

Support and Sanctions at Robert Napier School – Policy Document

Draft Policy to be ratified by the Advisory Board

(To be read in conjunction with our *Behaviour for Excellent Learning Policy, Anti-Bullying Policy, and the Physical Restraint Policy*)

The Power to Discipline

Section 91 of the Education and Inspections Act 2006 introduces, a statutory power for teachers and certain other school staff to discipline students. Schools have the power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. The Headteacher has extended the power to discipline to all teachers and other staff in charge of students at the school. The extent of the power to discipline is defined in the list of sanctions listed below.

Sanctions

Sanctions are applied fairly and consistently to all students, taking account of all circumstances including the student's age, and within the context of positive reinforcement of good behaviour. When a student's behaviour falls below accepted standards the following sanctions may be used:

Departmental Sanctions

- 15 minute or 30 minute lunchtime detentions carried out by a class teacher or Head of Department. Written work, or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. All members of staff can issue a lunchtime detention. **Incidents resulting in this sanction must be recorded on SIMS.**
- Removal from a lesson (Relocation) – students removed from a lesson for a fixed period of time. During these lessons the removed student will work in another teacher's lesson with appropriate independent work set. This sanction is imposed by the Head of Department. **Incidents resulting in this sanction must be recorded on SIMS.**
- Additional work – class teachers and Heads of Department can issue students with additional work to be carried out at home as a punishment for lack of effort or non completion of tasks. All members of staff can issue this sanction. **Incidents resulting in this sanction must be recorded on SIMS.**

Lunchtime Detentions

- 15 minute or 30 minute lunchtime detention carried out by a duty member of staff. Written work is an acceptable punishment in this detention. Only House Managers and their assistants, Lead Teachers, Heads of Department, and Senior Leaders can issue this sanction. **Incidents resulting in this sanction must be recorded on SIMS.**

After School Detentions

- 15 minute, 30 minute or 60 minute detention carried out by a House Manager, Head of Department, or Senior Teacher. Written work, or a community service such as cleaning desks or litter picking are acceptable punishments in this detention. Only House Managers and their assistants, Lead Teachers, Heads of Departments and Senior Leaders can issue this sanction. **Incidents resulting in this sanction must be recorded on SIMS.**

When arranging detentions all staff are instructed to use the following guidelines:

Whilst not legally required, we believe that 24 hours' notice to parents for all detentions outside normal school hours is courteous. The 24-hour notice period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child. Staff should take careful account of the circumstances of the detention known to them, for example, care duties, or other commitments of the family, since the legality of the detention

would be called into question if the school was acting unreasonably. However a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.

24 hours' notice must be given either verbally or in writing, however it is preferred if a written record is created for all detentions outside normal school hours. This can include a formal letter, a written note in the student planner, or an e-mail notification. Confirmation by the parent of receipt of the information is good practice, however it is not a requirement for the detention to proceed.

Be aware that one to one situations can place the teacher at risk of false allegation and can make the student feel uncomfortable. One to one supervision is often unavoidable and therefore it should be carried out in a visible public place, such as the study centre or a computer room or in a classroom with the door left open and the student positioned near to the door.

Confiscation

The Robert Napier School includes confiscation of students' property as a disciplinary sanction. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property:

- An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other students or staff
- An item poses a threat to good order for learning: for example, a student uses a personal music-player in class
- An item is against school uniform rules: for example, a student refuses to take off a baseball cap on entering a classroom
- An item poses a health or safety threat: for example, a student wearing large ornate rings in PE may present a safety threat to other students
- An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
- An item which is illegal for a child to have: for example, racist or pornographic material or alcohol

Guidance for staff

Staff should take care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the student.

Staff should avoid physical contact or interference with students' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible.

Confiscation of any item that would leave the student only partly dressed must be avoided.

Staff must keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. The items should also be left in an envelope with the student's name clearly printed, a date or time when the student can collect the item and instructions as to who may collect the item if it is not the student. Best practice would be for the item to be collected from the House Manager.

It is also good practice to write a note in the student-planner to inform the student's parent that an item has been confiscated, and the note is countersigned on return.

