

Culture and Relationships Policy

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Review Cycle	Annual
Author(s)	Headteacher/AHT Culture
Approved By	Full Governing Body
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1. Policy Aims

Key aim:

This policy sets out the expectations of an outstanding culture for students at Rudheath Senior Academy and its approach in ensuring that all students and staff are safe, and able to thrive in a positive learning environment in keeping with its core aim of “opening children’s eyes to a wonderful world of possibility” and its core values of **Excellence and Kindness**. Our ethos is therefore “Warm-Strict, with the emphasis on warm. We believe routines and structures help children.

Excellence – doing our best in everything we do and aiming to be 1% better today than we were yesterday and taking 100% responsibility when things go wrong.

Kindness- Showing manners and being caring and considerate.

We have unapologetically high expectations of our students, but we are placing relationships at the heart of everything we do and at the heart of this culture and relationships policy.

We also aim to:

- Support students to engage in learning in the classroom uninterrupted by disruption.
- Create Rudheath role models who have resilience and can self- manage behaviour.
- Create a safe culture of respect for all people and the environment and clear and simple routines for all to follow.
- Support teachers to comply with teaching and learning standards set out by the DFE, which states that all staff have a responsibility to promote good behaviour, self-discipline, and respect, prevent bullying and create positive and effective learning environments.

This behaviour policy applies to students when:

- Students are attending the Academy;
- Taking part in any Academy organised or Academy related activities;
- Travelling to and from the Academy;
- Wearing the Academy uniform.

Even where the four conditions above do not apply, the behaviour policy can extend to any behaviour which could have repercussions for the orderly running of the Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of the Academy. This can include issues such as bullying or cyber-bullying.

In applying this policy, the Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act, notably disability. It will also take into account the needs of students with special educational needs. The Academy will also have regard to its Safeguarding Policy where appropriate.

2. Policy Implementation

Governors: support the Academy in maintaining high standards of behaviour. Governors and Trust will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students or parents/carers are listened to, and appropriately addressed.

The Headteacher is responsible for the implementation and day to day management of the policy procedures and routines, and for ensuring relationships are based on a warm-strict ethos.

The Senior Leadership Team will ensure that; all staff adhere to the behaviour policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required. They will monitor daily and ensure routines are clear and consistent.

All staff, including teachers, support staff and student teachers are responsible for ensuring that the policy, procedures and routines are followed and consistently and fairly applied.

Staff will:

- model good practice including our core values and offer positive choices to children.
- Work in close co-operation with parents in matters of behaviour management.
- Encourage students to take responsibility for their own behaviour.
- recognise and celebrate students' achievements using praise and positive language wherever possible.
- create and maintain an ordered and calm atmosphere with predictable routines in which all members of the school community can feel comfortable and secure.
- engage in reflection with students to repair relationships.

Parents and carers must take responsibility for the behaviour of their child both inside and outside the Academy. They are encouraged to work in partnership with the Academy in maintaining high standards of behaviour by:

- supporting the Behaviour for Learning Policy;
- sharing concerns about their child's education, welfare and behaviour with the school;
- taking an interest in their child's work and achievements;
- Informing the school of any absence (See Attendance policy);
- communicating with all staff in an appropriate and respectful manner.

Students are expected to take responsibility for their own behaviour and are made fully aware of the Academy policy, procedures and expectations. Students are expected to be role models for the Academy and are expected to maintain our standards of behaviour when representing the Academy or when in the local community. We ask them to take 100% responsibility for their actions and create a culture of "no excuses".


3. Our learning routines (Inside the classroom)

We expect our students to follow simple routines and demonstrate our Core Values of Excellence and Kindness by following The Rudheath Way (See the Rudheath Way poster below).




Teachers: will ensure lessons start promptly, will take the register within **10** minutes and ensure there is a formal greeting to each student. They will end lessons with a formal exit routine and tidy up. Their responsibility is to plan well-structured lessons and follow this policy fairly and consistently.

We start from the premise that we want every student to attend every lesson, every day, but we also believe students and teachers have the right to disruption free learning and calm classrooms.




THE RUDHEATH WAY IN- CLASSROOM STUDENT ROUTINES





EXCELLENCE

-  I will arrive to all lessons on time and with the correct equipment.
-  I will complete all work to the best of my ability, striving for excellence each lesson.
-  I will answer and ask relevant questions in every lesson.

KINDNESS

-  I will listen to my teacher and peers, never talking over others (one voice).
-  I will be polite and kind to all staff and students, following instructions first time.
-  I will respect the school environment and all people in it.



