an exclusion (internal or external), but at least must be a same day detention within that Faculty.

HUB staff will decide via communication with Senior Staff support to park the removed student within another classroom, with Hub or another member of SLT (if cannot keep student themselves). Senior Support staff should inform the HUB if a student cannot be reintegrated and thus must be removed. Senior Support will also instruct the hub on whether an after-school detention is necessary. The hub needs to record this on SIMS in the *action taken* field.

The SLT (along with support from Hub Teams) will help to get that student to the Faculty at the end of the day to complete a detention. If necessary, Hubs should follow this up with a restorative justice conversation to facilitate reintegration back into the original class. If behaviour warrants an exclusion (internal or external), this should be discussed with Hub Directors at the earliest opportunity

Peer isolation and the use of 'Reset Days'

Peer isolation will be used in place of an external exclusion when appropriate. The decision to place a child in peer isolation will be made by Hub Directors, and supported by SLT. On some occasions, Pastoral Leaders and Senior Support staff will refer students to peer isolation for the rest of the School day.

A key aim of peer isolation is to give a student extended time with staff who can model PRIDE and how to restore positive attitudes and relationships, whilst away from peer influences that could distract them from this process. The student will be 'isolated' from the other students for the day, including at break and lunchtime.

Wherever possible, the student will be given work which would normally be undertaken in the lessons the student would have attended that day. The student will also have an automatic one-hour DT for the same day. The Hub team will notify home.

'Reset Days' are sometimes used for students experience problems within their peer group or have additional needs that require time to self-regulate and rejoin their cohort in a more controlled manner following an incident. Reset days are similar to Peer Isolation but are less formal and have a more nurturing approach, focusing on restorative conversations and the building up resilience. They are sometimes used in a proactive manner if a situation that might lead to more serious behaviours is building up.

When a student returns from a fixed-term exclusion, it might be appropriate for the student to experience a Reset Day upon reintegration and before returning to mainstream lessons. This decision will be determined by the Hub Director in consultation with SLT.

Fixed Term Exclusions

We first try to seek alternatives for poor behaviour, but for some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a fixed term exclusion may be an appropriate sanction.

Barr's Hill School follows the Education and Inspections Act 2006 (Chapter 40, Part 7) and Coventry LA policy on exclusions. The decision to exclude a student can only be exercised by the Headteacher, (or other member of SLT in his absence). Parents should be contacted by telephone as soon as possible once the decision to fixed term exclude has been made, and must be contacted in writing within one day.

Parents will be given the opportunity in all cases of exclusion to contact the School to discuss the situation. In addition, parents are able to make representation to the local education authority, which will have received the appropriate documentation. In all cases of exclusion, a meeting will be convened to discuss the student's return to School, behaviour expectations, or in some cases other decisions to move the student to a different provision.

This may include time spent in internal exclusion but this will be agreed by those present at the meeting. A Home School Agreement must be agreed by all parties, and revisited no more than 4 weeks later. It is likely that the student will go on HUB report.

Permanent Exclusion

In cases of permanent exclusion, a hearing will be held within 6-15 school days where governors and a representative of the Local Authority are in attendance. Parents are able to bring a representative to this meeting and put forward their case. In most cases, working with other school partners, students will spend day 6+ provision at another school. If this cannot be arranged, School must provide and mark work for the student to continue her/his education at home.

Home school Agreement

PRIDE represents our values, the beliefs that shape our learning, behaviour and experiences at Barr's Hill. These values build good character and help our students to make a positive contribution to the community.

[Insert reason for On-Track Agreement here]

Please see below the Behaviour Contract for [name of student] as agreed on [date of meeting].

[Student] agrees to:

-
-
-

[Parent/carer] agrees to:

-
-

Barr's Hill School agrees to support [name of student] by:

-
-
-

Student reflection following return from exclusion. What have I learnt from incident? How will this change my actions in the future?

This agreement will be revisited on [insert date here] with [name of student] parents and [name of school staff]

Signed by:

Student Signature:

Parent Signature:

School Signature (please also print):

Copy for Parent (at meeting) and copy for Student File.

Appendix D: Mobile Phone Policy

- Any mobile phone, or similar technology, used by a student in School will be confiscated, unless they have permission from a member of staff. This applies to break and lunchtime, before and after School.
- Any ear/head phones seen in School will be immediately confiscated.
- Any material put on any social media site without the permission of the subject may result in the
- School reporting the matter to the police. Serious sanctions will also apply.
- If such items are confiscated, they will be returned, following a conversation involving a parent/carer, the student, staff from the Hub or SLT.
- Note that this must also apply to 6th Formers around the School site. They are, however, permitted to use their mobile phones and other such devices in the 6th Form Area.