Where possible it is advisable to return items to the student at the end of the school day.

Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, staff should ensure

appropriate storage arrangements (for example, in a safe, the finance office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several students, such as mobile phones or personal music-players for example, schools should take care to ensure that they are clear which item belongs to which student. Persistent use of mobile phone technology during lesson time will now result in the mobile phone being confiscated from the student until their parent or carer can collect it.

For some items, staff should refer to the Headteacher or Deputy Headteachers, for example, suspected illegal drugs or items which might be used as weapons. The school has developed protocols in partnership with police, and other specialist agencies to cover such issues, and to ensure that there is access to specialist support and advice if an incident occurs.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff. There may be some instances when the school chooses not to return an item to the student:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, schools should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
- Items of value which the student should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a student should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the student is smoking and how this can be addressed.
- Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Search

The Headteacher or Senior Management Team, (by delegation of the Headteacher), can search students for an extended list of items including weapons, alcohol, pornography, drugs and stolen property. The Headteacher and Senior Management Team may also search for items that are banned from school such as items containing pornography or items of a racist, sexist or homophobic nature. This extends to digital content on phones and other electronic devices, or any item that threatens the good order and discipline of the school. The Headteacher or Senior Management Team will search a student in an office, usually the Headteacher's Office, with another adult of the same sex as the student present. Staff suspecting a student to be carrying such an item should report it to the Headteacher or a member of the Senior Management Team immediately.

Isolation

Students whose behaviour has deteriorated in several areas throughout a week, (indicated by several behaviour reports on SIMS) or whose behaviour has contributed to a single incident of severity, (e.g. defiance, swearing, fighting, bullying, truancy, or vandalism), may be isolated in a designated area such as the outside the Headteacher's Office, the Deputy Headteacher's Office, and Student Services. Students may also be placed in the back of sixth form lessons, or other classes if required. When a student is isolated there will be adult supervision and work is set for the student.

Fixed Term Exclusions

When behaviour has deteriorated to the point where the disruptive presence of a student threatens the quality of teaching and learning experienced by the other students in lessons, fixed term exclusions may be issued. The school must provide work for the days of the exclusion, and if the exclusion is five days or less, then the student will be asked to remain at home for the duration of the penalty. If the fixed term exclusion is for more than five days then, from the sixth day onwards, full

time educational provision may be arranged at another local school upon negotiation. Fixed term exclusions may be given for a single incident or repetition of a disruptive negative behaviour.

Examples of reasons why students are fixed term excluded from school include:

Refusal to accept the authority of the school
Racism, sexism or homophobia
Defiance
Physical violence, aggression or threatening behaviour
Swearing
Rudeness
Bullying
Theft
Vandalism
Unauthorised use of the Fire Extinguishers around the school
Setting off the Fire Alarm

This list is not exhaustive. Fixed term exclusions are issued at the discretion of the Headteacher.

Work will be set by the school throughout the period of exclusion. It is the parent or carers responsibility to collect new work and return completed work. Work will be marked and assessed during the period of exclusion.

Students have the opportunity to complete work online via the Robert Napier Website, My Maths, and Sam Learning etc.

It is expected that the student will remain at home during the period of exclusion. Students are not permitted to return to school premises during the period of exclusion without specific permission by the Headteacher. An example may be to sit a public examination.

The Robert Napier School will adhere to the guidance provided by the DfE concerning the procedure for issuing a fixed term or permanent exclusion and the Education Act 2012.

A decision to exclude a student for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the student to reintegrate into the school afterwards.

Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a student in response to the same behaviour, the school will consider alternative strategies for addressing that behaviour.

The head teacher will give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation and how the student may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the student during the initial 5 days of the exclusion;
- if relevant, the school day on which the student will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Advisory Board (Governors) if a student is being excluded for more than 15 days in any one term. Students can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year

Reintegration interview: The house manager will arrange and conduct a reintegration interview for the student and parent, in conjunction with the relevant assistant headteacher, at the end of the

exclusion at a date and time convenient for the parent on the school premises. The notice for a reintegration interview will be given no later than 6 school days before the date of the interview (it may be combined with the notice of the exclusion). If the parent fails to attend, the school will keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Permanent Exclusions

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon

Malicious Allegations Against Staff

If a student is found to have made a malicious allegation against a member of staff, then the school will consider whether to temporarily exclude or permanently exclude as a consequence. There may also be a referral to the police, if there are grounds for believing a criminal offence may have been committed.

