

# Trust Policy



## Secondary and Post-16 Behaviour and Conduct Policy

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### Contained within this document:

- Search with/without consent
- Use of reasonable force
- Trust behaviour policy including behaviour management
- Home-school agreement
- Uniform Policy
- Anti-bullying Policy
- Preventing/dealing with racist bullying and racist incidents



# Secondary and Post-16 Behaviour and Conduct Policy



## Management log

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## Introduction and Context

*'Consistent experience of good teaching promotes good behaviour.... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach students how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with students.'*

**The Steer Report 2005**

Nova Education Trust is committed to providing high quality education. This means promoting positive attitudes and behaviour so that students can develop their abilities and interests and achieve their full potential.

**There is an inextricable link between behaviour and achievement.** It is, therefore, essential that each Nova Education Trust academy **promotes good behaviour and challenges unacceptable behaviour.** This is a basic expectation that must underpin the daily work of the trust.

High expectations, shared values, fair and consistent application of rewards and sanctions; combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.

This ethos is summed up in the trust value statement:

**WORK HARD BE KIND**

The values and principles that underline our behaviour policy are stated in section 2, together with appropriate rights and responsibilities.

Individual academies within the trust will develop their own operational guidelines and strategies, recognising that WORK HARD, BE KIND sits at the centre of the framework and is a general principle of our behaviour policy.

# 1 Legal Powers

Section 91 of the Education and Inspections Act 2006 provides schools with a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. DfE guidance to schools clearly indicates that teachers can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, school staff can impose a sanction.

This statutory power also extends to the behaviour of students off school site, e.g. on school trips, and in situations when off school site and not supervised by school staff, to such an extent as is reasonable. In the latter case the following objectives will guide the school's use of this power:

- Maintaining good order on transport, educational visits, or other placements such as work experience or college courses
- Securing behaviour which does not threaten the health or safety of students when linked to a school issue
- Providing protection to individual staff from harmful conduct by students of the school when not on school site
- Protecting the public reputation of the school. This includes travelling to or from school or wearing school uniform

In such circumstances sanctions may be applied in line with the indicative sanctions outlined in this policy.

The school has the statutory power to direct a student off school site for disciplinary offences. The school reserves the right to make use of this power.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff. Indicative sanctions for this type of offence are outlined later in this policy.

## 1.1 Search without consent

A Head of School/Headteacher or a member of staff authorised by the Head of School/Headteacher can carry out a search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. There is no requirement for this authorisation to be provided in writing. Further guidance if required can be sought from the DfE Guidance 'Searching, Screening and Confiscation' which all of the schools in our trust work to.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. If possible the witness should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and/or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Schools within our trust reserve the right to use teachers' powers to search **without consent** for the following items:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This is in accordance with current DFE guidance.

### **The extent of search**

Pupils can only be required to remove 'outer clothing'. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes hats, shoes, boots, gloves and scarves. The power to search without consent permits a personal search involving the removal of outer clothing and searching of pockets. Staff cannot carry out an intimate search; this can only be carried out by the police.

### **Searching a pupil's possessions**

A pupil's possessions can only be searched with the pupil and another member of staff present unless there is a risk of serious harm to a person if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff. 'Possessions' mean any goods over which the pupil has or appears to have control including desks, lockers and bags.

### **Searching lockers and desks**

Schools can search lockers and desks with the pupil's consent. Schools can make it a precondition of having a desk or locker that pupils will agree to a search whether or not the pupil is present. If a pupil refuses to allow the search then schools can still carry out the search for prohibited items.

### **Use of force**

Members of staff can use such force as is reasonable given the circumstances when conducting a search for any prohibited item as listed above on this page, however force cannot be used to search for items solely banned under school rules.

Schools within our trust can require students to undergo screening by a walk-through or hand-held metal (arch or wand) even if we do not suspect them of having a weapon and **without** the consent of the students.

If a pupil refuses to be screened or searched we reserve the right to refuse to allow the pupil on our premises. This may be treated as an authorised absence or we may decide to exclude the pupil on the grounds that they have not cooperated with a reasonable request.

Our schools reserves the right to involve the police if there are grounds for believing that a criminal offence has been committed.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Our schools have legal duties under the Equality Act 2010 and in respect of students with SEN. As such, each case will be considered individually. This includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require multi-agency assessment. In any such cases our schools reserves the right to refer students for external agency support.

### **Confiscating Items**

Section 91 Education and Inspections Act 2006 gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

#### **Items confiscated pursuant to a 'with consent' search**

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

#### **Items confiscated pursuant to a 'without consent' search**

A member of staff can seize anything that they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

### **Alcohol**

Any alcohol that is found may be kept or disposed of as the school considers appropriate but must not be returned to the pupil. Any controlled drugs found should be given to the police as soon as possible but can be disposed of if there is good reason to do so. Any other substances which, whilst not controlled drugs, are believed to be harmful or detrimental to good order or discipline, can be confiscated.

### **Stolen goods**

Stolen items must be given to the police as soon as reasonably practicable although they can be returned to the owner (or kept or disposed of if returning them to the owner is not practicable) if there is a good reason to do so.

### **Tobacco, cigarette papers or fireworks**

Tobacco, cigarette papers or fireworks may be kept or disposed of but should not be returned to the pupil.

## **Pornographic material**

Staff members must refer to the Safeguarding Policy when becoming aware of any pornographic material

Any pornographic image may be destroyed unless its possession constitutes a specific offence in which case it must be given to the police as soon as reasonably practicable (images found on a mobile phone/tablet can be deleted unless it is necessary to pass them to the police).

