

Trust Policy

Behaviour and Conduct Policy



Contained within this document:

- Legal powers
- Home-School agreements
- Behaviour management
- School uniform
- Anti-bullying policy
- Anti-racism policy
- The C-System



Behaviour and conduct policy



Policy/Procedure management log

Document name	Behaviour and conduct policy
Author	Ash Rahman
Date approved	June 2017
Date issued	June 2017
Date of review	May 2018
Reviewer	David Hooker

Document history

Version	Date authored	Author	Date approved	Date issued
V1	April 2017	ARahman		
V1.1	May 2017	DHooker	June 2017	June 2017

Behaviour and Conduct Policy

Introduction and Context

'Consistent experience of good teaching promotes good behaviour... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach pupils how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with pupils.'

The Steer Report 2005

All Nova Education Trust academies are committed to providing high quality education. This means promoting positive attitudes and behaviour so that students can develop their abilities and interests and achieve their full potential.

There is an inextricable link between behaviour and achievement. It is, therefore, essential that each academy **promotes good behaviour and challenges unacceptable behaviour.** This is a basic expectation that must underpin the daily work of the Trust.

High expectations, shared values, fair and consistent application of rewards and sanctions; combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.

This ethos is summed up in the Trust value statement:

WORK HARD BE KIND

The values and principles that underlie our behaviour policy are clearly stated in Appendix 1, together with appropriate rights and responsibilities.

Individual academies within the Trust Group will develop their own operational guidelines and strategies, recognising that WORK HARD, BE KIND sits at the centre of the framework and general principles of this policy.

1.0 Legal Powers

Section 91 of the Education and Inspections Act 2006 provides schools with a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. DFE guidance to schools clearly indicates that teachers can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, school staff can impose a sanction.

This statutory power also extends to the behaviour of pupils off school site, e.g. on school trips, and in situations when off school site and not supervised by school staff, to such an extent as is reasonable. In the latter case the following objectives will guide the school's use of this power:

- Maintaining good order on transport, educational visits, or other placements such as work experience or college courses
- Securing behaviour which does not threaten the health or safety of pupils when linked to school issue
- Providing protection to individual staff from harmful conduct by pupils of the school when not on school site
- Protecting the public reputation of the school. This includes travelling to or from school or wearing school uniform

In such circumstances sanctions may be applied in line with the indicative sanctions outlined in this policy.

The school has the statutory power to direct a student off school site for disciplinary offences. The school reserves the right to make use of this power.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff. Indicative sanctions for this type of offence are outlined later in this policy.

1.1 Search without consent

The school reserves the right to use teachers' powers to search **without consent** for the following items:

- Alcohol
- illegal drugs
- offensive weapons
- tobacco and cigarette papers
- fireworks
- pornographic images both physical and electronic
- stolen property

This is in accordance with current DFE guidance and in keeping with the school's policy on searching students. The school can require students to undergo screening by a walk-through or hand-held metal (arch or wand) even if we do not suspect them of having a weapon and **without** the consent of the pupils.

The school reserves the right to involve the police if there are grounds for believing that a criminal offence has been committed.

The school has legal duties under the Equality Act 2010 and in respect of students with SEN. As such, each case will be considered individually. This includes the need to consider

whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require multi-agency assessment. In any such cases the school reserves the right to refer students for external agency support.

1.2 Use of Reasonable Force

School staff have the power to use reasonable force to support the safety and welfare of students, staff and visitors.

The Department for Education advises schools that:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension is not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Guidance on the use of this power in a Trust school can be found in section 3.3.7 **Physical intervention and restraint**. The legal guidance on the use of force is outlined below:

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school.
- It can also apply to people whom the Headteacher/Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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 (Section 93, Education and Inspections Act 2006).
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment. In addition to the general power to use reasonable force described above, Headteacher/Head of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. 3 Section 550ZB(5) of the Education Act 1996 6 Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

2.0 A Shared Responsibility

Promoting good behaviour and discipline in pupils should be a partnership between home and school.

We share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would expect to give. Parents are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies and disciplined behaviour that children begin at home.

We aim to ensure that:

- Positive behaviour is rewarded
- Inappropriate behaviour is dealt with promptly, firmly, fairly and consistently
- Parents/careers are kept informed and their co-operation and support sought

2.1 Home School Agreement

Parents are asked to sign the home-school agreement contained in the student planner.