Where there is serious concern about a student's behaviour, the school will always aim to work in partnership with the student and their parents to resolve the problem.

The Robert Napier School will adhere to the guidance provided by the DfE (2012) concerning the procedure for issuing permanent exclusions:

Specific Serious Forms of Misbehaviour Bullying

For further details please refer to Robert Napier's Antbullying Policy. A brief summary is given below:

Aims

- To define bullying and raise awareness of the harm it brings
- To prevent bullying
- To support victims of bullying
- To educate those students accused of bullying

Procedures

1. Report of bullying goes to House Manager.
2. Investigations take place.
3. Sanctions imposed for bully e.g. a school detention.

Should incident concerning same student happen again parent or guardian to be informed, preferably through formal meeting.

Further sanctions imposed.

Consultation with AHT link where serious cases lead to discussion with Police or other outside agencies.

Where possible students involved both victim and bully should be encouraged to talk together with the aim of reconciliation.

Outcomes

The bully will recognise the anti-social behaviour and the impact of such actions. They will also be given strategies to help them change behaviour. In serious cases the school will consider fixed term or even permanent exclusion.

Each incident will be documented using SIMS. Following an incident the students concerned will be monitored to ensure that the situation has truly stopped.

Prevention

The Robert Napier School has a cyber mentoring scheme. Students have been trained by outside professionals as cyber mentors. Any staff member concerned about victim or bully can refer a student to a cyber mentor. (See JDu)

Staff should maintain in students an awareness of the no tolerance approach with students about bullying issues through discussion and pastoral support, as well as through the PSHE curriculum.

Relevant information for all students will be displayed on the school intranet site and website. Relevant information such as help lines and assertive strategies will also be displayed around the school.

Racism

At Robert Napier we use the definition suggested by Home Office guidelines and that used by the Stephen Lawrence Inquiry which defines a racist incident as:

“any incident which is perceived to be racist by the victim or any other person”

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

Examples of obvious racism

Racist comments, name-calling, chants and jokes.

Imitating accents.

Racist graffiti or any other written insult.

Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations.

Threatened and physical assault against a person or group because of colour or ethnicity.

Isolating people because of colour or ethnicity.

Examples of less obvious racism

Unacceptable stereotype views and images.

A curriculum that doesn't acknowledge racism, thus perpetuating it.

Not following up racist incidents vigorously, thus condoning it.

Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Active responses

It is important that there is a prompt response to each racist incident:

- Staff will emphasise that the school has an appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on SIMS.

Staff will ensure that any additional notes or statements are collected and submitted to the DHT or HT. Once recorded, racist incidents must be reported to the relevant assistant headteacher (SLT house link) or the relevant deputy headteacher for further investigation.

1. Both the alleged victim and perpetrator need to be interviewed to establish the facts.
2. It is likely that additional witness statements will be required.
3. During the investigation staff will apply the definition of racism adopted by the school and will reinforce the expectation that racism in any form will not be tolerated.
4. Parent \ carers will be informed of the incident and reminded of the procedures that follow.

5. After investigation, action will be taken in line with the Behaviour for Excellent Learning Policy and Equality Scheme.
6. All incidents that are reported will be logged on SIMS.
7. Proven incidents of racism will be filed in the perpetrators school file.
8. Information will be disseminated through the pastoral structure to the necessary individuals:
 - Senior Leadership Team
 - House Managers and their assistants
 - Form Tutor
 - Reporting member of staff

Allegations made against staff involving racism must be passed onto a Deputy Headteacher or the Headteacher for immediate investigation.

Recording events

All incidents where there is a perception that racism is involved must be recorded on SIMS. This should also be emailed to the relevant assistant headteacher by the reporting member of staff and /or the house manager.

