



The
Appleton
School



Behaviour Policy (including Child-on-Child abuse, Anti-Bullying, Rewards)

Adopted by the Governing Body on	
Signature Chair of Governors	
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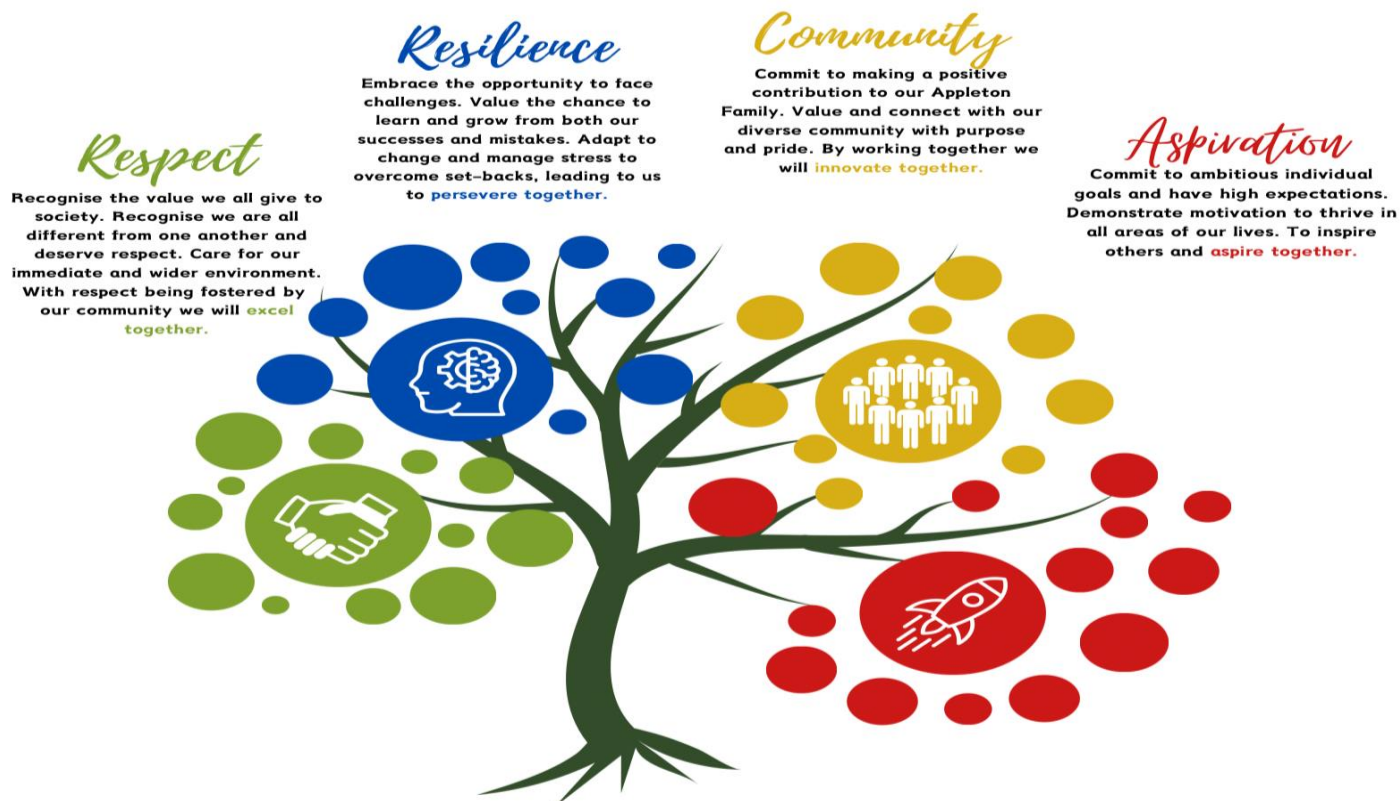
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Principle Values

Our values help us towards our vision of **'Achieving Excellence' together** and help students develop essential qualities and behaviours that promote responsible and respectful citizenship, as well as personal and social growth

- **Respect:** Recognise the value we all give to society. Recognise we are all different from one another and deserve respect. Care for our immediate and wider environment
- **Resilience:** Embrace the opportunity to face challenges. Value the chance to learn and grow from both our successes and mistakes. Adapt to change and manage stress to overcome set-backs
- **Community:** Commit to making a positive contribution to our Appleton Family. Value and connect with our diverse community with purpose and pride
- **Aspiration:** Commit to ambitious individual goals and have high expectations. Demonstrate motivation to thrive in all areas of our lives

In more detail, the guiding values and ethos of the school influence all decisions that are made by staff regarding the learning that takes place and the contribution we make to each student's personal and social development.



Achieving Excellence

1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management including new developing practice in TPP.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Whole School Policy on Pupil Behaviour

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupils' belief of the school's core values ("The Appleton Way"). Our core values are as follows:

- Be the best you can be
- Respect others
- Respect social diversity
- Keep others safe
- Respect the environment we share.
- Promote the school positively in the community

Our aim is to:

encourage pupils to develop and take ownership of their learning, in the context of social responsibility, by:

- Recognising and rewarding
- achievement encouraging effort
- clarifying the means whereby learning may be developed
- setting goals to modify behaviour
- influencing by negotiation using principles of TPP
- providing support discussing and applying the Home-School Agreement

At The Appleton School we believe that...

All members of the school community have the right to:

- feel safe, happy and secure and be listened to.
- be treated with respect
- be valued equally

A pupil also has the right to:

- have a suitable working environment where learning can take place receive all elements of the National Curriculum
- enjoy social and recreational time with fellow pupils.

A teacher also has a right to expect pupils to:

- bring equipment and completed work to lessons
- display suitable behaviour so that learning can take place
- be dressed in school uniform.

All members of the school community have a responsibility to:

- set a good example for the school care for each other and themselves
- show courtesy and respect to other people, their work, opinions and property keep the school neat and tidy.

It is especially important that pupils behave properly in public places when wearing The Appleton School uniform (See Appendix 1). Smoking, swearing and misbehaviour bring the good name of the school into disrepute and let everyone down.

2. CODE OF CONDUCT

We place great emphasis upon good behaviour. We expect all pupils to play their part in seeing that the school is a place where there is a well-ordered and safe environment where pupils can learn and achieve to the best of their ability. Our three golden rules, 'The Three Ways to Be', are intended to guide pupils and form the basis for our disciplinary structures.

1. Be Respectful

Be polite and courteous with all members of The Appleton School community. Show respect by listening to staff and others and carrying out instructions.

2. Be ready to learn

Be on time to school and to all lessons, dress in full uniform smartly, be equipped.

3. Be the best you can be

Be responsible for your own learning, work hard, do all your work to deadlines, stay on task and to the best of your ability and be an ambassador for the school in the local community.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

(PLEASE REFER TO THE SCHOOL CODE OF CONDUCT FOR STAFF)

3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Faculty for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. DEFINITIONS

Misconduct is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes and in the community
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Jewellery (unless permitted in Uniform Code see Appendix 1)
- Chewing Gum

Serious misconduct is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting & physical aggression towards others
- Intimidating behaviour
- Use of foul and abusive language
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and non-prescribed medication
 - Stolen items
 - Tobacco and cigarette papers (any associated smoking paraphernalia i.e. vaping devices or oils)
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Health & Safety breaches

Mobile phones

Students do not need mobile phones in school; if they do bring phones onto school site then they do this at their own risk. If students do bring phones into the school site whilst in the building, they should be stored away and **OUT OF SIGHT**. Pupils must not be using their phones for any reason inside the school buildings, including the changeover of lessons and therefore phones should **NOT BE "VISIBLE"**. (This includes listening to music via airpods /headphones or looking at the time from their phone within lessons or checking timetables on phones during lessons or in corridors – timetables must be checked whilst students are outside the building.)

If staff see a student contravening these rules their expectation card must be marked accordingly. Students choosing to ignore or defy staff will have their mobile phones/airpods/headphones confiscated and stored in the main office for collection by parents.

Sixth Form students may only use mobile phones within the SIXTH FORM BUILDING and should set an example that we expect our lower school students to adhere to. If a Sixth Form student is seen using their phone within the Main School Building staff will make the student's Form Tutor or Head of Sixth Form aware.

It is important that pupils and their parents should understand and accept the School's Code of Conduct in relation to mobile phones.

Behaviour Type/Context/Actions and Strategies:

This list is not exhaustive but merely exemplar of the actions that could be taken, this will be reviewed on a case-by-case basis.

Behaviour	Context	Actions /Strategies
Poor Punctuality	<p>Arriving late to school.</p> <p>Arriving late to lessons withstanding 5-minute transition time.</p>	<ul style="list-style-type: none"> Arrive to school after 8:30am but before 8:50am – breaktime detention. Arrive to school after 8:50am but before 9:55am – breaktime and lunchtime detention 1hr detention set via satchel one for the following day. Repeated lateness to be followed up by subject staff supported by faculty lead.
Truancy	<p>In the case of a student not being on school premises, the attendance team make first day absence call and follow up student absence form school.</p> <p>In the case of a student becoming absent from school following registration, pastoral team and attendance team take necessary actions.</p> <p><u>In the case of isolated truancy from a lesson</u>, subject staff with the support of Faculties are expected to follow up with the truanting student.</p> <p><u>In the case of repeated truancy from a lesson</u>, it is the responsibility of Assistant Head of Year and Head of Year to follow up and establish issues/implement sanctions.</p>	<ul style="list-style-type: none"> Try to find out where student was/why? Involve parents / carers Students are expected to see subject staff and address the missed work Detention given to make up time/work missed. Negotiation between Year Team and Faculty may be necessary Attendance Report, if appropriate, to Form Tutor Document for file - Update SIMS Behaviour log
Breach of student toilet protocol (health and safety)	<p>Students are expected to use toilets during social time and movement time, unless in receipt of a toilet medical pass.</p> <p>Under all circumstances, students must use cubicles individually. Under no circumstances should students enter toilet cubicles together.</p> <p>Student must use designated toilet areas in social time:</p> <p>Year 7 - I block toilets Year 8 and Yr 9 - C block toilets Year 10 and Yr 11 - South block toilets.</p>	<ul style="list-style-type: none"> Students arriving late to lesson after movement time will receive a detention. In the instance where students fail to follow the student toilet protocol, a warning letter will be sent home to parents/guardians. In the case of a repeat offence or refusal to comply, students will receive additional sanctions which can include (but are not limited to): C4 SSA, a period in our reflection room to ensure students can reflect and improve their behaviour, fixed term suspension for failure to adhere to student toilet protocol health and safety. Failure to follow designated toilet use areas will result in a warning, and for repeated breaches students will incur a period in our reflection room to ensure students can reflect and improve their behaviour, for known persistent disobedience.
Vandalism	<p>Any intentional damage to school property or equipment. Including uniform borrowed and littering school building and grounds</p>	<ul style="list-style-type: none"> Parents / carers to be contacted Where suitable, damage to be "made good" If necessary, payment to repair to be negotiated Documentation necessary for files - Update SIMS Log Appropriate punishment e.g. collection of litter / Community Service

<p>Bullying</p>	<p>Can include being physical, emotional, social, cyberbullying, passive, mental, racist, transphobic, homophobic etc. At The Appleton School, any unkind actions or comments are called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and / or part of a group).</p>	<ul style="list-style-type: none"> Form Tutor and HOY must be informed The "victim" must be taken seriously and provided with support The "bully" must be dealt with - this can be affected in a number of ways: <ol style="list-style-type: none"> Investigating the circumstances (and recording the outcome) With a period in our reflection room to ensure students can reflect and improve their behaviour (if appropriate) Contacting the parents / carers (when necessary) A reconciliation meeting could be arranged (restorative justice) Suspension <p>In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist and Education Welfare Officer, would be considered.</p>
<p>Online behaviour</p>	<p>Inappropriate behaviours online directed to other students, the school, school staff or any members of the community.</p>	<p>Any form of inappropriate behaviour/bullying online will result in the school following the set behaviour systems. If the online behaviour is of a sexualised nature (harassment, violence, sharing of nudes etc then the relevant safeguarding protocols will be followed as this is a form of child-on-child abuse.</p>
<p>'Child on Child' abuse</p>	<p>Can include (but may not limited to) bullying, (including cyberbullying) physical abuse, sexual violence, sexual harassment, up-skirting, sexting, initiation/ hazing type rituals</p>	<ul style="list-style-type: none"> Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach/Inclusion Manager or the Senior Leadership Team (SLT), as appropriate. Pupils to be secluded for remainder of the day in Behaviour centre / SSA / Head of Year Office / C7. Investigate situation – both pupils to write accounts. Involve parents / carers at any stage as necessary. Documentation required for both files - Update SIMS behaviour log. Suspension for one off serious breach of the Behaviour Policy. In the longer term, the possibility of involving outside agencies, such the police would be considered. In serious cases, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.

