

Behaviour Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Mitch Trainor, Deputy Head</p>
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<p>Implementation Date:</p>	<p>March 2017</p>
<p>Review Date:</p>	<p>Within three years and by Spring 2020</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Students</p>
<p>Version</p>	<p>V0.3</p>

Behaviour Policy

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1. Introduction

The Department for Education states that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the '**Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion**'. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

"Good behaviour in school is important to their (students) future success. Pupils have the right to come to school and focus on their studies, free from disruption" (Department of Education White Paper 2010)

"Behaviour is crucially linked to motivation, achievement and hence to standards" (Lund 1996)

"Effective behaviour policies separate the child from the behaviour. They say 'we want you – we do not want this behaviour'" (Lund 1996)

In the spring of 2011 a School Improvement Group (SIG) was formed to review the behaviour for learning policy. The aim of this review was to ensure that all stakeholders had the opportunity to comment on the existing behaviour policy and propose any ideas that might have a positive impact on behaviour management at South Hunsley. This policy has been informed by the input of both staff and students and is a response to some of those concerns. The policy also takes into account the legal requirements and guidance from the latest published Department of Education documents.

2. Aims of the Policy

- To promote a positive environment in teaching areas and around school where learning can be effective and staff and students feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour
- To ensure that students, staff, parents & governors are fully aware of:
 - the expected behaviour of students within lessons and around school
 - clearly defined and graduated, rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on student behaviour (positive & negative) can be easily accessed by staff as required
- To communicate with parents quickly where significant positive or negative intervention has taken place

3. Principles

- Students are made aware that **they** make a clear **choice** when deciding how to behave and understand how this impacts on their own and other pupils learning

- Rewards will be attained by the majority of students and be shown to be given throughout years 7 to year 11
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear of consequences of any behaviour that hinders learning
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs e.g. technology, science, PE etc.
- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations
- Sanctions are clear and escalated fairly and consistently by all staff where a student chooses a behaviour that is inappropriate

4. Ethos

The underpinning principles of good behaviour at South Hunsley are brought together under S.T.A.R.S. The five strands of S.T.A.R.S seek to recognise and celebrate success, remove barriers to learning, reduce low level disruption and to foster a safe environment based on mutual respect. It is critical that students understand why good behaviour is essential to their individual success and the success of their peers.

<u>Silence</u>	Students <i>recognise importance of silence in the art of learning</i>
<u>Team-work</u>	Students <i>work as a team to achieve the learning objective</i>
<u>Application</u>	Students <i>stay on task to maximise individual progress</i>
<u>Responsibility</u>	Students <i>take responsibility for their behaviour and their learning</i>
<u>Success</u>	Student <i>achievement is celebrated</i>

5. Expectations

Clear expectations are vital in making sure that students know the boundaries in which they should behave. However, this list is not intended to be exhaustive, or to replace the agreed 'Code of Conduct' in student planners.

Expectations in the classroom

- Arrive on time, fully equipped, in full school uniform and ready to start the lesson in silence with your planner open on the desk
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Do as you are told by a member of staff without discussion

In addition, departments may include a maximum of two more expectations that are specific to their subject. For example science may include – Follow the laboratory rules

Expectations around the school

- Do as you are asked by all staff
- Arrive at lessons on time – you will need a note from a member of staff if you are late
- Be polite, use inoffensive language and respect the feelings of others
- Eat and drink in the areas provided. Remember no chewing gum
- Place litter in the bins provided
- Wear full school uniform in class, whenever you are in a building and when moving between lessons (remember to keep to the left on corridors and stairs)
- This is a smoking free site, including E-cigarettes

6. Rewards

The school community is committed to recognising the achievements of students and rewarding these achievements appropriately. We believe that praise and positive reinforcement of good: attitude, progress, behaviour, academic or sporting achievement or other contribution within or outside of school is an effective motivator. At the inception of the House system a new rewards structure was also introduced. This system allows student's achievements to be rewarded with House points using a sliding scale of one, two or five points to allow for increasing levels of excellence. Five points are awarded in exceptional circumstances; on the occasions when this does happen it will be communicated to the student's home via a personalised praise postcard from the awarding member of staff. Students are also awarded two points each week for arriving to school on time every day, being properly equipped and having their planner signed by someone from home.

