Community Accountability Policy

Policy Scope and Language:

TNS is accountable to the Independent School Standards, this policy addresses Paragraphs 9 and 34.

TNS adopts a critical position towards discourses of behaviour, including the concepts of 'good behaviour' and 'misbehaviour' as used in Paragraph 9, which can function to pathologise young people and risk obscuring the ways in which school systems, structures, and cultures themselves can be at the root of behaviours that cause harm in school communities. Instead we promote community accountability - wherein every member of the school community holds themselves accountable for behaviours that cause harm.

For the purposes of these standards, and for stakeholders seeking to understand our policy on behaviour - this policy should be considered our 'Behaviour Policy'. For the purposes of these standards, reference is made to sanctions, record keeping of sanctions, and staff roles.

Policy content:
- Our definition of harm
- Our definition of boundaries
- Our tiered response to harmful behaviours and boundary crossing

Latest ratification by Trustees:	Sept 2023
Next review by Trustees:	Sept 2024
Latest Update:	July 2023
Linked policies:	Safeguarding Anti-bullying Complaints

Community Accountability Policy

Five step approach

Summary: Community Accountability Policy

The New School aims to create a healthy school community that values relationships and belonging and is strong on both accountability and care. We approach behaviour as communication and as a product of the contexts in which people find themselves. When young people act in a way that causes harm or transgresses agreed boundaries, we hold them accountable in a way that pulls them in, rather than excludes them. In using an approach of community accountability, our aim is to encourage collective responsibility, uncover the wider issues surrounding harmful behaviour, and support young people to work through their emotional responses, and understand how to set their own, and respect others', boundaries.

We endeavour to build positive relationships with parents and carers at The New School, in order to best support young people in school. Working relationally, there are many interactions that take place every day between members of the school community. Staff use their professional judgement to determine when parents/carers need to be updated, and endeavour to do this as often as possible. In cases of severe difficulties, class teachers will inform and work with parents and carers in a timely and appropriate manner.

Our community accountability response to behaviour is organised over three levels:
- First Level: A culture of community accountability (through the use of: staff training, PSHE, class circles, and our wider democratic environment, among others)
- Second Level: Supporting young people to mend harm caused and to understand their own and others' boundaries (through the use of: individual check ins, restorative circles, and parent/carer-supported restorative circles, among others)
- Third Level: Supporting more complex difficulties (through the use of: risk assessments, Formal Community Meetings, and in rare cases where the school cannot support the child with the resources we have, exclusion)

At The New School, we do not use rewards or punishments to control behaviour. Instead, we support young people to practise and strengthen their internal regulation of their behaviour through improving their self-referential abilities (for

example, self-confidence, self-esteem, self-knowledge, self-efficacy and self-worth), learning about the impact their behaviour has on others, and developing the skills to hold themselves and others accountable. We support young people to understand how their behaviour has harmed people (rather than giving them a punishment when they cause harm).

This policy also outlines roles and responsibilities of staff, young people, and trustees. The last section is on data and confidentiality.

Introduction

The New School aims to create a healthy school community that values relationships and belonging and is strong on both accountability and care. We approach behaviour as communication and as a product of the contexts in which people find themselves. When young people act in a way that causes harm or transgresses agreed boundaries, we hold them accountable in a way that pulls them in, rather than excludes them. We consider this to be an educational approach because it ensures those involved, and the wider community, learn from what happened.

This policy is written with reference to the [DfE Behaviour in schools](#) and [DfE Preventing and Tackling Bullying](#). We are also on a journey towards incorporating Transformative Justice (TJ) into our school community. We believe that the concept of transformation is deeply aligned with education. In society, TJ is often at odds with the standards and policies we are accountable to. We endeavour to hold this tension and the complexities of attempting to reimagine what a school can and should be as we grow and establish ourselves as a school community.

Aims of Community Accountability

In using an approach of community accountability, our aim is to encourage collective responsibility, uncover the wider issues surrounding harmful behaviour, and support young people to work through their emotional responses, and understand how to set their own, and respect others', boundaries.