REMARKABLE RUDHEATH

4. Rudheath routines outside the classroom (Students).

We want RSA to be a calm, safe and well-ordered environment

THE RUDHEATH WAY OUTSIDE THE CLASSROOM STUDENT ROUTINES



EXCELLENCE

-  I will walk "quickly and calmly" around RSA and ensure I am punctual to all lessons.
-  I will respect the mobile phone policy and remember to keep devices invisible.
-  I will wear my uniform with pride and arrive to lesson ready to learn.

KINDNESS

-  I will keep my voice to a reasonable level and walk so the Academy feels calm.
-  I will be polite and kind to all staff and students, following instructions first time.
-  I will respect the school environment and all people in it and ensure it is litter free.

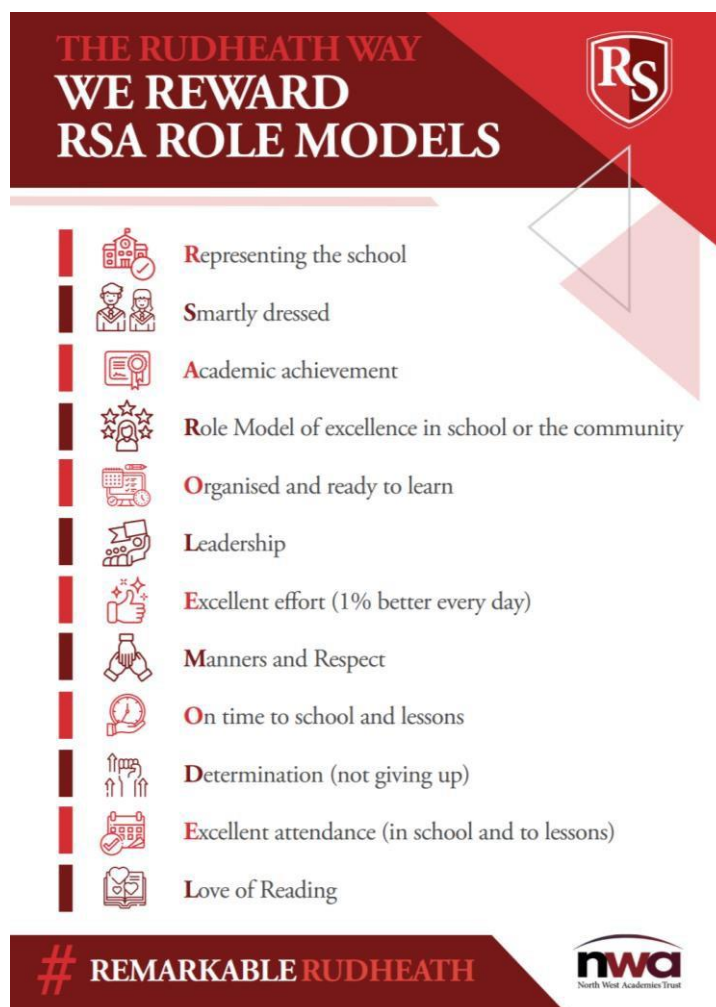


REMARKABLE RUDHEATH



5. Rewards and appreciation at Rudheath Senior Academy

We will always aim to have a positive approach with students and celebrate good behaviour and values. We will reward **RSA Role Models**:



We will award academy points via Class Charts and recognise students' achievements through the following:

- Praise and recognition in lesson
- Post cards home to celebrate individual success
- Newsletter recognition
- Weekly Head Teacher awards and hot chocolate Friday
- Lunch time passes
- Interform competition trophies and medals
- Subject specific opportunities such as sporting events and competitions
- Termly awards for demonstrating our core values of Excellence and Kindness
- Weekly, half-termly and termly attendance rewards
- End of Year Rewards trips.

6. Poor behaviour outside the school gates

As stated in section 1 of this policy, Teachers have the statutory power to discipline Students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." At The Rudheath Senior Academy we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or members of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

7. Consequences and sanctions

Staff will use various de-escalation techniques when faced with challenging behaviour issues. Staff will always reprimand only the students responsible for misbehaviour and we will investigate incidents before issuing sanctions.

8. Language of Consequence and Sanction system at Rudheath Senior Academy

Staff will follow the '**Chance, Choice, Consequence, On-Call**' system with the aim to prevent an escalation in behaviour.

Students with SEND will receive an extra chance as a reasonable adjustment if required and we train staff on how to support students with SEND but we maintain high expectations.

We will use the Acronyms WARN and BAN in our Systems to log behaviours.

Behaviours we **WARN** for: (WARN Behaviours)

These incidents will follow the Chance/Choice/Consequence/On-Call ladder of escalation

Students will always be given the opportunity to correct their behaviours.