## **Weapons**

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

## **Other items**

Any item that has been or could be used to commit an offence, harm someone or damage property may be given to the police.

Any item which is banned under school rules can be dealt with as the member of staff in their professional judgment thinks fit.

## **Examining electronic devices**

If an electronic device is found, the member of staff may examine any data or files on the device if they think there is good reason to do so.

Following an examination, if staff have decided to return, keep or dispose of the device, they may erase any data or files if they consider there is a good reason to do so. When determining a 'good reason' to examine or erase the data or files, staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break school rules.

Whenever inappropriate material is found, it is for the member of staff to decide if the material should be deleted, kept as evidence of an offence/ breach of school rules or passed to the police. Staff should take into account any guidance provided by the school policies.

## **Is there a duty to inform parents about a search**

There is no obligation on schools to inform or seek the consent of parents before a search. It is good practice for schools to inform a pupil's parents/guardians where alcohol, illegal or harmful substances are found, although there is no legal requirement to do so.

Schools do not have to make or keep a record of a search. Any complaints about screening or searching should be dealt with through the normal trust complaints policy.

## **1.2 Searching with Consent**

Our staff can search pupils with consent for any item. We acknowledge the ability to consent may be influenced by a child's age or other factors and will consider this on a case-by-case basis.

We are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

We make it clear through the behaviour policy and in communications to parents and pupils what items are banned.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances we can apply an appropriate disciplinary penalty.

Our staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

We accept our obligations under Article 8 of the European Convention on Human Rights (ECHR) and note the powers to search in the Education Act 1996 are compatible with Article 8.

### **1.3 Use of Reasonable Force**

Under section 93, Education and Inspections Act 2006, all members of school staff have the legal power to use reasonable force to support the safety and welfare of students, staff and visitors. It can also apply to people whom the Head of School/Headteacher have temporarily put in charge of students, such as unpaid volunteers or parent/carers accompanying students on a school organised trip.

The Department for Education advises schools that:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension is not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power

Guidance on the use of this power can be found in section 2.5 **Physical intervention and restraint**. The legal guidance on the use of force is outlined below:

#### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students



- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school
- It can also apply to people whom the Head of School/Headteacher has temporarily put in charge of students such as unpaid volunteers or parent/carers accompanying students on a school organised visit

### **When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control students or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (Section 93, Education and Inspections Act 2006)
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
  - remove disruptive children from the classroom where they have refused to follow an instruction to do so
  - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
  - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
  - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Using reasonable force **to search students without consent**

In addition to the general power to use reasonable force described above, Head of School/Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Separate guidance is available on the power to search without consent – see section 1.1 of this document.

## **2. Trust School Behaviour Policy**

### **2.1 The Principles and Aims of the Behaviour Policy**

The Nova Education Trust's Behaviour Policy is central to creating and sustaining an effective Climate for Learning. Students and staff should feel safe within an environment that enables teachers to teach and learners to learn.

#### **Principles**

- Students should respect all members of the school community and in turn are entitled to respect in return from other students and staff
- That respect should automatically include care for their own and others' safety, property and well-being at all times
- It is the responsibility of all members of the school to be courteous and show consideration for others
- Everyone shares the responsibility for maintaining a positive learning environment
- Staff and students to follow classroom pledges

#### **Aims**

We aim to provide:

- Good adult and peer role models of caring, co-operative behaviour
- Reinforcement of positive attitudes to expectations
- A positive Climate for Learning
- Celebration of a wide range of achievement
- Acceptance by all adults in school of a common responsibility for maintaining good discipline and promoting and implementing the school's 'Code of Conduct' and anti-bullying policy

### **2.2 A shared responsibility**

Promoting good behaviour and discipline in students is a shared partnership responsibility between home and school. Parent/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies and disciplined behaviour that children begin at home.

We aim to ensure that:

- Positive behaviour is rewarded
- Inappropriate behaviour is dealt with promptly, firmly, fairly and consistently
- Parent/carers/careers are kept informed and their co-operation and support sought

All students at Nova Education Trust schools have the right to be educated to the best of their potential. All students, staff, governors, parent/carers should work in partnership to try to ensure this.

### **2.3 Home-School Agreement**

Individual schools within the trust may choose to make additions to this agreement.

The Home-School Agreement is important because it is:

- Fundamental to the ethos of our trust because it ensures that students should feel secure enough to fulfil their potential without untoward interference from others
- Designed to promote and reward positive achievement and attitudes, whilst encouraging students to feel responsible for themselves and the world around them
- Referred to throughout the year by their Tutors, Head of Year, Classroom teachers and Senior Leaders

Students at Nova Education Trust schools are expected to “work hard” and “be kind”. This short statement goes to the heart of what we are trying to teach children through the curriculum, and through their wider school experiences.

### **Work Hard**

Our staff endeavour to teach students the value of investing in their own future by working hard in every lesson, every day. Students are set personalised and challenging academic targets in every subject. These targets allow staff to recognise and celebrate the progress made by hard-working students, regardless of their comparative attainment.

Working hard enables our students to fulfil their potential, and hence fosters self-knowledge, self-esteem and self-confidence. It connects students with their own personal and academic development, and teaches them that everyone can achieve, if they are prepared to invest their time and effort. It also helps students to understand the need to respect the rights of every pupil to learn in a calm, focused and supportive atmosphere.

### **Be Kind**

The importance of “being kind” to others is a fundamental human value that all children should be taught. This starts in and around the classroom, with school rules that are based upon protecting students’ rights to learn.