Every member of the school community is supported to work towards the behavioural outcomes sought by this vision:

- Respectful autonomy; freedom, not licence
- The ability to have difficult conversations, and to use conflict as an opportunity for growth, understanding and reconnection, and transformation
- Encouragement of dialogue, reflection, and the feeling of support to express needs
- Expression and appreciation of thoughts and feelings (both positive and negative)
- Development of social, emotional and relationship skills

- Understanding that some conflict is inevitable
- Courage to make mistakes, and skills to hold themselves and others accountable.

What do we mean by harm?

We endeavour to create a culture of accountability in which young people feel empowered to hold themselves and others accountable for harm. For the most part, TNS will be responding to interpersonal harm. TNS holds that harm is always best defined in the first instance by the person who experiences it; as a framework, some examples are provided here.

Harmful behaviours may include:
- Behaviours that inhibit the wellbeing of others, including their learning
- Physical or non-physical violence
- The use of oppressive language
- Dynamics which lead to harm

Harm itself includes:
- Injury or hurt
- Exclusion, isolation, or ostracising of a community member

What do we mean by boundaries?

At The New School we work to support young people to understand the boundaries of all members of the community. Boundaries are limits and rules in relationships and communities. Some examples of types of boundaries include physical, emotional, material, and time boundaries.

Different members of our community may have different boundaries. For example, teachers communicate their boundaries of acceptable behaviour in their classrooms in order to support learning; young people, meanwhile, may communicate other boundaries around, for example, play and personal relationships. TNS aims to educate young people in how to understand their own boundaries and how to respect other people's boundaries.

Why do young people present with challenging behaviours?

Staff understand that young people's behaviour can be challenging for the following reasons:
1. They have a legitimate need (e.g.: for food, attention, physical contact, stimulation, autonomy, movement, meaningful involvement, respect).
2. They lack information or capacity to understand.
3. They are upset (scared, hurt, jealous, frustrated, disappointed, discouraged, insecure), or have an accumulation of stress from past hurts.

Our Community Accountability Process: A Three Levelled Response

This policy sets out our response to harmful behaviour and the education of boundaries. The processes outlined here offer guidance to staff and stakeholders in the event that these kinds of behaviours are witnessed or disclosed to them.

Our community accountability responses to behaviour is organised over three tiers:

- First Level: A culture of community accountability
- Second Level: Supporting young people to mend harm and understand boundaries
- Third Level: Supporting more complex difficulties

At TNS, we do not use rewards or punishments to control behaviour. Instead, we support young people to practise and strengthen their internal regulation of their behaviours through improving their self-referential abilities (for example: self-confidence, self-esteem, self-knowledge, self-efficacy, and self-worth), learning about the impact their behaviour has on others, and developing the skills to hold themselves and others accountable.

Our community accountability processes are a central feature of our educational provision at The New School. Participation in age appropriate, differentiated, community accountability work is a responsibility of all members of our school community.

Involvement of parents and carers

We endeavour to build positive relationships with parents and carers at The New School. We understand the supportive role that parents and carers can play in the process of community accountability, as well as the need for the school to take the lead in how this process operates. As explained in more detail below, parents and carers may need to play a role in supporting their young people when issues around conflicts and boundaries arise. When and how this happens will be led by staff, who will employ their professional judgement, and will be dependent on, and responsive to, the needs of the young people involved.

Staff will endeavour to keep parents and carers informed about difficulties their young people are facing in this regard. Whilst it is not always possible to update parents and carers about each part of this process, staff will use their professional judgement to keep them updated as much as possible. In cases of severe difficulties, class teachers will inform parents and carers in a timely and appropriate manner. Staff will discuss our approach to their child's needs, and to involve parent/carer in

the ongoing support work the school is doing to support their child.

First Level*:* A culture of community accountability

This section includes the structures and processes which are the building blocks upon which the values of our community rest. This level holds staff and young people accountable for the community we are building together.

Rights and responsibilities

This is the key concept the school community operates under, and is rooted in the tradition of Democratic Education. Those in the school community have the right to express themselves and to choose some of what they do at the school. When young cross the boundaries which other set or cause harm to others, they are then responsible to hold themselves accountable for this.