We want our students' education to be enjoyable, disciplined, challenging and motivating. We wish to develop independent learners with the attitudes, skills and motivation to achieve their full potential, both at school and in their life beyond school. In order to achieve this we place particular emphasis on the following key words: **Pride, Respect and Responsibility**. The following expectations are shared with every school community.

Pride

Students are expected to show pride by:

- Never settling for less than your best.
- Working hard towards your goals and targets.
- Recognising your success and that of others.
- Valuing your own and others progress and contribution to learning.
- Being prepared to participate in activities beyond the normal curriculum.
- Welcoming visitors to school.

Respect and Responsibility

For students:

- Attend school regularly and on time.
- Keep safe (do not take part in dangerous, illegal or anti-social behaviour).
- Follow the school dress code.
- Arrive on time for lessons and registration, with a positive attitude.
- Be prepared for lessons with correct books, pens and other materials.
- Work to the best of your ability.
- Make a positive contribution.
- Tell a member of staff if you are unhappy.

For others:

- Speak reasonably and politely to other students, staff and visitors.
- Recognise the right of other students to learn.
- Carry out the reasonable instructions of all members of staff.
- Treat others well: Do not engage in verbal or physical abuse, or bullying.

- Tell a member of staff if someone else is unhappy.
- Look after property that belongs to others.

For the School environment:

- Take care of all school property and buildings.
- Keep the school free of litter.
- Eat only in the areas designated.

3.0 Trust School Behaviour Policy

- 3.1.0 The principles & aims of the behaviour policy
- 3.2.0 The Code of Conduct (incorporating the Home-School Agreement)
- 3.3.0 Strategies for managing behaviour (including Fixed Term Exclusions)
- 3.4.0 School uniform policy
- 3.5.0 Anti-bullying policy
- 3.6.0 Racism policy
- 3.7.0 Behaviour before & after school
- 3.8.0 Behaviour on buses policy
- 3.9.0 Mobile phones policy
- 3.10.0 Confiscation of items policy
- 3.11.0 Vandalism policy
- 3.12.0 Anti-drugs policy
- 3.13.0 Anti-smoking policy
- 3.14.0 Behaviour off-site policy

3.1.0 The Principles and Aims of the Behaviour Policy

The Nova Education Trust's Behaviour Policy is centred on creating and sustaining an effective **Climate for Learning**. Students and staff should feel safe within an environment that enables teachers to teach and learners to learn.

Principles

- Students should respect all members of the school community and should be entitled to respect for themselves, by staff and students.
- That respect should automatically include care for their own and others' safety, property and well-being at all times.
- It is the responsibility of all members of the school to be courteous and show consideration for others.
- Everyone shares the responsibility for maintaining a positive learning environment.
- Staff and students to follow classroom pledges.

Aims

We aim to provide:

- Good adult and peer role models of caring, co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- A positive Climate for Learning.
- Celebration of a wide range of achievement.
- Acceptance by all adults in school of a common responsibility for maintaining good discipline and promoting and implementing the school's 'Code of Conduct' and anti-bullying policy.

3.2.0 The Code of Conduct and Home-School Agreement

All students at Nova Education Trust schools have the right to be educated to the best of their potential. All students, staff, governors, parents should work in partnership to try to ensure this.

The Trust Home-School Agreement contains the same provisions as this Code of Conduct. Schools may choose to make additions to this agreement. The Agreement is important because it is:

- Fundamental to the ethos of our schools because it ensures that pupils should feel secure enough to fulfil their potential without untoward interference from others.
- Designed to promote and reward positive achievement and attitudes, whilst encouraging pupils to feel responsible for themselves and the world around them.
- Reminded of it throughout the year by their Tutors, Head of Year, Classroom teachers and Senior Leaders.

3.2.1 Home School Agreement

Pupils at Nova Education Trust schools are expected to "work hard" and "be kind". This short statement goes to the heart of what we are trying to teach children through the curriculum, and through their wider school experiences.

Work Hard

Our staff endeavour to teach pupils the value of investing in their own future by working hard in every lesson, every day. Pupils are set personalised and challenging academic targets in every subject. These targets allow staff to recognise and celebrate the progress made by hard-working pupils, regardless of their comparative attainment.