Students are encouraged to adhere to a clear set of behaviour expectations, linked to a framework of rewards and sanctions, helping students to develop their ability to distinguish between “right” and “wrong”. This plays an important part in preparing our students for life as young adults in society.

Teachers and governors in our schools will do their best to:

- provide a secure and caring environment for your child
- contact parent/carers promptly if there are any concerns
- provide a balanced curriculum which will meet the needs of your child
- offer counselling, guidance and advice when needed
- keep you informed about your child’s progress by providing one full report, two progress checks, a parent’s evening and target setting each year
- welcome your involvement in the life of the school

As a parent/carers I will do my best to:

- ensure that my child attends school regularly on time and properly equipped
- take advice from school and show an interest in my child’s progress
- support the code of behaviour of the school and the school uniform policy
- attend parent’s evening and support other school activities
- let the school know of concerns, problems or changes of circumstance which may affect my child’s work or behaviour

- inform the school of my child's absence on the first day

As a pupil I will do my best to:

- attend school and lessons regularly and on time
- bring all equipment, books and kit I need for each day
- wear the correct school uniform and have a clean and tidy appearance
- be polite and considerate to all members of the school community and follow the code of conduct
- complete all my classwork and homework on time and as well as I can
- refuse to take part in bullying or antisocial behaviour
- respect the environment of the school and its neighbourhood, and help to keep it free from litter and graffiti

## 2.4 Strategies for managing behaviour (including fixed term exclusions)

All strategies for managing behaviour are centred on achieving a positive Climate for Learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, all Trust schools will encourage positive behaviour.

All aspects of behaviour are monitored through the SIMS system (or alternative), a database from which staff can respond to patterns of behaviour and devise strategies as appropriate. SIMS is used to track behaviour and attendance over time. This information can be accessed from SIMS or through third party dashboards such as PARS, [Bromcom](#) or [Kickboard](#) for any other third party dashboards in operation.

### The C-System

All schools/colleges within the trust use a form of the C-System which is a sequential system of defined consequences to behavioural actions within the classroom.

### Basic principles of behaviour management

- Rewards - the school's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others and/or their learning in the school community
- Implementing strategies to deal appropriately with poor behaviour

### Using rewards

Will include some or all of the following:-

- Verbal praise (To students and informing parent/carers)
- Written praise (letters of commendation & post cards home)
- Achievement points and House Coins
- Student of the Week Award in subjects
- Trips and activities
- Awarding of certificates
- Department/Faculty Awards
- Extra prizes at the end of the year
- Award ceremonies in school
- Awards Evening
- Success boards
- Governors meeting with students who achieve significant progress

- Display of students' work
- Certificates are awarded for 100% attendance
- Non-uniform days

### **Support structures**

Will include some or all of the following:-

- Form Tutors
- Head of Year
- Counselling by staff
- Department Isolation
- Base/Impact Centre (if applicable)
- Main school Isolation Room
- Learning Support Department
- Mentoring Team
- School Nurse
- Outside Agencies
- Youth Issues Officer (Notts. Police)
- Parental Involvement
- Re-admission meetings
- Inclusion Strategies
- Intervention Strategies
- Literacy Support Team

### **Identifying unacceptable behaviours**

The following behaviours are unacceptable and will result in the schools agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The school will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to students on school excursions, journeys to and from school on public transport, school transport, on foot or by bicycle.

- Smoking and/or possession of tobacco products
- Substance abuse and/or non-cooperation with the school drugs policy
- Possession and/or consumption of alcohol
- Repeated non co-operation
- Disruption to learning
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse, violence and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing firearms or imitation firearms to school
- Bringing knives, clubs or other offensive weapons to school
- Bringing the school into disrepute

- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum
- Drinking energy drinks
- Non-cooperation with school uniform policy and standards
- Incorrect equipment
- Possession/use of aerosols
- Use of mobile phone in school time

### **Tiered management strategy**

The management of students' behaviour is organised through a Tiered System of Response.

There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or 'one off' offence, and appropriateness of this sanction will be determined by the Head of School/Headteacher. Reasons could include

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

#### **Tier 1:**

Student's behaviour is managed by the classroom teacher. Strategies will include:

- Reprimand
- Change of seating in class
- Support from departmental colleagues
- On call
- Detentions
- Behaviour/work agreements
- Parental contact

#### **Tier 2:**

The student's behaviour is managed by the Head of Faculty/Department. Strategies will include:

- Restorative practice
- Faculty report (attendance, behaviour, progress, etc.)
- Faculty Agreed Contracts of Behaviour
- Parental involvement
- Department ICE
- School detention – after school

### **Tier 3:**

The student's behaviour is managed by the pastoral leads. Strategies will include:

- Restorative Justice Practice
- Parental involvement
- School Detention – after school
- Contracts of Behaviour & Attendance
- Behaviour workshops (If appropriate)
- Liaison with inclusion team
- Liaison with outside agencies (school nurse, school's Police Liaison Officer, Early help Unit)
- Main school Isolated Curriculum Experiences (ICE)
- Fixed-term exclusion
- Exclusion from school activities

### **Tier 4:**

The student behaviour is managed by the Leadership Team. Strategies may include:

- Fixed term isolation with School Leader
- Appearance in front of 'Disciplinary Panels' in school
- Outside Agency involvement
- Exclusion from school activities
- Restorative Practice
- Parental involvement
- Outside Agency support
- Fixed term inclusion
- Managed Move
- Fixed Term Exclusion (in compliance with the current DFE exclusion guidance)
- Permanent exclusion from school

Only the Headteacher/Head of School or Executive Headteacher can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head of School/Headteacher's duty to notify parent/carers, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgment for the Head of School/Headteacher in accordance with the school's published behaviour policy.

