

## **COVID-19 READY TO LEARN POLICY**

### **RATIONALE**

Good behaviour provides a setting within which learning can best take place. To maximise effective learning the highest possible standards of behaviour are required. This is the responsibility of every member of the Academy community. In our Academy we are committed to ensuring that every young person achieves his/her maximum potential.

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system (SIMS) and are carefully monitored by the Pastoral Team and senior staff.

#### **The aims of Ready to Learn are:**

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
2. To provide clarity for staff, pupils parents and carers about acceptable behaviour and the consequences of misbehaviour.
3. To encourage pupils to take responsibility for their own actions.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural consequences.

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way.

### **Rules**

Rules are broken down into 3 areas:

1. Rules in the classroom
2. Rules around school
3. Rules relating to serious incidents

#### **1. Rules in the classroom**

- ✓ Arrive to all your lessons on time (within 3 minutes of the bell)
- ✓ Have the correct equipment for each lesson (all pupils are expected to have pen, pencil and ruler)
- ✓ Sit where you are told (follow the designated seating plan)
- ✓ Show you are ready to learn (by starting promptly and continuing to work to the best of your ability)
- ✓ Listen respectfully when others are talking and speak to others with respect
- ✓ Keep off-task conversations for social times
- ✓ Work in silence when an adult asks you to
- ✓ Allow others to learn (do not distract people)
- ✓ Stay in your seat unless given permission to move
- ✓ Don't eat or drink (only water is allowed in lessons – nil by mouth in science)

If you break one of these rules, an adult will tell you that you have a “warning” and your name will be written on the white board. If you break that rule for a second time or another rule, you will be sent to work at a withdrawal desk in your learning zone for up to 5 lessons, including break, tutor & lunchtime if required. Your parents or carers will be contacted immediately via text message or email. You will remain at the desk until the end of the school day.

## 2. Rules around school

At Huish Episcopi Academy, we expect each other to behave with respect at all times. That means all pupils are required to:

- ✓ Treat all members of the Academy community with respect
- ✓ Be polite and helpful to visitors to the Academy
- ✓ Be dressed in the correct uniform and to be smart in appearance (conduct cards to be carried at all times)
- ✓ Show respect for the environment. Not dropping litter and to pick it up when asked
- ✓ Keep the school safe by moving calmly within the learning zone and between the learning zone and social space.
- ✓ Remember that the Academy is a no smoking establishment and to respect the right of others to work in a healthy, smoke free environment
- ✓ Help keep the Academy buses a safe and pleasant way of travelling to and from the Academy by wearing a seat belt, sitting where you have been asked and treating the driver and other passengers with respect
- ✓ Behave in a responsible manner which does not cause harm to other people
- ✓ Keep mobile phones off and out of sight during the school day
- ✓ Face Masks/Coverings. In the event of a 'local' lockdown, or at the Principals discretion, students will be required to wear a face mask/covering in corridors and communal Year Group areas (bubbles) as directed by the Principal.

### Defiance

If a member of staff asks you to do something, you must do it. If you do not immediately do what has been asked, the member of staff will say to you 'This is a reasonable request. Are you choosing not to follow it?'

If you refuse, or if you walk away, you will be sent to work at the withdrawal desk within the learning zone.

### Academy Detentions

During the COVID-19 pandemic and social distancing expectations only lunchtime detentions will be used within Year group bubbles (in the learning zone). A detention may be given for any of the following:

- Running indoors
- Eating and drinking in banned areas
- Shouting indoors
- Dropping litter/throwing food
- Not clearing away your tray in the canteen or dining hall
- Failure to bring pen & correct equipment to school (tutor only)
- Pushing/shoving or other aggressive behaviour
- Incorrect uniform with no signed conduct card or pink slip from HoH or tutor
- Being out of bounds
- Inappropriate language or attitude
- Hitting, kicking or any other damage to school property

A **Principal's detention** will also take place every Friday from **3.30 to 5.00pm** within year group bubbles for any pupils who fail to attend other detentions, or for reasons that are deemed appropriate by the Principal. Failure to attend a Principal's detention will result in 5 lessons sat at the learning zone withdrawal desk.