Teacher role

- Immediately confiscate mobile phones, similar devices, and earphones
- Add the student name, date, and brief description of item to the front of an envelope.
- Pass to Reception to store securely.
- Record on SIMS Behaviour: Mobile Phone, for a negative point to be issued
- Ask hub team to contact home, if teacher is not able to do so.

Hub role

- Hub to pick up mobile phone issues from SIMS.
- Make parent contact as required
- Meet with student and parent to return device.
- Remind parents of Home School agreement which is signed by all parties and kept within pupil records. If none exists, then a new copy is to be signed at the meeting

Appendix E: Dangerous and Prohibited items not to be brought into School

The following items are not allowed in School and could lead to permanent exclusion:

1. Illegal drugs and 'legal highs' and any equipment associated with drug taking
2. Guns, including toy/ mock ones
3. Knives and other offensive weapons
4. Alcohol
5. Cigarettes/vapes and smoking/vaping materials
6. Fireworks or any other explosive or flammable items.

The School must inform the police if items 1, 2 or 3 are brought onto the School premises. Procedures for Staff

- If a member of staff finds a student in possession of a dangerous item they should immediately confiscate it and call for Senior Support.
- if a student is found in possession of a banned item staff will take it to the relevant Hub.
- Items not allowed in School or being misused in School, but not listed above, will be confiscated by staff and taken to the relevant Hub
- Hubs will keep a written record of the items handed in and if appropriate these can be collected by a parent/guardian (over 18 years old) during the school day.

Appendix F: Uniform List & Distributors

Jewellery, Make-up and Hairstyles

The only permitted items of jewellery are:

- A single, small stud in pierced ears – no dangling earrings are allowed
- A wristwatch
- Necklaces should not be visible
- One plain bracelet
- Minimal make-up
- No extreme hairstyles

Additional Items

- Outer clothing should be in a plain colour and should not be worn in classrooms
- Bags must be suitable for carrying A4 books and equipment

The Main Uniform

All students are expected to wear the following:

- Navy blazer with School logo on left pocket (available in Slim Fit)
- Long or short sleeved white shirt with buttoned collar
- School clip on tie
- Mid grey knee-length or longer school skirt or school trousers (no skinny jeans, cords, chinos or leggings. Slim fit is acceptable).
- Black or navy socks or black tights (where applicable)
- Black shoes, which can be polished (no trainers or pumps). Low-heel only where applicable.

Additional Items

All students are expected to wear the following:

- Navy knitted v neck jumper with Barr's Hill Blue trim on neckline (optional)
- Plain black religious headscarf (where worn)
- Plain black religious turban (where worn)

The PE Kit

Our PE kit is unique as it is completely gender neutral.

All students must wear:

- Barr's Hill branded navy short sleeve polo t shirt
- Barr's Hill branded navy bottoms, a choice of shorts, jogging bottoms or leggings are available

- Navy or black socks
- Suitable sports trainers. Plimsoll or Converse style sneakers are not deemed suitable.
- Long hair MUST be tied back
- No jewellery EXCEPT single studs can be worn

Additional Items

- Barr's Hill branded navy 1/4 zip long sleeve sports top (suitable for colder weather)
- Plain black religious headscarf (where worn)
- Plain black religious turban (where worn)

Compliance

No other items are permitted on school site. If there is a reason why students cannot conform to uniform regulations, then parents should contact their child's tutor by letter.

Students who are not wearing the correct uniform without prior formal permission; may be asked to change into borrowed uniform, be kept out of lessons or be sent home to change.

All Barr's Hill branded garments are available from Cat Ballou. These garments are as follows:

Main Uniform

- Navy blazer
- School clip on tie
- Navy knitted v neck jumper with Barr's Hill Blue trim on neckline PE Kit
- Navy short sleeve polo t shirt
- Navy bottoms, a choice of shorts, jogging bottoms or leggings
- Navy 1/4 zip long sleeve sports top (suitable for colder weather)

Post-16 Select

The objectives of the dress code are to:

- Promote a positive image of Post 16 students as role models
- Promote the self-esteem of Post 16 students
- Prepare students for the world of work

Permitted:

- Shirt and tie
- Blouse
- Smart trousers, skirt, dress or cropped trousers

- Smart jacket (blazer), cardigan or jumper – v neck or round neck (shirt or blouse collar must be visible at the top)
- Thin spaghetti strap tops permitted if worn with a blazer or suit jacket
- Traditional / cultural wear
- Smart shoes or boots
- Stud or small earrings only
- Stud facial piercings only
- Student badge must be worn at all times

