



Walney School

BEHAVIOUR POLICY

This policy does not form part of any employee's contract of employment and we may amend it from time to time.

Committee	Governing Body
Date of adoption:	September 2022
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Document Control Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any)

Version Number	Amended by	Purpose	Approved (date)
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1	JRI	Original	September 2022
2	JRI / KMA	Review with addition of new consistent protocols for management of behaviour	September 2023
3	KMA	Review with addition of contents page, home-school expectations and communications policy	September 2024

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BEHAVIOUR POLICY

ETHOS

The vision of Walney School is for our students to be supported and stretched in order to achieve their maximum potential, both academically and as well-rounded, confident, happy people. Whether in the classroom, or through the wider curriculum, students will develop their Walney Ways as the skills of being aspirational, curious, resilient, self-motivated, self-aware and communicative, with the ability to think more widely about the world around them. Upon completing their educational journey through Walney School, students leave as happy, well-rounded, self-reliant individuals, with the knowledge, qualifications and interpersonal skills required for the next chapter of their lives, whatever that may be. Our Walney Ways ethos, being proud of our school, is evident in every aspect of school life - in classrooms, corridors, during social times and assemblies, extra-curricular clubs, representing the school whilst on trips or with visitors to the school. As a member of Walney School, our aim is to extend our values beyond the school gates in order to contribute positively to the wider community.

Positive behaviour is intrinsic and fundamental to the success of a school's core ambitions. The benefits of positive behaviour are accrued in every area of school life; it is the foundation which creates a safe and respectful environment along with positive relationships - enabling both students and staff to flourish. Every member of our community, whether a member of staff, governor, parent, carer or student, has a role and a responsibility to build and develop the behaviours we want to see; this contributes to the culture we want to create.

Rewards and sanctions are essential to the functioning of any school. Rewards are used to encourage the positive and aspirational behaviours required by students to thrive. They encourage these behaviours to blossom in the individual, which in turn has a positive impact on those around them. Every child is celebrated in order to nurture the ambitious behaviours we want them to develop. We recognise the quiet unassuming determination of those who persevere to achieve individual success or overcome personal difficulty as well as recognising high achievers and winners of prestigious competitions. Both intrinsic and extrinsic rewards are implemented to support students in seeing themselves as valued members of our community whilst enhancing their self-worth.

AIMS

We believe that each student and member of staff is entitled to a **calm, safe and respectful environment in which to learn**. We will not tolerate or excuse behaviours which prevent this and as a result we use sanctions and intervene with corrective stance. To support students' behaviour, we use a combination of proactive and reactive approaches across all areas of the school which promote mutual respect, cooperation and self-development. Through proactive approaches we aim to prevent unwanted behaviour from occurring, whilst reactive approaches deal effectively and fairly with any unwanted behaviour at the point of incident.

We have clear and consistent rules within both our behaviour expectations and the associated consequences when these behaviours are not met. Our behaviour system (both rewards and sanctions) is conducive to the calm, safe and respectful environment we are committed to providing for all.

The policy is reviewed on an annual basis.

ASPIRATIONAL BEHAVIOURS AND REWARDS

Walney School uses both intrinsic and extrinsic rewards to encourage the aspirational behaviours that we as a community value. Rewards can be based on behaviours seen at any time during the school day. They can be an acknowledgement of hard work in the classroom; maintenance of high standards; charity work outside of school; commitment to an extracurricular club; acts of kindness around the school; demonstrating good manners in the corridors; helping someone on the way to school; looking after younger students or helping staff.

Rewards given can be:

- Verbal acknowledgement of aspirational behaviours
- Achievement points for the maintenance of high standards (R1)
- Achievement points for hard work in lessons (R2)
- Achievement points for acts of kindness, extra-curricular involvement, supporting the school or excellent efforts awarded by Directors of Learning and Standards, Key Stage Managers or Heads of Department (R3)
- Whole class effort/achievement (R4)
- Headteacher star award (R5)
- Termly celebration assemblies for each year group, recognising Leading Learners, attitude to learning and excellent attendance
- Postcards home
- Text messages home
- Emails home
- Phone calls home
- Attendance and punctuality awards, double points weeks, entry into prize raffles
- Half termly rewards trips and activities

Students will be able to track the points they have obtained through Edulink and in discussions with their form tutors.

We want our students to see that members of our wider community also value the positive conduct they present in school. To support this, we ask students' families to take time to acknowledge and encourage these behaviours out of school and let us know of any child's achievements so we can celebrate them. By doing so, we will all work together to build the aspirational behaviours our young people need to thrive.

SANCTIONS

CLASSROOM BEHAVIOUR

In classrooms, staff have the highest expectations for student conduct. Students and staff work together to create a calm, safe and respectful learning environment where each individual is able to thrive.

Management of behaviour in lessons follows a tiered system of intervention. In all classrooms, staff use their professional relationship with students to maintain a calm, safe and civil environment in which to learn. However, when necessary to discourage behaviours which disrupt learning staff will:

- Give a first warning- students will be made clear that they have a warning and the need for them to change their conduct.
- Give a formal warning - students will be made clear that they have a warning and the need for them to change their conduct. A record of this warning will be made as a SIMs behaviour log.
- Remove to a partner classroom –usually the Head of Department. A record of this action will be made as a SIMS behaviour log and an after school detention will be issued.
- Remove to the Room for Improvement (RFI) - if the classroom move is not successful and unwanted behaviours continue meaning that disruption to learning and classroom expectations are still not met, the member of staff on call will be contacted to remove the student to the RFI. This will be recorded by the member of staff with responsibility for managing the RFI.