### 3. Rules relating to serious incidents

These are incidents which may result in a parental meeting, withdrawal desk, fixed-term exclusion, a governors' warning (Stage 4 of disciplinary process), or permanent exclusion (Stage 5).

<b>Defiance</b> (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Pupils should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be <b>no negotiation</b> . If a pupil does not immediately comply with the request, he or she should be sent straight to the Withdrawal room.
<b>Verbal or Physical abuse of staff</b>	This may include: <ul style="list-style-type: none"> <li>• Pushing past staff</li> <li>• Swearing at staff</li> <li>• Rudeness and name calling</li> </ul>
<b>Truancy or wandering for 10 minutes or more during a lesson</b>	Pupils may only be out of lessons with an exit pass. If a pupil breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Withdrawal Room for 5 lessons.
<b>Violent or dangerous behaviour</b>	This may include: <ul style="list-style-type: none"> <li>• Physical assault or fighting</li> <li>• Threatening, intimidating or bullying behaviour</li> </ul>
<b>Possession or use of alcohol or drugs</b>	This is against the law, and may result in permanent exclusion. Pupils may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. Failure to permit a search will result in immediate placement in the Withdrawal Room and contact home.
<b>Possession or bringing a weapon or dangerous item on to the school site</b>	This is against the law, is extremely dangerous, and may result in a permanent exclusion. The rules over searching pupils also apply in this situation.
<b>Malicious setting off of the fire alarm</b>	This is against the law, causes significant disruption to the whole school, and may result in a fixed term exclusion.
<b>Deliberate damage to or theft of property</b>	This may include but is not restricted to: <ul style="list-style-type: none"> <li>• Deliberate vandalism of notice / display boards, doors and windows.</li> <li>• Deliberate vandalism to the school toilets</li> </ul>
<b>Smoking</b>	Smoking is not permitted anywhere on the school site. If a pupil is seen smoking, has the clear intent to smoke on the school site, or is seen in the company of smokers this will result in a referral to the Withdrawal Room and/or a fixed term exclusion.
<b>Bullying or prejudicial language directed at another person</b>	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal (written or spoken) abuse of others</li> <li>• Offensive text messages or misuse of social media or other internet sites.</li> </ul>

### **Rules whilst sat at the withdrawal desk**

Pupils must work in silence at all times, in 'exam conditions'. If a pupil shows they are not able to sit and work at the withdrawal desk they will be removed to work under direct supervision of a member of the Senior Leadership Team (SLT). A message will be sent home via text or email at this point. If the pupil continues to demonstrate inappropriate behaviour they will receive a final warning. At this point, the Pastoral Team will contact home by telephone to alert the parent or carer that their child is on their last warning and will be excluded if they disrupt again. If the pupil continues to behave inappropriately they will be sent home and will be required to serve 5 periods either under direct supervision of a member of SLT or at the withdrawal desk on return.

### **Arriving in the Withdrawal desk**

Pupils must arrive at the Withdrawal desk **within 2 minutes** of when the class teacher's message was sent via SIMS to on call. If they do not, they will be excluded for that day and on return will still serve 5 lessons either under direct supervision of a member of SLT or at the withdrawal desk.

### **Exceptions to staying at the Withdrawal desk**

It is sometimes more appropriate for individual pupils to access the support they require in an alternative location such as the i-space or the Student Support Base (SSB), this decision will be taken by the Head of House or a member of the Senior Leadership Team, but will be in exceptional circumstances only.

### **Managing fixed term exclusions**

All return from exclusion meetings will take place between 8-9.30 on the day the pupil returns to school. The Pastoral Team will make the phone call to arrange this meeting. The Pastoral Team will conduct all meetings resulting from Withdrawal Room incidents.