When establishing the facts in relation to an exclusion decision the Head of School/Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'



Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Heads of School/Headteacher and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parent/carers. However, the threat of exclusion must never be used to influence parent/carers to remove their child from the school.

The Trust takes a strong stance on repetitive behaviour which affects the education or wellbeing of the school community and therefore, where fixed term exclusions have been issued for an incident and it is repeated the school adopts the approach of further FTE's. This approach is used to modify unwanted inappropriate behaviours which affect the learning of students or the safety of the school community.

### **Use of detentions**

Teachers have the legal power to impose detention outside school hours and Nova Education Trust reserve the right to make use of this power. In the use of this sanction the following guidelines apply:

- Schools must make clear to students and parent/carers that detention is used as a sanction as highlighted in this policy
- The times outside normal school hours when detention can be given include:
  1. Any school day where the student does not have permission to be absent
  2. Weekends – except the weekend preceding or following the half-term
  3. INSET or other non-contact days
- Parental consent is not required for detentions
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention are required to consider the following points:
  1. Whether the detention is likely to place the student at risk
  2. Whether the student has any known caring responsibilities which mean the detention is unreasonable
  3. Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent
- All staff at Trust Schools have the right to issue detentions for unacceptable behaviours.

## 2.5 Physical intervention and restraint

Staff can legally use reasonable force to control or restrain students in specific circumstances:

- Prevention of a criminal offence
- Causing damage to property
- Causing harm to themselves or others
- Maintaining good order and discipline
- In cases of student distress

Parent/carers/parent/carers of the effected students will be informed of any significant incident where a member of staff has had to use reasonable force with a student. See section 1.2 for further guidance on 'Use of Reasonable Force'.

## 2.6 School uniform policy

- A school's uniform policy is designed to encourage a purposeful and effective climate for learning
- It is expected that all 11-16 students wear full school uniform at all times, unless directed otherwise by staff
- All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a formal academic working environment
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school
- Students should arrive and leave the school wearing the uniform within the expectations outlined below

The school uniform and dress code for 11-16 students:

The Trust requires all students to wear a uniform which we regard as a practical, distinguishing feature that helps students to feel part of the school and gives a formal appearance. It is the expectation of the Trust that all students wear the uniform based on the principles set out below. Each individual school may have some variance on this.

- Blazer with school badge
- Black or grey skirt or black trousers
- Skirts should be knee length
- Trousers should be properly tailored cloth trousers of a straight leg fit, not hipsters or leggings
- School tie (correctly worn)
- Black shoes (heels must not be over 2 inches in height) no trainers allowed.
- A V-necked jumper (optional)
- School shirt – not fitted

In addition to the above guidelines there are some rules which must be adhered to:

- Students should not wear jewellery except for a watch and one small stud or sleeper per ear (no other body studs to be worn) no facial piercings
- Hairstyles should be neat and presentable – natural hair colours only
- Hats must not be worn in and around the school buildings
- No denim should be worn in school
- Shirts must be tucked in at all times
- Trainers should only be brought into school for use in PE or for sport

- Make-up should be minimal and staff have the right to challenge inappropriate or overtly obvious make up applications. Make-up includes nails (colour and length), eyelashes, eyebrows and foundation – this list is not exhaustive.
- Hair: As hairstyles can often be interpreted in terms of how smart or appropriate they may be in a school setting we have sought to make it clear (below) as to what is not appropriate under our policy.
  - No lines or tracks – *any kind of line or pattern shaved into the side or top of the head*
  - Shaved hair – *hair should not be shorter than a grade 3*
  - Graduated or stepped haircuts – *hair which is shaved less than grade 3 at the sides and long on top*
  - Shaved lines in eyebrows
  - No unnaturally coloured hair

### **Health and safety requirements in relation to hair and jewellery**

Our schools have a right to expect that long hair can be safely tied back for work in the science laboratory, or technology workshops. Similarly, it may be reasonable for one of our schools to ban pupils from wearing jewellery where it considers that this poses a risk of injury, or where it considers that wearing jewellery to school might place a pupil at increased risk of bullying and harassment.

### **Post-16 Uniform**

As senior members of the student body, Post-16 students are not expected to wear a uniform unless specifically stated in the individual school dress code. As a rule, however, the Trust suggests students should be dressed in a manner that would be suitable for office work.

### **Human Rights, Equality and Discrimination Considerations**

The Trust acknowledges that some religions and beliefs require their adherents to conform to a particular dress code, or to otherwise outwardly manifest their belief. This could include wearing or carrying specific religious artefacts, not cutting their hair, dressing modestly, or covering their head. Students have the right to manifest a religion or belief, but not necessarily at all times, places or in a particular manner.

However, where a school has good reason for restricting an individual's freedoms, for example, the promotion of cohesion and good order in the school, or genuine health and safety or security considerations, the restriction of an individual's rights to manifest their religion or belief may be justified. The school will balance the rights of individual students against the best interests of the school community as a whole. Nevertheless, we believe that within our school uniform policy (outlined above) it is possible for most religious requirements to be met and accommodated.

In formulating the trust school uniform policy, we have considered our obligations not to discriminate unlawfully. For example, it is not expected that the cost of girls' uniform is significantly more expensive than boys or vice-versa as this may constitute unlawful sex discrimination. We have also considered the concept of "indirect" discrimination. This involves the application of a requirement, which, although applied equally to everyone, puts certain people at a particular disadvantage because of their gender, race, sexual orientation, religion or belief or gender reassignment. We believe our policy is flexible enough to allow for necessary exceptions.