<p>Physical Aggression</p>	<p>Any intentional / deliberate physical assault, harm and intimidation on another person.</p>	<ul style="list-style-type: none"> Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach/Inclusion Manager or the Senior Leadership Team (SLT), as appropriate. Pupils to be secluded for remainder of the day in BFL / SSA / Head of Year Office / C7. Investigate situation – both pupils to write accounts. Involve parents / carers at any stage as necessary. Documentation required for both files - Update SIMS behaviour log. Suspension for one off serious breach of the Behaviour Policy. In the longer term, the possibility of involving outside agencies, such the police would be considered. In serious cases, especially persistent problems or unprovoked assault, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.
<p>Defiance Foul and abusive language</p>	<p>Swearing at a member of staff Refusal to comply with or follow a member of staff's instructions.</p> <p>Swearing in class Swearing around the school.</p>	<ul style="list-style-type: none"> Member of Staff to document for files on SIMS behaviour log Student sent to SSA / student reflection room where appropriate. Expectations of the school to be made clear HOY / Pastoral support / Line Manager/ Behaviour Coach/Inclusion Manager/Behaviour lead to interview Member of Staff to document for files on SIMS behaviour log and sets detention. Expectations of the school to be made clear In serious cases, especially persistent use of foul or abusive language towards the school community, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.
<p>Smoking/Vaping</p>	<p>Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking is not permitted. Pupils may not possess smoking equipment.</p>	<p>First offence:</p> <ul style="list-style-type: none"> Contact parents in writing Confiscate smoking materials and only return directly to parents / carers. Make detention appropriate, regarding time and task. 40-minute detention set Repeated offence: Contact parents / carers by telephone, e-mail or letter Send student home with a letter at the end of the day describing misconduct and outlining breaking health and safety in school. Arrange interview if appropriate Document case for file – SIMS log 1-hour detention on following school day. <p>Repeated offence:</p> <ul style="list-style-type: none"> Fixed term suspension.

Weapons / Drugs

Possession of items, under the influence, intent to supply.

• Positive referral to CSS/ Permanent Exclusion

- **All these behaviour types include infractions on the journey to and from school**
- **All actions to be recorded on the SIMS behaviour log. Any incidences of bullying, child-on-child abuse, discrimination, physical aggression will be recorded via CPOMS.**

5. BULLYING (including Child on Child abuse and Anti-Bullying)

At the Appleton School, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. I can happen face-to-face or online.”

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our approach/strategy to dealing with bullying considers the following:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, referring to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

All staff are aware that children can abuse other children (often referred to as Child-on-Child abuse), and that it can happen both inside and outside of school and online. All staff have received relevant training on how to recognise the indicators and signs of Child-on-Child abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports in our school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding Child-on-Child abuse they are trained to speak to our designated safeguarding lead (or deputy).

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

The school recognises that Child on Child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are made aware of the school's policy and procedures with regards to Child-on-Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

**For further information about sexual violence see Annex A.
For further information about sexual harassment see Annex A.
For further information about 'upskirting' see Annex A.**

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At The Appleton School, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobia/biphobia• Transphobia• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At The Appleton School, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At The Appleton School, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a LSA, Form Tutor, Head of Year, Assistant Head of Year, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's Safeguard recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has an anonymous online reporting "Never acceptable".

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's Form Tutor/Assistant Head of Year/ Head of Year group (in person/via telephone call/via email/) to explain their concerns. The Form Tutor, Assistant Head of Year/ Head of Year group will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Form Tutor, Assistant Head of Year/ Head of Year will make a formal record of the bullying report on the school's Safeguard recording system and other relevant members of staff will be alerted including the Behaviour Lead. The member of staff will directly alert the school's Designated Safeguarding Lead or Deputy Safeguarding Leads if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/Deputy safeguarding Leads/the Headteacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Deputy Safeguarding Leads if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At The Appleton School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's Safeguard recording system. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses, witness statements, CCTV footage and evidence of messages on social media etc. and log the incident on Cpoms using the relevant category.
- Inform the perpetrator's parent/carer after the evidence gathering either face-to-face or in telephone conversation. Parents/carers will be invited into school for a conversation with the relevant Head of Year initially and possibly the SLT member responsible for the particular year group.
- The perpetrator may be given the opportunity to provide a genuine apology to the victim. This could be face-to-face or written depending on the wishes of the victim.
- Other consequences will be enforced as per the linked steps in the school's Behaviour Policy.
- Work with the perpetrator to remove possible prejudiced attitudes as far as possible.
- If possible and agreed, the pupils will be given the opportunity to reconciliation whilst also applying appropriate measures to prevent further incidents of bullying.
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.).
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.).
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns.
- In extreme serious cases, Suspensions will be a consideration along with the exploration of Alternative Educational provisions.
- The school disciplinary procedures will be followed at all times.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

The Appleton School's bullying log will be reported every half-term to SLT and reported annually to governors.

Suggestions for handling restorative meetings with pupils to investigate bullying incidents:

- This does not apply to incidents of sexual violence/harassment and child-on-Child abuse.
- Have the 'victim' present. This may seem incorrect and cruel but remember that the victim has already endured suffering without you present – and this is the most effective strategy in the long-term. Allay the 'victim's' natural fears about possible future repercussions by stressing that this will be a supportive meeting – that no one will be getting into trouble on this occasion and that, therefore, they are unlikely to be accused of "grassing".
- Start the meeting by emphasising that there will be no behaviour paperwork completed as a result of this meeting and that this meeting has been called to explore the situation and hear all sides.
- Try to defuse the initial tension by speaking briefly about what you know as objectively as you can, and state that you are seeking everybody's help to and resolve it.
- Invite all parties to have their say in turn – do not allow any interruptions at this stage. It is usually more helpful to start with the 'victim'.
- After everyone has had their turn to speak, allow 'rights of reply'. Again, try to ensure that everyone who wants to speak has the opportunity and that they are not interrupted.
- By the end of the session there may not be a universal agreement but, hopefully, all sides will have gained a greater understanding of each other's viewpoints. Pupils have on more than one occasion spontaneously stood up and shook hands at the end of this type of meeting.
- You may need to reinforce the idea that you are not asking them to be friends but that you hope that they will cease to be enemies and act in a civil manner towards each other. Suggest strategies such as avoiding each other, if that is appropriate. Refer back to any constructive suggestions that arose during the conversation.
- Thank them for attending such meeting and for being honest and open.

- Record the fact that the meeting took place by listing the participants' names, the date and a brief outline of the presentation situation. Do this on white paper and then submit this to the Year Manager for filing.
- A follow up discussion will take place after the initial reconciliation meeting to ensure that agreements have been adhered to and to check the situation has been resolved. All parents should be informed and provided with an update of the school actions and what to monitor in the future.

Strategies for preventing bullying

At The Appleton School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Wellbeing Peer Mentors – peer-mentoring scheme
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups (CAPE)
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys, student council etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

CYBERBULLYING

The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, suspension/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Cyberbullying and the Law

Bullying is never acceptable no matter what form it occurs in and the school fully recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone.

Education Law:

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

Civil and Criminal Law

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990)

Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

Roles and Responsibilities

The Assistant Headteacher who is the Designated Safeguarding Lead will take overall responsibility for the co-ordination and implementation of cyberbullying prevention and response strategies.

The Assistant Headteacher will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Behaviour Policy, Online Safety Policy and the Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the Prevent Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the cyberbullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Cyberbullying Policy as part of the over-arching behaviour policy, is available at all times on the school website.
- ensure that at the beginning of each term, cyberbullying is revisited as part of the Staying Safe Programme and that pupils know how to report a concern. (to someone on their safety circle, Childline or the thinkuknow website: www.thinkuknow.co.uk)
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct.

The Head of Computing will:

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide annual training for parents/carers on online safety and the positive use of technology
- ensure the school's Acceptable Use Policy, Guidelines for Staff when Children are using Digital Devices, Children's Use of Digital Devices and are reviewed annually
- provide annual training for staff on the above policies and procedures
- provide annual training for staff on online safety
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support CAPE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

The IT Support and Development Manager will:

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses a third party web-proxy solution to filter all internet access. The internet filter records access to prohibited sites which enables the IT Support and Development Manager to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

The Business Manager will:

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The School Governors will:

- appoint a governor in charge of welfare who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. The current governor for safeguarding is **Mrs Charlotte Little**.

Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message/image.
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have.
- Fill in the paperwork for observing a student phone.

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material - Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively.

As well as training, the following is in place:

- All staff are expected to sign to confirm they have read and understood the Acceptable Use Policy.
- All staff are expected to sign to confirm they have read and understood the Child Protection Policy.
- All staff are expected to sign to confirm they have read and understood the Keeping Children Safe in Education 2021.
- All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct
- All staff are expected to have read and understood Guidelines for Staff when Children are using Digital Devices
- All children are expected to have been taken through and understood Children's Use of Digital Devices

Guidance for Pupils

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network. For more advice, look at the Cyberbullying leaflet.

- Do not answer abusive messages but save them and report them.
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying).
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data).
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly.
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails.
- Never reply to someone you do not know.
- Always stay in public areas in chat rooms.
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

Guidance for Parents/Carers

- It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.
- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyber-bullying.
- Parents/carers should also explain to their children legal issues relating to cyber-bullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact Mr Stockdale on 01268 794215 Ext #257 or email sstockdale@theappletonschool.org
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.

The school will ensure parents/carers are informed of the cyber-bullying policy and cyberbullying leaflet for children and the procedures in place in the Behaviour Policy to deal with all forms of bullying including cyber-bullying.

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- www.thinkuknow.co.uk/parents
- www.saferinternet.org.u
- www.childnet.com
- www.anti-bullyingalliance.org.uk
- www.nspcc.org.uk
- www.digizen.org

The following useful publications are on our website:

- DfE Advice for Parents on Cyberbullying
- Childnet Cyberbullying Leaflet
- DfE The use of social media for on-line radicalisation

The following link is the DfE guidance on Prevent duty:

- <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

6. ROLES AND RESPONSIBILITIES

6.1 The Governing Board

The school's Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 2).

The school's Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (Appendix 2). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 The Designated Safeguarding Lead and Deputy Safeguarding Leads

Safeguarding is the responsibility of all, however, all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

6.4 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently and judicially.
- Encouraging positive behaviour including promoting and modelling the character curriculum
- Providing a personalised approach to the specific behavioural needs of particular pupils utilising developing TPP principles
- Recording achievement and behaviour incidents (see Appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

6.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour **Discuss any behavioural concerns with the class teacher promptly**

7. REWARDS

7.1 Rewards

The aim of the reward policy is to foster a positive culture based on praise and reward, leading to consistently high standards of work and behaviour. It encourages pupils to take responsibility for their own learning as well as behaviour. It rewards pupils who adhere the Code of Conduct (page 3) and work to the best of their ability.

Reward Policy underpins three key aims of the school:

1. To provide for every student a disciplined but helpful and safe environment.

2. To maximize opportunities for all students to participate in, to contribute to and gain enjoyment from their education.
3. To give each child an awareness of responsibility to society.

Philosophy

The Appleton School is committed to sustaining, developing and applauding effort, endeavour, excellence and community-based work. Our rewards system celebrates the achievements and successes of our students inside and outside the classroom. If students are to work to their best, they must feel that their efforts are recognised and appreciated both at home and at school. The school promotes and provides opportunities to the students to be recognised and praised through the following areas:

- a) Achievements and progress in subject areas
- b) Independent learning and research
- c) Participation in lessons
- d) Excellent attitude
- e) Excellent presentation
- f) Excellent effort
- g) Excellent improvement
- h) Excellent Attendance
- i) Excellent role model
- j) Development and contribution to the school community

Year teams may use the individual rewards system to create a sense of team, through inter-form competitions and house competitions. These schemes are shared with all the staff in order that they can give their support and encouragement.

Achievement Points

Students should be rewarded with the achievement points for the following during the lessons on SIMS for their effort and attainment. Teachers should be actively looking out for the opportunities to genuinely reward students for their effort and hard work in their subject.

The achievement points collected on SIMS by the students will be centrally monitored to reward students with certificates, golden tickets, Headteacher's award, badges, etc. However, subject areas may choose to reward their students through subject badges, stickers, postcards, star students display, phone calls to parents, gift vouchers (through raffle) or any other appropriate methods.

Community and Character Based Crest

These can be awarded to students in all year groups for demonstrating any of the following characteristics:

- a) Honesty
- b) Kindness
- c) Responsibility
- d) Respect
- e) Integrity

7.2 The House system

The house system was introduced in June 2022 and is currently only applicable to KS3 - Years 7, 8 and 9. Students have divided up by form tutor into one of the four houses. The house names were selected by the students and have been taken from famous Britons.

House points are linked to the student's achievement points and each point earned will be a point for the student's house. Additional points can be awarded for separate competitions that will run through the academic year. This could include a creative writing challenge, an art project and competing in house events such as PE related activities.

Students that compete in the House competitions will be awarded 5 House points for taking part and additional points ranging from 50 points down for winners of the event through to runners up. Students that have participated in the competition will be invited to a celebration event which will celebrate their contribution towards their House and the excellent efforts.

Each half term the winning house members are awarded with a prize to commend them for their efforts on achieving the most points in that term. This includes the points total of the achievement points and the points that they won through entering the House competitions.

Students will be competing for the House Cup that will be awarded to the winning house at the end of each academic year. The cup will be dressed in the House colours and displayed for the year at the front of the school.