The Head of Year will conduct meetings for incidents, other than Withdrawal desk behaviour. A member of the Senior Leadership Team may conduct meetings for very serious incidents.

In exceptional circumstances, and with the agreement of the Principal, a discussion may take place by phone with the parent or carer.

### **Ongoing behaviour issues**

Where appropriate pastoral staff may implement a range of measures including report cards, behaviour improvement plans and pastoral support plans (including a reduced timetable).

### **Report cards**

These are monitored by either the tutor (green), HoY (Amber) or SLT (red). If a pupil fails to complete their report card or hand it over when required they will be required to serve 5 periods either under direct supervision of a member of SLT or at the withdrawal desk.

### **Behaviour Improvement Plans (BIP)**

The academy Behaviour Improvement Plan exists to support pupils with behaviour issues and should be considered in order to allow for a differentiated response to their unique learning needs. These plans should be discussed and agreed with pupils (and SENCO/HoY/Tutor as required) and referred to regularly. If a consequence has been reached whereby a pupil has been removed from the classroom, it may be appropriate to refer back to the behaviour plan and explain why this outcome had taken place in relation to the rules. This can help to reinforce the plan and maintain a good learning environment. **A Behaviour Improvement Plan will be put in place following 3 referrals to the Withdrawal desk and / or 2 Fixed Term Exclusions.**

### **Pastoral Support Plans (PSP)**

Where a BIP has been unsuccessful in addressing behaviour concerns, or where the nature of a pupil's behaviour is severe enough to move directly to the next stage of the disciplinary process, a Pastoral Support Plan should be used to support pupils. These plans should be discussed and agreed with parents, pupils, SENCO, Head of Year and any other external agency or member of staff deemed appropriate. The PSP will run for 12 weeks and will be monitored regularly.

At the end of the PSP the options are:

- a) Continue with the same targets as there has been some improvement;
- b) Write new targets;
- c) Consider a Managed Transfer to another school;
- d) End the PSP due to significant improvement;
- e) Move to a PEX.

**Alongside the process outlined above a Pastoral Support Plan will be put in place following 6 referrals to the Withdrawal desk and / or 4 Fixed Term exclusions.**

### **Searching Property**

The school has the right to search without consent for 'prohibited items' and can confiscate, retain or dispose of the pupil's property, items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images. In the case of drugs, knives and weapons or extreme pornographic images, these items will be handed over to the Police.

### **Restrictive Physical Intervention**

Physical contact should never be made as a punishment. However, for a very small minority of pupils, the use of physical intervention may be necessary in certain circumstances, when all other strategies have been exhausted. The use of force should, wherever possible, be avoided. If the use of force is deemed to be appropriate, it should never go beyond the limit of "reasonable force". The starting point should be that all other strategies have failed and **it is only as a last resort that restrictive physical intervention is used.**

### **Disabled Pupils**

Under the Disability Discrimination Act (1995)/Equality Act 2010 schools have a legal duty not to discriminate against disabled pupils by excluding them from the Academy because of behaviour that is linked to their disability. Discrimination occurs when a person treats a disabled pupil less favourably than other pupils for a reason which relates to their disability, without justification. It also occurs when an Academy fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

## APPENDIX A - EXCLUSIONS

### Introduction

The decision to exclude a pupil will be taken by the Principal in the following circumstances:-

- a) In response to a serious breach of the Academy's Behaviour for Learning Policy;
- b) If allowing the pupil to remain the Academy would seriously harm the education or welfare of the pupil or others in the Academy.
- c) If the pupil's persistent disruptive behaviour is undermining the effective running of the Academy

Exclusion is an extreme sanction and is only used by the Principal, or in the absence of the Principal, the Vice Principal.

Exclusion will also be used when there is an immediate threat to the safety of others in the Academy or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Principal will ensure appropriate investigations have been carried out, considering all the evidence available.