Student attitudes to learning are also recorded on a lesson-by-lesson basis using a four-point scale:

- 4 – Excellent attitude to learning
- 3 – All expectation of attitude to learning and/or work produced are met throughout the lesson
- 2 – Conduct and/or work produced has been below expectation
- 1 – Conduct has caused significant disruption to the learning of others or no work has been completed.

HOMEWORK

Homework is essential for students' academic and personal development. If a student does not complete their homework, they will receive a classroom teacher detention to provide the opportunity to discuss or complete the work. Should failure to complete homework become persistent then a 20-minute lunchtime detention will be issued.

DETENTIONS

If a student does not attend a class teacher detention, they will be given an after school detention which will be for 20 minutes the following school day.

If a student does not attend the lunchtime detention, they will be given an after-school detention for 30 minutes with a Director of Learning and Standards.

If a student does not attend the after-school detention, they will be given an SLT Friday evening detention for 40 minutes. If the student does not attend this, they will be placed for a full day in the RFI the following Monday.

RECURRING LOW-LEVEL BEHAVIOUR ISSUES

Low-level disruptive behaviour in and out of the classroom impedes the academic and personal development of those around them. In classrooms, when reoccurs over time, the lost learning created can have a severe impact on all exposed to it. Outside of the classroom, if students persistently display behaviours that are not safe, calm or respectful, it can lead to a negative culture. This is unpleasant and unfair for other students and staff to be exposed to.

To monitor and address this, Walney School has a behaviour points system which runs across each half term. The system is two-fold: when points increase to a set threshold, both a sanction and an intervention is triggered. The sanction is to discourage negative conduct and an intervention to modify the change of behaviour in order to support future modification.

Sanctions range from after school detention to Internal Exclusion and are applied in respect of each student. Should a student continue to accrue points over a half term, a suspension will be triggered for persistent disruptive behaviour.

BEHAVIOUR OUT OF LESSON

If a student's behaviour does not meet the school's expectation out of lessons, they will be given an after-school detention with a Director of Learning and Standards. When it is extreme behaviour, the student will be taken to the RFI whilst an investigation is carried out and a decision is made on the sanction. The sanction could range from time in the RFI, suspension or permanent exclusion.

BEHAVIOUR BEYOND THE SCHOOL GATES AND SCHOOL REPRESENTATION

Behaviour beyond the school gate may fall within our Behaviour Policy. Appropriate behaviour is expected of all our students beyond the school gate and applies to all of our students when:

- Taking part in any school-organised or school related activity
- Travelling to and from the school or wearing our school uniform
- In some other way identifiable as a student at our school
- Interaction occurs between students online

If students are presenting challenging behaviour, key staff (e.g. Head of Year, SLT, Heads of Department etc.) can decide not to allow them to represent the school in extra-curricular activities.

In the case of a serious breach of our school's Behaviour Policy, data including the student's photograph held by the school may be used to confirm the identity of an individual student suspected of being involved in an incident.

Sanctions used for behaviour beyond the school gates and school representations can be detention, RFI, suspension and permanent exclusion.

INTERNAL EXCLUSION

Students can be placed in the Room for Improvement (RFI) as a sanction for breaches of the school's Behaviour Policy. Time spent in the RFI is at the discretion of key pastoral staff and senior leaders and can range from: one lesson; break and lunch; half a day; whole day from 8.50am to 3.50pm; a period of time or number of days.

Students can be also placed in the RFI by key pastoral staff or senior leaders if they think potential unpleasant incidents can be avoided or an investigation into a serious incident is taking place.

In the RFI, the expectation of the conduct of students is detailed on the RFI Protocols. If behaviour does not meet the school expectations, students can have their time in internal exclusion extended or be suspended from school.

When a student is placed in internal exclusion for the day or during lunchtime, lunch will be taken to the RFI from the canteen if students require a school dinner. If a student is in for an extended period, there will be appropriate opportunities to use the toilet and obtain drinking water.

If a student refuses to go into RFI and a suspension is triggered, they will be required to complete the time in RFI upon returning to school.

SUSPENSION

A suspension will follow the DfE guidelines: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2022', or subsequent DfE guidance where appropriate.

The decision to suspend a student is held with the Headteacher.

Students who are suspended from school will be set work if the exclusion is for more than one day. A readmission meeting will be arranged between the relevant school staff, parents/guardian and the suspended student. The Child Centred Policing Team may be informed of the suspension and given details including home address and photograph to provide support for parents/carers, if necessary. Parents/carers are responsible for ensuring the suspended student is not found in a public place during school hours of the suspension period. Following a suspension, and a successful readmission to the school, the student will be monitored by an appropriate member of staff on their return.

PERMANENT EXCLUSION

Following persistent breaches of the school's Behaviour Policy, or a serious one-off incident (including carrying prohibited items - see section on 'searching and confiscation' or being intoxicated on school grounds), permanent exclusion may be considered. The decision for this action rests with Headteacher following thorough investigation and consultation with key staff and the Senior Leadership Team.

The school will do all it can to avoid permanent exclusion.