For example:
- A right is choosing to use the art space and the paints; leaving a mess all over the table thereby stopping someone else from using the space is disrupting others' rights. The responsibility here is to leave the space in a state that allows others to learn within it.
- A right is expressing an opinion or point of view; using language or a tone of voice that is disrespectful towards another can be harmful, so it is our responsibility to communicate respectfully. It is also be our responsibility to balance this knowledge with an understanding that we all communicate differently.

Democratic environment

We operate in a democratic environment whereby decisions are made using the principles of sociocracy. We seek to develop young people's understanding of their own and others' needs; to support young people to voice opinions and express themselves respectfully; and to model and hold clear respectful boundaries between members of the school community.

Decisions are made using a process of consent to determine class and community agreements, and everyone has a voice on a wide range of issues. Through the Class Sociocracy Circles and Time2Connect, young people can propose, amend or remove agreements, raise concerns about behaviour, rule-breaking, or community responsibilities, or suggest events and activities. Young people and staff can add an item to the Time2Connect agenda. The issues discussed might range from practical, everyday things such as suggestions for the lunch menus, to community issues such as how to manage the library, or how the school community wants to contribute to student climate strikes. If agreements transpire to be unreasonable, impractical, discriminatory, or harmful they will be revisited. As a school we believe this process is a fundamental part of young people learning to understand different perspectives,

find a mutually beneficial solution and to revisit a decision if it has proved unworkable for any reason.

At the beginning and end of every day all classes have age appropriate class circles. This is a supportive educational space which helps the class to be a functioning community. Sometimes this will be to check-in or check-out in a general sense, but this time and this format can also be used to address specific difficulties.

Some operational aspects of the school - such as safeguarding, finances, HR, curriculum - are determined by staff, but adults are responsible for bringing young people's voice into the relevant circles. Staff circle meetings are run on the principles of sociocracy and consent based decision-making.

Learning space and resources

We include classroom design as part of our community accountability policy because we recognise that the way in which learning spaces are configured and equipped has a significant impact on the culture within those spaces. In this way, staff hold themselves accountable for the quality of the environments they create and do their best within the budgets they are provided.

Where possible, classrooms are equipped with age-appropriate resources that are easily accessible for young people. They are structured to allow the flow of learning activities and projects. The displays are an integrated and interactive part of classroom learning, and support young people to develop and build on their knowledge.

Our approach to teaching and learning (see Curriculum Policy), and our approach to inclusion and equity (see SEND Policy), promote the relational skills of active listening, communication, problem-solving, perspective taking, cooperation, negotiation and the celebration of difference. We also have PSHE lessons that explicitly support the teaching of these skills.

Modelling behaviour

Our staff are equal community members with our young people and, beyond that, they are in a teaching role and therefore hold certain kinds of power and influence. Therefore the way that they behave models our values. They do this both by demonstrating clear and respectful communication and leadership, but also by holding themselves accountable when things go wrong. No staff member will have infinite patience, unlimited time, or be able to perfectly articulate what they mean at every moment; however, every staff member aims to hold themselves accountable for doing their best, and setting clear boundaries that model ways of speaking respectfully at all times.

Adults (including staff, parents and volunteers) in the school care about young people's learning and engagement; they endeavour to develop supportive

relationships with young people and ensure that all young people have at least one member of staff within the school community that they feel connected to. Teachers have high expectations and set fair inclusive boundaries for behaviour, modelling appropriate communication.

PSHE lessons

PSHE lessons support the development of respectful communication skills and transformative approaches to conflict and harm. These lessons are also a space in which we bring in topics that pertain to the lived experience of the young people, so that they can begin to make sense of their identities and experiences in a supportive, secure, and boundaried way.

We have a Pastoral Curriculum at TNS. Every young person receives weekly lessons related to the pastoral principles (one of which is 'Accountability supports development'). Young people are supported to understand the principles and skills necessary for upholding the principle. They discuss examples of the principles at work in school as well as in the wider community and society.