Working hard enables our pupils to fulfill their potential, and hence fosters self-knowledge, self-esteem and self-confidence. It connects pupils with their own personal and academic development, and teaches them that everyone can achieve, if they are prepared to invest their time and effort. It also helps pupils to understand the need to respect the rights of every pupil to learn in a calm, focused and supportive atmosphere.

Be Kind

The importance of "being kind" to others is a fundamental human value that all children should be taught. This starts in and around the classroom, with school rules that are based upon protecting pupils' rights to learn.

Pupils are encouraged to adhere to a clear set of behaviour expectations, linked to a framework of rewards and sanctions, helping pupils to develop their ability to distinguish between "right" and "wrong". This plays an important part in preparing our pupils for life as young adults in society.

Teachers and governors in our schools will do their best to:

- provide a secure and caring environment for your child
- contact parents promptly if there are any concerns
- provide a balanced curriculum which will meet the needs of your child
- offer counselling, guidance and advice when needed
- keep you informed about your child's progress by providing one full report, two progress checks, a parent's evening and target setting each year

- welcome your involvement in the life of the school

As a parent/carer I will do my best to:

- ensure that my child attends school regularly on time and properly equipped
- take advice from school and show an interest in my child's progress
- support the code of behaviour of the school and the school uniform policy
- attend parent's evening and support other school activities
- let the school know of concerns, problems or changes of circumstance which may affect my child's work or behaviour
- inform the school of my child's absence on the first day

As a pupil I will do my best to:

- attend school and lessons regularly and on time
- bring all equipment, books and kit I need for each day
- wear the correct school uniform and have a clean and tidy appearance
- be polite and considerate to all members of the school community and follow the code of conduct
- complete all my classwork and homework on time and as well as I can
- refuse to take part in bullying or antisocial behaviour
- respect the environment of the school and its neighbourhood, and help to keep it free from litter and graffiti

3.3.0 Strategies for managing behaviour (including fixed term exclusions)

All strategies for managing behaviour are centred on achieving a positive **Climate for Learning**. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, all Trust schools will encourage positive behaviour.

All aspects of behaviour are monitored through the SIMS system (or alternative), a database from which staff can respond to patterns of behaviour and devise strategies as appropriate. SIMS is used to track behaviour and attendance over time. This information can be accessed from SIMS or through third party dashboards such as PARS.

3.3.1 Basic principles of behaviour management

- Rewards - the school's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others and/or their learning in the school community
- Implementing strategies to deal appropriately with poor behaviour

3.3.2 Using rewards

Will include some or all of the following:-

- Verbal praise (To students and informing parents)
- Written praise (letters of commendation & post cards home)
- Achievement points and House Coins
- Student of the Week Award in subjects
- Trips and activities
- Awarding of certificates
- Department/Faculty Awards
- Extra prizes at the end of the year
- Award ceremonies in school
- Awards Evening
- Success boards
- Governors meeting with students who achieve significant progress
- Display of students' work
- Certificates are rewarded for 100% attendance
- Non uniform days

3.3.3 Support structures

Will include some or all of the following:-

- Form Tutors
- Head of Year
- Counselling by staff
- Department Isolation
- Base/Impact Centre (if applicable)
- Main school Isolation Room
- Learning Support Department
- Mentoring Team
- School Nurse
- Outside Agencies

- Youth Issues Officer (Notts. Police)
- Parental Involvement
- Re-admission meetings
- Inclusion Strategies
- Intervention Strategies
- Literacy Support Team

3.3.4 Identifying unacceptable behaviours

The following behaviours are unacceptable and will result in the schools agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The school will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to students on school excursions, journeys to and from school on public transport, school transport, on foot or by bicycle.

- Smoking and/or possession of tobacco products
- Substance abuse and/or non co-operation with the school drugs policy
- Possession and/or consumption of alcohol
- Repeated non co-operation
- Disruption to learning
- Physical assault
- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing firearms or imitation firearms to school
- Bringing knives, clubs or other offensive weapons to school
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum
- Drinking energy drinks
- Non co-operation with school uniform policy and standards
- Incorrect equipment
- Possession/use of aerosols
- Use of mobile phone in school time

3.3.5 Tiered management strategy

The management of students' behaviour is organised through a Tiered System of Response.