## **Uniform Non-Compliance**

Our schools can discipline students for breaching the school's rules on appearance or uniform. A Head of School/Headteacher, or a person authorised by the Head of School/Headteacher, may ask a pupil to go home to remedy a breach of the school's rules on appearance or uniform. This may/or may not be treated as an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence. If a pupil continues to breach the schools uniform policy then then the school may consider excluding the pupil on the grounds of failure to comply with school expectations.

## **2.7 Anti-Bullying Policy**

Under the section 89 Education Inspections Act 2006, schools are required by law to have a written policy on measures to prevent all forms of bullying. Section 89 also provides that every school must have measures in place (via the Behaviour Policy) to encourage good behaviour and prevent all forms of bullying; this policy must be communicated to all students, school staff and parent/carers.

**Section 89 also gives Heads of School/Headteacher's the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.**

Bullying in any form will not be tolerated in any schools within our Trust. Our Anti-Bullying Policy is published in Appendix A of this document.

### **Racist Bullying and Racist Incidents Policy**

Racism and racial bullying will not be tolerated in any of our schools/colleges and our policy on this form of bullying is published in Appendix A of this document.

## **2.8 Behaviour before and after school policy**

On a school day, every student represents the school on their journeys to and from school and students are expected to observe the basic principles of the behaviour policy and the school's code of conduct. In situations where students have brought the school into disrepute, school sanctions will be applied.

Additional attention needs to be given to the following:

- Students should be respectful and polite to members of the local community.
- Students should act in a socially responsible manner
- Students must not harass, abuse or assault other students or members of the community
- Students should not damage public or private property
- Students should not drop litter
- During after-school events on the school site, the behaviour policy is in full effect. Poor behaviour can result in sanctions being applied, in addition to being prohibited from attending subsequent extra-curricular activities

- When representing the a school in sporting or other activities at both on-site and at other venues, students should conduct themselves within the full spirit of the Code of Conduct, remembering that they are ambassadors for the school

## **2.9 Behaviour on buses policy**

The above policy applies equally when travelling to and from school by contracted or public service buses.

Most buses are equipped with CCTV and recordings of dangerous, unsafe, or unacceptable behaviour can be used as evidence to inform action when necessary. Any reported incidents will be investigated, regardless of the availability of CCTV evidence.

All students should respect the health and safety of themselves and other passengers on the bus. While travelling, all students must:

- not be abusive or disrespectful towards the driver or other passengers.
- remain seated (or stand still if there are no available seats)
- not harm each other, verbally or physically
- not interfere with each other's property
- not damage the bus
- not litter the bus
- not smoke (including the use of e-cigarettes)
- not use aerosols
- not use any combustible materials
- not throw objects in the bus or out of the bus
- not shout abuse out of the windows or make offensive gestures

In cases of serious misbehaviour an immediate ban, fixed-term or permanent, may be applied.

## **2.10 Behaviour off-site policy**

The object of this policy is to ensure the safety of the students at all times that they are in the care of the school.

On school organised excursions, all students and staff follow the school's behaviour policy.

## **2.11 Other times**

Students wishing to leave the site must have parental permission. A note should be brought to school and shown to tutors prior to obtaining a "Signing Out Slip".

Other than on the above occasion's students may only leave the site in exceptional circumstances with the permission of a member of staff. The above procedures must still be followed.

## **2.12 Excursions**

On school-organised excursions, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated

responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.

Students must follow staff instructions at all times. Students who misbehave on school excursions, or behave in an unsafe manner, risk the following:

- incurring sanctions upon return to school
- not being permitted to go on subsequent school excursions
- not being permitted to engage in extra-curricular leisure events
- being returned home immediately. In some cases, parent/carers will be asked to collect their child

### **2.13 Mobile phones policy**

It is the trust's aim that all our schools adhere to this stance in respect of mobile phones. However, due to local circumstances we recognise that individual schools may adopt slightly different rules and if they do so then they will issue separate guidance to students/parent/carers to this effect and will make the rules available on their website.

Any use of a mobile phone – whether it is for calls, messaging, photographs, video films or games – is strictly prohibited during the school day. Any abuse of the above rules will result in the phone's immediate confiscation. Students who object to this will incur sanctions for uncooperative behaviour.

School does not accept any responsibility for loss or damage to these items, should this rule be broken and these items be brought in to school.

If a mobile phone is used, in school, during either lesson times or recreation, it will be confiscated, and a parent/carer required to collect the item from the school office.

For our post-16 students local arrangements in relation to the use of mobile phones apply. Our schools/colleges still do not accept any responsibility for loss or damage to devices when brought into school/college.

### **2.14 Confiscation of items policy**

Staff have the legal right to confiscate certain items that are not allowed in school. These include:

- An item that poses a threat to good order for learning
- An item that is against school uniform rules
- An item that poses a health or safety threat
- An item which is illegal for a child to have
- An item that poses a threat to others

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary

### **2.15 Vandalism policy**

Any deliberate damage or destruction of school property or school buildings / environment is viewed as an act of vandalism

- In cases of vandalism, the normal sanctions operated by the school will be applied, from a detention to a permanent exclusion, according to the extent of the damage caused and its context
- In addition to the above sanctions the cost of the repair/replacement of the damaged property/building will be charged to the student's parent/carers
- In cases of serious vandalism, the school may involve the appropriate authorities to pursue prosecution of the individual(s) concerned

### **2.16 Anti-drugs policy**

The use of illegal drugs or alcohol by any student, or the illegal supply of these substances during any school activity is strictly prohibited, whether on site or off. Although use and supply of tobacco products is illegal, such products are dealt with separately within the Anti-Smoking Policy detailed below.