7.3 Procedures & Formats of Rewards

Staff will record the achievements via SIMS for Year 7 to Year 11.

A Bronze, Silver or Gold certificate will be written, and presented in the assembly by a senior member of staff once students reach the agreed achievements points on SIMS. The highest achievers in all aspects can receive awards at the end of term assemblies, along with the other rewards such as School Colours, Cups and half-termly Year Prize Giving's (Yr. 9 to Yr. 11).

Each week two students from each year group with the most achievement (for the previous week) will be rewarded with "Golden Ticket" allowing them to go in the front of the queue in the canteen.

Each term, students from each form with the most achievements will be rewarded with a lunch with Headteacher or similar reward (at break time).

Each term students in KS4 (year 10 and 11) have the chance to be entered in to the "In it 2 win it draw" this takes place one a fortnight. Students have the opportunity to win a chocolate bar for exceptional work during that fortnight period. Five students from each year group are selected for the prize per fortnight. All nominations are entered into a termly draw and have the opportunity to win a voucher at the end of the term.

Year 7

Staff will record the achievements via SIMS for Year 7, Students will require 35 merits for the Bronze, 80 merits for Silver, and 120 merits for Gold certificate.

Students will also have the opportunity to apply for the Headteacher's Award: Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 7 will be awarded with a "Golden Ticket".

Year 8

Staff will record the achievements via SIMS for Year 8. Students will require 35 merits for the Bronze, 80 merits for Silver and 120 merits for Gold certificate.

Students will also have the opportunity to apply for the Headteacher's Award: Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 8 will be awarded with a "Golden Ticket".

Year 9

Staff will record the achievements via SIMS for Year 9. Students will require 35 merits for the Bronze, 80 merits for Silver and 120 merits for Gold certificate.

Students will also have the opportunity to apply for the Headteacher's Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 9 will be awarded with a "Golden Ticket".

Year 10

Staff will record the achievements via SIMS for Year 10. Students will require 35 merits for the Bronze, 80 merits for Silver and 120 merits for Gold certificate.

Students will also have the opportunity to apply for the Headteacher's Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 10 will be awarded with a "Golden Ticket".

Students can apply to become a prefect in term 3. Students must submit a formal application to the senior leadership team justifying why they would like to become a prefect. All students will then have the opportunity to vote for Head Prefect.

Year 11

Staff will record the achievements via SIMS for Year 11. Students will require 35 merits for the Bronze, 80 merits for Silver and 120 merits for Gold certificate.

Students will also have the opportunity to apply for the Headteacher's Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 11 will be awarded with a "Golden Ticket".

Students may also join the "Excellent Student Award" programme where a student will need to demonstrate that they have achieved their target grade or above in at least five out of nine subjects in each of the mock exams. Award may include a special voucher invite to the prom (term 3). This does mean students will not have automatic right to attend the Appleton Prom.

Celebrations Assemblies

Each term all year groups will have a celebration assembly that acknowledge and reward students for their efforts throughout that term. Awards are handed out for individual attendance, form attendance and individual performance in specific subjects. Each subject will nominate a student that has been performing above and beyond expectations in the subject.

Headteacher's Award – Crest

Students can apply for the Headteacher's award in Year 7 (Bronze), Year 8 (Silver) and Year 9 (Gold) at the start of summer term, if they meet the criteria including: Excellent attendance and punctuality and behaviour as well as evidence of a wider school / community role such as participated in a school concert or a helper at a parental consultative.

Attendance

Certificates of attendance and a badge are awarded at the end of each term to the students who have achieved 100% attendance. Students are also awarded with a Headteacher's certificate and a badge at the end of the year for achieving 100% attendance throughout the year.

Curriculum Support Faculty

The Curriculum Support Faculty aims to share the students' achievements with home regularly, so in addition to the whole school system LSAs are encouraged to make positive phone calls home to parents when appropriate, can award students by signing achievements in the students' planner (for Year 7) or add them on SIMS (for Year 8 to 11). LSA's can also give positive reward points on students' expectations cards.

Positive Expectation Card

Students that have completed the positive side of their expectation card are rewarded with a small food incentive for going above and beyond the Appleton expectations that we expect from our students. This small gesture is to praise those students that are setting examples of positive behaviours around the school and in the community. Students also receive a positive message home to the parents/carers informing them that they have completed one of the expectation cards.

Each half term achievements students that have successfully completed a full positive expectation card are invited to a Celebration event that is held with the Headteacher or a senior leader. This event will praise the student's positive behaviours and give them a meal to show the appreciation for what they are achieving against the high standard.

At the start of a new academic half term all students that have a positive expectation card that has not been marked and is a first addition will be collected by the form tutor and will be entered into a draw where students are able to win a prize.

Subject Badges

Students can gain subject award by collecting stamps using "Loyalty Cards" over sixteen weeks each academic year by demonstrating at least one characteristic in four different categories: Effort, Attainment, Subject, Leadership.

Students can only collect one stamp per week per subject. Students can only work towards one subject badge at a time each half-term. The "Loyalty Cards" are available at student services, students can sign up for a card and once completed with 8 signatures can return it to student service to collect their Subject badge. The completed card is recorded centrally by student services for the central record.

Key stage 5

In Key Stage 5 Teachers and Tutors can electronically nominate students from their subject teaching and tutor groups for an Honours Certificate at the end of the academic year. Additionally, a special award is given to the overall learning ambassadors from Year 12 and 13 respectively. Learning ambassadors are nominated termly and will be acknowledged at Celebration events. Students that have been nominated for the termly celebration events are entered into a prize draw and can win vouchers.

1. Teachers will use SIMS to issue rewards and give achievement points. A report from one of the data managers will then be generated on a monthly basis and this data will be analysed.
2. For every 30 points achieved students will receive a personalised rewards email informing them that they can collect a free snack or drink (up to the value of 85p).
3. An annual Rewards Event will be organised by Miss Sweeney and Mr Browne – this will be personal invite only (e.g. wider school contribution/ exemplar conduct etc.)
4. Termly pizza lunch gatherings for the Student Council Team.
5. Termly shopping vouchers – staff will nominate one student per subject and then the VI rewards team will draw one student per term (value of £20).
6. Subject badges for Subject Ambassadors – KS5 subject leads will select ambassadors for their subject.
7. Year 12 & 13 Honours Assembly – held at the end of the year.
8. Personalised emails will be sent home/ emailed for exemplar conduct.
9. Sixth Form Leadership Committee with an elected Sixth Form Principal – students will nominate and teachers then elect. Elections held at the beginning of the year.

Higher Achievers

The highest achievers in all aspects can also receive awards at the start of spring and summer term, through celebration assemblies awarding certificates, achievement badges, vouchers, etc. At the end of the academic year, special award assemblies with the governors will take place to award School Colours, Cups and Endeavour Prizes for Year 11 and subject awards and overall learning ambassador for the Year 13 leaver assembly for prize giving.

Curriculum areas may also have additional rewards that are used to motivate applaud and encourage students. Popular with many are the post cards home.

The policy is intended to be positive, rigorous and consistent. Gaining rewards should be challenging but achievable. This will encourage the pursuit of excellence by all.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour including promoting and modelling the character curriculum.
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.
 - Use of SIMS learning and conduct points.
 - Use of expectation card.
 - Utilising the developing principles of Trauma Perceptive Practice (TPP).

8.2 Physical restraint

In some circumstances, staff may **use reasonable force to restrain** a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

'There are circumstances where it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' (DFE July 2022)

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 4 for a behaviour log)

Staff receive training on **de-escalation procedures** and specific senior members of staff receive training on **the use of restraint**.

9 SANCTIONS, SCHOOL PROCEDURES AND STRATEGIES

9.1 The Character Curriculum

The Character Curriculum is a self-contained set of principles which guide and support students in making the right decisions based on a model of behaviour and expectations. The Character Curriculum is systematically delivered to students at the start of the year and following significant junctures such as after a break in the school term.

9.1 Expectation card:

- Be respectful,
- Be ready to learn,
- Be the best you can be.

Throughout the day, all students carry an expectation card comprising rewards and sanction for conduct. Students are expected to display positive behaviours throughout the day, simply holding doors for others, including staff, being community minded and taking care of their environment, as well as a host of other rewardable positive behaviours.

Sanctions for not meeting general expectations are listed on the reverse side of the reward card, setting expectations such as attendance to lessons, equipment, use of mobile phones in permitted areas, conduct in corridors, uniform etc. Completion of the sanction section of an expectation card will result in 1hr detention after school the following day or most suitable time following the incident and following notification with parents.

Expectation cards are issued once at the start of the term. Losing an expectation card or soiling it without full explanation by parents will result in a sanction.

Each issuance of an expectation card will have an issue number and no student should carry more than one expectation card.

POSITIVE LEARNING ENVIRONMENT: Strategies

Set out below is a list of suggested actions which may be used to help establish a learning environment.

- Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.
- Consistent prioritising of the tasks in hand, to promote learning.
- Negotiation of ground rules between individual groups and their teachers – ideally from the outset.
- Discussion of difficulties with group or individual pupil.
- Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Area Adviser.
- Consideration of advice. Development of personal strategies and teaching skills.
- Negotiation of targets with groups or individuals to facilitate behaviour modification.
- Further consultation with Area Adviser.
- Consultation with the Form Tutor, Head of Year and Assistant Headteachers.
- Discussion, if necessary, between Form Tutor and Learning Support Adviser regarding Code of Practice which can also be used for recording and reviewing.

Behaviour Improvement Goals

If a pupil becomes a persistent source of disruption/trouble in a series of lessons, he / she can be placed "On Report" by the Form Tutor, Assistant Head of Year, Behaviour for Learning Coach, Head of Year, Inclusion Manager or SLT. If behaviour impacts on subject lessons, then subject Faculties must place students on a Faculty report. In the case of covered lessons, a Cover Supervisor report. In all cases, parents must be contacted and met with to discuss student behaviour improvement goals.

A holistic understanding of the concerns can be obtained via the student's SIMS record. This enables the setting of specific targets that directly relate to common teacher concerns. Whenever this is done parents should be informed.

The pupil will then carry a report card and subject teachers and the form tutor are to view the pupil's targets, give a score out of five for each target, write a comment and sign each lesson or tutor session.

Any adverse comments will mean that the pupil will stay behind after school to make up unsatisfactory work. The report card should be presented to staff at the beginning of each lesson.

9.2 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9.4 ARC Appleton warning system code of conduct

The ARC Appleton warning system reinforces the stepped approach to behaviour. Staff and students are clear of the 3-tier protocol. In the case of disruption to learning or general poor behaviour, staff **ASK, REMIND** and finally give a **Consequence**. The consequence must follow the faculty reflection room procedure or in serious cases referral to SSA.

The expectation is repeat offenders to Faculty behaviour protocol will be subject to a Faculty report following a school-based meeting with parents.

9.5 Faculty Behaviour Policy

Faculty Aims

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom and developing principles of TPP
- To reduce the number of suspensions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students at times involving the role of the Inclusion Manager.
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations.

Faculty Objectives

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students' learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Every student is expected to follow the school and classroom Code of Conduct (see 'Three Ways to Be', page 3),

Faculties must be committed to ensure every student they come into contact with is following both the school and classroom code of conduct. If a pupil fails to do so, staff must follow the faculty behaviour procedures. If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the faculty behaviour procedures must be followed. These procedures are in line with The Appleton School's whole school systems and policies and are to be followed by every member of each Faculty.

9.6 Faculty reflection room

All faculties carry out as part of policy a faculty reflection room schedule as an intervention to students not meeting expectations within lessons. There is an expectation key subject staff to manage student behaviour and referrals to the faculty reflection room. Tracking and monitoring of student referrals is carried out via a satchel one.

9.7 SSA referral

Referral Guidelines

- A fundamental aim is to meet the learning needs of all students in their timetabled lessons. The vast majority of students will never be sent to SSA throughout their school career. SSA should only be used as a last resort for a minority of students and only after stages 1-3 of the Stepped Approach to Discipline have been completed, the option/procedures to remove students to the faculty reflection room have been utilised, and in cases where students fail to follow instructions to the reflection room or whilst in the reflection room, request is made for senior managers on SSA duty to remove students to SSA.
- SSA referral cannot be seen as a punishment in itself. Although the guidelines for those who manage SSA emphasise the need to make the experience unpalatable, there will always be some students who regard the situation as preferable to that of the scheduled lesson. To be supervised in the class of a colleague of the same subject area can prove very effective in enabling the student to be removed from a destructive situation while maintaining area control of the situation.

Stepped approaches to discipline across the school.

Inappropriate behaviour/ low level disruption of learning environment by student [e.g. calling out, talking when teacher is speaking, not engaging in classwork.]

Stage 1 – (ASK) Verbal request to address behaviour and reminder of expectations - Normal stepped approach, use of silent signals, proximity praise, warning / reminder given by classroom teacher, followed by discussion during or at the end of lesson to positively reinforce expectations.