Not permitted:

- Tops which are low cut, cropped, cut out, off the shoulder, t-shirt, turtleneck, casual flannel / lumberjack checked shirt
- Hoodies or sweatshirts
- Short skirts / tube or bodycon style dresses / skirts of stretchy material (no shorter than 2 inches above the knee)
- Trainers, pumps, open toed shoes, UGG style boots, espadrilles
- Shorts, leggings or chino style trousers
- Sports jackets
- Denim or leather clothing
- Ear stretchers
- Bandanas
- Coat or jacket worn in the school building

Uniform with the School logo are available from:

Cat Ballou at 1-3 The Burges, Coventry.

Tel: 024 7655 5499 - Bus routes: All bus routes to the City Centre

Compliance

No other items are permitted on school site. If there is a reason why students cannot conform to uniform regulations, then parents should contact their child's tutor by letter.

Students who are not wearing the correct uniform without prior formal permission; may be asked to change into borrowed uniform, be kept out of lessons or be sent home to change.

ALL Barr's Hill branded garments are available from Cat Ballou. These garments are as follows:

Appendix G: Child-on-Child Abuse, Sexual Harassment & Sexual Violence between Children

The School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “nudes or sexting”, initiation or “hazing” incidents, or any kind of sexual harassment. The School recognizes that young people can abuse each other and this will still be treated as abuse. We will work with parents, students and any appropriate external agencies to educate, prevent or respond to any such incidents. Please also see the Relationships, Sex and Health Education Policy on the school website.

The government advice published in December 2017* (updated in May 2018) sets out the context, definitions, legal obligations and guidance around responding to concerns.

The School will operate in line with the Safeguarding and Child Protection Policy, record investigations and incidents on CPOMS, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The School will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past. This may involve a referral for specialist support or counselling, a key worker within school, consideration around contact between the parties, working with family and friends.

Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Hub Leader, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care.

If a criminal offence is under investigation, the school will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff or visitors.

Further information can be found in the Anti-Bullying Policy, available on the school website.

The staff will be made aware of this policy through safeguarding induction, regular training and updates.

* The government guidance is available at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Appendix H: Prejudice Related Incidents – Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention. It is recognised that all forms of bullying and derogatory language can be damaging to individuals but that prejudice related bullying also stands as an attack on a community. It can therefore cause wider hurt to others who feel affiliated to or part of the same community and links to a context of historical abuse, which can amplify the impact.

The equality Act 2010 defines protected characteristics in law as

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

As a school we will focus on recording

- Homophobic incidents
- Racist incidents
- Sexist incidents
- Other Prejudice-related incidents
- Bullying (Persistent or serious)

All incidents recorded by staff on SIMS in these categories will be fully investigated by the hub, in line with the behaviour policy and anti-bullying policy, bearing in mind the need to avoid the labelling of young people and the need for an educative and restorative approach alongside any appropriate sanctions. Support for both victims and perpetrators will involve internal or external support as required. All investigations which demonstrate a significant concern around prejudicial behaviours will be recorded by the Hubs on CPOMS so they can be tracked and monitored as a potential safeguarding concern. All bullying or prejudicial incidents are reported daily to SLT, along with any other serious behaviour incidents, are reviewed regularly by governors, the Headteacher and the Safeguarding Lead.

Prejudice covers a wide range of issues and can be based on ignorance and stereotypes or through more serious radicalisation or intentional influencing or exploiting young people. Every staff member will work hard to promote understanding of equality and diversity in line with British values, across the curriculum, through pastoral time, special events or programmes, in unstructured time, with parents and other

community stakeholders. Anti-oppressive practice is foundational to everything we do as educators.