- The use of illegal drugs or alcohol on the school site or during an off-site school activity will result in serious sanctions being applied
- In appropriate cases, drug education will form part of the package of measures in response to a drug-related incident
- In certain cases, the one-off use of illegal drugs will result in a permanent exclusion
- The supply of illegal drugs (including 'sharing') on the school site will result in an immediate permanent exclusion

### **2.17 Anti-smoking policy**

The school is committed to the health and safety of all of its students and staff and will take action to safeguard and promote their well-being.

- the school prohibits the use of tobacco, and the supply of these substances, by all members of the school community
- the school has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare

- it is important to recognise that the majority of young people choose not to use tobacco products
- Smoking is not allowed:
  - on the school site
  - in the bus bay
  - on the buses
  - in the vicinity of the school.
- Students are not allowed to bring tobacco, tobacco products, matches, lighters or any equipment, including e-cigarettes, for the purpose of smoking onto the school site
- Any student found in possession of illegal tobacco products will have them confiscated and destroyed
- Any student refusing to co-operate with confiscation will incur further sanctions
- Any student supplying illegal tobacco products on the school site or during an off-site school activity will incur further sanctions

## **2.18 Sexual Violence or Sexual Harassment**

As outlined in the Equality Act, our trust must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation (protected characteristics).

Whilst all of the above protections are important we reserve the right to consider how we support our pupils with regard to their sex, sexuality and if appropriate gender reassignment. Provisions within the Equality Act allow us to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group.

Reports of sexual violence and/or sexual harassment will be dealt with by the designated safeguarding lead (or deputy) within the academy in which they are raised and our Safeguarding Policy outlines our approach to safeguarding and child protection.



# Anti-Bullying Policy

## Introduction

Under the section 89 Education Inspections Act 2006, schools are required by law to have a written policy on measures to prevent all forms of bullying. Section 89 also provides that every school must have measures in place (via the Behaviour Policy) to encourage good behaviour and prevent all forms of bullying; this policy must be communicated to all students, school staff and parent/carers.

**Section 89 also gives the Head of School/Headteacher the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.**

Bullying in any form will not be tolerated in any schools within our Trust.

## Our intentions are:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations
- To respond effectively to all instances of bullying that are reported to us  
Bullying can take place between students, students and staff, staff, individuals or groups
- To ensure that all students and staff are aware of the policy and that they fulfil their obligations to it
- To raise awareness of bullying across the school

## Our definition of bullying is:

"Bullying is a behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally. Bullying can take many forms (for instance) cyber bullying via text messages, social media or gaming, which can include the use of images and videos" DfE, 2017

## Bullying can include:

- Physical (hitting, kicking, taking another's belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Indirect (spreading rumours, excluding from social groups)
- Cyber bullying via sending malicious e-mails, text messages or social media messages including the sending of videos/photos

Bullying can be an attack on a group to which an individual may belong. At Trust schools, in accordance to the Equal Opportunities Policy, we will pay particular attention to any form of bullying involving:

- Gender
- Race
- Sexual orientation
- Religion
- EAL
- Disability and Special Educational Needs
- Looked After children
- Children who are parent/carers

- Children who are adopted

## **The Law**

Some forms of bullying are illegal and are reportable to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

## **Anti-discrimination Law**

Our schools must also follow anti-discrimination law. This means our staff must act to prevent discrimination, harassment and victimisation.

## **Creating a positive learning environment**

- The Trust School Behaviour Policy explains how positive behaviour in school is used to create an environment where students take responsibility for their own and each other's well-being.
- Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos and encourage students to manage their relationships positively with others.
- We use the SMSC and British Values programme to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.
- Assemblies and tutorial time are also used to promote awareness of the negative consequences of bullying.
- The Trust also believe in raising awareness through the Anti-Bullying week events in November each year, which provides a direct link to primary school experiences.
- Whenever possible, Trust schools should endeavour to work with feeder schools, parent/carers and students to create the best possible learning environment for every pupil.
- We aim to provide understanding and tolerance of all our differences and encourage our students to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

## **Reporting, responding and recording incidents**

It is important that incidents of alleged bullying are reported immediately so that appropriate action can be taken by the school in supporting all parties involved. If the incident is deemed not to be bullying, it will still be considered serious and therefore dealt with under the Behaviour Policy.

Parent/carers are encouraged to report any concerns relating to bullying to the tutor or relevant staff member via a telephone call or, if required, an appointment. Should neither be available then a member of the Senior Leadership Team will act on their behalf.

Students who have been bullied or have witnessed others being bullied should ideally report the incident to their tutor. The staff member will investigate the allegation in order to reach resolution, whilst keeping the relevant member of staff informed via our internal recording system (SIMS and bullying log).

If the tutor is not available, students should report to any other member of staff (teaching or non-teaching) who will take appropriate action to report the matter to the tutor and relevant member of staff.