A further incident of disruption occurs [e.g. calling out again]

Stage 2 – (REMIND) Formal reminder of request to address behaviour, name on the board, verbally made aware of SSA consequence if further disruption continues – Remind student of the behaviour that needs to be seen. Let the student know the rule they are breaking. **Record C1 on Sims.**

Student's poor conduct continues [e.g. repeated failure to follow instructions]

Stage 3 – (CONSEQUENCE) Student is asked to wait outside the classroom to reflect on their conduct and to allow a discussion with the teacher to try to resolve the issue. Students may be asked to move seat. A **C2** is given alongside a **15-minute class teacher detention** set at break/lunch/after school. **With the right attitude the student may be able to re-join the lesson.**

Use of the Faculty Reflection Room

If students still do not get it right, students will be sent to the **Faculty reflection room** with work to complete in silence. A 30 minute after school **Faculty detention** and **C3 will be given.** Class teacher to use as an opportunity to discuss the issue with the student.

Faculty reflection room rotas are shared with Line Managers in order to track and monitor student referral to Faculty reflection rooms. Faculty reflection room rotas are also shared with senior leaders responsible for SSA and Assistant Head of Years working in conjunction with SLT. Subject faculties must contact parents to discuss student behaviour and the need to remove students to the Faculty reflection room.

If students repeatedly fail to adhere to faculty behaviour policy, faculties are expected to contact parents and invite into school to discuss student behaviour.

In extreme circumstances where a student refuses to move to the reflection room or an incident of serious nature occurs, it is necessary in this instance to refer the student directly to SSA. The classroom teacher issues a 15 minute after school detention. Staff should also record an SSA 1hr after school detention via SIMS using the drop-down menu recording a C3 consequence. SLT amend the C3 consequence recording C4 upon student arrival to SSA, and given this is saved onto SIMS a notification will automatically be sent to parents via SIMS App notifying of the following day's 1 hr detention.

NB. Each escalation point must replace the previously recorded C code on Sims. If a student reaches the reflection stage, then only a C3 should be recorded on sims.

Senior Staff Call Out

If students fail to go to the faculty reflection room or student conduct in the reflection room does not meet expectations a senior member of staff will be called to escort the student to SSA and a C4/C5 code will be entered. A one-hour detention will be set. Where possible a member of faculty staff should have a restore and rebuild conversation with the student.

[Please see Page 16) 'Detentions' the school's Behaviour policy for further details of the administration of detentions]. In the case of students who use the school bus, or other local service links; **it should be noted that the detention takes precedence over transportation arrangements. Student's home should be contacted to inform and 24 hours' notice given.**

Staff should record behaviours on students SIMS area using C3 codes. This will record 3 negative conduct points against the student as an SSA referral. (NB – Staff should only record the highest code required for the level of intervention used)

SSA referral – The Standard email SSA referral to be sent to SSA duty staff along with work for the student. Another student could be used to send work to SSA.

A standard letter will be sent to parents (By the Pastoral Assistant) to inform them that their child has to be sent into SSA for severe disruption to the learning environment. The Head of Year should check that this letter has gone home. (Standard letters for this are available on the school system.)

An SSA referral will automatically lead to a further 1 hour after school senior detention being arranged for the following day in addition to the class teacher's 15-minute detention. This will be included in the SSA letter emailed home.

Duty SSA staff will add senior detention to SIMS record and will record the SSA referral as a C4 code. This will record 4 negative conduct points against the student.

The student's misconduct leads to more than one SSA referral in a day

Where a student is referred to SSA twice in a day, a one-day period of reflection in the student reflection room will be imposed the following day. Senior link to the student's year group should be informed and the Head of Year should contact parents to inform.

The member of staff responsible for the referral to the reflection room should add a C5 onto students SIMS record. This will record 5 negative conduct points against the student.

Lateness to lessons is recorded on SIMS by the class teacher. An automatic 1 hr detention is set for the following day. Notification of the detention is generated via SIMS and sent home to parents.

9.8 STUDENT REFLECTION ROOM PROTOCOL

Where occasion necessitates, student reflection room sanctions are necessary for a period of reflection and coaching by the inclusion manager for serious breaches in behaviour and conduct warranting restrictions on student movement around the school.

In exceptional cases where students fail to meet the expectations whilst in the student reflection room, and or become a health and safety risk to themselves and others, the school will look to impose a suspension.

9.9 Pastoral conduct points sanction

Conduct points will be reviewed and updated on a weekly basis and the Head of Year informed. This will allow for the following systems to be put into place for students who are contravening whole school expectations.

- Faculty reflection room referral (C3)
- SSA referral made (C3) – (call from class teacher) 15-minute detention set by class teacher on satchel one, automatically generated 1 hr detention after school via C3 consequence code. Faculty report protocol.
- Behaviour points over 30 (to 59) and or 1-4 SSAs constitutes 2-week white Tutor Behaviour report or lilac Assistant Head of Year report and discussion with parents and Assistant Head of Year / Head of Year.
- Over 60 points (to 99) or multiple referrals 5 or 6 SSAs – letter emailed home, 4-week yellow HOY report and meeting with Head of Year and parent.
- Over 100 points or 7 or more SSA referrals meeting with link Assistant Headteacher and Behaviour contract (identify areas for change and additional support for student to achieve this i.e. input from CSS outreach tutor, counselling) with a 3 week and 6-week review with parent and orange Senior Management Team behaviour report with specific behaviour improvement goals
- Student Reflection period with Inclusion Manager
- Suspension for one off serious breach of the Behaviour Policy
- Multiple suspension for persistent serious breach of the Behaviour Policy
- Breaking of behaviour contract – Pastoral Support Programme (PSP)
- Failure of PSP – CSS “request for help”/ managed move/ alternative provision
- Bringing Weapons / Illegal substances on site. Any situation where a student is found on school premises carrying weapons or illegal substances (or any item defined as “possession of a prohibited item” as defined on page 5) will lead to the student being permanently excluded or CSS request for help so that the student does not return to the school.
- Depending on the severity, and this judgement will be at the discretion of the headteacher, any offence described as a “serious misbehaviour” on page 5 (section 4) of the behaviour policy can lead to a suspension, permanent exclusion, or a request of help from the local authority. The final decision on the outcome is at the discretion of the Headteacher who will need to consider the safety of the wider school community.

9.10 DETENTIONS

Faculty Detention

Criteria, management and consistency issues are the responsibility of the Head of Faculty. This should include responding to faculty reflection room referrals to faculty and SSA referrals within own faculty area.

- The school detention statement should be added from the SIMS dropdown menu options.
- Area detention criteria should outline that the subject teacher detention should be 15 minutes in duration. If this is not attended a second teacher detention should be set for 30 minutes.
- If this detention is missed, then a Head of Faculty detention should be set for 40 minutes.
- If this detention is missed the link SLT should set detention for 60 minutes after school.
- Failure to attend this sanction will lead to student reflection room and a C5 conduct point offence.

Year Detention

Detention criteria

- Behavioural problems – Form Tutor discussion with Head of Year. (Detentions to be added to students SIMS record).
- Truancy – including non-attendance in lessons and Review Period.
- Homework default in a number of curriculum areas or where there is repeated refusal to comply with the Curriculum Area system. (Discussion MUST take place with Head of Year first).
- Persistent failure to comply with uniform requirements. Letter available for sending home. Student to be 'On Report' for uniform (Lilac) if appropriate.
- Offences at social time/lesson movement time/travelling to and from school as appropriate following discussions with the Head of Year.
- Smoking.
- Lateness – arriving to school after the register has been taken between 8:30am – 8:50am will result in a breaktime detention. Arriving to school between 8:55am – 9:50am will result in a breaktime and lunchtime detention.

Late to Lesson

Students arriving late to lesson is challenged by the class teacher and late arrival recorded via SIMS. An 'L' registration code must also be recorded on SIMS in order for a 1hr detention to be served the following evening. Repeated lateness to a single lesson must be raised by the class teacher with contact home.

It should be noted that any detention as a result of students not meeting expectations takes precedence over transportation arrangements.

Ensure all communications with the pupil / parents / guardian are recorded on SIMS log. This early information will become valuable if the pupil fails to engage and incidents escalate.

Behaviour checklist for teachers (Getting the simple things right - Charlie Taylor, DfE) Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines always using developing TPP principles.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

9.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or require referrals to be made to statutory services (social care or Police) and that it would be appropriate to handle the incident internally, through utilising our behaviour and bullying policies and by providing pastoral support.

Sanctions for sexual harassment and violence may include but not exhaustive:

- Form Tutor report
- Head of Year report
- SLT report
- Social time reflection room/detentions
- Adjusted timetable
- Parental letter/meetings
- Behaviour Contract

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection Policy, (which includes the Harmful Sexual Behaviour/Child on Child abuse policy) for more information.

[Child Protection Policy](#)

10. The Appleton School ICT and Internet Acceptable Use – Breaches and sanctions

The use of the school's computer network and Internet connection is a privilege, not a right. Any student user found or believed to be using the service inappropriately, will automatically have their entitlement to use this facility suspended without notice. A student user who violates this policy and breaches his/her agreement may have his or her access to the computer network and Internet terminated indefinitely.

A student user breaches the agreement not only by affirmatively violating the ICT policy, but also by failing to report any violations by other users that come to their attention. Moreover, a student user violates this policy if they permit another

student to use their account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school may also take other disciplinary action.

Minor Breach

This level of breach will attract a verbal warning which will be held recorded for 12 months. This category will generally relate to behaviour or misuse of computer facilities that can be characterised as disruptive or a nuisance.

Examples of this level of non-compliance would include:

- Taking food and/or drink into ICT facilities where they are forbidden.
- Sending nuisance (non-offensive) email
- Behaving in a disruptive manner.

Not all first offences will be automatically categorised at this level since some may be of a significant impact that elevates them to one of the higher levels of severity.

Moderate Breach

This level of breach will attract more substantial sanctions and/or penalties.

Examples of this level of non-compliance would include:

- Repeated minor breaches within the above detailed 12-month period.
- Unauthorised access through the use of another user's credentials (username and password) or using a computer in an unauthorised area.
- Assisting or encouraging unauthorised access.
- Sending abusive, harassing, offensive or intimidating email.
- Maligning, defaming, slandering or libelling another person.
- Misuse of software or software licence infringement.
- Copyright infringement.
- Interference with workstation or computer configuration.

Severe Breach

This level of breach will attract more stringent sanctions, penalties and consequences than those above, and access to computing facilities and services may be withdrawn (account suspension) until the disciplinary process and its outcomes have been concluded.

Examples of this level of breach would include:

- Repeat moderate breaches.
- Theft, vandalism or wilful damage of/to ICT facilities, services and resources.
- Forging email i.e. masquerading as another person.
- Loading, viewing, storing or distributing pornographic or other offensive material.
- Unauthorised copying, storage or distribution of software.
- Any action, whilst using school computing services and facilities deemed likely to bring the school into disrepute.
- Attempting unauthorised access to a remote system.
- Attempting to jeopardise, damage circumvent or destroy ICT systems security.
- Attempting to modify, damage or destroy another authorised user's data.
- Disruption of network communication, capability or integrity through denial of service attacks, port scanning, monitoring, packet spoofing or network flooding activities.

Process – student breaches

An investigation will be carried out, in confidence, by school leadership under the direction of the Headteacher. That investigative report will be passed to the students Head of Year (or Head of Faculty where appropriate), to be considered within the school behaviour policy. Parents will be kept informed of the process and sanctions.

Process – staff breaches

An investigation will be carried out, in confidence, by school leadership under the direction of the Headteacher. That investigative report will be passed to the staff member's Line Manager, to be considered within the school disciplinary procedures. Each set of disciplinary procedures provide for an appeal stage.

SANCTIONS:

If students fail to comply with this policy they may have their internet, email and/or computer use restricted for a period of time or withdrawn altogether. Student personal devices, such as mobile phones, maybe confiscated for a period of time or the privilege to bring it into school removed.

Breaking the Student Acceptable Use Policy may lead to:

- Withdrawal of the student's access.
- Close monitoring of the student's network activity.
- Investigation of the student's past network activity.
- Disciplinary action, including a recommendation for temporary or permanent suspension.
- In some cases, criminal prosecution.

Use of Social Media / Cyber Bullying

The school takes the issue of Cyberbullying and the appropriate use of Social Media very seriously.

Students should not be accessing social media sites unless they have reached the minimum age requirement; such as

- Facebook 13 Years
- Instagram 13 Years
- Twitter 13 Years

If parents allow children to use these and other similar social media sites before they are old enough the school will not take responsibility for resolving issues that may occur.

THE USE OF ICT AND THE LAW

The use of ICT will always leave evidence no matter where the incident occurred; home computer, school computer, and/or mobile phone. The user will leave a 'digital footprint' that can potentially be used to identify them.

Misusing ICT can be a criminal offence under a range of different laws including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts of 1952 and 1996
- Computer Misuse Act 1990
- Crime and Disorder Act 1998
- Police and Justice Act 2006

11. Confiscation/Screening/Searching

Any prohibited items (included in list in section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Schools' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a student for any item if the student agrees.

Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are listed on page 5 of our behaviour policy or if there is an attempt to: i. to commit an offence, ii. to cause personal injury to, or damage to the property of, any person (including the pupil)

- iii. the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team and Heads of Years, in addition all members of staff whilst carrying out their 'Senior Staff Availability' duty. However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and 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.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, blazers, shoes, coats, jumpers, boots, gloves and scarves.