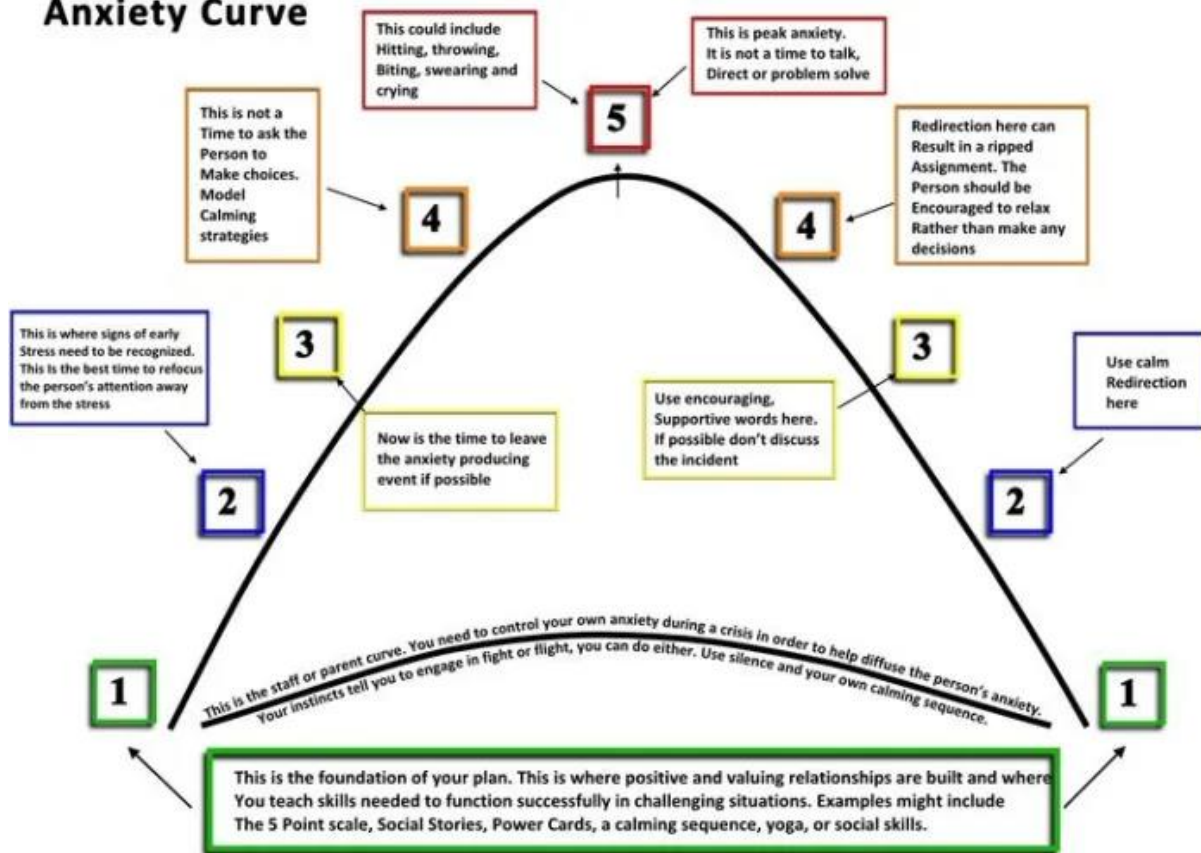
Where there is a risk of significant harm through any form of bullying or prejudicial behaviour then these matters will be reported as a safeguarding concern and dealt with as such.

Related Guidance available to all staff via SharePoint:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Equality Policy
- Preventing and Tackling Bullying, July 2017, DFE

Appendix I – Anxiety Curve – managing our most dysregulated students

Anxiety Curve



Step 1	Notice what is happening: Do I need to step in? What immediate steps do I need to do to ensure everyone's safety?
Step 2	Am I regulated? Ask yourself this – if you are not then ask someone to do this for you, or leave it a while until you try to restore the relationship.
Step 3	Is the student regulated? Again, if they are not, leave this for a while – it will not be a productive conversation until both parties are regulated. Do I need to help regulate the child? They cannot do this themselves at first. It might be using techniques to manage their breathing, taking a walk (over time student can learn how to regulate themselves but this needs support and practice)
Step 4	Curiosity and understanding: Don't judge the person. Get curious not furious. Do some 'wondering' aloud in relation to what you see e.g., 'That was tricky... Can I talk to you about what I saw?... I think what probably happened was...' The child might disagree, that doesn't matter – this is the CONNECTION step.
Step 5	Acceptance & Empathy: Show them 'you get it'. Saying something like, 'That sounds very difficult', 'I am here with you'. Do not use 'at least' to silver line the student's feeling. For further advice on this please see: <i>RSA Short Expressions of the mind Dr Brené Brown, The Power of Empathy</i> https://www.youtube.com/watch?v=1Evwgu369Jw
Step 6	The correction: Once the student is in a calmer place consider the following: Do I need to do anything further? Do I need to provide a consequence? Do we need to do some problem-solving? Explain that the action was not acceptable – Steps 1 to 5 will help with this but have the professional judgement to think of a logical consequence that links to the behaviour e.g. if a child has made a mess, they help tidy up.
Step 7	Repair the relationship: This is to stop the child 'marinating in shame'. Just by saying 'We're okay now... See you tomorrow.'