The incident will be logged on SIMS and will include subsequent procedures used and sanctions imposed. Staff should remember that records may be required by other professionals, (social services, police, etc.).

Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Advisory Board (Governing Body).

Serious incidents should be reported to Governors by the Head Teacher e.g. physical violence, repeated harassment, and links with racist groups. The Head Teacher will also inform Medway Council as appropriate (refer to the Equality Scheme).

Support processes

We will treat all claims seriously, and ensure the victim is fully informed of the procedure and the subsequent chain of events.

Actions that will be taken and the School's position regarding racism and racist behaviour will be carefully explained to the victim.

The school is committed to ensuring all involved are interviewed

Counselling and support will be offered as appropriate

Failure to respond appropriately may be seen as condoning the incident.

Sexist and Homophobic Behaviour

For further details please refer to Robert Napier's Equality Scheme. A brief summary is given below:

Sexist or homophobic behaviour is defined as any act or expression intended to harm, denigrate or cause offence to another person on the basis of their gender or sexuality. It is important to distinguish between remarks of a sexist or homophobic nature, which may be used playfully in everyday banter between students, and sexual or homophobic harassment.

In the former situation, the school's response should always be to question such attitudes and make clear the school's position on equal opportunities. Such remarks may prompt discussion which can encourage students to evaluate and develop their attitudes to gender and sexuality issues. Sexual or homophobic harassment on the other hand is recognised as any of the following:

Threatened or actual physical assault

Direct abuse
Graffiti
Sexual advance
Repeated and unwanted contact
Demand for sexual favour or implication of sexual bribery
Offensive or intimidating comments or jokes, with or without the presence of a member of the target group
Offensive visual material
Any other action which helps create an intimidating or threatening environment

All incidents must be reported to the relevant assistant headteacher or a deputy headteacher or the Headteacher. This should be done by completing a SIMS report and sending an email highlighting Sexism \ Homophobia on the electronic SIMS pro-forma.

Active responses

It is important that there is a prompt response to each sexist or homophobic incident:

- Staff will emphasise that the school has an appropriate procedure and that there will be a structured follow up to the allegation or incident.
- Staff will record the incident in detail on the electronic incidents pro-forma found on SIMS.
- Staff will ensure that any additional notes or statements are collated and submitted to the AHT, DHT or HT.
- Incidents reported on SIMS will be sent electronically to the assistant headteacher, and deputy headteacher for further investigation. Both the alleged victim and perpetrator need to be interviewed to establish the facts.
- It is likely that additional witness statements will be required.
- During the investigation staff will apply the definition of sexist or homophobic behaviour adopted by the school and will reinforce the expectation that this behaviour in any form will not be tolerated.
- Parent \ carers will be informed of the incident and reminded of the procedures that follow.
- After the investigation, action will be taken in line with the Behaviour for Excellent Learning Policy and Equality Scheme.
- All incidents that are reported will be logged on SIMS.
- Proven incidents of sexism or homophobia will be filed in the perpetrators school file.

Information will be disseminated through the pastoral structure to the necessary individuals:

- Senior Leadership Team
- House Managers and their assistants
- Form Tutor
- Reporting member of staff

Allegations made against staff involving sexism or homophobia must be passed onto a deputy headteacher or the Headteacher for immediate investigation.

Recording events

All incidents where there is a perception that sexism or homophobia is involved must be recorded on SIMS. Once logged, subsequent procedures used and sanctions imposed will also be added. Staff should remember that records may be required by other professionals, (social services, police, etc.)

Any example of sexism or homophobia perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the Headteacher or an appropriate committee of the Advisory Board (Governing Body).

Serious incidents should be reported to the Advisory Board (Governors) by the Head Teacher e.g. physical violence, repeated harassment, and links with homophobic groups.

Support processes

All claims will be treated seriously

The victim will be fully informed of the procedure and the subsequent chain of events

Actions that will be taken and the School's position regarding sexist or homophobic behaviour will also be explained to all involved.

All involved must be interviewed.

Counselling and support will be offered as appropriate.

Failure to respond appropriately may be seen as condoning the incident.