In discussion with the Governing Body and the Local Authority Access and Inclusion Team, the school identifies the following serious breaches of behaviour expectations as being those that would, even in one off circumstances, lead to serious consideration of the use of permanent exclusion as a sanction:

- Assault of an adult
- Premeditated serious assault of another student
- Possession of any illegal substance or drug with the intent to either use on the school premises or supply to other students
- Possession of an offensive weapon with intent to cause harm
- Sexual assault
- Violent incident causing serious damage to property or persons
- Bringing the name of the school into significant disrepute (including through social media)
- Action which by law would be defined as a criminal offence

This list is not exhaustive and exists to provide examples of the standards by which we uphold discipline within the school.

REASONABLE ADJUSTMENT

The Equality Act 2010 highlights the duty of schools to make reasonable adjustments to 'policies' and 'practices' to ensure that disabled students can fully participate in the education provided by the school. The school will take all reasonable steps to ensure this.

When sanctioning students to avoid 'substantial disadvantage' to a disabled person, staff at Walney School consider what is proportionate, appropriate and make reasonable adjustments.

In certain circumstances, the school can decide that the adjustment is not reasonable. This could be due to:-

- Having a detrimental impact on the welfare and interests of others
- The need to maintain standards across the academic and wider curriculum for all students
- The need to maintain musical, sporting and other standards for all students
- Health and safety requirements
- The resources of the school and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled student
- The practicability of the adjustment

REASONABLE FORCE

Walney School permits reasonable force to be used by staff to control or restrain students. The term 'reasonable force' covers the broad range of actions that may be used by teachers at some point in their career that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Physical restraint of students can also be used as a very last resort, as specified in 'Use of Reasonable Force Guidance July 2013 for England'. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention.

In a school, force is used for two main purposes: to control students or to restrain them. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

The following list is not exhaustive but provides some examples of where reasonable force can be used. Under Section 93, Education and Inspections Act 2006 schools can use reasonable force to:

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

School staff will always try to avoid acting in a way that might cause injury; however, in extreme cases it may not always be possible to avoid injuring the student.

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

PROHIBITED ITEMS, SEARCHING AND CONFISCATION

Walney School's approach is in-line with the July 2022 Department for Education Guidance for Headteachers, school staff and governing bodies on 'Searching, Screening and Confiscation'.

Under the 1996 Education Act, schools have the authority to search and confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises. This complies with Article 8 of the European Convention on Human Rights.

Searching and confiscation does not require student consent but this should be sought whenever possible. Further to that, if a student agrees then staff may search a student and his/her belongings. Written consent is not needed by the student and it can be verbal. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'prohibited items' in their possession.

PROHIBITED ITEMS

Students are forbidden to bring in any items to school which are potentially harmful to any member of the school community, or themselves. Where there are reasonable grounds for suspecting that a student is in possession of a prohibited item, a search will be conducted. If a student has a 'prohibited item' in their possession whilst on their way to or from school, on school site or when representing the school, Permanent Exclusion may be considered. Prohibited items are defined as anything that constitutes as a threat to the physical or moral safety of others or a distraction to the academic focus of fellow students. Such items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Controlled drugs for recreational purposes
- Legal highs
- Stolen property
- Tobacco or cigarettes
- Fireworks
- Pornographic images
- Any item considered not to be conducive to the orderly running of the school

If a student is found to be intoxicated on their way to or from school, on school site or when representing the school, with illegal/legal drugs or alcohol, Permanent Exclusion may be considered.

DRUGS AND DRUG RELATED INCIDENTS

The health and safety of all students, staff and wider community is of paramount concern at Walney School. We endeavour to ensure that students have access to information and advice in relation to drugs and controlled substances. Students are educated upon the impact of drug misuse via specialist assemblies and additionally input a variety of curriculum subjects throughout the wider experience of a student's journey through the Walney School.

Where any incident involving drug misuse becomes apparent, intervention and support for both the student and family is a primary focus. This may involve referrals to external agencies, with consent to provide specialist support for the individual. Walney School can facilitate and support such external referrals and courses, however the work will only be successful if the student, and/ or family, are willing to engage. Support will always be offered irrespective of the outcome of any disciplinary actions.

As the possession of drugs is an offence under the 'Misuse of Drugs Act', Walney School will liaise with the police in regard to any incidents of students being found in possession. If a student is in possession of drugs (controlled or otherwise), whether for their own use or to distribute or sell to others, Permanent Exclusion will be considered.

SEARCHING

Searching a student and/or property must be done by a member of staff who is authorised by the Headteacher (staff can refuse to carry out a search):

- The staff member must be of the same sex as the student.
- There must be another member of staff present as a witness, also of the same sex, if possible.
- Searches can only be carried out on school premises, or where staff have responsibility for students (eg educational visits).
- Searches cannot require the removal of clothing, apart from 'outer' clothing (eg coats).
- Staff can search pockets, but no form of intimate search can be carried out.
- Student lockers can be searched with or without the student's permission.
- Mobile phones can be searched and data downloaded and retained, or, deleted if inappropriate.
- Reasonable force can be used if required.
- There is no requirement to notify parents, either before or after the search.
- There is no requirement to keep a written record of any search, but it would be sensible to do so.
- A student refusing to co-operate with a search shall be dealt with as if they had refused to stop any other unacceptable behaviour when instructed by a member of staff. Staff must apply an appropriate disciplinary consequence.