Staff training

We recognise that putting educational theory into practice is a long-term, dynamic process, and requires ongoing training and support for staff. As such, TNS aims to provide appropriate training opportunities for staff which relate to our practice of community accountability. This may include: the principles of transformative justice, non-punitive care, restorative approaches, and communication strategies. TNS also aims to educate parents and carers around our community accountability approach where possible.

A sense of belonging and self-discipline through non-punitive care

At TNS, we refrain from using coercion such as charts, stickers, praise etc. or other forms of rewards and punishments, even if it is positive reinforcement. In both areas we would rather focus on the development of a healthy and responsible internal accountability system. We aim to build young people's sense of intrinsic motivation. For us, the goal of accountability is not obedience and compliance, it is strengthened community and self-knowledge. Young people have a need to develop both agency and a sense of belonging so that they are fully capable of acting in their own individual self-interest whilst always considering the interests of others and the group as a whole.

TNS Definition of Punishment: Punishment in schools is the unpleasant adult-enforced consequence of perceived undesirable behaviours; it is punitive external discipline. Adults punish in order to demarcate perceived "correct" and "incorrect" behaviours and ensure young person do not commit the "incorrect" behaviours again in future.

A culture of 'calling in'

We strive to cultivate a school culture in which community members feel able to hold one another accountable. All members must expect to be held accountable, and feel supported to work through a process of accountability when they have been called to. We strive to create a culture in which all members proactively check in with one another, and acknowledge harm that we experience, witness, and occasionally enact ourselves – we don't require harm (emotional or physical) to be visible before addressing it. We acknowledge that accountability is a skill, and when young people make mistakes, we call them in, rather than excluding them, as we would with other parts of their learning.

Second Level: Supporting young people to mend harm and understand boundaries

This section addresses how community accountability is used to address day-to-day instances of conflict, harm, or the breaking of agreed-upon rules and boundaries. **In regards to the Independent School Standards, this section addresses the 'sanctions to be adopted in the event of pupil misbehaviour' as described in Paragraph 9.**

We aim to equip young people at TNS with the skills and tools to hold themselves and others accountable for harm. We recognise that this is a learning journey, and therefore our response should be nuanced, depending on the understanding and skillset of the young people involved. For example, we want young people to be able to resolve interpersonal conflicts with their peers without always needing adult input, and so staff avoid imposing solutions upon young people. We focus on supporting young people to understand natural consequences (rather than imposing arbitrary consequences); for example, supporting young people to understand how their behaviour has harmed people (rather than giving them a punishment when they cause harm).

In instances of conflict, young people are encouraged to work out solutions between themselves that are explicitly taught and that they have modelled for them. The first point of contact if they are unable to resolve a conflict is their class teacher or another trusted adult, who will support them to resolve the conflict using our community accountability process.

Where conflict is unable to be resolved by the young people, or in other instances of harm and the breaking of agreed-upon rules and boundaries, staff will support the young person/people involved. Community Accountability processes are a crucial part of our education at The New School.

Responsive Whole Class Circles

Whole class circles are a valuable tool for addressing concerns that affect a group, class, or the whole community. These circles are arranged in an *ad hoc* manner, usually by the

class teacher, in response to situations such as: class agreements not being followed, interpersonal conflicts which contain opportunities for learning, and difficulties with transitions.

These circles are valuable opportunities for learning and are a key part of our community accountability process. Young people are introduced to the subject of the whole class circle, and are invited to share their responses, usually in a round. The purpose of the circle may simply be to offer a space for sharing and listening, while at other times, further discussion, new ideas or agreements may be raised as a result of the circle. Key to whole class circles is listening, which is a skill that takes time to develop and which adults both model and actively teach.

Empathy led individual Check ins

Empathy led individual check-ins usually take place as a first step after instances of conflict, harm, or the breaking of boundaries. In this one-to-one conversation, the adult will empathise with the young person and seek a greater understanding of the situation at hand. The adult will then explore three questions:

- What skill or knowledge does the young person need in order to move past this conflict or harmful behaviour?
- What unmet need(s) might there be underlying this conflict or harmful behaviour?
- In what way does the community and/or the environment need to be transformed in order to support this learning, meet these needs, or address root causes of harm?