There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or 'one off' offence, and appropriateness of this sanction will be determined by the Head Teacher. Reasons could include

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Tier1:

The student's behaviour is managed by the classroom teacher. Strategies will include:

- Reprimand
- Change of seating in class
- Support from departmental colleagues
- On call
- Detentions (after school 45 mins, 90mins if double detention)
- Behaviour/work agreements
- Parental contact

Tier2:

The student's behaviour is managed by the Head of Faculty/Department. Strategies will include:

- Restorative practice
- Faculty report (attendance, behaviour, progress, etc.)
- Faculty Agreed Contracts of Behaviour
- Parental involvement
- Department ICE
- School detention – after school for 45 minutes

Tier3:

The student's behaviour is managed by the Head of Year. Strategies will include:

- Restorative Practice
- Parental involvement
- School Detention – after school for 1 hour on a Friday
- Contracts of Behaviour & Attendance
- Behaviour workshops (If appropriate)
- Liaison with inclusion team
- Liaison with outside agencies (school nurse, school's Police Liaison Officer, Early help Unit)
- Main school ICE
- Fixed-term exclusion
- Exclusion from school activities

Tier 4:

The student's behaviour is managed by the Leadership Team. Strategies may include:

- Fixed term isolation with School Leader
- Appearance in front of 'Disciplinary Panels' in school
- Outside Agency involvement
- Exclusion from school activities
- Restorative Practice
- Parental involvement
- Outside Agency support
- Fixed term inclusion
- Managed Move
- Fixed Term Exclusion (in compliance with the current DFE exclusion guidance)
- Permanent exclusion from school

Only the Headteacher/Head of School or Executive Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion¹.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head of School's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgment for the Head of School in accordance with the school's published behaviour policy.

When establishing the facts in relation to an exclusion decision the Head of School 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'

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Heads of School and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf p5

The Trust takes a strong stance on repetitive behaviour which affects the education or well-being of the school community and therefore, where fixed term exclusions have been issued for an incident and it is repeated the school adopts the approach of further FTE's. This approach is used to modify unwanted inappropriate behaviours which affect the learning of students or the safety of the school community.

3.3.6 Use of detentions

Teachers have the legal power to impose detention outside school hours and Nova Education Trust reserve the right to make use of this power. In the use of this sanction the following guidelines apply:

- Schools must make clear to students and parents that detention is used as a sanction as highlighted in this policy.
- The times outside normal school hours when detention can be given include:
 1. Any school day where the student does not have permission to be absent
 2. Weekends – except the weekend preceding or following the half-term
 3. INSET or other non-contact days
- Parental consent is not required for detentions
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention are required to consider the following points:
 1. Whether the detention is likely to place the student at risk
 2. Whether the student has any known caring responsibilities which mean the detention is unreasonable
 3. Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- All staff at Trust Schools have the right to issue detentions for unacceptable behaviours.

3.3.7 Physical intervention and restraint

Staff can legally use reasonable force to control or restrain students in specific circumstances:

- Prevention of a criminal offence
- Causing damage to property
- Causing harm to themselves or others
- Maintaining good order and discipline
- In cases of student distress

Parents/carers of the effected students will be informed of any significant incident where a member of staff has had to use reasonable force with a student.

3.4.0 School uniform policy

- A school's uniform policy is designed to encourage a purposeful and effective climate for learning
- It is expected that all 11-16 students wear full school uniform at all times, unless directed otherwise by staff
- All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a formal academic working environment
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school
- Students should arrive and leave the school wearing the uniform within the expectations outlined below

The school uniform and dress code for 11-16 students:

The Trust requires all students to wear a uniform which we regard as a practical, distinguishing feature that helps pupils to feel part of the school and gives a formal appearance. It is the expectation of the Trust that all pupils wear the uniform based on the principles set out below. Each individual school may have some variance on this.