Members of staff can use force that is reasonable given the circumstances when conducting a search for prohibited items that could be used to commit an offence or cause harm (eg/knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles). Such force cannot be used to search for items banned under the school rules (eg chewing gum).

CONFISCATION

Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

If prohibited items are confiscated by staff, they must be handed over to the police: weapons, knives, illegal drugs and extreme or child pornography.

All other confiscated items must be taken to the school office, clearly labelled and a member of the SLT or pastoral staff informed.

Prohibited items found may be destroyed; this will be at the school's discretion. In all cases, parents/carers must be informed.

MOBILE PHONES

- Students are **not** allowed to use mobile phones at **any** time in the school day.
- They should be **turned off** and **in bags** whilst in the school building.
- If students need to contact home, they must do so through Student Services/School Reception.
- If staff see a student using their mobile phone, they will remind them of the rules, ask them to hand it to them and take it to Student Services (a log will be kept).
- Mobile phones will be returned to students at the **end of the school day** if it is their first offence.
- For any repeat offenders, mobile phones will only be **returned to a parent or guardian** coming in to collect it at the end of a school day.
- If students are late to school (missing morning form periods where form tutors supervise students turning off mobile phones and putting them in their school bags), they will be required to hand in their mobile phone for the duration of the day. The mobile phone will be returned to the student upon completion of a 15 minute detention for being late to school.

SUPPORT FOR STAFF, STUDENTS AND PARENTS

SUPPORT FOR STAFF

Staff are encouraged to deal with low-level behaviour when it occurs in their classroom, during duty or when moving around the school site. Support is available where staff feel unable to deal with an escalating incident. Staff can call on their Head of Department, Heads of Year and senior staff as necessary.

SUPPORT FOR PARENTS

The school aims to involve and support parents at all stages of their child's education. Support for parents is available through your child's Form Tutor and Head of Year.

SUPPORT FOR STUDENTS

Support for students will come through regular pastoral reviews between form tutors, heads of year and the SLT pastoral lead. Needs will be identified and intervention will be implemented, as early as possible, in order to address areas of concern.

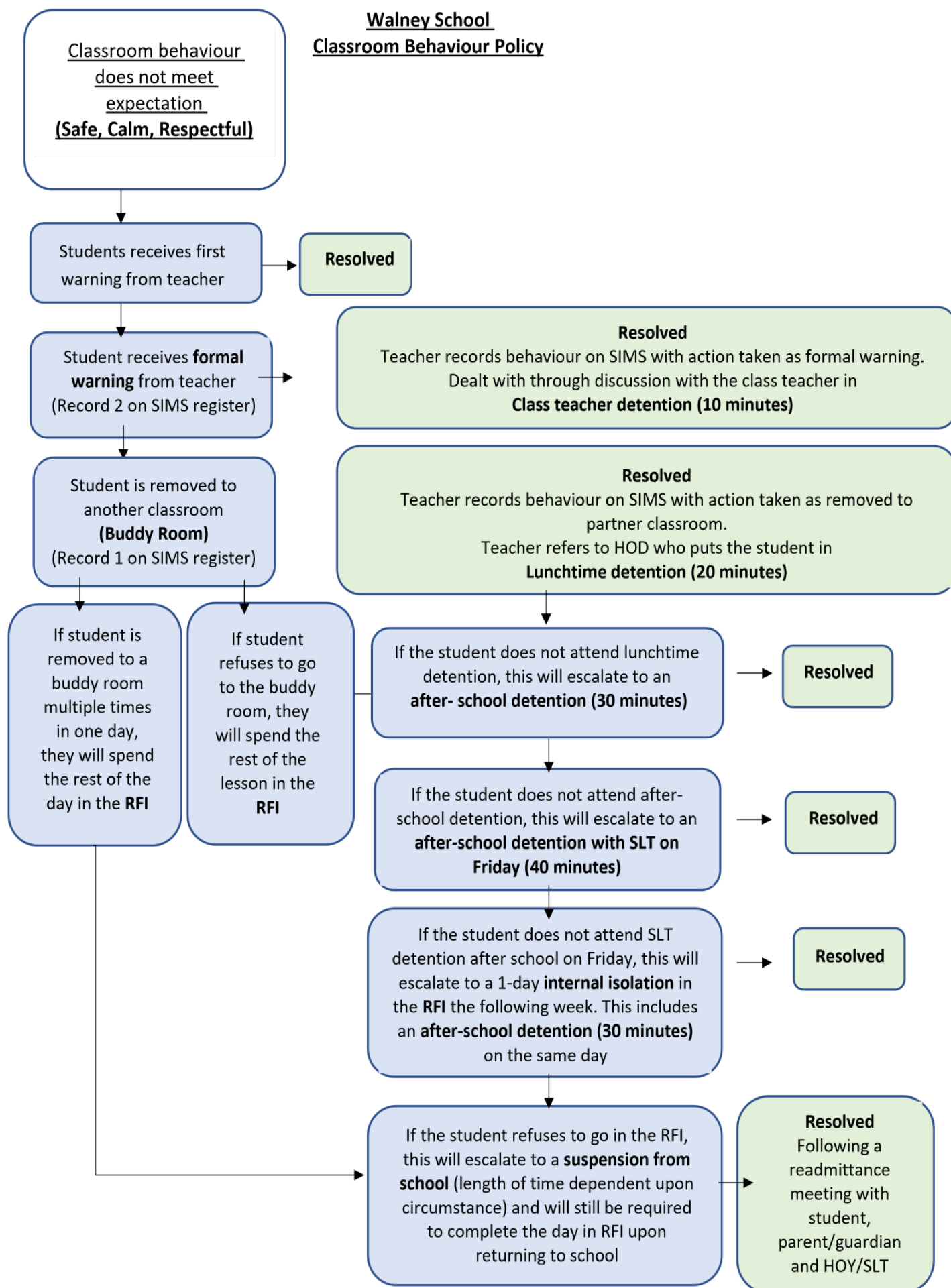
External agencies will be contacted where appropriate when unmet needs continue to cause barriers to learning.