Restorative Circles

Restorative circles can be called either when interpersonal harm has been caused or when community boundaries have been broken. They usually bring together all the people involved and are facilitated by someone impartial (usually a member of staff). A young person may request this process from an adult, or it may be called by a member of staff. Each stakeholder will have the chance to speak without interruption.

Restorative circles can be difficult for young people, particularly those who are early in the development of social and emotional skills. We use a range of inclusive tools to ensure restorative circles are accessible and age appropriate. For example, staff support young people to engage in a restorative conversation by first having a one-to-one conversation with a young person, so that if necessary the staff member facilitating can tell a young person's side of the story for them if they struggle to do it themselves, always checking to ensure they have reflected accurately what they have been told, and giving the young person the chance to correct or add additional information e.g. "Joey felt x, y, z" - "Joey is that what you meant?" Other tools might include using drawings, rather than speaking.

The role of the facilitator is to remain impartial and non-judgmental, respecting the perspective of all involved, listening actively and empathetically and empowering

participants to come up with solutions rather than suggesting or imposing ideas. The facilitator may use careful questioning to support this process. The facilitator must create a safe space that enables those who caused/experienced harm to take accountability, acknowledge how others were affected, and to lay the foundations to repair the harm done, thereby reducing the risk of harm reoccurring. The strength of this process lies in the careful structure of the listening process and the values of responsibility, respect and resilience inherent in the process. Restorative Circles need follow ups to ensure that they have been effective.

Parent/Carer-Supported Restorative Circle

This is a restorative circle process that is supported by a parent or carer (or other appropriate support figure) of the young people involved. The support figure is present but will be silent during the meeting. The Pastoral Lead records any agreements reached and will follow up with the young people involved.

Third level: Supporting more complex difficulties

When young people need further support we begin to use tools from our Third Level. This might include supporting more complex behaviours, or supporting young people who are experiencing many different kinds of challenges at the same time. Our SEND Policy and work with external service may be necessary to support young people.

Anti-Bullying Policy

We take bullying very seriously at The New School. All cases of suspected bullying must be reported in the first instance to the Class Teacher and the Pastoral Lead. We will then follow the process outlined in our Anti-Bullying / Anti-Oppression Policy.

Risk Assessment for safety in school

Where behaviour presents a risk to the emotional or physical safety of the community or individual young person, an appropriate member of staff will complete a Risk Assessment, which is then signed off by the Designated Safeguarding Lead. In some extreme cases, parents/carers may be asked to keep their children at home until a risk assessment can be completed and actioned appropriately. However, our priority is ensuring that young people are able to access school as quickly as possible.

Young Person in Crisis Support

When young people are having a particularly challenging time in school, staff come together to provide intensive support for the young person. They form a team and meet to coordinate care effectively.

Searching, Screening and Confiscating In School

In order to provide a calm, safe and supportive environment for young people to learn and for adults to work in, the school follows government guidance on [Searching, Screening and Confiscating In School](). If this is needed, we will follow these guidelines to ensure privacy, dignity and care in a sensitive situation.

Formal Community Needs Planning Meeting

When young people are struggling with a range of complex issues across school, a Formal Community Needs Planning Meeting is likely to be supportive. The young person, their parents/carer, the SENDCo and the Pastoral Lead (and or other relevant stakeholders) will meet to discuss the issues involved. The purpose of the conference is to develop a common understanding of what has been happening, who has been affected and how, and what needs the young person has that are not currently being met. The role of the adults is to actively listen and to use careful questions to support the young person to identify their needs. Clear solutions are agreed upon and the Pastoral Lead records any agreements reached.

Solutions may include:

- New information that was previously not known by the school or the class teacher, that means additional support can be put in place within the school. This should be communicated to all staff.
- A referral to external support services i.e. therapeutic counselling, or a referral to an EHCP board that would allow the school access to additional funding to support the individual young person. It is important to highlight that accessing this kind of support can take a long time and is not a "quick fix."
- A reduced timetable whilst support is put in place.

A date for review will be set depending on the solution agreed upon.