Wasting your own learning time (non-completion of classwork or homework or being late)

Actively Stopping learning of yourself and others

Refusal to do the basics correctly and follow instructions

Not following our policy on mobile detox (No phones or airpods)

Each of these incidents will be logged in class Charts.

Please note:

Lateness. More than 7 mins late with no valid reason = **Wasting learning time** and can be a warning or a detention.

Truancy but brought back to lesson by on-call = **Refusal to do basics correctly** and must be a detention. Teachers will log the detention. Parents informed via class charts.

We will log any student missing without a valid reason as "Missing student" and mark absent on register. This will alert on-call.

WARN Behaviours will escalate as follows:

CHANCE:

Staff will aim to use least-invasive interventions initially before issuing a **CHANCE** (giving the student the chance to correct their behaviour.) We will always attempt to keep students learning and will develop a toolkit of strategies to de-escalate negative behaviour quickly.

Staff Action: This will not be formally logged. Staff may record initials on board as a visual reminder for the student.

CHOICE:

This will be a holdback with the Teacher where they will speak to the student briefly at the end of the lesson. This will be not logged formally on class charts and does not lead to a formal sanction. This gives the student the opportunity to recognise where they didn't follow the RSA way and allows them a Restorative conversation with a member of staff. The focus is on 'lost learning' and 'restoring relationships.'

CONSEQUENCE:

If these strategies are unsuccessful and the student continues to fail to meet the expectations of the RSA Way, then a **CONSEQUENCE** will be issued which is that the member of staff will issue a 30-minute detention for that evening.

Please note: We sanction with detentions up to 2.10pm on the same day. (P5) After 2.10pm texts will be sent to parents and the detention will be logged on our system. After 2.10pm it will be logged for the next day.

- It is our aim that students do not have repeated detentions. If there is a repeated pattern in one subject across a 4-week cycle, the Faculty leader will invite parents in and place on a faculty report card.
- If there is a repeated pattern across multiple subjects across a 4-week cycle, the Form tutor or Head of year will invite parents in and place on a Pastoral report card.
- If there is a repeated pattern over a longer period, we may consider a referral to the SENDCO or an intervention programme with the Pastoral Team.

ON-CALL:

If a student repeats the WARN behaviours after 3 warnings, then On-Call will be used, and they will be removed from the lesson to ensure disruption free learning.

The immediate sanction is a detention and removal for the rest of the lesson. The staff in the RESTORE room will ensure learning continues and will judge whether a longer time is needed to reset. This short-term sanction is only for low-level WARN behaviours.

BAN: These are higher level behaviours and will be logged by the RESTORE team as an internal exclusion in Arbor.

Please note On-Call will be immediate and lead to RESTORE24 if a student displays BAN Behaviours, we do not follow a system of multiple warnings for higher level behaviours.

Things that we **BAN** for (These things will go straight to on-call and the student will lose learning time) and may lead to RESTORE24 (full day in the RESTORE room with an automatic detention).

Being aggressive or violent or threatening.

Anti-social behaviour leading to damage to school environment or reputation.

Non-Compliance or persistent refusal.

Staff Action: The member of staff will immediately notify on-call via Class Charts.

They will ask for the On-Call staff member to escort the students to the RESTORE room.

Please note- Truancy that is picked up by on-call, but a student repeatedly refuses to enter the lesson is logged by On-call member of staff as a Non-Compliance BAN behaviour **(N)**. Sanction = RESTORE24.

Off-site Truancy is also a BAN behaviour N – Non-Compliance

Escalation: any 2 On-Calls for any negative behaviour in one day leads to RESTORE24 and is logged by the RESTORE team as persistent refusal to comply. (N)

9. Detentions: (Consequences)

At Rudheath we use detentions to ensure students understand they have not followed the Rudheath way. These detentions are 30 mins at end of day with the focus on a restorative conversation about lost learning and how to catch up with the member of staff who has issued the detention. **The failure to complete daily detention (without a valid reason), will escalate to 60 mins with SLT members on Friday. We also use detentions at break and lunchtime as appropriate eg for lateness to school.**

Teachers have the legal power to put students in detention. Legally, schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. However, where a detention is outside school hours, Rudheath Senior Academy will endeavour to give parents notice due to safeguarding and travel considerations. **After 2.10 we will log detentions for the next day.**

Lunchtime and break time Holdbacks do not need prior notification of the parents/carers. We will allow reasonable time for students to eat, drink and use the toilet.

10. Punctuality Detention:

We expect students to be on time and that means in school before 8.40am. 8.41 and after is classed as late to school

At Break time we will operate a 12-minute punctuality detention. Students will be expected to take themselves to the exhibition hall to discuss their lateness. If they do not attend, it escalates to a 30 minute after school detention.