The power to search, without consent, enables a personal search, involving reflection of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. A metal detector wand, can also be used to help aid in the search. If a student refuses to comply and there is a suspicion of them being in possession of prohibited items then the police will be called.

Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition, should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence the Safeguarding Lead.

Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips. The powers only apply in England. Therefore, a member of staff conducting a search without consent, whilst on school trip in Wales, would be acting unlawfully.

12. Off-site behaviour and promoting our school positively within its community

Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking, foul and abusive language, damage to public property and antisocial behaviour is not permitted.

The school may act upon any incident / behaviours that are out of school premises and out of school hours if it is deemed to become a barrier to pupil learning or has brought the school's name into disrepute. If judged appropriate such behaviours maybe reported to the police.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

In regards to school trips visits (including but not limited to; overseas, residential, school PE fixtures and rewards trips) a child's place on the trip is subject to their behaviour in school. We reserve the right to withdraw any student who incurs a suspension before the date of the trip.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

13. Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and staff code of conduct including statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

14. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

15. TRAINING

At The Appleton School training is designed so that staff can access support to improve their practice and better understand mental health needs of children.

Our staff are provided with training on managing behaviour, including the developing principles of TPP and proper use of restraint, as part of their induction process. This training is provided for all staff throughout key times of the academic year.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 3.

16. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and Governing Board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by the Full Governing Body annually.

Parents/students and staff are directed to the behaviour policy on the website; for staff this will be internally through new staff induction and following the update, staff directed to read the update. Correspondence with parents will advise of updated version of the behaviour policy.

17. Post 16 Behaviour Policy



The
Appleton
School

**Sixth Form
Learning and
Behaviour
Policy**

1. Policy Statement

- 1.1 The Sixth Forms mission is to create a successful learning community and set high expectations for student learning and behaviour.
- 1.2 This policy reflects our Sixth Form's core principles. We believe in the following: "Success Tomorrow. Starts Today". We expect our students to demonstrate and pride themselves on the following characteristics:
- Excellence: students are to aim high and ensure they meet the expectations set within the Sixth Form to be the best version of themselves possible.
 - Independence: students are encouraged to be independent and promote a love of learning and passion for the subjects they have decided to study. They are expected to go above and beyond the realms of classroom learning and extend/practice their subject gathering necessary skills needed post 18.
 - Resilience: students are to understand that in life they will face adversities and challenges that they will need to face and overcome.
 - Respect: we value and care for all members of our community and understand the need for kindness. Therefore, our students will comply with the behaviour policy and the student code of conduct.

2. Scope

- 2.1 The policy applies to all students enrolled on a programme of study at The Appleton School Sixth Form.

3. Policy Summary

- 3.1 The policy outlines the principles which underpin how the Sixth Form supports student learning and encourages positive behaviours. It provides a framework for dealing consistently with issues relating to the student code of conduct. It informs all members of the Sixth Form community (students, staff, parents/carers and governors) about how the management of students is conducted. It establishes a consistency of approach to the management of students and ensures that our response to the behaviour of students reflects our values.
- 3.2 The policy aims to identify and address issues and concerns related to students' learning and behaviour at an early stage and assist students to stay on track so that they can succeed at our Sixth Form. It provides a clear framework which outlines the consequences for students who do not keep to the code of conduct and provides them with opportunities to improve their learning or behaviour where possible. It supports safeguarding in maintaining a safe and purposeful learning environment.

4. Policy Details

- 4.1 Our approach will be based on high expectations and will be:
- Consistent: staff must all have the same expectations and responses.
 - Positive: about students' strengths and progress and based on wanting to keep students on track so that they can succeed. This will link to our Sixth Form rewards policy.
 - Firm: setting and enforcing standards of attendance, punctuality, behaviour and work from the start. This is to install and promote the necessary life skills that students will need in their future.

5. How we achieve this

- 5.1 Induction into the Sixth Form will establish the expectations the Sixth Form has of students' learning and behaviour. Students are expected to prove themselves ready to learn in the first six weeks of their programme of study. Students will be provided with a copy of the student code of conduct which they will sign and agree to.

- 5.2 The Sixth Form offers a range of support services to help students who are finding it difficult to meet our expectations. Every attempt will be made to resolve difficulties at an early stage but also escalate through the policy, where necessary.
- 5.3 The Sixth Form will make all reasonable adjustments to support students with medical conditions, learning difficulties and disabilities. In the case of significant absence, our 'Fitness to Study' policy will be applied.
- 5.4 The Sixth Form works together with students to positively reinforce behaviours and recognise dedication, hard work and achievement. At Sixth Form we have a number of privileges which students may earn, these include; signing in and out rights, late starts and unsupervised study periods. If students are not meeting expectations, these rights may be withdrawn where necessary.

6. Overall Process

- 6.1 Students are responsible for abiding by and fulfilling the requirements placed on them by their Student Code of Conduct.
- 6.2 During the first six weeks of their programme of study, students must satisfy the Sixth Form's requirements with regards to their learning, attendance, punctuality and behaviour. If during this period students do not meet the requirements of the Sixth Form they may be excluded from the Sixth Form, in which case they will have the right of appeal to the Headteacher.
- 6.3 After the first six weeks, the student is confirmed as a member of the Sixth Form. Following this, any concerns about the student's learning, attendance, punctuality and behaviour will be dealt with following the stages of the formal disciplinary procedures. There will normally be a sequential progression through the stages. The final stage may be entered immediately in the event of alleged gross misbehaviour.
- 6.4 Students will not be allowed to progress to the second year of programmes of study or to a programme at a higher level where there are disciplinary concerns. If a warning has been given, then students must have met the conditions of their contract in order to progress within The Appleton School Sixth Form.
- 6.5 Suspension from Sixth Form means temporary exclusion. Suspension may be used following a serious incident or behaviour issue and where a student's continued attendance at Sixth Form may present a risk to students or staff, or to the student him/herself; where a student's continued presence in class will seriously affect other students' work; or where there has been significant damage to the college's reputation; or on the advice of the police; or where there has been a serious breakdown in trust between the Sixth Form and the student.
- 6.6 Permanent exclusion may be the final outcome of the disciplinary process in which case the students have the right of appeal to the Headteacher.
- 6.7 The Senior Leadership Team has responsibility for the management of students. Only the Senior Leadership Team can temporarily suspend students. Only the Headteacher can exclude students.
- 6.8 All staff have a responsibility to reinforce the high expectations we have of students and to assist in the management of students around the site, within classrooms and on sixth form-related activities.
- 6.9 All parents/carers have a responsibility to uphold the Sixth Form's discipline and authority, as we believe that students need to see unity and know boundaries. We expect all parents/carers to support students to be successful at The Appleton School Sixth Form by:
- Ensuring students' attendance is 95%+, they arrive on time and have the necessary books and equipment
 - Encouraging students to complete homework and coursework by the deadlines set
 - Expecting students to follow the Student Code of Conduct
 - Responding to communication from the Sixth Form (e.g. phone calls, emails and invitations to meet) when there are issues to resolve.

7. Sixth Form Behaviour Intervention Process

- 7.1 Our intervention process has been designed to take into account workplace practices. It aims to mirror the disciplinary procedure that students will be exposed to in their future.
- 7.2 **Stage One** – Teachers are expected to monitor and intervene in any low-level behaviours, along with any subject concerns e.g. lack of effort in subjects, failure to meet deadlines, poor attitude and conduct in lessons, punctuality to lessons etc. Before escalating to stage two of the behaviour intervention process, there should be evidence that the following has taken place: a student discussion and a parental call. This needs to be recorded on a central spreadsheet in order for tracking and monitoring to take place. *This would be monitored over 4-6 weeks.*
- 7.3 **Stage Two** – If there is no improvement in the student's behaviour, the subject teacher (or relevant member of staff) will make the Head of Sixth Form aware. The Head of Sixth Form will conduct a 'Round Robin' to gather feedback from all subject areas and will hold a discussion with the student. A phone call home by the Head of Sixth Form will be made. This is recorded as a **verbal warning**. *This section and 7.4 would be monitored over 2-4 weeks.*
- 7.4 Based on student discussions and parental conversations, if necessary, the student will be given the opportunity to engage with the 'academic mentoring programme' or will be offered 'pastoral and attendance support', or both.
- 7.5 **Stage Three** – A **written warning** will be provided to both students and parents informing them of the next steps. Withdrawal of Sixth Form privileges. *Following a written warning, this will be reviewed for two weeks by the Head of Sixth Form.*
- 7.6 **Stage Four** – If there is still no improvement, a parental meeting will be called with the student and Head of Sixth Form present. The student will be placed on a behaviour contract and a **formal warning** will be provided. *The behaviour contract would be reviewed every two weeks, in the form of a meeting as detailed in Stage Five.*
- 7.7 **Stage Five** – A review meeting will be held in which the Head of Sixth Form, student, parent and, if necessary, the Deputy Headteacher will be expected to attend. Behaviour will be reviewed and depending on the student's progress, the behaviour contract will have been successful or will need to be extended. *If after 3 meetings there is no improvement in behaviour, or if there is a dramatic decline in behaviour, then the student will be escalated to Stage Six.*
- 7.8 **Stage Six – Dismissal** - Permanent exclusion may be the final outcome of the disciplinary process in which case the students have the right of appeal to the Headteacher.

8. Monitoring and Review

- 8.1 The effectiveness of the policy will be monitored by the Head of Sixth Form.
- 8.2 This policy will be reviewed every three years. Where necessary, the review will be more frequent to ensure compliance with current legislation.

9. Related Documents

- Whole School Behaviour Policy
- Fitness to Study Policy

- Sixth Form Student Code of Conduct
- Sixth Form Rewards Policy
- Sixth Form Attendance Policy

Appendix I

The following are some examples of what we consider to be unacceptable behaviour, however, the list is not exhaustive:

- Swearing
- Damage to property
- Rudeness
- Not following teacher instructions
- Distracting others
- Not completing classwork, coursework or homework
- Bullying, including cyber bullying and hate crime
- Discriminatory language such as homophobic language
- Lateness to lessons
- Truancy from lessons
- Inappropriate use of study periods
- Abuse of the college email or ICT network
- Inappropriate use of social media and ICT
- Disrespecting members of the college community
- Breaches of the College's Student Code of Conduct (below)

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- Threats and/or assaults on staff or students
- Malicious allegations against staff or students
- Possession of an offensive weapon such as a knife
- Possession of drugs and drug related items or intent to supply
- Theft or fraud
- Sexual violence or sexual harassment
- Breaches of health and safety
- Bringing the Sixth Form into disrepute
- Possession of prohibited or banned items

Prohibited and banned items

knives and weapons, or objects that have been adapted for use as a weapon	illegal drugs and drug affiliated items
alcohol	fireworks
stolen items	pornographic material
nitrous oxide	extremist material
tobacco and cigarette papers (any associated smoking paraphernalia i.e.	

vaping devices or oils)	
Any article or substance (such as fuels or acid) that a member of staff suspects has been or could be used to commit an offence or cause personal injury or damage to property of any person (including the student).	
From time to time, certain items not listed here may be deemed to be banned by the Principal if they reasonably pose a threat to the safety and wellbeing of students or the good order of the college.	

Students can be disciplined for misbehaviour outside of the Sixth Form premises if it could have repercussions for the orderly running of the Sixth Form or poses a threat to another student or could adversely affect the reputation of the Sixth Form.

Some forms of misbehaviour are illegal and will be reported to the police e.g. possession of a weapon.

Appendix II – Student Code of Conduct

As a member of The Appleton School Sixth Form you are required to follow the below expectations to not only ensure academic success but also to ensure that you act as the responsible young adults and role models we know you are. By selecting this Sixth Form you are also choosing to abide by the rules and regulations set out below.

Code of Conduct - Behavioural Expectations

In order to be successful within our Sixth Form you will be expected to follow the below student behavioural code of conduct:

- You must treat all stakeholders with the utmost courtesy and respect.
- Must wear your lanyard with your ID visible at all times.
- Remember you are a role model both inside and outside the Sixth Form Block and therefore we expect you to act as mature adults, using appropriate language, being respectful and behaving in a responsible manner.
- Are responsible for all books and equipment that are issued to them, and are returned in good condition as requested by the teaching staff.
- Communicate any concerns, issues, problems etc in the correct and most professional way e.g. emailing teachers, speaking to Head of Sixth Form.

Code of Conduct - Academic Expectations

In order to be successful within our Sixth Form you will be expected to follow the below student academic code of conduct:

- You are expected to perform on or above your target grade throughout your time at Sixth Form. If at any time you are underperforming, speak to your subject teachers regarding an intervention plan that can be put in place to support you which you must fully engage with.
- You must ensure all classwork and homework is completed to a high standard and that it is submitted by the deadlines provided by your subject teacher.
- You are responsible for your learning and ensuring that you catch up on any missed work and notes.
- Must be well prepared with the correct books and equipment ready to make a worthwhile and valuable contribution in all lessons.