Student conduct and discipline for misbehaviour outside school premises

We have high expectations with regard to student behaviour away from the school site. We expect students to represent and reflect the school a positive manner at all times. In particular this includes behaviour on activities arranged by the school, such as:

Work-experience placements, educational visits and sporting events

Behaviour on the way to and from school

Behaviour when wearing school uniform in a public place

Behaviour in the local community

The school has the power to discipline for any incident of poor behaviour that occurs off site, regardless time, location or whether the student is in school uniform. However the following factors will be taken into consideration before any sanction is imposed:

The severity of the misbehaviour.

The extent to which the reputation of the school has been affected.

Related to this, whether the students in question were wearing school uniform or were otherwise readily identifiable as a member of the school community

The extent to which the behaviour in question would have repercussions for the orderly running of the school, and or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).

Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.

Whether the misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

The school will punish students for poor offsite behaviour and it is important that our students reflect the school in a positive manner:

To maintain good order on transport, educational visits or other placements such as work experience or college courses

To secure behaviour which does not threaten the health or safety of students, staff or members of the public

To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school

To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

The school will adopt firm measures against abuse or intimidation of staff. This includes unacceptable conduct by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. Staff should be made aware that:

They have the same rights of protection from threat as any citizen in a public place

They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:

Their first concern must be for their own personal safety

They should make clear that the student has been recognised, even if in a group of young people
They should then use their judgement about how to leave a difficult situation without provoking further confrontation

The school will apply appropriate disciplinary sanctions when the student is next in school.

Physical Restraint – Summary

For further details please refer to Robert Napier's Physical Restraint Policy. A brief summary is given below.

The purpose of this policy is to safeguard the well-being of students and all staff (teaching and non-teaching staff) when an incident requires the use of physical intervention. Its intention is to develop and encourage consistent and safe practices in the use of physical restraint. Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

Definition

Physical Restraint is the positive application of force in order to protect/prevent a child from - causing injury to him/herself or others or seriously damaging property.

Injury means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury would have followed.

Minimising the need to use force

- Create a calm environment that minimises the risk of incidents that might require using force arising
- Follow Assertive Discipline guidelines
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach students how to manage conflict and strong feelings.
- De-escalate incidents if they do arise – use non-threatening verbal and body language and ensure the student can see a way out of the situation.
- Only use force when risks involved in doing so are outweighed by the risks involved in not using force.
- Whenever practicable warn a student that force may have to be used **before** using it.

Guidance: During an Incident

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other students should never be involved in restraint.

The student should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the student throughout the incident; it should be made dear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher must never give the impression that s/he has lost his/her temper, or is acting out of anger or frustration - or to punish the student.

Reporting the use of Restrictive Physical Intervention

The use of restrictive physical interventions, whether planned or unplanned (emergency) must be reported immediately to a senior member of staff and parents / carers should always be informed of the full circumstances. The incident must always be recorded as soon as possible (and in any event within 24 hours of the incident) by the person(s) involved.

Mobile communication technologies

The school has clear rules on the use and possession of mobile phones:

Students are allowed to bring mobile phones to school for safety reasons. They are allowed to use to check for messages at the end of the school day. They must otherwise be switched off, and kept in a safe place e.g. school bag, or blazer pocket.

- Mobile phones must not be used in classrooms during directed teaching time, unless it is an aspect of the lesson planned.
- Mobiles must be turned off, not switched to silence during form time, lessons, breaks, and assemblies.
- Mobile phones must be handed into the invigilation team at the beginning of any public exam for safe storage during the exam.
- Mobiles must not be used for recording video, audio or photographic images of staff or other students.
- The use of mobile phones for recording and or distributing images of poor conduct or bullying such as 'happy slapping', will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- Material of a violent, pornographic, racist, sexist or homophobic nature must not be brought into school stored on mobile phones, or subsequently distributed by them. This will result in sanctions being imposed as well as confiscation. In some instances there may be the need for police or social services involvement if people are placed at risk.
- The school has the power to confiscate mobile phones and view material contained within, without the consent of the student or their families. The school may ask the student or their parent or carer to delete content of an offensive or harmful nature.
- Mobile phones are targeted by thieves. Mobiles should be handed into the PE staff as valuables during lessons. They must not be left unattended in blazer pockets or bags.
- The school will accept no responsibility for the loss or theft of a mobile phone, unless the loss or theft has occurred whilst in the possession of a member of staff.