Throughout the year students are further motivated by meeting milestones by achieving increasingly challenging points targets. The milestones are: form tutor award, bronze, silver, gold and platinum. As each of these is passed the students will be offered the choice of a small gift or they may forgo the gift and ask for a donation to be made to their House charity on their behalf. We seek to instil positive, lifelong habits in the students of South Hunsley School. With this in mind periodically we offer students the opportunity to make themselves eligible for a reward if they have perfect punctuality and attendance for a given week – we call this Here Today, Here Tomorrow.

At regular intervals throughout the year departments hold competitions. These may be academic or creative in nature and most are designed to complement and extend the learning that takes place during lessons. House points are available for being successful in any competition. The PE department arrange Inter-house competitions three times a year, these sporting challenges allow the forms from each House to compete against each other. At the end of the summer term sports day, the largest House competition, is held. It offers the opportunity for a large number of students to compete in a wide range of track and field events; those students who aren't competing gather together in their House communities wearing their House t-shirt and support the participants. The winning House is awarded the Sports Day Shield and the results are converted into House points and added to the total for each House.

Each week students are informed of their points total during form time, this is logged by the students in their personal profiles giving a record of their progress. Parents/carers can check on their child's totals by using the SLG interface.

Opportunities to celebrate achievements are offered regularly; the student in each House who achieve the highest number of points each week is publicised around the school, the points total for each week are shown on the entrance to the school hall and the points achieved by each student contribute to the overall total for their House, at the end of each academic year the House with the greatest number of points will be awarded the House Cup.

7. Sanctions

Where a student chooses not to follow an agreed expectation, sanctions should be used in a hierarchical way to support learning as shown below:

S1 – *First Warning*

S2 – *Second warning (may involve being moved within the room) - Discuss behaviour at end of lesson*

S3 – *15 minute lunchtime detention*

S4 – *Displaced to departmental area or the unit - 60 minute after-school detention.*

If a student accumulates three S3 sanctions in any half-term they will be required to complete 45 minute after-school detention. If a student accumulates six S3 sanctions in any half term they will be required to complete a day in the unit. If a student accumulates nine S3 sanctions in any half term they will be required to complete two days in the unit.

If a student fails to attend a lunchtime detention without permission of the member of staff they will be required to complete a 30 min lunchtime detention. If they fail to complete this detention then they will occur a period of internal isolation

If a student fails to attend an after-school detention without good reason and/or prior notification they will receive a one-day internal exclusion and will be required to sit the missed detention. If a student fails to serve the detention after this they will receive a one-day fixed external exclusion and they will be required to sit the missed detention. If a student continues to defy the behaviour for learning policy further sanctions will follow and escalated accordingly.

Further sanctions may include:

- Internal Isolation
- Fixed Term Exclusion
- Permanent Exclusion

Although schools are no longer required by law to do so, parents/carers will receive at least 24 hours' notice if their child is required to complete an after-school detention.

When applying a sanction, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a sanction has been given. There should be no need for confrontation. Students who argue will automatically move to the next sanction up. Refusing to leave for an S4 sanction will result in fixed-term exclusion. Misbehaviour should not be tolerated.

A student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from the last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a student within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

In addition to these sanctions, a department may use a variety of strategies to ensure that homework and coursework are completed. This may involve sending a standard letter home or using a 'catch up' session at a break or lunchtime. The emphasis here should be on working with parents/carers so that they are informed and can help to ensure that any work set is completed and is of a good standard.

8. Exclusions

This can be fixed term or permanent and only the Head (or the Deputy in their absence) can exclude a student.

'A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach, or persistent breaches, of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school' (para 15, DfE Guidance 2012/2015)*

Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or student
- A student is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is significant or persistent defiance/disruption
- There is repeated refusal to accept sanctions (detentions, displacement, unit referral)
- Serious and unacceptable behaviour causing distress to students (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing distress to staff

A student dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.

Students may spend time in the withdrawal unit whilst an incident is fully investigated and to ensure that exclusion does not take place in the 'heat of the moment'. Students will be given opportunity to provide statement(s) and *'when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.* (para 7, DfE guidance 2012/2015)

Parents will be informed of any exclusion by a letter sent home with the student on the same day, followed by one in the post. Heads of Year will also attempt to contact them by phone where possible.