Exclusion, whether fixed term or permanent could be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Academy's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to pupil
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupil
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

### Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration.
- The pupil may be placed on one of the Academy's disciplinary stages on their return.
- DfE guidance allow the Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- Following exclusion parents/carers are contacted immediately by phone when possible. A letter will be sent by post giving details of the exclusion, details of the timings of the re-integration meeting and the date the exclusion ends.
- Parents/carers have a right to make representations to the Directors and Children's Services Directorate, Social Inclusion Officer at the Local Authority (LA) as directed in the letter.
- A re-integration meeting will be held following the expiry of the fixed term exclusion and this will involve the pupil, parent/carer, a member of the Senior Leadership Team, and other staff/Directors where appropriate. A record will be kept of this meeting.
- It is Academy practice to monitor behaviour and work of the pupil very closely for the period following exclusion. This may mean the use of a report card or close support by staff.

- During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the Academy premises, and that daytime supervision is their responsibility, as parents/carers.

### **Fixed term exclusions over five days**

According to DfE guidance, the Academy is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. The Academy will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

The Academy will provide education by working with:

- Pupil Referral Unit
- The Local Authority

The Academy will liaise with the outside education provider to ensure that the pupil continues with their programme of study. In most cases the Academy will set the work to be completed and ensure that it is completed appropriately.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour e.g. repeated bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on Academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Possession or supplying an illegal drug.
- Carrying an offensive weapon\*.
- Arson.

The Academy will consider police involvement for any of the above offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy.

### **Exercise of discretion**

In reaching a decision, the Principal or Vice Principal will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations at a Directors exclusion appeals hearing/meeting, when it meets to consider the Principals decision to exclude.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy's Behaviour Policy and the effect that the pupil remaining in the Academy would have on the education and welfare of other pupils and staff.

The Academy's decision to exclude a pupil must be lawful, reasonable and fair. The Academy recognises its statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Huish Episcopi Academy will ensure particular consideration is given to the fair treatment of pupils from groups who are vulnerable to exclusion.

Whether or not the Academy recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the Academy acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

### **Alternatives to Exclusion**

The Academy will work closely with other local secondary schools to undertake managed transfers where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents/carers to move their son/daughter to another school.

### **Lunchtime Exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Behaviour outside the Academy**

Pupils' behaviour outside the Academy in the local community, and when on Academy "business" for example educational visits and journeys, away Academy sports fixtures or a work experience placement, is subject to the Academy's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in the Academy. If pupils' behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is inappropriate and meets the Academy's criteria for exclusion then the Principal may decide to exclude.

### **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Principal will have regard to the Academy's published policy on drugs.



## APPENDIX B - DISCIPLINARY STAGES

The following disciplinary stages will be applied when a pupil's behaviour continues to deteriorate or does not improve. Escalation through the following stages could result in a permanent exclusion.

Disciplinary Stages			
	Action	Data to be checked	Support package
<b>Stage 1 HOY</b>	Formal written warning from Principal and meeting with pupil and parent/carer. Internal/external exclusion if appropriate. Review within three months	Attendance Behaviour log Progress Data SEND information EP report (if appropriate) Involvement of outside agencies	Pupil placed on a BIP Mentoring offered (if required) depending on reason for disciplinary. Anger management / ELSA RJ meeting to take place between pupil and teachers if appropriate.
<b>Stage 2 AP</b>	Formal written letter from Principal and meeting with pupil parent/carer. Internal/external exclusion if appropriate Review within three months	Attendance Behaviour log Latest report Feedback from mentoring sessions SEND information EP report (if appropriate) Involvement of outside agencies	Pupil placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios RJ meeting to take place between pupil and teacher if appropriate Possible use of outdoor education to address identified issues
<b>Stage 3 VP</b>	Formal written letter from Principal and meeting with pupil parent/carer. Internal/external exclusion if appropriate. Discussion concerning risk of PEX and possible managed transfer. Review within three months	Attendance Behaviour log. Latest report. Feedback from mentoring sessions. Feedback from subject teachers. SEND information EP report (if appropriate) Involvement of outside agencies	Pupil placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios. RJ meeting to take place between pupil and teacher if appropriate. Possible use of outdoor education to address identified issues. Alternative/reduced timetable to be investigated. Referral to PEVP panel
<b>Stage 4 P</b>	Formal written letter from Directors and formal meeting with pupil parent/carer and the school governors to include warning about risk of PEX Internal/external exclusion if appropriate Discussion concerning risk of PEX and possible managed transfer Review within three months	Attendance Behaviour log. Latest report. Feedback from mentoring sessions. Feedback from subject teachers SEND information EP report (if appropriate) Involvement of outside agencies	Pupil placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios. RJ meeting to take place between pupil and teacher if appropriate. Possible use of outdoor education to address identified issues. Alternative/reduced timetable to be investigated including WEX
<b>Stage 5</b>	If PEX is upheld by school governors the local authority will find an alternative placement		