Walney School
RFI Protocols



Time of Day	Student Protocols	Staff Protocols	Consequences for students if protocols are broken
Start of day 8.40	Put phone in the safe.	- Where possible, Behaviour Hub lead will email names of students during the afternoon of the day before they are due in RFI. - Behaviour Hub lead/On Call collects students from am form period. - Behaviour Hub Lead emails parents with specific reason for RFI and requirement for student to stay until RFI finishes at 3.40pm.	If students are found with phones after being asked to hand it over, the phone should be confiscated and a parent contacted to collect it at the end of the day. This is a failed RFI. It will need to be repeated the following day.
During lessons P1-5	- Sit separately. - Put your hand up to communicate with the teacher if you need to: -Ask for help -Ask for more work -Ask to go to the toilet -Ask permission to get out of your seat - Do not communicate with other students. - Complete all work set to the best of your ability. - Leave the room as you find it.	- Be proactive- Engage with students about their work, help to start them off, provide some support if they need help. - If no work is provided, find something appropriate for them to do from the resources in the RFI (Maths, English and Science work will always be available). - Fill in logs for student ATL in each lesson and any toilet visits. - Log any behaviour incidents on SIMS. - Communicate high expectations of behaviour and work with students. - Wait until the next member of staff gets to RFI before leaving. - Behaviour Hub lead will complete restorative conversations with students at break/pm form period so that students understand why they are there, how they need to change their behaviour etc. Records of these conversations will be taken and given to HOYs for student files.	If students refuse to complete work, follow the classroom behaviour protocols (first warning, formal warning), giving students time to correct their behaviour before escalating to the next step. If students still refuse to work or continue to communicate with other students, this is a failed RFI. It will need to be repeated the following day. Suspension from school may be used for persistent unacceptable behaviour.
Breaks and Lunchtimes	- Wait to be escorted to the dining hall to collect lunch if needed. - Do not communicate with other students.	Behaviour Hub <u>lead</u> to escort students to the dining hall to collect lunch.	If students walk out of RFI/run away whilst being escorted, report to Behaviour Hub lead. This is a failed RFI and will need to be repeated the following day.
3.10pm-3.40pm	Complete RFI detention until 3.40pm.	- Behaviour Hub lead runs RFI detention. - Students completing Formal 2-Day Internal Exclusions will need to complete the afterschool detentions on both days.	Failure to stay until RFI finishes at 3.40pm (without prior arrangement between parents and Behaviour Hub lead) is a failed RFI. It will need to be repeated, including the detention, the following day.
Week following RFI	Amber report to Behaviour Hub Lead for one week.	Behaviour Hub <u>lead</u> to check reports at the end of each day.	2 no-shows/poor report will result in an additional day in RFI.

Walney School
Classroom Behaviour Policy



Walney School
Behaviour During Unstructured Time



Expectation is that behaviour is **safe, calm and respectful**

Behaviour Type	Misbehaviours	Repeat Misbehaviours	Misbehaviours requiring further investigation	Severe
Description	Behaviour that is not safe, calm or respectful to others. Examples include: - Running around corridors - Taking hot food out of canteen - Being somewhere you shouldn't e.g. KS3 students in the New Build, students without passes in the Music Rooms or Library... - Refusal to follow staff instruction - On Phone or using Earphones.	Not accepting warnings and continuing with misbehaviours.	Concerns about student conduct, which need further investigation and/or intervention including: - Suspicion of vaping or being in possession of a vape - Use of derogatory language to or about someone else - Reports of anti-social behaviour e.g. bullying, intimidation, damage to school property, verbal/physical aggression...	Behaviours that have been witnessed first-hand and are not safe to themselves and/or others, including: - Vaping - Fighting - Vandalism - Verbal/Physical aggression - Assault - Swearing directly at staff
Response	Member of staff witnessing misbehaviour to speak to student about their conduct and warn of consequences if it continues. Phones/earphones to be removed and taken to Student Services.	Member of staff witnessing repeat misbehaviour to speak to student about their conduct and warn of consequences if it continues. Fill in a behaviour log and consequence-lunchtime detention for the next available slot. Persistent issues will be followed up by the HOY and may involve: - Contacting Parents - After School/SLT Detention - A day in RFI - Break/lunchtimes in RFI for a fixed period of time - Picked up by parent and taken home for lunch	Member of staff witnessing or being told about misbehaviour to speak to student about their conduct and warn of consequences if it continues. Fill in behaviour log and Report to Head of Year or SLT. Next steps taken by HOY/SLT and sanction will depend upon the behaviour and the outcome of further investigation, but may include: - Searching of student's pockets, blazer and bag in the presence of another member of staff - Taking written statements from witnesses - Taking photos of damage	Member of staff witnessing misbehaviour to speak to student about their conduct and take student to RFI for the duration of Lunch. Fill in behaviour log. Next steps taken by HOY/SLT will depend upon behaviour but may include: - Contacting parents - RFI (rest of day or full day) 2-day formal Internal Exclusion in RFI - Break/lunchtimes in RFI for a fixed period of time - Picked up by parent and taken home for lunch - Suspension from school

HOME-SCHOOL EXPECTATIONS

As a school, we will...