Code of Conduct - Study Periods/ Use of Study Room Expectations

In order to be successful within our Sixth Form you will be expected to follow the below student study period code of conduct:

- Be fully responsible and proactive for your own independent study e.g. have work ready to do, or go and ask for further direction from your teachers if required. This could include summarising your notes, reading before the lesson the relevant topic, re-reading the text after the lesson, creating revision cards, completing past papers and undertaking additional reading.

- Ensure the use of study rooms are used for independent study. Must work quietly in the Sixth Form Study Centre and other designated study rooms.
- Respect other peoples' rights to private study and therefore need to bear this in mind when using laptops, desktops, and mobile phones.
- Only use computers for educational purposes relating to their studies. Failure to comply may result in a ban.

Code of Conduct - Uniform Expectations

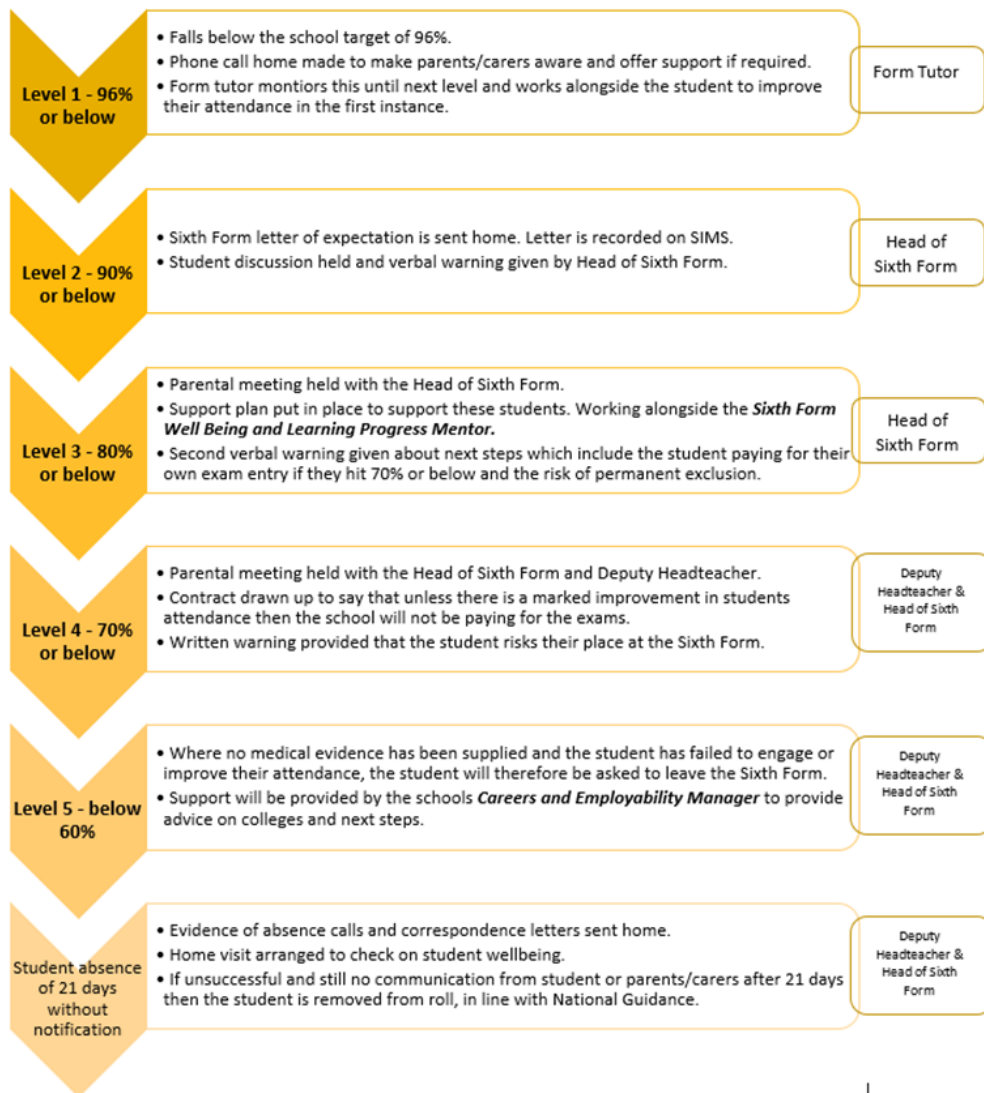
You are expected to be role models within The Appleton community but also follow a dress code such as that within a professional working environment. In order to be successful within our Sixth Form you will be expected to follow the below student dress code of conduct:

- Lanyards visible at all times.
- Complete fulfilment in the Sixth Form dress code (blazers, tie, white shirt, formal trousers, appropriate skirt, black jumper and leather shoes).
- No facial piercings and excessive jewellery.
- No visible tattoos.
- No heavy makeup.
- You could be sent home to change if the dress code is not being followed.

Code of Conduct - Attendance and Punctuality Expectations

In order to be successful within our Sixth Form you will be expected to follow the below student attendance and punctuality code of conduct:

- Maintain attendance of 96% and above. Failure to do so will result in being placed on an attendance intervention plan (see below).
- Ensure you sign in and out upon arrival and departure to the school building.
- To attend form between 8:30-8:45. This is vital as a number of enrichment activities, assemblies and notices will be delivered within this time.
- Attendance to **ALL** lessons are **compulsory** and it is expected that you catch up on any missed work.
- Holidays **should not** be taken during term times and work should not interfere with your studies.
- Punctuality to lessons affects everyone else's learning plus the flow of the delivery to the lessons. Teachers will be expected to report any punctuality issues to the Head of Sixth Form where this will be recorded and passed on to future universities and employers if the implementation of a punctuality improvement plan does not prove to be effective.



Code of Conduct - Transfer to Year 13

We look forward to you continuing your educational journey into Year 13, however, you need to understand that this is not an automatic right. In order to be successful with your transfer into Year 13 you must achieve the following:

- Good attendance and punctuality
- Outstanding behaviour record and code of conduct
- Above a Grade U – otherwise we may need to review your provision to check you are on the right pathway and offer necessary support.

Student Agreement

As a member of the Sixth Form I can confirm I have read, understand and agree to conduct myself in relation to the following expectations:

- Behavioural
- Academic
- Use of Study Periods/ Rooms
- Uniform
- Attendance and punctuality
- Transfer to Year 13

You must respect the decisions made by your subject teachers, the Sixth Form Team and your Head of Sixth Form.

Signature: _____ Date:

Name: _____ Form

Group: _____

17. LINKS WITH OTHER POLICIES

This behaviour policy compliments and is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Harmful sexual behaviour
- E-safety - Online Safety Policy and the procedures for responding to concerns about online abuse
- Equality and diversity
- Inclusion
- CAPE
- Teaching and Learning

APPENDIX 1: School uniform

UNIFORM AND EQUIPMENT

So that students can apply themselves swiftly and effectively to any task required of them, it is recommended that they carry with them each day the following range of items:

- Black pen and a green pen
- A selection of coloured pencils (not felt tips)
- A rubber and sharpener
- A 300mm ruler (marked in inches)
- At least two pens (black or blue)
- An angle measure and a compass
- A basic calculator
- A pair of round nosed safety scissors
- A glue stick
- An English dictionary
- A French or German Dictionary (Collins Easy Learning French/German Dictionary or Oxford Learner's French/German Dictionary)
- A pencil case large enough to carry the above
- A large waterproof bag
- A reading book

The wearing of full school uniform is compulsory for all school sessions and any journeys to and from the school site. This policy encourages students to identify with the school while promoting a positive, purposeful atmosphere during the working day.

The items listed below are designed with smartness, practicality and availability in mind and differences in requirements for each sex have been kept to a minimum.

Excessive make-up is inappropriate; students should not wear nail polish and jewellery should be discouraged. Students are allowed one ring of sensible size, a watch and one stud earring in each ear. Students are not allowed to wear bracelets, nose studs or any other piercing. Inappropriate block colouring, streaks or highlights, as well 'under-cutting', 'tramlines' or 'carving' hair is not permitted. Please note that students' hair should also always be a natural colour. Tattoos or body art should not be visible.

Any student persistently failing to address incorrect uniform concerns will be required to work independently of the remainder of the year group in the reflection room and not be allowed to attend mainstream lessons until expectations are met with.

- BLACK BLAZER with APPLETON BADGE
- APPLETON TIE worn at an appropriate length and done up fully to the neck
- PLAIN WHITE SHIRT or BLOUSE (not an aertex T-shirt) that is buttoned up to the neck and tucked in at the waist
- PLAIN BLACK, FORMAL TROUSERS, which go over shoes. Not permitted: Jeans, cropped trousers, stretchy, jersey or Lycra/skinny-fit trousers, jeggings or leggings, brushed cotton/chino style trousers. or
- FORMAL BLACK TAILORED SKIRT of reasonable length, material and style - please note that stretchy, jersey, Lycra or tube style skirts are not permitted.
- PLAIN BLACK ANKLE SOCKS or WHITE ANKLE SOCKS/PLAIN BLACK OR NATURAL TIGHTS, no long knee length socks are permitted or accoutrements to standard uniform.
- FORMAL PRACTICAL BLACK LEATHER SHOES (or faux leather alternative) which must have a heel and black laces (where applicable). Must not have any sports brands/emblems/logos. Canvas shoes, flat sole style shoes, trainers, high heels or boots are not permitted.
- PLAIN BLACK "V" NECK SCHOOL JUMPER (optional)
- No designer names or sweatshirts or hooded tops, the only jumper allowed is a plain black V-neck jumper as detailed above. Sweatshirts or hooded tops should not be worn as an alternative to a coat, hoods should not be up inside the building. Further to this, hats should not be worn inside the building either.
- A PLAIN OUTSIDE COAT: this may not be denim or leather and must not have any emblems
- COTTON APRON for DT lessons

Appendix 2: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, listened to and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusion and suspension
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 3: Staff Training

The calendar for continued professional development September 2023 – December 2023; January 2024 – March 2024; April 2024 July 2024 is shared at the start of the year, in January and in the summer term with all staff.

Additional Sources of CPD:

- Wider reading and pedagogical research in the weekly staff bulletin
- National College - for unlimited access to Webinars presented by the National College please log in via: www.thenationalcollege.co.uk. Please see Hazel Walker if you cannot log in.
- Leadership Matters – for training materials and resources on leadership matters please log in via: www.leadershipmatters.org.uk. Login: finance@theappletonschool.org Password: Leadership Matters 2018 (case and space sensitive).

Notes:

- Full time teaching staff are required to complete 15 hours of additional CPD. Part-time teaching staff can calculate how many hours of CPD they must complete over the year depending on the number of days they are in school each week (1 day per week = 3 hours).
- Please keep a log of your CPD for your Performance Management record.
- If you have specific requests for group training please do not hesitate to share these with me.
- If you have a session that you would like to run, please do let me know.
- Staff members should also check the BTSA website, alongside the website for their subject's awarding body, and should see me if there are courses for which you wish to be considered.

Staff wellbeing:

Activities which encourage staff well-being is shared at the start of the year.

Appendix 4: Behaviour Log

PUPIL'S NAME:

NAME OF STAFF MEMBER
REPORTING THE INCIDENT:

DATE:

WHERE DID THE INCIDENT
TAKE PLACE?

WHEN DID THE INCIDENT
TAKE PLACE?
(BEFORE SCHOOL, AFTER
SCHOOL, LUNCHTIME,
BREAK TIME)

WHAT HAPPENED?

WHO WAS INVOLVED?

WHAT ACTIONS WERE
TAKEN, INCLUDING ANY
SANCTIONS?