**APPENDIX C**

**Huish Episcopi Academy  
BEHAVIOUR IMPROVEMENT PLAN**

**Pupil:** \_\_\_\_\_

Behaviours causing concern:

Aims:

Pupil Target:

Strategies to support improvement:

Agreed rewards and sanctions:

Arrangements for monitoring:

Date of review:

**Pupil signature:**

**HoY signature:**

**APPENDIX D**

**Huish Episcopi Academy  
PASTORAL SUPPORT PROGRAMME**

**GENERAL INFORMATION**

**Date of PSP planning meeting:**

**Name of PSP Co-ordinator:**

Name of Pupil:	
Unique Pupil Number:-	Date of Birth:
Gender M/F:	House / Year Group:
Address:	Name and Address of Parent / Carer (if different from pupil):
Telephone Number:	Telephone Number:
Ethnicity: <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Traveller <input type="checkbox"/> Black-African <input type="checkbox"/> Indian <input type="checkbox"/> White UK <input type="checkbox"/> Black-Caribbean <input type="checkbox"/> Other European <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Black Other <input type="checkbox"/> Pakistani	

**ATTENDEES**

NAME	WHO THEY ARE

**OTHER INFORMATION**

Looked After Child / Involvement of Children’s Social Care **Yes /No**

**Details:**

If **Yes**, name of social worker:

Statement of SEN / EHCP **Yes/No**

Date of last annual review:                      New statement:                      Individual Education Plan:

Copy attached: Yes / No

**NATURE OF CONCERN**

- Fixed term exclusions
- Risk of school failure through disaffection/non attendance
- Rapidly deteriorating behaviour
- Other (please specify)

Exclusions	Number	Total Number of Days	Term e.g. Spring
<b>Fixed Term</b>			

**CURRENT CONCERNS** (what is going wrong, behaviour causing concern, current school based pastoral support)

**WHERE IS THE BEHAVIOUR OCCURRING?**

Triggers		Further Details
Specific subjects		
Specific teachers		
SEN factors		
Specific times of day		
Others (please Specify)		

**ANY OTHER CONTRIBUTORY FACTORS** (e.g. bereavement, family, breakdown, early learning goals/experiences)

**OTHER SERVICES/AGENCIES INVOLVED]**

- Behaviour Support Team
- Pupil Referral Unit (PRU)
- CEIAG staff
- Social Services
- Child and Adolescent Mental Health Service
- Voluntary Organisations
- Education Welfare Service
- Youth and Community Service
- Educational Psychology
- Youth Offending Team
- Traveller Education Service
- Health Professionals
- Parent and Family Support Advisor
- Police
- Other (please specify)
- Special educational Needs Team

What targets are being set?	What are the measurable success criteria?
1.	
2.	
3.	