Fixed Term Exclusion & Sixth Day Provision

A student can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a student will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

Where it becomes clear that fixed period exclusions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a student may be referred to: Educational Behavioural Psychology Support Team; Learning Support Centre; Pupil Referral Unit. A student may also be offered a personalised Alternative Learning Package or access to a Managed Move or Planned Transfer to reduce the risk of permanent exclusion. Where there is a persistent lack of parental co-operation and this is affecting

the child's behaviour, the school or local authority may consider applying for a Parenting Order. Family support may also be accessed through CAF procedures (Common Assessment Forms) to ensure inter-agency support.

In the majority of situations fixed term exclusions will be between 1 to 5 days - work will be set by the school during this period. Students who are excluded for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site and within the trust. For Children In Care alternative provision will be provided from the earliest date possible, preferably from the first day of exclusion. Students may be required to engage in a phased reintegration (particularly for assaults) and will access support in the Learning Support Centre.

Reintegration Interview & Contract

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A contract will be drawn up which will outline expectations regarding student's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Exclusions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination **the school will not**: treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent discrimination **the school will not fail** to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs)
- Friendship circles, buddy, mentor
- Internal exclusion
- Inclusion in intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENS), Child Adolescent Mental Health Service (CAMHS)

Reasonable Adjustment and Justification

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not have made a difference to the particular case).

'The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, head teachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities'. (paras 20/21, DfE Guidance 2012/2015)

Exclusion Appeals and Reviews

Fixed term and permanent exclusion letters include details of all appeal procedures. Where the Head has permanently excluded a student, the Governing Body will consider reinstatement of the student within 15 school days of receiving notification.

The Governing Body's duty to review the Head's exclusion decisions are summarised in Annex 1. This process is in line with statutory guidance from the DfE. Should a Governing Body decide not to reinstate a permanently excluded student, parents may appeal that decision within 15 school days. The appeal will be heard by an independent review panel. An independent review panel cannot make the Governing Body reinstate a student but may direct the Governing Body to reconsider its decision.

Support & Intervention

Students

The Student Services team will work closely with Students, Carers, Subject Leaders and Multi-agency Partners so that students who require support with their behaviour have access to it.

This may involve:

- Target setting/Interim Report on progress across some/all subjects
- Regular feedback to parents via Daily Report form. This will be focussed, for example, attendance, punctuality, subject, uniform etc.
- Individual Behaviour Plan (IBP) – where Head of House, Parent/Carer and student are involved to produce an agreed approach
- Individual Educational Plan - where Head Of House, Parent/Carer, SENCO and student are involved to produce an agreed approach
- Pastoral Support Plan (PSP) – with referral to one or more external agency and involving formal meetings/case conferences
- Referral to Learning Support Centre Access Programme
- Extended Work-placements
- Managed Move or Planned Transfer

- Assessment by specialist staff with regard to ‘barriers to learning’, with application for special funding where appropriate
- Personalised Alternative Learning Package
- Common Assessment Form - inter-agency referral to access a coordinated programme of support and professional assessment of a family's needs

A number of people may be involved in providing this support:

- Parents/Carers
- Heads Of House & Student Services Support Team
- SENCO
- Subject teachers and tutors
- Subject Leaders
- Heads of House and/or Assistant Head
- External agencies – for example, The Educational Behaviour and Psychology Support Team, Educational Welfare Officer, Family Support Services, Child Adolescent Mental Health Services, Outreach Worker, Family Liaison Officer, Youth Services, Community Police, Youth Offending Team
- Learning Support Centre Staff
- Multi-agency Partner
- Extended Work-placement Providers
- Learning mentors
- Careers team
- Senior Leadership Team
- Support for Learning Department
- Governors

9. Staff

Where a member of staff feels that they require support with a group they should initially speak to their Subject Leader. Subject leaders should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents of demanding students and/or temporarily removing a student who is not responding. There will be an opportunity for staff to receive whole school training and INSET on an individual basis as part of the CPD.