- Blazer with school badge
- Black or grey skirt or black trousers
- Skirts should be knee length
- Trousers should be properly tailored cloth trousers of a straight leg fit, not hipsters or leggings
- School tie (correctly worn)
- Black shoes (heels must not be over 2 inches in height) no trainers allowed.
- A V-necked jumper (optional)
- School shirt – not fitted

In addition to the above guidelines there are some rules which must be adhered to:

- Pupils should not wear jewellery except for a watch and one small stud or sleeper per ear (no other body studs to be worn) no facial piercings
- Hairstyles should be neat and presentable – natural hair colours only
- Hats must not be worn in and around the school buildings
- No denim should be worn in school
- Shirts must be tucked in at all times
- Trainers should only be brought into school for use in PE or for sport
- Make up should be minimal and staff have the right to challenge inappropriate or overtly obvious make up applications.

Post 16 Uniform

As senior members of the student body, Post 16 pupils are not expected to wear a uniform unless specifically stated in the individual school dress code. As a rule, however, the Trust suggests students should be dressed in a manner that would be suitable for office work.

3.5.0 Anti-Bullying Policy

Bullying in any form will not be tolerated in Trust schools.

3.5.1 Our intentions are:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To respond effectively to all instances of bullying that are reported to us. Bullying can take place between pupils, pupils and staff, staff, individuals or groups.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To raise awareness of bullying across the school.

3.5.2 Our definition of bullying is:

“Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally” (DCSF, 2007).

Bullying can include:

- Physical (hitting, kicking, taking another’s belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Indirect (spreading rumours, excluding from social groups, cyber bullying via sending malicious e-mails or text messages)

Bullying can be an attack on a group to which an individual may belong. At Trust schools, in accordance to the Equal Opportunities Policy, we will pay particular attention to any form of bullying involving:

- Race
- Sexual orientation
- Religion
- EAL
- Disability and Special Educational Needs
- Looked After children.

3.5.3 Creating a positive learning environment

- The Trust School Behaviour Policy explains how positive behaviour in school is used to create an environment where pupils take responsibility for their own and each other’s well-being.
- Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos and encourage pupils to manage their relationships positively with others.
- We use the SMSC and British Values programme to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.
- Assemblies and tutorial time are also used to promote awareness of the negative consequences of bullying.
- The Trust also believe in raising awareness through the Anti-Bullying week events in November each year, which provides a direct link to primary school experiences.
- The Student Council is included in the annual review and evaluation of this policy, involving wider student consultation if required.

- Our Anti-Bullying Policy can be accessed on the school website or alternatively a copy can be requested from school reception. The policy is included in our staff handbook and is accessible from the network shared drive.
- Whenever possible, Trust schools should endeavour to work with feeder schools, parents and pupils to create the best possible learning environment for every pupil.
- We aim to provide understanding and tolerance of all our differences and encourage our pupils to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

3.5.4 Reporting, responding and recording incidents

It is important that incidents of alleged bullying are reported immediately so that appropriate action can be taken by the school in supporting all parties involved. If the incident is deemed not to be bullying, it will still be considered serious and therefore dealt with under the Behaviour Policy.

Parents are encouraged to report any concerns relating to bullying to the tutor or Head of Year via a telephone call or, if required, an appointment. Should neither be available then a member of the Senior Leadership Team will act on their behalf.

Pupils who have been bullied or have witnessed others being bullied should ideally report the incident to their tutor. The staff member will investigate the allegation in order to reach resolution, whilst keeping the Head of Year informed via our internal recording system (SIMS and bullying log).

If the tutor is not available, pupils should report to any other member of staff (teaching or non-teaching) who will take appropriate action to report the matter to the tutor and Head of Year.

We will provide support to pupils who are bullied by:

- Assuring them that it was right to report the incident.
- Encouraging them to talk about how they feel.
- Ascertaining the extent of the problem by interviewing those involved and taking written statements where necessary.
- Trying to ensure that they feel safe by discussing strategies to remain so.
- Asking them to report any further incidents in order that bullying can be stopped.
- Involving friends, peer support, mediation (with pastoral support staff or other staff) and parents/ carers where appropriate.
- Considering and applying sanctions under the behaviour policy (refer to policy)

We will provide support to pupils involved in bullying others by:

- Encouraging them to talk about how they feel
- Involving parents, carers and staff to ascertain what support they need, e.g. anger management, counselling.
- Using sanctions under the Behaviour Policy to impress upon the perpetrator that their behaviour is unacceptable and will not be tolerated.
- Monitoring future behaviour and taking appropriate course of action.