Communication of Detentions will be made via a member of the school office and via Class Charts with the member of staff who issued the detention contacting the parent regarding the incident at the earliest convenient opportunity (if required/appropriate).

If a student fails to attend their SLT detention, on a Friday evening this will be escalated to RESTORE for a period of reflection and independent work on the following Monday.

Repeated incidents of failure to attend detentions will require parent meetings to discuss expectations of the RSA Way and to offer support where necessary.

Following a potential breach in the culture and Relationships policy, the Pastoral Team (Heads of Year or Pastoral Managers) may require some time to investigate the incident before applying the appropriate sanction. During this time pupils may be required to work with a member of staff or in the RESTORE room whilst the investigation is taking place. This is not to be punitive, but to allow a fair and equitable investigation to happen to ensure that the response is appropriate.

11. RESTORE room

This is a fully staffed room with work provided for students.

There are 2 tiers within RESTORE

RESTORE = Out of lesson for reminder of lesson plus a detention. This is for WARN Behaviours.

(RESTORE staff have option to keep for longer if the student is not regulated)

RESTORE 24 – for more serious incidents BAN behaviours or any 2 WARN Incidents in a day.

If a student refuses to enter RESTORE (after take-up time) it will lead to RESTORE24 as it becomes a **BAN** Behaviour (N- Persistent Non-compliance).

RESTORE Escalations:

If a student fails their time in RESTORE (following an adapted

CHANCE/CHANCE/CHOICE/CONSEQUENCE policy), they will escalate to RESTORE 24.

If they fail the RESTORE24 Provision, they will **spend a 2nd day in the room**. If they fail the second day, they will be considered for an FTE or a Step out at a neighbouring school and parents/carers will be invited in.

In RESTORE the policy is

- **CHANCE (discussion) 2nd CHANCE (discussion) CHOICE = Step outside room for conversation and refocus /CONSEQUENCE = Call home to parents and engage support ON-CALL = failure of day and repeat or FTE.**

Students in RESTORE24 will get their break time snacks and their lunch separately from the main school.

12. Serious incidents

At Rudheath Senior Academy we have the highest standards for our whole school community. In some cases, incidents are serious enough to warrant an exclusion (suspension) from the Academy. This is a very serious sanction and not taken lightly. The decision to suspend a student is only made by the Headteacher (or a senior leader with delegated authority in the absence of the Headteacher).

If a student is suspended parents/carers will be informed by telephone in the first instance followed up with a letter outlining the details of the exclusion.

Parents/carers are responsible for their child for the first 5 days of any exclusion (suspension), and they must stay at home for this period. Parents/carers are expected to attend a reintegration meeting with a member of the Pastoral Team and/or Senior Leadership Team.

13. Exclusion/Exclusion sanctions

I. Internal Exclusion: RESTORE24 - 24 hours for serious incidents. This is classed as an alternative to suspension or internal exclusion.

Any behaviour that is deemed, in the judgement of the RESTORE team, pastoral team or Senior Member of Staff to be a **BAN** Behaviour and undermine the authority of a member of staff or adversely affect the health and safety of a member of the community is classed as a SERIOUS INCIDENT and may result in an internal exclusion. (RESTORE24)

Students will be provided with work, or a device and access to Microsoft Teams to ensure that they are still able to continue learning.

They will remain out of general circulation during periods of free time but will be given the opportunity to eat their break and lunch in a separate space to the main school.

II. External Exclusion/Exclusion: External Exclusion (Suspension):

Any behaviour that is deemed, in the judgement of the head teacher (or in the case of the Headteacher's absence, the Deputy Headteacher) to undermine the authority of a member of staff or adversely affect the health and safety of a member of the school community, may result a student being suspended from school. (Also known as Fixed term exclusion or FTE)
All exclusions, fixed period and permanent are made following the LA procedures.

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a student. Schools must also ensure that their policies and practices do not discriminate against students by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues. The Headteacher and Governing Body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Please be aware that our Exclusion Policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; work experience placement etc.

Types of exclusion

Suspension/Fixed Term Exclusion (FTE):

A Suspension/FTE is a very serious sanction and can only be made by the Headteacher.

A Suspension/FTE can be part of a day or a stated number of days up to 5 days.

If a Suspension/FTE is applied, you will receive a phone call outlining the FTE including:

- Reason the Suspension/FTE has been applied;
- How many days Suspension/FTE;
- When the reintegration meeting will take place and who will hold the meeting.

This will always be followed up with a formal letter.

All students must complete a reintegration meeting before returning to the Academy. This meeting will reflect on the incident, set clear targets and plan the return to school for the student.