Heads of House will work to support members of staff and Departments when ‘patterns’ of negative behaviour have been identified which are across subject areas or when there is poor response to department strategies. Senior Leaders & Senior Head of House’s responsibility is to ensure consistency across year groups, subjects and departments, ensuring a hierarchical, strategic deployment of resources and response to managing behaviour.

10. Consistency

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it”(OFSTED)

It is vital that matters of behaviour management are approached in a positive and consistent way so that students can gain a clear idea of the boundaries, and so that they have a sense of ‘justice’ as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

11. Reasonable Use of Force

The use of force by staff to restrain or control students to maintain safety for all students will be an extremely rare event.

What the law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving an education at the school, whether during a teaching session or otherwise. Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

There is no legal definition of when it is reasonable to use force. However for the purpose of this policy reasonable force and positive handling should be defined as:

- the use of reasonable force necessary for the shortest period of time to prevent a pupil harming himself, herself or others

The scale and nature of physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Using reasonable force

Before using reasonable force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident, use de-escalation techniques to limit the need for reasonable force wherever possible. Staff should not give the impression of acting out of anger or frustration, or to punish a student, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of reasonable force used could be:

- passive physical contact resulting from standing between students or blocking a student’s path

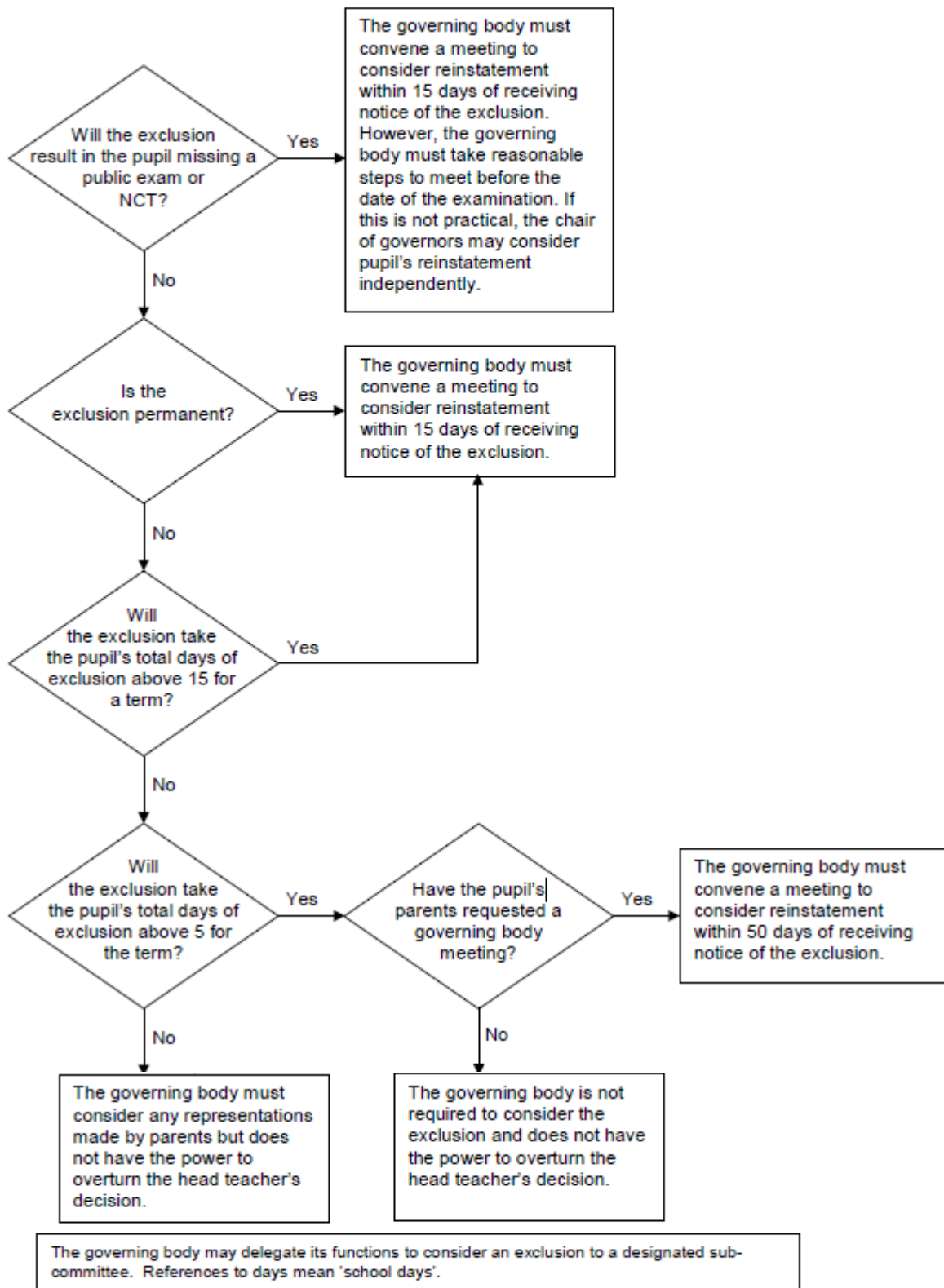
It could be active physical contact such as:

- leading a student by the hand or arm, one elbow hold
- escorting student, using one or two staff in nearby proximity
- shepherding a student away by placing a hand in the centre of the back

- double elbow escort

In more extreme circumstances, using appropriate restrictive holds may be necessary, but in these cases only staff trained and authorised to use such holds should do so.

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



Appendix B Bus Behaviour Guidelines

Safe travel and good behaviour on busses are essential for the school's reputation in the community and with the bus companies. The school maintains close links with the bus companies and will investigate all incidences of misbehaviour or damage on busses using current school policy and procedures. These are centrally logged and are available to tutors and Heads of House.

The school manages behaviour on the busses by knowing which students travel on which bus. By accepting a school pass students, and parents agree to abide by the school 'Bus Behaviour Code' and pass conditions. Any misbehaviour can then be followed up against students who breach this code. Bus drivers will check bus passes as students get on a bus

If a student misses the bus in the morning they should make every effort to attend school, but they should not walk to school. If busses are late, at the end of the day, students are asked to wait, following the staff guidance, until they arrive. They must not walk off site and a member of staff will supervise students whilst they wait.

Staff on duty have no responsibility for collecting fares. That is the responsibility of the bus company. Student departing school without the correct fare and boarding a bus will be refused access by the driver. Provided that they do not do this on a regular basis and that a member of the duty staff will confirm this to the driver, a single journey should be agreed. However persistent infringements of fare avoidance will not be allowed and offending students referred to HOH for further action to be taken.

Reporting of incidents

To ensure that a consistent and inform method of reporting incidents is available to all, the Buswise programme has a single point reporting system that can be accessed via the ERYC Buswise website or telephone. This also ensures timely actions are taken. This may consist of warning letters, short or medium term bans, permanent ban, payment of damages or prosecution where justified and appropriate following a police investigation.

BUS BEHAVIOUR CODE

All students who travel on buses must follow the bus code to ensure safe travel.

1. Show your pass to the staff on duty/the driver. Please note you may only travel at reduced fare if you show the concessionary pass to the driver. You will be asked to pay full fare if you do not have your pass.
2. Keep your ticket for inspection.
3. Remain in your seat until near your stop
4. Standing is only allowed downstairs when the bus is full. You must not stand on the platform near the driver.
5. Do not sit on the ledge of the front window on the top deck of the bus.
6. Do not open the emergency exits.
7. Do not lean out or throw objects out of windows.
8. Do not distract the driver.

SMOKING IS NOT ALLOWED ON ANY OF THE BUSES

THE HEADTEACHER, EAST RIDING OF YORKSHIRE COUNCIL AND THE BUS COMPANY RESERVE THE RIGHT TO CONFISCATE YOUR PASS FOR ANY MISBEHAVIOUR OR MISUSE OF THE PASS

Appendix C PE Code of Conduct

Code of Conduct

To represent South Hunsley School is an honour and a privilege and all students doing so should act in a manner befitting the school and its values. Students are encouraged to demonstrate the school's culture of respect for ourselves and others, honesty and high aspiration at all times. Students should show sportsmanship before, during and after fixtures, combining passion and a drive to succeed with adherence to rules and regulations, codes of practice and guidance on health and safety, for the benefit of all participants.