Pastoral Care:

- Provide equality of opportunity.
- Respect all students as individuals.
- Ensure that each student is provided with support and guidance needed to achieve their potential.
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility.
- Model the behaviours and **Walney Ways** that we want our students to display.
- Provide extra-curricular opportunities.
- Investigate any reported cases of bullying seriously and with sensitivity.

Learning and Progress:

- Provide classroom environments that are **safe, calm and respectful**.
- Provide access to a broad and balanced curriculum.
- Provide high standards of teaching and care.
- Provide regular written communication about student progress and how to improve.
- Provide homework which is set and marked in accordance with department policies.
- Recognise and reward achievements.
- Provide opportunities to meet formally with teachers to discuss student progress.

Support:

- Provide support for every student's special talents.
- Provide support for every student's specific difficulties.
- Listen and respond (within 2 school days where possible) to questions and concerns.

Signed (school)

As a parent/carer, I/we will...

Attendance and Punctuality:

- Make sure my child has excellent attendance (at least 96%) and is on time for school each day.
- Take all holidays outside of term time and avoid taking my child out of school unless it is urgent.
- Contact school reception before 9.30am on the first day of my child's absence **and** each subsequent day. I will leave a message if I reach the answer phone.

Standards and Behaviour:

- Make sure my child attends school wearing the correct uniform, including school shoes and blazer.
- Reinforce school's policies regarding personal appearance, behaviour and mobile phone use.
- Communicate with and support the school in dealing with all instances of bullying.
- Give my full support to the school in ensuring it is a **safe, calm and respectful** environment by supporting all sanctions that the school issues to my child, including the use of detentions and Internal Isolation (RII).
- If there is a genuine medical reason why my child cannot take part in PE, I will contact the teacher prior to the lesson.

Learning and Progress:

- Attend parents' evenings and meetings about my child's progress and welfare.
- Encourage my child to take a full part in school life, including Physical Education and extra-curricular activities.
- Encourage my child to work hard, support them with homework and monitor the setting and completion via **Edulink** each week.

Communication:

- Demonstrate respect to other parents, their children and the **Walney School** community in my use of spoken and written words as well as the use of social media.
- Be polite, appreciative and supportive to school staff in all forms of communication.
- Contact school reception if urgent messages need to be passed on to my child, rather than texting/phonning during the school day.

Signed (parent/carer)

As a student, I will...

Be Safe:

- Never get involved in violent or dangerous behaviour.
- Never use derogatory language to or about others.
- Always report any bullying immediately to a teacher and a parent.
- Contact home through Student Services and not by texting/phonning using mobile phones.
- We walk sensibly around our school.
- We line up sensibly for lessons and wait for a teacher to invite us in to the classroom.

Be Calm and Respectful:

- Wear full school uniform at all times, including school shoes and blazer.
- Maintain high standards of personal appearance and adhere to school rules on jewellery, hair and makeup.
- Always have my PE kit and take part in PE on PE days, unless there is a genuine medical reason why I cannot take part.
- Arrive at all lessons and form periods on time.
- Bring all of the equipment I need for each day.
- Be well behaved, polite and respectful to all others in school, on educational visits and online.
- Behave well in class and not disrupt the learning of others.
- Respect the school buildings and equipment.
- Respect the law and the rules of school and society.

Be Ambitious:

- Maintain at least 96% attendance, aim for 100%
- Develop and show excellent *Behaviour for Learning* in the classroom, participating fully in learning activities and retrieval practice.
- Work hard and try my best.
- Aim to be *resilient, wider thinking, communicative, self-aware, self-motivated, curious and aspirational* (our **Walney Ways**).
- Complete all revision and homework on time and to the best of my ability.

Signed (student)

1. Introduction

Walney school recognises the importance of having strong working relationships between all stakeholders (students, parents and carers, staff, trustees, the local and wider community, outside agencies, etc). We value working in partnership with parents and believe that the mutual support we can give each other is of great benefit to our students. Parents and carers have a key role to play in their child's education. The school will make every effort to encourage and make arrangements for parents and carers to contribute to creating a shared view of their child's needs.

Every member of staff has a responsibility to support effective communications and needs to recognise that the quality of their communications reflect on the school's reputation. Parents/carers, students and other stakeholders also have a part to play in reflecting the school's reputation. We strive to ensure that communications between all members of the school community are clear, professional, timely and effective in their purpose and should use the channel of communication that is most appropriate to audience, message and context.

2. Aims of the Policy

The aim of this policy is to ensure that effective communication and consultation takes place between the school, parents, carers, students and other stakeholders and that there are robust processes to facilitate this.

The school recognises that engaging and working with parents and carers is key in providing their child with an excellent education. Parents and carers are offered opportunities throughout the year to convey to us what they expect from and think of the school. Our wish is to involve as many parents and carers in their child's education as possible.