We will provide support to students who are bullied by:

- Assuring them that it was right to report the incident
- Encouraging them to talk about how they feel
- Ascertaining the extent of the problem by interviewing those involved and taking written statements where necessary
- Trying to ensure that they feel safe by discussing strategies to remain so.
- Asking them to report any further incidents in order that bullying can be stopped
- Involving friends, peer support, mediation (with pastoral support staff or other staff) and parent/carers/ parent/carers where appropriate
- Considering and applying sanctions under the behaviour policy (refer to policy)

We will provide support to students involved in bullying others by:

- Encouraging them to talk about how they feel
- Involving parent/carers, parent/carers and staff to ascertain what support they need, e.g. anger management, counselling
- Using sanctions under the Behaviour Policy to impress upon the perpetrator that their behaviour is unacceptable and will not be tolerated
- Monitoring future behaviour and taking appropriate course of action

### **Bullying Log**

All incidents of bullying will be recorded on the Bullying Log to allow tracking, monitoring and evaluation. This will in all instances include:

- Incident details
- Action taken including sanctions applied
- Resolution
- Staff involved

This information will be used by the Senior Leadership Team and Pastoral Teams for:

- Sharing of good practice
- Ensuring parity in dealing with incidents
- Identifying where bullying is a factor in non-attendance at school
- Exclusion data relating to bullying

### **Racist bullying and racist incidents**

As a trust we do not tolerate any form of racism or racist bullying in any context and our policies and procedures ensure that:

- racist behaviour is clearly identified as such
- preventative action is taken to reduce the likelihood of racist incidents occurring
- the victims of racist incidents are supported
- perpetrators are dealt with effectively

- the frequency and nature of racist incidents are monitored within the school; there is regular reporting of racist incidents to the Governing Body

Further details on each of these areas is provided below.

### **Identifying Racist Behaviour**

The trust has adopted the definition of racist incidents, as recommended by the Stephen Lawrence Inquiry:

***“A racist incident is any incident which is perceived as racist by the victim or any other person”***

This removes any doubt or ambiguity over whether an incident should be recorded as racist.

Racist behaviour could involve any of the following activities:

- verbal abuse and threats
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, eg, food, music, dress, language, telling of racist jokes, etc; bringing racist materials such as leaflets, comics or magazines into the institution
- attempts to recruit other students and students into racist organisations
- physical assault which is racially motivated
- damage caused to a person's property which is racially motivated
- incitement of others to behave in a racist way
- refusal to co-operate with other students because of their race

Failure to take action, even when an incident appears to be of a minor nature could be seen as condoning racism and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in Appendix B.

### **Prevention of racism**

The National Curriculum (2014) sets out a framework whereby every school must offer a curriculum which is broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- prepares students at the school for the opportunities, responsibilities and experiences of later life
- educates students about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- provides students with an understanding of human rights and international law
- promotes the previous liberties enjoyed by the citizens of the United Kingdom

- educates our students about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

### **Creating a positive learning environment**

- The Trust School Behaviour Policy explains how positive behaviour in school is used to create an environment where students take responsibility for their own and each other's well-being.
- Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos and encourage students to manage their relationships positively with others.
- We use the SMSC and British Values programme to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.
- Assemblies and tutorial time are also used to promote awareness of the negative consequences of bullying.
- The Trust also believe in raising awareness through the Anti-Bullying week events in November each year, which provides a direct link to primary school experiences.
- Whenever possible, Trust schools should endeavour to work with feeder schools, parent/carers and students to create the best possible learning environment for every pupil.
- We aim to provide understanding and tolerance of all our differences and encourage our students to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

### **Supporting Victims**

It is important that staff are aware of the priority attached to supporting victims, and that prior to an investigation, all allegations are taken seriously. Racial harassment is intimidatory and its victims can feel isolated and disabled when taking action.

It is clear that much under-reporting of incidents relates to victims' perceptions of the likely response to a complaint. This, they often believe, will be:

- a lack of belief;
- accusations of being troublemakers or having a chip on their shoulder;
- ostracism by colleagues or fellow students;
- assumptions about a lack of a sense of humour;
- a belief that the harassment was in some way provoked or invited.

Therefore, any person investigating an incident need be aware of these common perceptions. Whatever happens, ***it should never be implied that harassment or an attack is the victim's fault.***

The identification of the victim of an incident may not at first be straightforward. The investigation of its context and background must take account of the possibility of serious provocation lying at the heart of the responses of the individuals concerned. This is not to condone retaliatory action, particularly the use of violence, but to recognise that where the victim of racial harassment has retaliated, the action, particularly the sanctions contemplated, should take account of the degree of provocation.

## **Principles for effective action**

- Victims and, where appropriate, their families should have a clear point of contact for advice and support. Wherever possible there should be a member of staff with clearly designated responsibilities.
- Alternative sources of support should be identified either amongst staff or within the local community in case the designated member of staff is unavailable or the victim expresses a wish to be supported by someone of his/her own choosing.
- The procedures for reporting all incidents and/or making a complaint should be made known to students and staff.
- Victims should be kept fully informed and if necessary advised where they can go for further assistance.
- Victims should be advised of their rights to contact the police if they think a criminal offence has occurred.
- There should be clear opportunities for victims and/or their families to express their wishes. These should always be treated seriously and acted on if appropriate.

## **Dealing with Perpetrators**

Situations in which racial incidents occur vary enormously. In every case the context in which the incident takes place will influence the school's response. This may range from gentle but firm correction and explanation to the use of disciplinary procedures. Incidents do need, therefore, to be assessed in terms of seriousness to assist everyone in gauging their response. The overriding need is to ensure that a clear message is sent to perpetrators that the behaviour will not be tolerated.

As with other types of bullying and abuse, a pattern of seemingly minor events can have a cumulative effect on the victim and the victim's community. It is important that staff and students perceive the response to be genuinely even-handed. Firm rejection of the offensive behaviour needs to be combined with a framework of discipline that is perceived as fair. Sanctions should not just be punitive but should include counselling and training where appropriate. Wherever possible a full apology to the victim should be sought from the perpetrator and should accompany any sanctions imposed.

## **Principles for effective action**

All staff members should understand the steps that will be taken in response to an incident.