In any one term reintegration meetings are managed in layers and will be followed with report cards or interventions to support:

First exclusion = Reintegration with Pastoral Manager

Second exclusion = PM and SLT Link

Third exclusion = PM plus AHT Culture & Relationships = AHT report card

Fourth exclusion or more = PM/plus DHT or Headteacher – leading to Governors Panel or extended Step out.

Reasons for FTE:

Examples. Please note this list is not exhaustive:

Repeated refusal to enter the RESTORE room or failure of Day 2 RESTORE24
Failure to behave in the RESTORE room or repeatedly walking out
Repeated BAN Behaviours- PNC - Persistent non-compliance including walking away repeatedly
Fighting or highly aggressive behaviours after investigation
Serious abuse or highly offensive language directly at staff member after investigation
Serious abuse or highly offensive language at another student after investigation
Serious Sexualised/Racial/Homophobic Language directed at a staff member or student
Repeated Bullying (Cyber/Emotional/Sexual/Physical/Racial) after Investigation
Threatening/Intimidating or highly disruptive behaviour after Investigation
Serious vandalism after investigation
Serious anti-social behaviour- damaging the reputation of the school in the community
Repeated Smoking/Vaping/Using lighters onsite
Bringing any drugs or drug paraphernalia onsite
Theft
Malicious allegations against staff
Bringing fireworks into school
Breaching the Academy ICT Agreement
Sexual harassment face to face eg inappropriate unwanted comments/touching/Upiskirting/
Sexual Harassment online eg Sexting/Sharing of nude or semi-nude images or videos/Sharing of unwanted sexually explicit content

Risking health and safety of others eg setting off fire alarm
Bringing in other prohibited items
Bringing the academy into disrepute

III. Permanent Exclusion (PEX)

The decision to exclude a student permanently is a last resort. There are two main types of situations in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

Reasons for PEX:

Examples. Please note this list is not exhaustive.

Extreme PNC (High level persistent non-compliance and repeated breaches of our policy)
Carrying or supplying illegal drugs
Carrying or using an offensive weapon
Persistent bullying
Serious violence against another student
Serious and high-level Intimidating behaviour or an assault a member of staff
Serious damage to school property
Sexual abuse/assault Sexual violence such as rape/sexual penetration
Serious misuse of Academy IT systems and computers
Setting off fireworks onsite
Other serious high-level incidents determined by the Headteacher following investigation (Whether on or off-site)

IV. Reasonable Adjustments

The Academy paperwork regarding exclusion decisions refers to a section called 'Reasonable Adjustments' this is to ensure that appropriate staff such as the SENDCO or pastoral staff are consulted to ensure that student profiles, EHCP and other guidance has been followed appropriately.

Where there is evidence that a student's SEND status or adverse childhood experiences have an impact on their behaviour and ability to manage the expectations of the Behaviour Policy, the SENDCO/ DSL will ensure a clear plan for positive behaviour with consultation from external advice where appropriate.

Examples of adjustments include:

- Temporary TA support or mentoring
- An additional warning in the classroom (Extra chance)
- Independent learning in the Sanctuary area
- Additional support/allocated spaces in unstructured times
- Fidget toys (where applicable)
- Reregulation opportunities
- Extra processing time
- Restorative work (focus on learning rather than sanction)
- Outside agency support work
- Other interventions

V. The investigation

When an investigation which may result in an exclusion takes place it will be conducted in accordance with DfE guidance. The Academy's principles which will be applied are as follows:

- The member of staff will make a statement referring the issue.
- The student involved will be asked to make a statement; this can be a verbal statement this can be a verbal statement transcribed by a member of staff. This should be signed and dated.
- Any witnesses will also make statements which will be signed and dated.
- If there is any physical evidence (e.g., CCTV images, objects), these will be recorded and added to the decision document.
- Voice of the child meetings.

Decision

Any decision to externally exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e., is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the Academy's Behaviour Policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

Appeals

There is a right for parents to make representations about all exclusion decisions. For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period.

Role of the Local Governing Body

The Local Governing Body is responsible for ensuring that any exclusion decision made by the Headteacher is lawful, reasonable, procedurally fair and proportionate. A Governors' Student Discipline Committee panel made of three serving members of the LGB will meet to consider

representations by the Academy, parents and the Local Authority. The panel can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision was justified.) The decision of the panel will be given in writing and without delay giving the reasons for the decision

The Rudheath Senior Academy Behaviour for Learning Policy takes note of the guidance provided by the DFE “Behaviour and Discipline in Schools” (January 2016) & Exclusion from maintained schools, academies and pupil referral units in England (September 2017).

14. Use of Reasonable Force

Rudheath Senior Academy will follow the Department of Education advice ‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’ (<https://www.gov.uk/government/publications/use-of-reasonableforce-in-schools>).

All Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Specific instances of when reasonable force can be used are set out in the Department for Education’s Use of Reasonable Force guidance (July 2013). This states that the Academy can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts an Academy event or trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Should a member of staff make use of physical intervention this is recorded via CPOMs. Rudheath Senior Academy does not have a ‘no contact’ policy as such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.

15. Prohibited items and searches

The law relating to searches Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object.

Items which may be searched for without consent may include:

- knives or weapons (made or adapted)
- alcohol, smoking paraphernalia such as vaping implements
- illegal drugs, fireworks
- pornographic images and stolen items

- The Rudheath Senior Academy also enforces a strict ban on tobacco, e-cigarettes and fizzy/energy drinks which have a detrimental effect to school discipline

School staff can search students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been or is likely to be used to commit an offence. The Senior leadership team and HOYs and Pastoral Managers will carry out these searches.

Please refer to Screening, searching and confiscation, DfE (January 2018).

Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

There will always be two staff (one witness) and the person carrying out the search will be the same sex as the student.

16. Working with the Police

Rudheath Senior Academy will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school.

The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement. The school is part of Operation Encompass: a scheme which will ensure that we can better support any child where a domestic incident has been reported to Police from their home.

Following a domestic incident, the Police will make contact with the school via telephone and communicate relevant information to nominated, fully trained school staff. This will ensure that we are made aware early enough to support children and young people in a way that means they feel safe, supported, and listened to.

Each school has a member of staff called a key adult who is trained to liaise with the police, when required, whilst ensuring support is available to the child. At the Rudheath Senior Academy, this is Assistant Headteacher Mrs Jemma Morrell who is the designated safeguarding lead.

17. Uniform

Rudheath Senior Academy is proud of our smart uniform, and we recognise we are preparing our students for workplaces. Our staff have a dress code that must be met, and our students are expected to wear their uniform with pride. We ask parents for their full support with this.

Please see our website and guidance booklet for full details of our expectations around uniform.

The academy policy for jewellery is that students are permitted to wear one plain pair of stud earrings. Tutors will check this during form time. If a student arrives at school with any other jewellery or

piercing, they will be asked to correct this by removing it immediately. If the student refuses to remove their jewellery, it will result in a period in RESTORE that day and a confiscation. **(This is a BAN behaviour logged as N- Non-Compliance)** The article/s will be placed in a safe area in main reception. Subtle, invisible, clear plastic retainers are permitted. This is non-negotiable and will ensure that we adhere to health and safety regulations.

A student may be given up to 24 hours to correct their issue if there are difficulties eg unable to remove.

Shoes should be plain black leather and polishable. Trainers are not part of our policy.

Uniform should be always worn correctly, and hoodies are not allowed.

If a student is wearing a skirt it should not be rolled up and must be of an appropriate length. Socks should not be worn over the knee.

False nails should not be worn and only clear nail varnish is allowed.

18. Mobile phones

To support with removing barriers and distractions in the classroom, The Rudheath Senior Academy acts as a 'mobile detox' school. In striving to promote our ethos of excellence and kindness, the use of mobile phones during social time (lunch/break) can cause unnecessary strain and pressure, poor relationships, and a negative effect on pupil mental health.

This applies to phones and Air Pods/Headphones (unless there is a SEND need eg noise cancelling headphones).

It is therefore expected that mobile phones will not be on or out of bags during the hours of 8.40am – 3.10pm whilst on the school site. If you need to urgently contact your child, please contact the school reception and a message will be communicated via their class teacher and/or Head of Year. Please do not phone or message your child directly during the school day or encourage them to contact you.

If a mobile phone is seen in school as a student, has it visible accidentally, students will be given **one** opportunity to put it away. It will then be confiscated if seen again and logged as a **WARN behaviour -N**

It will be confiscated without warning if the student is **deliberately** on their phone and using it. It will be taken and placed in a locked cupboard in the school office and returned to students at 3.40pm.

However, if this is not done or if the phone is deliberately being used this will result in confiscation and the device will be placed in a safe area in main reception. A 30-minute detention will be issued that evening. This is non-negotiable and will ensure that the academy is a safe environment where students can focus.

If students refuse to hand over their phone it will be a **BAN behaviour – N - persistent non-compliance** and will result in RESTORE24 plus detention. Students will still need to hand over their phones.

Any student with 3 confiscations during the same half-term will lead to a parent/carer being invited into school and the student having to hand in their phone at the beginning of each day.

19. Punctuality

We expect all our students to attend promptly as this is a vital life skill and will be needed for employability.