3. Communication

All communication between stakeholders should be prompt and respectful. We always aim to resolve issues through respectful, polite and reasonable dialogue. We understand that in difficult times that usual tolerances can become frayed. However, we respectfully ask that all communications with the school are polite, respectful and reasonable. You should also expect the same level of manners and respect from the staff at the school and any other member of our community. Aggressive, unreasonable or impolite communications will not and should not be tolerated.

3.1 Parent and Staff Conduct

- All forms of communication should be respectful, polite and reasonable.
- We will always respond to polite, reasonable and respectful communication promptly and thoroughly but will consider our response if these basic standards are not upheld.
- The school reserves the right not to respond to communication which does not meet the expectations outlined above, and is considered to be abusive, unnecessarily aggressive, and/or bullying or harassing in nature. If staff judge your communication to be such, a member of the Senior Leadership Team may send a standard letter/email response which can be found as Appendix A.
- The school will always listen to your view and consider this within the best interests and feelings of the wider school community, as appropriate and in a balanced way.
- Some aspects of school and education are defined by law and at the professional discretion of the Head Teacher. Therefore, some of our work and the decisions we make are non-negotiable.
- Communications should always be clear, succinct and to the point.
- Unfair, or personal comments towards individuals, or unjust judgments on character should not be made.
- Formal complaints must follow the correct procedures.
- Information provided and issues discussed should be based on fact and not assumption. Gossip, hearsay or 2nd hand information is often incorrect and misleading.
- Extreme personal opinions, views or beliefs may not be recognised by the school or acted on when they do not represent the majority views, beliefs or ethos of the school, its parents, students and the wider community.
- Respect should be maintained for the significant professional knowledge and experience of the staff team in matters of education and student welfare.

3.2 Expectations of Communication

- It is not an expectation that staff initiate or reply to communications after 5pm on weekdays, at weekends or during school holidays due to the unrealistic expectations of our availability that this can lead to. The member of staff may still choose to do so if available, but this is at their discretion.
- When requesting reply email/call from staff, parents should be mindful that staff will not reply to emails when teaching or taking a form period. Parents also need to be mindful of staff illness, part-time working hours of some staff and other

responsibilities staff must fulfil e.g. teaching, meetings, training etc. However, where possible we will always endeavour to reply to communications within two working days.

3.3 Staff-parent meetings

- Any parent wishing to meet with a member of staff should contact the school in advance and request a meeting. This can be done by calling school reception or by sending an Edulink message to request a meeting with the relevant staff member. This request should be responded to within two working days. Parents should not come to the school to talk to a member of staff without an appointment. Parents who do come to the school without an appointment should not expect that the member of staff will meet with them. It is very likely that they will be teaching or in a pre-arranged meeting. The member of staff may still choose to do so if available, but this is at their discretion.
- A member of staff may ask for their line manager to accompany them to meetings with parents.
- In meetings with parents, staff will ensure parents have their views listened to, agree actions moving forwards and summarise the meeting for clarity.
- We appreciate that some meetings put the participants into contrary positions. We aim to remain professional in such situations and to focus on a constructive outcome. If a parent does become aggressive or abusive, the staff member is advised to close the meeting and report the matter to their line manager.
- It is perfectly acceptable to call a meeting to a close to allow time for further investigation.
- If you need to cancel a meeting that had been arranged, as a courtesy please give a minimum of 24 hours' notice. This is so that staff can teach, arrange other meetings etc.

3.4 Email/Edulink

- Edulink is a quick, effective way of communicating necessary information and is the school's preferred method of communication. We aim to respond to Edulink messages received within two working days.
- Edulink messages/emails should be short and clear and sent to the relevant staff member(s). Avoid send to and reply all unless necessary.
- If staff write emails outside of working hours, it is recommended that they be scheduled to be sent during the next working day.
- Staff should not reply to emails/Edulink messages when teaching or taking a form period.
- Under no circumstances should staff contact pupils or parents and carers using their own personal email address or social media accounts.
- Avoid emailing staff Gmail accounts (name@walneyschool.org.uk). These are not linked to Edulink and are not in regular use by staff.
- Parents/carers and staff should be addressed using formal names e.g. Mrs Smith.

3.5 Phone calls and Mobile Phone Use

- Should always take place using the school network.
- Should be polite, respectful and reasonable. If a parent becomes aggressive or abusive, the staff member is advised to terminate the call and report the matter to their line manager.
- When making a call, staff should introduce themselves, their role and the name of the school. They should establish who they are speaking to before continuing the conversation.
- Incoming calls should be announced by the receptionist. They should state the name of the caller, the institution they represent and or the students' name and the purpose of the call.
- Reception staff are expected to ensure that answerphones are checked regularly and that messages are responded to promptly.
- Mobile phones are not permitted during school hours. Students will be in breach of school rules if they are contacting home or responding to contact from home during school hours. Sanctions will be applied in line with our behaviour policy.
- We ask that parents do not contact students directly using mobile phones. All messages must be passed on through school reception (see section 6).
- Staff must not use mobile phones during lessons, form time or any other time when they are in the presence of students.

3.6 Written communication

- Reception staff will alert other staff to written communication delivered to school reception.
- A letter received from a parent/ carer or outside agency pertaining to a student should be replied to in writing within five working days and placed on the student's file.
- Any letter of complaint should be shared with line managers for advice.
- Any communication of complaint regarding a member of staff must be sent to the Head Teacher.
- If the complaint is about the Head Teacher this should be forwarded to the Chair of Governors
- All letters of complaint and their subsequent replies should be forwarded to the Office Manager (NMo) for logging.