They will need to be clear about:

- their expected initial response and the boundaries for their independent action
- when an incident should be referred on to be dealt with by a senior or designated member of staff
- incidents requiring the direct involvement of the Head of School/Headteacher
- the involvement, where necessary, of the Governing Body
- the involvement, where necessary, of the Police

- the need to record all incidents
- the follow up to an incident including dealing with its impact on the school community
- the expected timescale for responding to and following up an incident

### **Monitoring and Reporting of Racist Incidents**

It is important to record racist incidents for the following reasons:

- To obtain a full picture of the frequency and nature of racial incidents;
- To target additional resources to combat racism
- To identify groups or individuals who are regular victims or perpetrators of racial harassment
- To monitor the effectiveness of measures taken to prevent racism

### **The role of the Achievement and Equality Team or Equivalent service**

This team is available to provide advice, guidance and training for practitioners on issues relating to black and minority ethnic children (including those who have English as an additional language) and racist incidents.

- Embedding culture in the school
- Myth-busting and responding to racism

### **Involvement of Parent/carers**

The school's procedures for dealing with racist incidents should be publicised and explained to parent/carers. Parent/carers should be informed if their child is involved in a racist incident, either as victim or perpetrator. If possible it should be ascertained whether the incident is isolated or part of a pattern of racist behaviour against the family in school or in the wider community.

Parent/carers of perpetrators need to understand how seriously racial incidents are taken.

### **Complaints**

If a parent or member of staff is not satisfied with the steps taken as a result of a racist incident, the complaints procedure is the same as for other complaints.

### **Role of Governors**

Governors should be informed on an annual basis of incidents of bullying broken down by categories which must include a category for racial bullying.

**Dealing with racist incidents – Action Plan**

Trust school policies make it absolutely clear that racist behaviour is unacceptable. Perpetrators will often need pastoral support and counselling. It is recognised that teachers will use their professional judgement in dealing with specific incidents but individual practice should be based on school policy.

The following action should be taken for all racist incidents:

- a. The Head of School/Headteacher or other Senior Leader should be informed
- b. Parent/carers should be informed
- c. Support should be offered to the victim
- d. Counselling should be given to the perpetrator
- e. A Racist Incident Report Form should be completed and sent to the LEA (Ethnic Minority and Traveller Support Team)

The following action is suggested for specific incidents:

CATEGORY	SUGGESTED ACTIONS
Verbal Abuse and Threats	<ol style="list-style-type: none"> <li>1. Members of staff must not ignore any form of verbal racist abuse in the school</li> <li>2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated</li> <li>3. Individual who are persistently abusive must be dealt with through the school's behaviour policy</li> </ol>
Racist graffiti	<ol style="list-style-type: none"> <li>1. All racist graffiti in the school should be removed immediately</li> <li>2. Regular checks should be made and steps taken to discourage reappearance of graffiti</li> </ol>
Provocative behaviour such as wearing racist badges or insignia	<ol style="list-style-type: none"> <li>1. Educational institutions should not permit the wearing of racist badges or insignia. In certain circumstances, schools may need the support of the Police. Consider exclusion for repeated offences</li> <li>2. Students wearing such badges or insignia should be referred to the Head of Year, or Head Teacher/Head of School.</li> </ol>
Racist comments in the course of discussions in lessons	<ol style="list-style-type: none"> <li>1. Racist statements must not be allowed to go unchallenged. The school should have a clear policy which identifies expectations of how teachers will react to the use of racist comments</li> <li>2. Students who persist in making inappropriate comments must be referred to the Head of Year or Head Teacher/Head of School as appropriate</li> </ol>
Ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns etc.	<ol style="list-style-type: none"> <li>1. Members of staff must not ignore any form of ridicule.</li> <li>2. Explain fully to the perpetrator that racist behaviour will not be tolerated</li> <li>3. Perpetrators who persist in making fun of individuals in these ways must be referred to the Head of Year or Head Teacher/Head of School</li> </ol>
Bringing racist materials such as leaflets, comics, magazines or computer software into school	<ol style="list-style-type: none"> <li>1. All forms of racist literature and materials must be removed. In certain circumstances, schools may need the support of the Police</li> <li>2. Refer students to the Head of Year or Headteacher/Head of School as appropriate</li> </ol>
Attempts to recruit other students and students to racist organisations and groups	<ol style="list-style-type: none"> <li>1. Report immediately to the Head Teacher. Head Teacher to consider contacting the Police. Seek guidance from the LEA. In certain circumstances, schools may need the support of the Police. Consider exclusion</li> </ol>



Physical assault against a person or group because of colour, race and/or ethnicity	<ol style="list-style-type: none"> <li>1. In certain circumstances, schools may need the support of the Police</li> <li>2. Full report to the Head Teacher. Consider exclusion</li> <li>3. Take necessary action to prevent recurrence</li> </ol>
Damage caused to a person's property which is racially motivated	<ol style="list-style-type: none"> <li>1. Reports to the class teacher, Head of Year or Head Teacher as appropriate. In certain circumstances, the police may need to be informed</li> <li>2. It should be made clear to the perpetrator that this action is not condoned</li> <li>3. An apology and reparation should be sought</li> </ol>
Incitement of others to behave in a racist way	<ol style="list-style-type: none"> <li>1. Schools need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the Police who can support the school</li> <li>2. Refer students to the Head of Year or Head Teacher as appropriate.</li> </ol>
Refusal to cooperate with other students because of their race.	<ol style="list-style-type: none"> <li>1. Every pupil has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds.</li> <li>2. Students persistently refusing to co-operate must be referred to the Head of Year or Head Teacher as appropriate.</li> </ol>