**Date of review meeting:**

**Signed:**

**Parents:**

**Pupil:**

**School:**

Copies of this document required (tick when completed):

Pupil file

Tutor

Head of House

Parents

APPENDIX D

Huish Episcopi Academy  
PASTORAL SUPPORT PROGRAMME REVIEW

<b>Name:</b>	<b>Year:</b>
<b>PSP Coordinator:</b>	<b>Date:</b>
<b>Present:</b>	
<b>Role:</b>	
<b>Previous targets</b>	<b>Met success criteria or not?</b>
1.	
2.	
3.	
<b>Effectiveness of strategies and arrangements:</b>	
<b>Current concerns:</b>	
<b>Outcome:</b> <i>Keep PSP with the same targets / New PSP targets (see next page) / Close PSP</i>	
<b>Review date:</b>	
<b>Signed:</b>	

<b>New targets</b>	<b>New success criteria</b>
1.	
2.	
3.	
<b>Any new strategies or arrangements required:</b>	
<b>Signed:</b>	
<b>Parents:</b>	<b>Pupil:</b>
	<b>School:</b>

## **APPENDIX F – MOBILE PHONES**

This statement applies to mobile phones and any other electrical device brought into school and provides clarity on their use.

Mobile phones and, in particular, the new generation of smart phones, such as the iPhone / Android, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter and blogging sites.

Such devices are able to access content not monitored by South West Grid for Learning or the Academy filtering systems.

For many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a pupil's learning experiences.

In recent years we have had incidents of poor conduct where mobile phone use has been a feature. This has been particularly difficult to address if it is an element in bullying.

Bullying, intimidation and harassment are not new in society; however bullying using a mobile phone represents a new challenge for schools to manage.

Parents and pupils should be clear that misuse of mobile phones will not be tolerated.

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Principal;

- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- pupils posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other pupils
- general disruption to learning caused by pupils accessing phones in lessons
- pupils phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- publishing photographs of vulnerable pupils, who may be on a child protection plan, where this may put them at additional risk.

### **Dealing with breaches**

Pupils must be aware that misuse may lead to the confiscation of their mobile phone, communication with parents and the imposition of other sanctions up to and including exclusion from school.

If the offence is serious it will be reported to the Police.

Confiscated phones will usually be returned to the pupil at the end of the day on the first occasion. Subsequent occasions or for more serious misuse, phones will be held in the House base and will be returned to a parent or responsible adult only. Where a pupil persistently breaches the expectations, following a clear warning, the Principal may impose an outright ban from bringing a mobile phone to school. This may be a fixed period or permanent ban. Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of staff (A member of SLT and Academy Network Manager).

The action will be properly recorded in case it later becomes evidence of criminal activity. The record will include the time, who was present and what was found.

## **Rules for the Acceptable Use of a mobile phone in school by pupils**

Pupils are allowed to bring mobile phones into school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises unless instructed by a member of staff for a curriculum based activity.
- No pupil may take a mobile phone into a room or other area where examinations are being held
- The phone must be kept out of sight at all times
- The security of phone will remain the pupil's responsibility in all lessons including PE lessons – the Academy does not have insurance cover for theft or damage to mobile phones or other personal electronic devices
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a designated member of staff (a member of SLT and Academy Network Manager)

## **Unacceptable use**

The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken.

- Photographing or filming staff or other pupils without their knowledge or permission
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or pupils by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and pupils will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- Using a mobile phone outside school hours in such a way that it undermines the stability of the school.

Using the mobile phone outside school hours to intimidate or upset staff and pupils or undermine the stability of the school in any way will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time.