Formal Community Conference

Serious incidents of harm might be supported by a full community conference. Community conferences involve all stakeholders, including the parents/carers (or other supporters) of the young people involved, and staff. The purpose of the conference is to develop a common understanding of what has been happening, who has been affected and how, and what needs to happen in order to collectively address the harm, including at the community level.

The Pastoral Lead (or an external supporter who has specialist training in group conferencing) aims to reintegrate young people into the school community. Their role is to create a safe space that enables those who caused harm to take accountability for the harm, acknowledge how others were affected, and to lay the foundations to repair the harm done, thereby reducing the risk of harm reoccurring. The strength of this process lies in the careful structure of the conference process and the values of responsibility, respect and resilience inherent in the process.

The Pastoral Lead records any agreements reached and will follow up with the young

people involved.

Best practice for conferences:
- No surprises - facilitators should hold preparatory meetings with everyone attending the community conference and work through the restorative questions in depth so that nothing said in the meeting is unexpected.
- The person who caused the harm goes first in describing what happened, in order to avoid them denying responsibility and causing more harm.
- For community conferences, all members of the community affected should attend. This includes relevant staff - these staff should be involved as participants and not facilitators.
- The role of facilitators is not to 'prove' or 'investigate', but to believe and trust the accounts of those involved. Whilst facilitators are also community members, they should be mindful of the use of 'we' statements that might function to distance the person they're working with from the community - 'we' should be inclusive of both the person harmed and the person who caused the harm. Facilitators should be prepared to own their role within the process with 'I' statements.

Crucially, the organisation of this conference would need an inclusive lens (likely the SENDCo) in order to ensure we are meeting the needs of the young people involved. It may need an external facilitator, though this may not be possible to organise. It would also be more likely to be used to support older/secondary aged young people.

Co-Headteachers and SENDCo Review

When colleagues feel that as a school we have reached a limit on our ability to support a young person with the resources we have available; when the young person's behaviour is having a serious detrimental impact on the young person themselves and/or the community; and when colleagues are concerned that TNS is unlikely to be able to meet the young person's needs, a Co-Headteachers and SENDCo Review may be called. Any member of staff is able to request this review.

As part of the review, the Co-Headteachers and SENDCo will document the voice of all relevant stakeholders, which could include staff, young people, and parents/carers. They will seek to understand if TNS is an appropriate setting for the young person. The Co-Heads will publish the review to staff in a timely fashion.

If the Co-Headteachers and SENDCo Review concludes that TNS is unable to meet the needs of the young person they will be asked to leave the school. This would not be recorded or seen as a Permanent Exclusion. If parents/carers refuse the decision of the Co-Head and SENDCo review then the school will likely need to look into permanent exclusion.

The review might also find that TNS is able to support the young person going forward. The Co-Headteachers and SENDCo will make a plan for how this support would look and what the expectations are of the young person, staff, and parents/carers. This plan

will need clear SMART goals and appropriate meetings and support would be scheduled to ensure their effectiveness.

Exclusion – Fixed Term Exclusion (FTE) and Permanent Exclusion (PEX)

Fixed Term Exclusion
There are times where it may be the best thing for a young person who has caused harm to have time away from the school community. This may be the case, for example, when another young person's safety is at risk; when the young person needs a 'cooling down' period; or where the needs of the young person cannot be met in the interim before, for example, a community conference can be organised. However, this will only be enforced in extreme circumstances. Every effort will be made to engage in meaningful dialogue with that young person and their parent or legal guardian about the process as soon as possible.

Permanent Exclusion
In the unlikely event that the young person continues to behave in a way that is unsafe, or if parents/carers do not accept the outcome of a Co Headteacher Review, the school reserves the right to permanently exclude a young person from the school. If the Co-Headteacher permanently excludes a young person the parents/carers will be notified immediately with reasons given for the exclusion. Parents/carers will also be informed that they may appeal to the Chair of Trustees and will be given their contact details. The Board of Trustees will hear any exclusion appeals on behalf of the school. If the Board of Trustees Appeals Panel decides that a young person should be reinstated, the Co-Headteacher must comply with this ruling.