IS ANY FOLLOW-UP ACTION
NEEDED? IF SO, GIVE
DETAILS

FOLLOW UP ACTION AFTER
TWO WEEKS

PEOPLE INFORMED OF THE
INCIDENT (STAFF,
GOVERNORS, PARENTS,
POLICE):

Appendix 5 Faculty Reflection Room Protocol



Faculty Reflection Room

Rationale

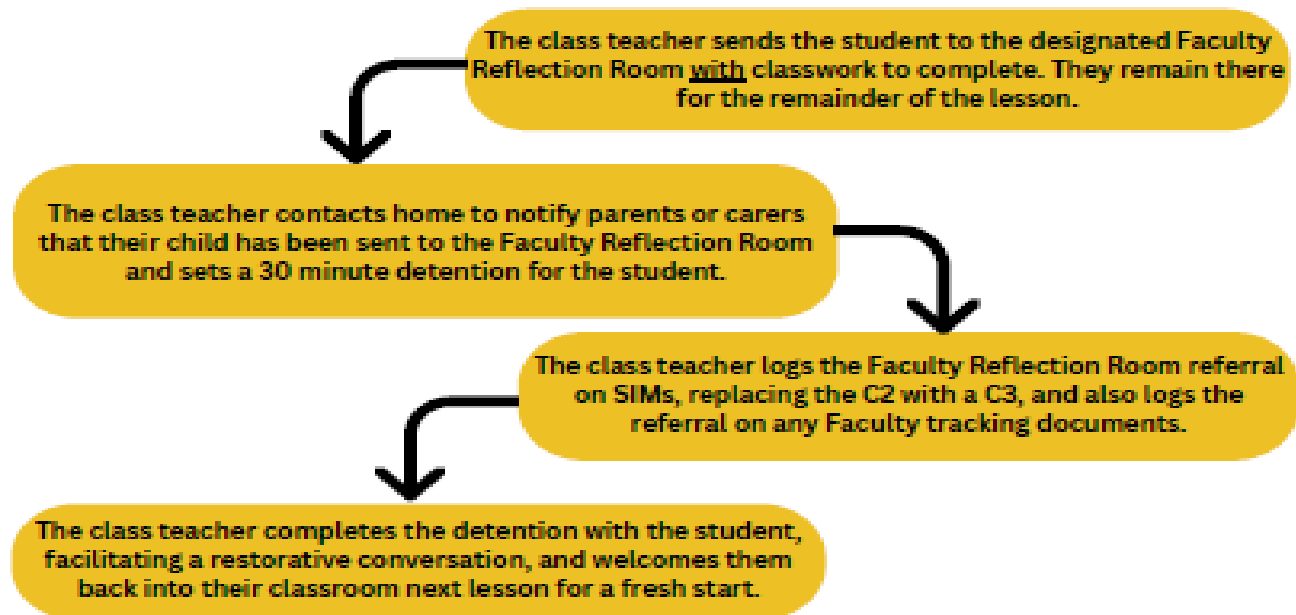
Our Faculty Reflection Room is designed to give pupils time to reflect on, and review, the behaviours which have warranted their removal from a classroom by their classroom teacher. The Faculty Reflection Room is designed as an intervention to help students to reflect on and correct instances of poor behaviour for learning with the support of Faculty leaders. Remaining within the Faculty area enables students to still complete classwork to a good standard with the support of subject specialists.

Process

Our behaviour policy promotes the use of the **ARC system** as a means of managing off-task behaviour in the classroom. The ARC system is comprised of three steps:

- If a student is demonstrating off-task behaviour, staff are expected to **"Ask"** students to modify their behaviour in the form of a verbal warning.
- If off-task behaviour persists, the member of staff then **"Reminds"** the student, adding their name to the board and issuing a C1.
- If off-task behaviour continues, the teacher will issue a **"Consequence"** - the student should be asked to wait outside the classroom where they will have a conversation with the teacher to try to resolve the issue. The C1 is replaced with a C2 and accompanied by a 15 minute teacher detention.

If off-task behaviour continues to persist beyond the ARC system, the Faculty Reflection Room is used.



Further Escalation

If a student continues to demonstrate disruptive behaviour in the Faculty Reflection Room, the Faculty leader may escalate the referral up to an **SSA referral**. The Faculty leader should contact SSA who will endeavour to collect the student from the Faculty Reflection Room and them back to the SSA room to complete their classwork with a member of SLT. The C3 is replaced with a C4, and the student is set an additional 1 hour centralised SSA detention after school the next day.

Appendix 6 Student Reflection Room Protocol



Student Reflection Room

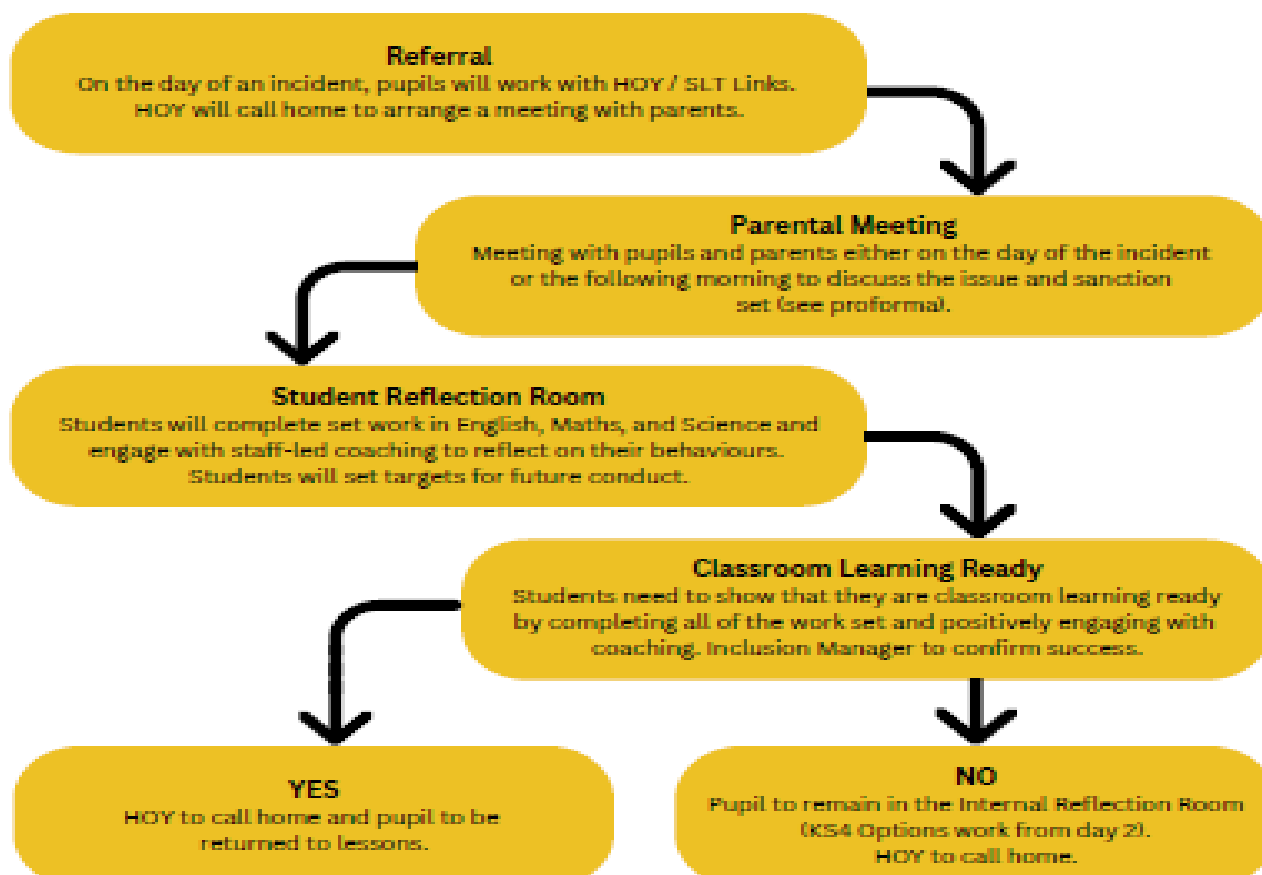
Rationale

Our Student Reflection Room is designed to give pupils time to reflect on, and review, the behaviours that have led to a sanction being set, to help develop their ability to self-regulate through engaging in staff-led coaching and setting clear targets for their future conduct.

Students will need to show that they are 'classroom learning ready', meeting the school's expectations through the reflection process before returning to normal circulation.

Process

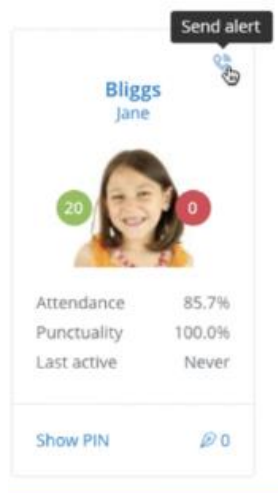
Good behaviour for learning and conduct around the school is everyone's responsibility. Most inappropriate conduct will be dealt with using the ARC system and where needed, Faculty Reflection Rooms with teachers setting a detention. Heads of Faculty or those currently staffing a Faculty Reflection Room may also use the SSA system for which pupils will be collected by a member of SLT. Where individual behaviours warrant further escalation, behaviours will be referred to the Head of Year for action.



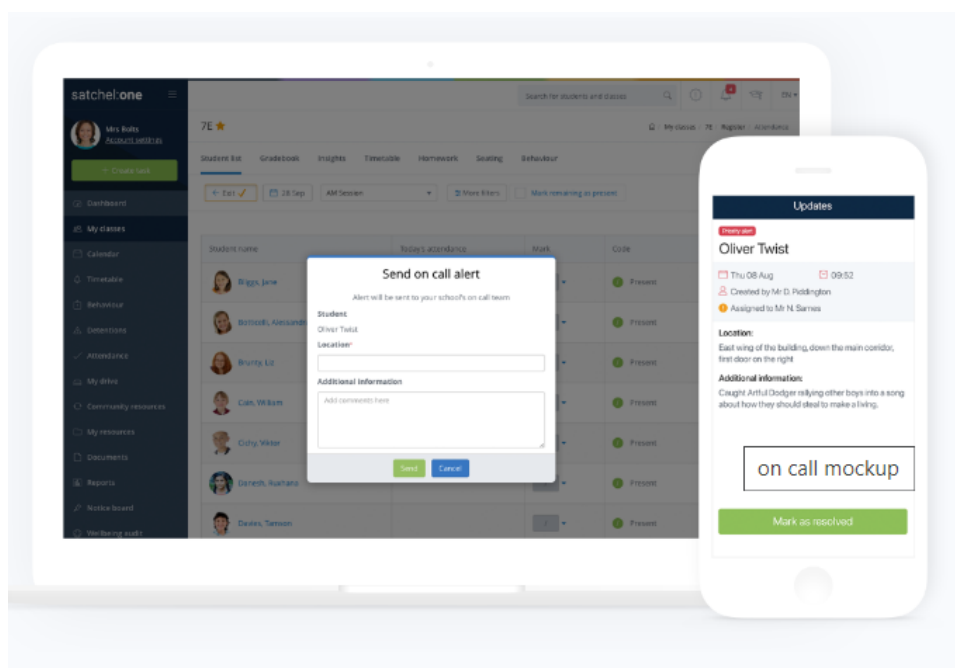
Where a student continually fails to meet the expectation of the school Reflection Room, a suspension may be put in place. Pupils will return to the Student Reflection Room upon reintegration.

Appendix 7: SSA referral protocol – Satchel One

On the My Classes section of Satchel one, rewards and sanctions can easily be set for students. As a school we want to recognise the positive behaviour of students every lesson and they should receive more achievement points than negative points. On the rare occasion that support is required from SLT then the “On Call” feature can be used in the same section. This is done by selecting the ‘phone’ in the top right-hand corner of the student’s profile.



This will then open up the window below where you enter the room where SLT are required, and a reason if there is time. After the member of SLT attends they will deal with the student appropriately and if the student is taken to SSA then they will be given a C4 sanction and a detention after school, by the On Call/SSA team.



Appendix 8: SSA referral - detention letter to parents

Monday 10th January 2022

Dear Parent/Guardian

Re: [[Student]]

On the 10th January 2022 [[Student]] was removed from a [[Subject]] lesson and sent to Senior Staff Availability (SSA). Given your child has continued to disrupt the learning of the other members of the class, despite being given two verbal warnings, and the opportunity to attend the departmental reflection room, they have been sent to work under the supervision of a senior member of staff in a separate location.

The expectation is that in order for the rest of the group members to receive the education to which they are entitled, senior staff become responsible for your child's learning.

In accordance with the behaviour policy, because [[Student]] has been sent to SSA they will be expected to serve an after-school detention for one hour at the end of the next school day.

If you seek further details regarding your child's referral to Senior Staff availability, please contact [[teacher]] who will be able to assist you.

Can I seek your continued support in discussing the SSA referral with [[Student]] and offer assurances this will not happen again.

Yours sincerely,

Year 9 Manager

Appendix 9: General expectation Card

<p style="font-size: 8px;">The loss of failure to produce this card will result in an instant SSA detention.</p> <div style="text-align: center;"> <h3 style="margin: 0;">Expectations Card</h3> </div> <p>Issue No: _____ Name: _____</p> <p>Teacher initial: _____ Form: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> </tr> <tr> <td>Code</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Staff</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Date</td> <td></td><td></td><td></td><td></td><td></td> </tr> </table> <p style="font-size: 8px;"> U – Uniform S – Swearing L – Littering P – Punctuality E – Equipment G – Chewing Gum C – Canteen code Co – Corridors M – Mobile phone/earphones EDI – Equality, Diversity and Inclusivity PE – PE Kit </p>		1	2	3	4	5	Code						Staff						Date						<p style="font-size: 8px;">The loss of failure to produce this card will result in an instant SSA detention.</p> <div style="text-align: center;"> <h3 style="margin: 0;">Expectations Card</h3> </div> <p>Issue No: _____ Name: _____</p> <p>Teacher initial: _____ Form: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> </tr> <tr> <td>Code</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Staff</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Date</td> <td></td><td></td><td></td><td></td><td></td> </tr> </table> <p style="font-size: 8px;"> U – Uniform S – Swearing L – Littering P – Punctuality E – Equipment G – Chewing Gum C – Canteen code Co – Corridors M – Mobile phone/earphones EDI – Equality, Diversity and Inclusivity PE – PE Kit </p>		1	2	3	4	5	Code						Staff						Date						<div style="text-align: center;"> <h3 style="margin: 0;">Reward Points</h3> </div> <p style="font-size: 8px;">To recognise your efforts around the school e.g. picking up litter, being kind, holding doors open, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Reason for positivity</th> <th style="width: 15%;">Date</th> <th style="width: 25%;">Staff</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Reason for positivity	Date	Staff																			<div style="text-align: center;"> <h3 style="margin: 0;">Reward Points</h3> </div> <p style="font-size: 8px;">To recognise your efforts around the school e.g. picking up litter, being kind, holding doors open, etc.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Reason for positivity</th> <th style="width: 15%;">Date</th> <th style="width: 25%;">Staff</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Reason for positivity	Date	Staff																		
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Appendix 10: The ARC Appleton warning system code of conduct

APPLETON WARNING SYSTEM



If you follow the code of conduct

You will have an excellent lesson and be awarded Achievement Points

A

Ask

If you do not follow code of conduct, will be given a verbal warning

R

Remind

Name on the board and C1 behaviour points recorded

C

Consequence

Student is asked to wait outside the classroom to reflect on their conduct and to allow a discussion with the teacher to try and resolve the issue. Students may be asked to move seats. A C2 is given alongside a 15 minute class teacher detention set at break/lunch/after-school. **With the right attitude the student may be able to re-join the lesson**

If you still do not get it right...