When confiscating mobile phones, staff should take account of:

- The safety of students on the journey home and parental concerns over this issue — staff should return confiscated phones before the student leaves the school premises, if these are relevant factors
- Examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- The unacceptability of students using phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyber bullying or using camera-phones for recording and transmitting of images of abuse)
- Whether, and in what circumstances, the school judges it appropriate to inform parents about the confiscation of such items.
- Items should be confiscated for one day only, given back at the end of the day unless items area needed for further investigation.

General Procedures and Safety

Students must not assemble in the car park areas within the Robert Napier School reception. They must enter through the designated entrances on Third Avenue, and Barnsole Road before school.

There should be no cycling in the school grounds.

Where possible students and staff should walk on the left of corridors and stairs.

Students must stay in the designated areas during the school hours.

Students should not wear outdoor coats inside school

Students should not sip water in computer rooms, science or technology labs

All specific safety procedures must be adhered to in practical lessons.

All members of the Robert Napier School community are responsible for ensuring that they are aware of the procedures for evacuating the buildings in case of an emergency.

Procedures for Lunchtimes and Break times

Please refer to the Pastoral Handbook for a full description of the Duty System at Robert Napier but in summary:

The school operates a comprehensive duty roster of before school, break time, lunchtime and after school duties. All teaching staff contribute to the Duty System. The school employs additional midday supervisory assistants.

Students have clear boundaries of the places where they can and cannot go during break and lunchtime. They are permitted to use classrooms and corridor areas with permission from the relevant member of staff. There are student prefects who have clearly defined roles in ensuring good behaviour is promoted around school during break and lunchtimes

There are clear arrangements for wet lunch breaks with emergency supervisory staffing structures incorporated.

A member of staff greets the students on the boundary of the school every morning before school starts

A duty team member is present on Third Avenue and Barnsole Road with the students every evening at 2.55pm to ensure good order

Role of Parents and Carers

The school encourages parents and carers to support good behaviour and attendance through talking and listening to their children, participating actively in the home school agreement, attending parents evenings, reading the school Newsletter and accessing the website on a regular basis.

Complaints Procedure

If a student wishes to complain about the way in which they have been treated by a member of staff, any member of staff approached by the student should use the following guidelines when advising that student: Listen carefully to the student in a quiet, calm yet public environment. Emphasise to the student that if after careful consideration, they feel that their complaint is justified, the first step is normally to ask to speak to the member of staff concerned: Individually, politely, and at an appropriate moment. The student should calmly set out why they feel aggrieved to the member of staff concerned. After this meeting, if the student still feels unhappy, they should inform their form tutor or House Manager as appropriate.

If a parent or carer wishes to complain about the way their child has been treated, it is usual that the problem can be resolved in a telephone call outlining the situation and the strategies that have been negotiated between the member of staff and the student.

If this proves to be unsuccessful a meeting with the parents and the student is recommended. Documentation to take to this meeting will include:

- Student's latest Progress Review
- Current Marks for class work, tests, coursework and homework etc
- Copies of Incident Reports

It is recommended that the House Manager and Assistant Headteacher or a Deputy Head is in attendance depending on the nature of the meeting. It is also important to have developed a strategy prior to the meeting, where positive outcomes can be achieved without being too focussed on the problems in hand.

Outside Agencies

The school uses many external agents to support good behaviour and discipline. (see additional list)

Connexions Personal Advisors

The Connexions PAs work with young people who have shown signs of disaffection. Referrals should be made through the Connexions Coordinator, currently Charlotte Matthias.

The Police

The Local Police Community Support Officers are linked with the school and advise the school where incidents of poor behaviour affect the local community. In addition the police inform the school of external incidents that may have an impact in school. We have a Police Community Support Officer based at the school who offers a drop in service for students and staff.