Evidence on exclusion strongly links mental health issues, young offending, and poor life chances to the practice of exclusion. The New School aims to address the structures and practices that create the context for the harm. Following any Permanent Exclusions, The New School will consider inviting an appropriate external/independent professional to conduct a review in order to understand how to improve our practice.

Any suspensions or exclusions are recorded on the school database and the Co-Headteacher's will inform the Local Authority and the Board of Trustees.

Further recourse

If any disciplinary issue could not be resolved through the process outlined above, please refer to our Complaints Policy and follow the protocol outlined.

Roles and responsibilities

Trustees: Ensure existence and regular review of the Community Accountability and Anti-Bullying Policies, and ensure updates on community accountability, anti-bullying, and equality form part of the annual report. To be aware that they may be called upon to sit on a complaints panel hearing in relation to community harm or bullying.

Co-Headteacher: Ensures that anti-bullying and community accountability measures outlined in this policy are communicated to all staff, parents/carers, and young people annually; that the policy is reviewed annually with all staff; and that any changes are featured in school improvement planning. Ensure that the updated version of the policy is published on the school website.

Pastoral Lead: Directly builds caring relationships with children and young people at TNS and supports TNS to be a community where members are able to care for each other – coordinating our school pastoral provision.

Operational monitoring and evaluation lead, and Designated Safeguarding Lead: Supports annual reports to the Trustees and ensures incidents and interventions are input accurately into CPOMS to record and monitor harm.

Teachers: Develop respectful relationships with young people, ensure a strong, supportive class ethos develops; ensure social and emotional skills are embedded as part of the daily curriculum to support group relations; model respectful communication and address this continually with young people; deal with harm as outlined in the community accountability and anti-bullying policy, escalating when necessary.

Non-Teaching Staff: Contribute as appropriate to culture-building/support strategies to develop young people's social and emotional skills; follow the policy as outlined above in reference to respectful communication with young people and communicate any concerns to a class teacher.

Young people: Work to develop social, emotional and relationship skills to support a healthy school community that holds itself accountable for harm.

Parents: Develop healthy communication with staff and the school; support the process of community accountability as outlined in this policy; read and understand this policy.

Data retention

All behavioural incidents are recorded on CPOMS for a range of reasons:
- To detail what happened to individual or groups of young people
- To ensure all actions agreed on by young people, parents/carers and staff are recorded
- To use such records for analysis and interpretation and to use such

analysis to monitor and improve our approach

- To identify any patterns that can be addressed through changing the school structure, classroom protocol, teaching, supervision of young people, the need for further training for staff or young people in skills such as conflict resolution, respectful communication, and social and emotional skills that encourage safe and productive interactions.

Data held includes the demographics of the young people involved, the issue, dates, times, place of incident(s), measures taken, and results of the measures taken.

We know that, in the UK, punishments including exclusion are enforced disproportionately on young people from oppressed groups, including black and brown young people, those from working class backgrounds, and children with special educational needs including mental health problems. We use this demographic information to interrogate the ways in which our own processes and systems may be complicit in perpetuating educational inequality.

As a staff body we focus on the question, 'When they get it wrong, do we get it right?' as part of our ongoing and annual review of our community accountability policy. As part of this process young people will be asked for their views on the school's community accountability and anti-bullying approach to ensure the policies are consistently applied.

Confidentiality

All correspondence and records of any behavioural incident and any action taken by the school as a result of this will be kept confidential and will be stored on the school's database. Each stage of the resolution process and interventions (or changes) as part of this process are recorded. Records are accessible by school staff. This information will be made available to the school's inspectorate and has to be referred to in a written report made annually to the Chair of Trustees (and read by all trustees).

<u>*Privacy Statement*</u>

Who we are: *The New School is the Data Controller.*

Why do we need your data: *Your and your young person's details are required by the school to facilitate your young person's admission to the school.*

What is the lawful basis for processing this data: *This information is necessary for the school's legitimate interests.*

Who will this data be shared with: *We will only share your data with third parties if we are legally obliged to do so.*

How long will we keep your data: *we will hold your data for as long as we have a lawful basis to process your data.*