Student will be sent to department removal room with work to complete in silence. A 30 minute after-school **departmental detention** and C3 will be given. Class teacher to use this as an opportunity to discuss the issue with the student.

Senior Staff Call Out

If you refuse to go to the removal room, or your conduct in the removal room does not meet expectations, a senior member of staff will be called to collect you and take you to SSA and a C4/C5 given. A one-hour SSA detention will be set, where possible a member of staff should come down to have a restore and rebuild conversation.

What will lead to an immediate SSA?

Refusal, swearing at a member of staff, physical violence, truancy, severely inappropriate comments

Appendix 11: Pastoral behaviour reporting system

Flow chart of pastoral hierarchical structure for students being on report: Pastoral

<u>Stage 1</u> (White)	Tutors (2 weeks)	Improve come off report.
<u>Stage 2</u> (Yellow)	Head of Year (2 weeks) <input type="checkbox"/>	Improve go back on monitoring report to tutor for 2 weeks
	<input type="checkbox"/>	
	Head of Year (2 weeks) <input type="checkbox"/>	Improve, remain on monitoring report to Head of Year (2 weeks)
	<input type="checkbox"/>	
<u>Stage 3</u> (Orange)	SLT attached (2 weeks) <input type="checkbox"/>	Improve, remain on monitoring report to SLT (2 weeks)
	<input type="checkbox"/>	
	PSP starts with SLT attached (2 weeks) <input type="checkbox"/>	Improve remain on monitoring report to SLT (2 weeks)
	<input type="checkbox"/>	
<u>Stage 4</u> (Blue)	Start of PSP with Behaviour Lead (2 weeks) <input type="checkbox"/>	Improve, go back on monitoring report to SLT attached (2 weeks)
	<input type="checkbox"/>	
<u>Stage 5</u> (red)	PSP to Headteacher (2 weeks) <input type="checkbox"/>	Improve, go back on monitoring report to SLT attached (2 weeks)
	<input type="checkbox"/>	
<u>Stage 6</u>	PSP to Headteacher and Governors (2 weeks) <input type="checkbox"/>	Improve, go back on monitoring report to SLT attached (2 weeks)

Appendix: 12 PSP Daily Target Card

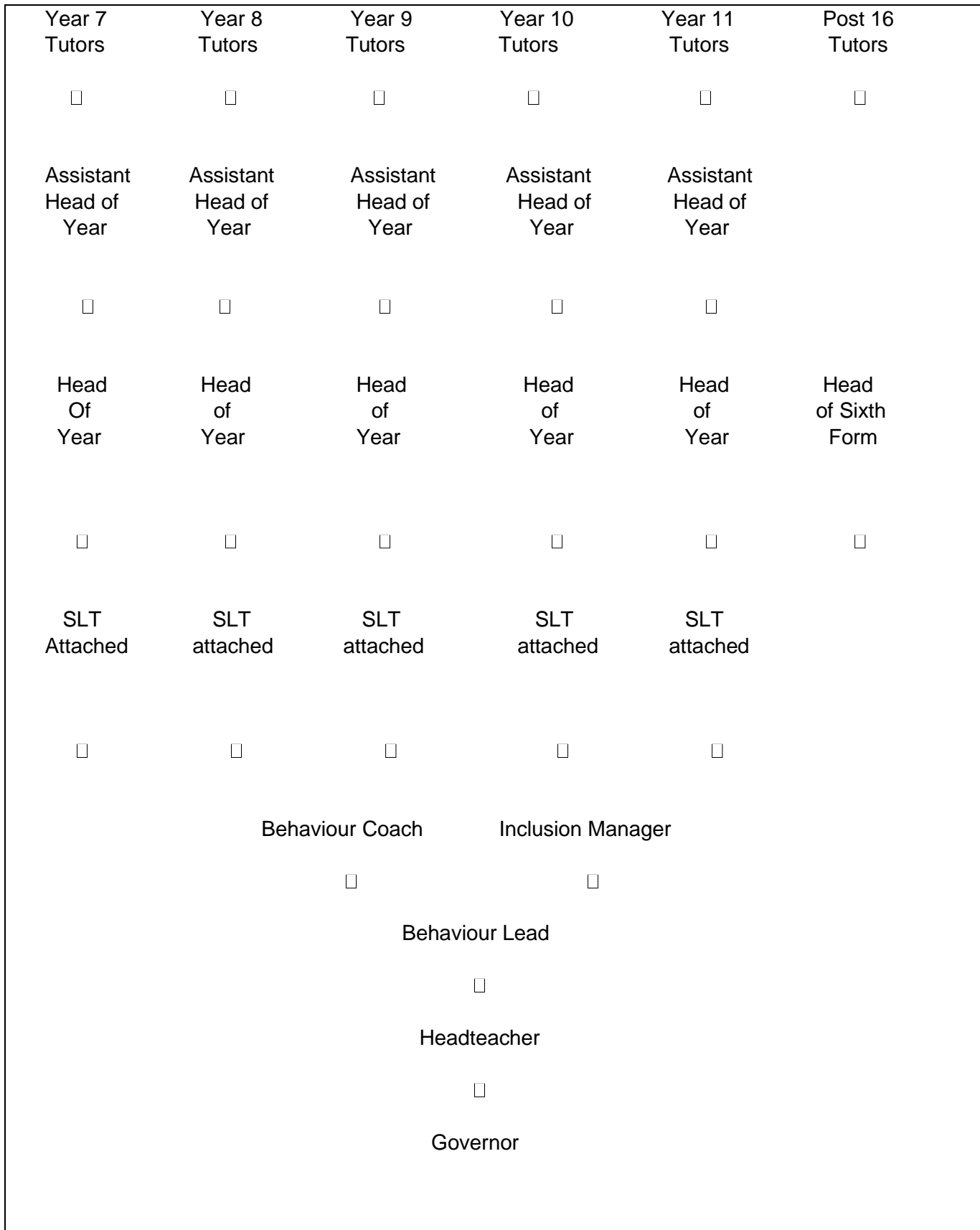
Name:

Form:

Date:

	T1 -	T2 -	T3 -	Total	Action taken by staff member	
Registration						
Period 1						
Period 2						
Break						
Period 3						
Period 4						
Lunch						
Period 5						
SLT signature:		Parental signature:		Total points:		Successful: Yes No

Appendix 13: Pastoral Hierarchy: Academic Year 2023



Appendix 15: Record of incident form

Record of Incident Form

The Appleton School Details of student or students on whom force was used by a member of staff	
Name	
Form	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.	
Reason for using force and description of force used	
Any injury suffered by staff or students and any first aid and/or medical attention Required.	
Reasons for making a record of the incident.	
Follow up, including post-incident support and any disciplinary action against students.	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	

Has any complaint been lodged (details should not be recorded here)?			
Report compiled by: Name and role		Signed	Date
Report countersigned by: Name and role		Signed	Date

Appendix 16. Bringing Weapons / Illegal substances on site

Any situation where a student is found on school premises carrying weapons or illegal substances as defined in the definitions within this policy will lead to the student being permanently excluded or a “request for help” from CSS so that the student does not return to the school.

Appendix 17. Screening/Searching Recording Form

Screening search record

Date:

Time:

Staff present:

Student screening referral (give reason):

Record of screening (given details of items searched/ any further comments:

Screening Script:

1. We have called you here today because
2. We therefore feel that you may have something in your possession that you shouldn't have..... (Say what you suspect it may be). Explain that if any health and safety concerns were reported as per our School's Behaviour Policy that the school had a duty of care to check that no contraband items were in a student's possession.
3. Do you have anything on you that you shouldn't have that you want to give me now?
4. Do you have any objection to me searching you and your belongings for?
5. If student says they do not have a problem (conduct search)
6. If student states that they do not want to be searched state the outcomes that will occur.
7. Prior to search ask the student if they have anything on them or in their bag that could harm you?

Appendix 18: Developing the Appleton Approach to Trauma Perceptive Practice (TPP)

Rationale

Teaching and working with children requires staff to be equipped with skills to effectively support children and young people to improve child outcomes and build healthy futures.

In the educational field, research suggests working with children and young people who have or who are experiencing childhood trauma can be increasingly challenging for staff, and children and families and the TPP whole-school approach is to help these children and be beneficial for all.

The Appleton School approach to Trauma Perceptive Practice follows directly from the Essex approach to understanding behaviour and supporting emotional wellbeing.

Our aim is to develop whole school capacity to understand and effectively manage mental health concerns arising from Adverse Childhood Experiences (ACE).

Scheduled as part of the school development programme is The Appleton School TPP training programme to be delivered to staff starting from the new academic year 2023.

The programme will build on current practice in developing positive relationships with adults and broaden staff understanding of social and emotional factors relating to adverse childhood experiences. Training will cover the influences that can cause stress and anxiety when dealing with adversity in children and young people with special educational needs.

ANNEX A

Child on Child abuse

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of 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;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- 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.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - o sharing of unwanted explicit content;
 - o upskirting (is a criminal offence¹⁴¹);
 - o sexualised online bullying;
 - o unwanted sexual comments and messages, including, on social media;
 - o sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. The school is aware that how we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. The school recognises that by not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they will follow the referral process as set out in the KCSIE 2021 (part 1 – from paragraph 55) and the school Child Protection policy. As is always the case, if staff are in any doubt as to what to do they know to speak to the designated safeguarding lead (or a deputy).

ADDENDUM: Home working

Addendum to The Appleton School Policy for Behaviour Management and Coronavirus (COVID-19) September 2022 - July 2023

This addendum will be applied as and when required until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We reserve the right to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Ensure that any children and young people who have a high temperature and are unwell do not attend the education or childcare setting until they no longer have a high temperature and are well enough to attend.

Encourage all children with respiratory symptoms to cover their mouth and nose with a disposable tissue when coughing and sneezing and to wash their hands after using or disposing of tissues.

Advise children or young people with a positive COVID-19 test result to stay at home for 3 days after the day they took their test.

Expectations for pupils at home

Remote learning rules:

If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact your child's Year Coordinator if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Students are expected to:

- Log on to their school email account on a daily basis to check for the remote learning set for that day. The work will be set according to the timetabled lessons for that particular day.
- Be contactable during timetabled lesson times, accessing lessons via TEAMS platform and engage fully in the learning. Specific break times to avoid over exposure to the computer are programmed into the lessons.

- Engage in the tasks set on TEAMS which may involve a range of activities including PowerPoint lessons, Seneca, Ever Learn, GCSE Pod, Active Learn and Doodle to name but a few.
- Complete remote learning tasks on the day on which they are set.
- Submit work according to teachers' instructions.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Use proper online conduct, such as using appropriate language in messages.

During live lessons, pupils are expected to behave appropriately: Students should:

- Be on time.
- Have books, stationery and any resources sent to the student beforehand ready before class begins.
- Mute microphone.
- Turn off cameras.
- Use the online 'raise hand facility' to gain the teachers attention or relevant online class participation feature.
- Whilst in school, refrain from eating or drinking during the live lesson.
- Whilst in school, follow the dress code and uniform policy.
- Not disrupt the lesson for others in the remote class chat facility.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, the school will:

- Contact the students' home and reinforce the expectations the government have laid out in terms of remote learning during the lockdown.

Monitoring arrangements

We will review this policy as guidance from the local authority or Faculty for Education is updated.

Links with other policies

This policy links to the following policies and procedures:

- Child Protection policy
- Anti-bullying policy
- Health and Safety policy
- Remote Learning policy

Contact details

Nominated Behaviour lead

Name: Mr. J. Gill
Phone: 01268 794215
Email jgill@theappletonschoo.org

Designated Safeguarding lead (DSL)

Name: Mr S. Stockdale
Phone: 01268 794215
Email: sstockdale@theappletonschoo.org

Police	999
Childline	0800 1111
NSPCC Helpline	0808 800 5000
National Bullying Helpline eCRIME @NationalEcrime	0300 323 0169 and

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:.....

**Signed:.....
(Safeguarding governor)**

Date:.....