4. No response

If you do not receive a response to your communication within three working days, please contact school reception who will pass on your message as urgent. We will aim to respond within 24 hours.

5. Communicating student absence

- Contact school reception as soon as possible but before 9.30am on the first day of student's absence **and** each subsequent day.
- You can call school reception on (01229) 471528 or email office@walney.cumbria.sch.uk
- You will be diverted to answer phone if the line is engaged. Please leave a message stating your child's name and your relationship to them, their form and reason for absence.
- If your child is absent from school and no reason has been given, we will attempt to initiate communication with parents on the same day.

6. Contacting your child during the school day

- If you need to deliver an important message to your child, contact school reception on (01229) 471528 or email office@walney.cumbria.sch.uk who will have messages delivered to your child.
- Mobile phones are not permitted during school hours. Students will be in breach of school rules if they are contacting home or responding to contact from home during school hours. Sanctions will be applied in line with our behaviour policy.
- If they become unwell during the school day, Students should report to Student Services who will call home, inform the students Head of Year and mark the registers accordingly. Students must not contact home directly via mobile phone and arrange to be collected. For safeguarding reasons, staff in school must be made aware if/when and why a student is being collected from school during the day.

7. Reports and Progress

- Parents and carers receive a full academic report once a year.
- Parents and carers have the opportunity to meet their child's subject teachers once a year at parents evening.
- We will meet with parents more regularly under the following circumstances: where a child has special educational needs, is making less than expected progress, is experiencing behavioural, mental health or other difficulties.
- If applicable, parents and carers are also encouraged to attend EHCP review meetings with the SENCO and the child's key worker.

8. Concerns/Complaints

- Parents and carers should contact the school at the earliest opportunity if issues arise about their child's progress or wellbeing. The first point of contact should be the child's Form Tutor. Depending upon the nature of the concern, the form tutor may then initiate communication with a subject teacher, Head of Year or member of the Senior Leadership Team.

9. Bullying

- Parents and carers should contact the students Form Tutor at the earliest opportunity to report incidences of bullying.
- School will separately speak to and take statements from both the alleged victim and the alleged bully as well as any other witnesses.
- Any bullying will then be dealt with in line with school's anti-bullying policy.

10. Social Media

- We use social media to promote school to a wider audience.
- School will only share photographs of children with parental consent for taking and sharing of photographs.
- It is not permitted for any staff member to share any school information from personal social media accounts or post anything relating to Walney School (including staff, students and parents) that could potentially bring the school's name and image into disrepute, even indirectly. (For example; staff must not criticise or argue with parents or post links to inappropriate content.)
- Staff must be mindful that whilst social media accounts are personal, they are a member of a professional organisation and therefore, are representing the school in any social media communications.
- We respectfully request that parents and carers do not contact staff members through social media accounts and vice versa. We advise all staff not to respond to communications via these platforms.
- Staff students and parents should have consideration for the following when posting about Walney School or commenting on posts where Walney School, it's staff or students are mentioned:
 - Safeguarding
 - Confidentiality
 - Upholding respect for the school and not bringing school's name and image into disrepute.

11. School Website

- The school website provides a range of information about the school, including inclusion information, term dates, uniform and equipment, extra-curricular opportunities and transition. It promotes the school to a wider audience. It also provides access to the school's policies and curriculum information and is updated regularly.
- This policy links to the following policies and documents which can be found on our school website:
 - Complaints Policy
 - Mobile Phone Policy
 - Home-School Expectations
 - Anti-bullying policy

SLT Use Only

Appendix A [TO BE PRINTED ON SCHOOL HEADED PAPER]

STRICTLY PRIVATE & CONFIDENTIAL

ADDRESSEE ONLY

[INSERT NAME]

[INSERT ADDRESS]

[INSERT DATE]

Dear [INSERT NAME]

I write to confirm receipt of your [email/letter] of [DATE]. [I have enclosed/attached the School's complaint and communication policies for your information] OR [Please follow these links [INSERT] to access the School's complaint and communication policies for your information].

In particular, I would like to draw your attention to pages [insert page numbers] of our Complaints Policy, headed [insert section heading] and page 2 of our Communications Policy, addressing "parent conduct".

We do our utmost to address reasonable concerns and complaints we receive from parents in a professional, reasoned, and considered manner. We are not, however, willing to engage in correspondence when the nature of that correspondence constitutes a clear breach of our policies, most notably when the correspondence in our view is [abusive, unnecessarily aggressive, and/or bullying or harassing in nature]. Such communications are unlikely to be conducive to helping resolve the issue at hand and reaching a constructive resolution.

Our view is that your correspondence [of DATE] is [clearly] [abusive, unnecessarily aggressive, and bullying or harassing in nature and in violation of our rules]. Our policy, as explained, is not to engage with you when such an approach is adopted in the interests of all parties. Whilst we appreciate you have strong feelings about the issues you have raised, we would strongly encourage you to reconsider the manner of your communications towards the school and its staff, who work hard to develop the children we teach.

If you wish to re-submit a complaint in a reasonable and civil manner, clearly setting out what your concerns are and what you would like us to do to assist you, we will be willing to do so. If further correspondence is received of the type set out above, we will not be responding further.

Yours sincerely [INSERT NAME]

For and on behalf of Walney School.