APPENDIX G

UNIFORM EXPECTATIONS

All pupils (Years 7 – 11) are to wear official Academy uniform which is as follows:

<b>Blazer</b>	Plain black with Academy badge
<b>Shirt</b>	Plain white – tucked in at all times
<b>Academy tie</b>	All pupils' Years 7-11
<b>Pullover</b>	Plain black with V – neck
<b>Skirt</b>	Academy tartan skirt no more than 10cm from the knee. Other styles are not permitted
<b>Socks/Tights</b>	Plain black
<b>Shoes</b>	Plain black waterproof sensible school shoes.
<b>Trousers</b>	Plain black – smart tailored trousers in a classic school uniform style with creases front and back. <b>Black jeans, fashion trousers, lycra, flares or variations are not acceptable.</b>

**Other Information:**

<b>Outer Coat – Boys &amp; Girls</b>	A water proof plain jacket or sensible coat is recommended. Hooded tops are not permitted and will be confiscated. No heavy thick fashion belts are allowed. Scarfs and hats are not to be worn during academy lesson time.
<b>Hairstyles</b>	Hairstyles should be neat, tidy, practical and safe. No 'extreme' hair styles such as 'Mohican', 'spikes', 'dreadlocks', 'stripes' or excessively short. No colouring of hair other than natural colours.
<b>Jewellery</b>	One pair of stud earrings and one ring is permitted. No facial piercings are allowed (e.g. nose studs or eyebrow piercings) or 'stretchers'. All <u>jewellery</u> must be removed for PE lessons. Items of jewellery together with other valuables must be handed to the PE teacher at the beginning of the lesson for safe keeping. Parents and pupils are asked to plan ear piercing so that it coincides with the long summer school holiday. Pupils with newly pierced ears will be unable to take part due to health and safety in some activities, but will be expected to change into kit and participate in coaching/refereeing at the direction of the member of staff.
<b>Make-up</b>	Nail varnish is not permitted. Subtle, natural looking make-up is allowed but pupils with excessive make-up will be asked to remove it.
<b>Ties and Blazer badges can be purchased from the Academy shop.</b>	

**APPENDIX H – HOME-ACADEMY AGREEMENT**

Huish Episcopi Academy believes in working together with parents, pupils and the wider community to achieve the very best education. In support of this partnership the Academy will:

- Ensure that all pupils have the opportunity to realise their full potential as valued members of the Academy community
- Respect all pupils as individuals, recognising their rights of equality
- Provide a broad and balanced curriculum which meets the needs of all pupils and makes learning enjoyable
- Provide a pastoral care system that supports the emotional wellbeing of pupils
- Provide opportunities for pupils to contribute to decision making within the Academy
- Strive for high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Set, mark and monitor class work and home learning
- Set high expectations for behaviour and uniform
  - Provide a safe and caring environment and addresses issues of bullying
- Keep parents/carers informed of their child’s/children’s progress through regular assessments, reviews, reports and annual Parents’ Evenings
- Keep parents/carers informed of general Academy matters and events through regular emails, the school website and social media platforms
- Provide independent careers advice and guidance
- Deal with complaints via the agreed procedures

In support of this partnership Parents/Carers will:

- Ensure that my son/daughter attends the Academy regularly, arriving on time, in correct uniform and properly equipped for all lessons
- Support my son/daughter in homework, coursework and other opportunities for learning at home
- Support the Academy staff in maintaining high standards of behaviour, in line with the Academy’s Behaviour Policy
- Inform the Academy about concerns which might affect work or behaviour and reasons for absence
- Attend consultation evenings and other meetings to discuss the progress of my son/daughter

In support of this partnership Pupils will:

- Engage in and contribute to lessons to the best of their ability
- Support the Academy as a community
- Come to the Academy regularly, on time, in correct uniform and properly equipped
- Be on time for lessons
- Do all classwork and homework, on time and to the best of my ability
- Behave well, be polite and helpful to others, including when travelling to and from the Academy and follow the rules set out in the academy behaviour policy
- Respect the Academy and our environment, helping to keep it clean, tidy and free from litter
- Use and complete a ‘Pupil Planner’
- Recognise and respect others as individuals

**I AGREE TO ADHERE TO THE HOME - ACADEMY AGREEMENT**

Signature of Principal..... Signature of Pupil.....

Signature of Parents/Carers ..... Date .....