- Students who arrive **up to 9am, should enter** via the Shipbrook Road entrance.
- We operate a free breakfast club for all between 8am and 8.35am
- We ask students to be “through the gate by half past 8” to ensure they will be at their form room by 8.40.
- Staff will be on duty to meet and greet our students between 8.15 and 8.40am to welcome them to the Academy.
- Any student that arrives after 8.40am **without a valid reason** will be marked as L (late to school) by the attendance team and will be expected to attend a break time punctuality detention in the Exhibition Hall for 12 minutes. They must take themselves to that detention.
- Their time of arrival will be noted, and they will be asked to go immediately to form.
- If a student enters school before 8.40am but does not attend form on time **without a valid reason, then they will be marked as L Late and they will also be given a break time detention in the exhibition hall for being Late to School with no valid reason.**
- There will still be time for these students to visit the toilets before P3.
- Students that arrive after 9am **without a valid reason** will need to enter via the Middlewich Road entrance (They will need to enter via the Visitor car park and use the intercom) and sign in on entry sign and the attendance officer will check and issue a break time detention.
- **The attendance officer will send an email to the duty detention staff by 10.30am.**
- **The duty staff will register attendance and email the RESTORE manager of anyone who fails to attend.**
- **The RESTORE manager will escalate and assign a 30-minute after school detention for “Missed break time late detention”**

20. Bullying

Please refer to our anti-bullying policy for further details.

Definition of Bullying ‘A persistent, deliberate attempt to hurt or humiliate someone’.

Rudheath Senior Academy strives to be a caring, effective, safe and supportive community which lives by its core values for excellence and kindness. We believe in offering equality of opportunity and provision for everyone. We do not tolerate bullying in any form.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance.

We want to:

- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Provide support for all members of the Academy community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, disability, sex, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sexual orientation, and encourage understanding and respect for different social, religious and cultural backgrounds.

Types of Bullying:

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

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

There are various forms of bullying which include:

- Physical – e.g., hitting, kicking, taking belongings.
- Verbal – e.g., name calling, insulting, racist remarks.
- Sexual/Racial/Homophobic.
- 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.

21. Allegations against staff

Allegations that may meet the harms threshold is outlined in part 4 of Keeping Children Safe in Education, links to which can be found in our safeguarding policy.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or;
- Possibly committed a criminal offence against or related to a child, and/or;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO). Our Links will be via Deputy Headteacher or via our Academy DSL.

The Headteacher will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

A full and comprehensive summary of this information can also be found in our safeguarding policy.

22. Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between two children of any age and sex;
- Through a group of children sexually assaulting or sexually harassing a single child or group of children;
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff at Rudheath Senior Academy will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them;
- Regularly review decisions and actions, and update policies with lessons learnt;
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns;
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again;
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff are made aware through safeguarding training about the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out above and seek advice from the designated safeguard lead, Mrs Jemma Morrell or a deputy safeguarding lead. All reports of sexual violence and sexual

harassment between children are recorded on CPOMS, where the school stores safeguarding files for all students.

A full and comprehensive summary about sexual violence and sexual harassment between children in schools can also be located in our Safeguarding Policy.

All our RSA policies are located on the Academy website.

Appendix 1 Student Support & Interventions

If a student has to be excluded, we will offer support in the reintegration meeting.

Examples of this support include:

- Report cards
- Behaviour contracts
- Time out card
- Adjustment to Behaviour Policy in lessons (reasonable adjustment)
- Counselling
- Staff mentoring
- Support in referring to the Safeguarding Team
- Investigation into relevant SEND assessments
- Early help assessment explored
- Further LA support including CAMHS

A report Card is inclusive of agreed targets and will be issued to the student at re-integration/planned meetings with relevant Pastoral/HOY members. This will be for an initial period of two weeks to monitor the student and promote good choices. The report card is created in conjunction with the student to ensure that targets are fair and reasonable and will be of benefit to the student in helping them to make good choices. If at any stage, the report card fails to have an impact or is being mis-used, the student will move to the next wave of report.

If a pupil is unsuccessful in meeting their targets over time, then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil.