When representing the school students should:

- Alert subject staff to any absences and catch up on any missed work.
- Work with a level of effort in line with teacher expectations in all PE, games and examined PE lessons.
- Wear the correct kit to and from lessons and fixtures (in some circumstances this may be at the discretion of the team coach or leader) and adhere to the school's kit policy.

Students who regularly represent the school in fixtures and who demonstrate school values as will be eligible for consideration for an award in the sports awards evening. Awards are made to students who have made an impact on school life and sports teams, and are decided on by the PE teaching team. Students will also be eligible for sports captains' roles and those of sports ambassador.

If students are causing serious concern in their day to day school lives, their position representing the school may be removed. This will be discussed between the PE department, Heads of Years and Senior Leadership Team Links. Any student repeatedly receiving sanctions will be put on a "notice to improve" and any further sanctions will result in parental involvement, with any selections being at the discretion of the PE department. Any students removed from PE, GCSE, BTEC or A-Level lessons on grounds of behaviour, repeated poor attitude, non-completion of work, rudeness to members of the PE department or failure to follow instructions is liable to removal from the next competitive fixture, in addition to any usual school sanctions. We believe that those students aspiring to represent the school should have the highest expectations placed on them by the PE department.

Any action that brings the school name into disrepute by an individual is likely to result in a student becoming ineligible for selection for school sports with immediate effect. This includes:

- Violence (this does not remove the right for students to defend themselves or others from aggression).
- Swearing, rudeness or a lack of respect towards officials, supporters or members of academic establishments, including South Hunsley School.
- Racism, sexism or any other form of discrimination.

Changing room Protocol for Students

- Students should not enter the changing rooms without staff permission. They should line up/ wait for their member of staff in the designated spaces.
- As students leave and return to the changing rooms they should be escorted to the relevant sports facility by the staff member, and should not move around the site unattended.
- Staff will provide a collection point for valuables, including phones, jewellery, cash personal effects, and these should be locked away during the lesson. If students choose not to hand valuables this is at their own risk. Once all students are changed the changing rooms will be locked.
- Students will not be allowed back into the changing rooms during lessons. This includes students returning or going to music lessons or requiring equipment that they have forgotten.

Appendix D Acceptable use of ICT

South Hunsley School and Sixth Form College expects all users to use ICT facilities and the Internet responsibly and strictly according to the following condition set out in the acceptable use of ICT policy a summary of which is below

1. Users must not use the school's ICT systems for the creation or transmission of obscene, abusive, offensive or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material.
2. Users must not use the school's ICT systems to harass or bully any other person. Any such activity will be treated the same as physical bullying and will be subject to the same anti-bullying policy.
3. Users must not breach the copyright of any materials whilst using the school's ICT systems. This includes, but is not exclusive to:
 - Not copying, or attempting to copy, any of the school's software
 - Not copying the work of another user or engaging in plagiarism
 - Not storing any files in their personal storage area which require copyright permission, and where that permission is not held. Any breach of copyright whilst using the school's ICT systems is the individual user's responsibility and the school cannot accept any liability or litigation for such a breach.
 - a. Users must not download copy or attempt to install any software onto school computers.
 - b. Any attempt by a user to compromise the security or functionality of the school network and its ICT systems, from either internally or externally, will be considered as "hacking". It should be noted that "hacking" is illegal under the Computer Misuse Act 1990 and is prosecutable under law.
 - c. Users must not deliberately attempt to gain unauthorised access to networked facilities or services, including any attempt to probe, scan or test the vulnerability of the system or network.
 - d. Users must not connect any network-enabled personal device to the school's network without the express permission of the IT Manager or the Network Manager.

Social media

Please take care not to make defamatory statements. In law this means a statement that lowers the reputation of a person or organisation in the eyes of a reasonable person.

- Be civil, tasteful and relevant
- Do not post messages that are unlawful, libellous, harassing, defamatory, abusive, threatening, harmful, obscene, profane, sexually oriented or racially offensive
- Do not swear
- Do not post content copied from elsewhere, for which you do not own the copyright
- Do not post the same message, or very similar messages, more than once (also called "spamming")
- Do not publicise your or anyone else's personal information, such as contact details
- Do not advertise products or services
- Do not impersonate someone else