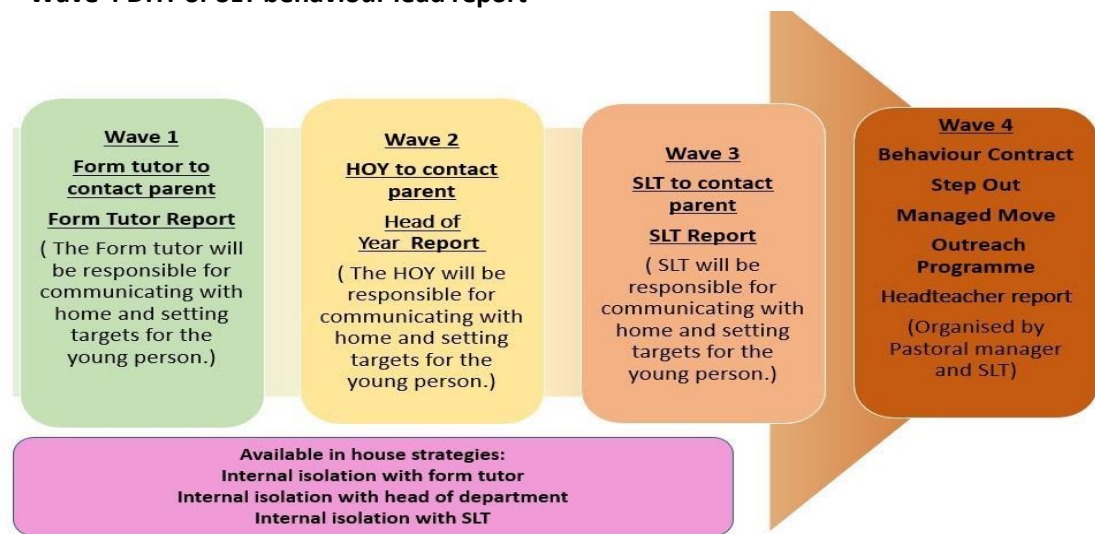
Step-out – For any behaviour that is deemed, in the judgement of the Headteacher, deputy or assistant headteacher, to be a persistent breach of the school's behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a step-out.

A step-out is a fixed period of time at an alternative educational establishment and is designed to attempt to intervene before a formal fixed term exclusion.

Appendix 2 Interventions and escalations:

Graduated Response – a tiered reporting system will be utilised where necessary to support the student in improving their behaviour and attitude to learning. Identifying key areas of concern. There are 4 waves to the reporting system:

- Wave 1 – Form Tutor report
- Wave 2 – Head of Year or Pastoral manager report
- Wave 3 – SLT link report
- Wave 4 DHT or SLT behaviour lead report



Appendix 3

CHARLIE TAYLOR'S CHECKLISTS



For senior leadership team:		For teachers:	
Policy:	<p>Ensure absolute clarity about the expected standard of pupils' behaviour.</p> <p>Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.</p> <p>Display school rules clearly in classes and around the building; staff and pupils should know what they are.</p> <p>Display the tariff of sanctions and rewards in each class.</p> <p>Have a system in place for ensuring that children never miss out on sanctions or rewards.</p>	Classroom:	<p>Know the names and roles of any adults in class.</p> <p>Meet and greet pupils when they come into the classroom.</p> <p>Display rules in the class—and ensure that the pupils and staff know what they are.</p> <p>Display the tariff of sanctions in class.</p> <p>Have a system in place to follow through with all sanctions.</p> <p>Display the tariff of rewards in class.</p> <p>Have a system in place to follow through with all rewards.</p> <p>Have a visual timetable on the wall.</p> <p>Follow the school behaviour policy.</p>
Leadership:	<p>Model the behaviour you want to see from your staff.</p>		
Building:	<p>Visit the lunch hall and playground, and be around at the beginning and the end of the school day</p> <p>Ensure that other Senior Leadership Team members are a visible presence around the school</p> <p>Check that pupils come in from the playground and move around the school in an orderly manner.</p> <p>Check up on behaviour outside the school.</p> <p>Check the building is clean and well-maintained.</p>	Pupils:	<p>Know the names of children.</p> <p>Have a plan for children who are likely to misbehave.</p> <p>Ensure other adults in the class know the plan.</p> <p>Understand pupils' special needs.</p>
Staff:	<p>Know the names of all staff.</p> <p>Praise the good performance of staff.</p> <p>Take action to deal with poor teaching or staff who fail to follow the behaviour policy.</p>	Teaching:	<p>Ensure that all resources are prepared in advance.</p> <p>Praise the behaviour you want to see more of.</p> <p>Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</p> <p>Differentiate.</p> <p>Stay calm.</p> <p>Have clear routines for transitions and for stopping the class.</p> <p>Teach children the class routines.</p>
Children:	<p>Praise good behaviour.</p> <p>Celebrate successes.</p>		
Teaching:	<p>Monitor the amount of praise, rewards, and punishments given by individual staff.</p> <p>Ensure that staff praise good behaviour and work.</p> <p>Ensure that staff understand special needs of pupils.</p>		
Individual pupils:	<p>Have clear plans for pupils likely to misbehave and ensure staff are aware of them.</p> <p>Put in place suitable support for pupils with behavioural difficulties.</p> <p>Build positive relationships, particularly with parents of pupils with behaviour difficulties.</p>	Parents:	<p>Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.</p>