3.5.5 All incidents of bullying will be recorded on the Bullying Log to allow tracking, monitoring and evaluation. This will in all instances include:

- Incident details
- Action taken including sanctions applied
- Resolution
- Staff involved

This information will be used by the Senior Leadership Team and Heads of House for:

- Sharing of good practice
- Ensuring parity in dealing with incidents
- Identifying where bullying is a factor in non-attendance at school
- Exclusion data relating to bullying

3.5.6 Evaluation and Review of Anti-Bullying Policy

The Anti-Bullying policy will be evaluated and reviewed each term and updated yearly to reflect findings. An anti-bullying focus group representing governors, staff, pupils, parents and carers will hold responsibility for this process and make recommendations to the Senior Leadership Team and Governing Body.

The policy will be evaluated using the following measures:

- Audit pack from Nottinghamshire Council publications
- Feedback from pupils.
- School Council feedback.
- Review of data from SIMS (attendance records, number of exclusions, number of incidents, etc).
- Consultation with parents / carers and staff via questionnaires and verbal feedback.
- Review of number of complaints and compliments from parents.

3.5.7 Ownership of this policy

The Head of School is responsible for introducing and implementing this policy. However, it is the responsibility of all staff, pupils and parents / carers to play an active part in the development and maintenance of the policy.

3.6.0 Racist bullying and racist incidents policy

'All schools' behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it' (DfEE Circular 10/99).

It is the aim of the Trust and its schools that our policy on Racism and Racist bullying should be explicit and widely known to parents and pupils. As a Trust we do not tolerate any form of racism or racist bullying in any context and our operational policies and procedures ensure that:

- racist behaviour is clearly identified as such;
- preventative action is taken to reduce the likelihood of racist incidents occurring;
- the victims of racist incidents are supported;
- perpetrators are dealt with effectively;
- the frequency and nature of racist incidents are monitored within the school; there is regular reporting of racist incidents to the Governing Body;
- there is regular reporting of racist incidents to the LEA.

Further details on each of these areas is provided below.

3.6.1 Identifying Racist Behaviour

The Nova Education Trust has adopted the definition of racist incidents, as recommended by the Stephen Lawrence Inquiry:

“A racist incident is any incident which is perceived as racist by the victim or any other person”

This removes any doubt or ambiguity over whether an incident should be recorded as racist.

Racist behaviour could involve any of the following activities:

- verbal abuse and threats;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- racist comments in the course of discussions;
- ridicule of an individual's cultural differences, eg, food, music, dress, language, telling of racist jokes, etc; bringing racist materials such as leaflets, comics or magazines into the institution;
- attempts to recruit other pupils and students into racist organisations;
- physical assault which is racially motivated;
- damage caused to a person's property which is racially motivated;
- incitement of others to behave in a racist way;
- refusal to co-operate with other pupils because of their race.

Failure to take action, even when an incident appears to be of a minor nature could be seen as condoning racism and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in Appendix A.

3.6.2 Prevention of racism

The National Curriculum (1999) exhorts teachers to create an effective learning environment where:

- the contribution of all pupils is valued;
- all pupils can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability;
- pupils learn to take responsibility for their actions and behaviour both in school and in the wider community;
- all forms of bullying and harassment, including racial harassment, are challenged.

The ethos of our schools is central to successful anti-racist practice. Making clear the Governing Body's expectations of how staff, children and young people should treat each other is paramount.

3.6.3 Supporting Victims

It is important that staff are aware of the priority attached to supporting victims, and that prior to an investigation, all allegations are taken seriously. Racial harassment is intimidatory and its victims can feel isolated and disabled when taking action.

It is clear that much under-reporting of incidents relates to victims' perceptions of the likely response to a complaint. This, they often believe, will be:

- a lack of belief;
- accusations of being troublemakers or having a chip on their shoulder;
- ostracism by colleagues or fellow pupils;
- assumptions about a lack of a sense of humour;
- a belief that the harassment was in some way provoked or invited.

Therefore, any person investigating an incident need be aware of these common perceptions. Whatever happens, ***it should never be implied that harassment or an attack is the victim's fault.***

The identification of the victim of an incident may not at first be straightforward. The investigation of its context and background must take account of the possibility of serious provocation lying at the heart of the responses of the individuals concerned. This is not to condone retaliatory action, particularly the use of violence, but to recognise that where the victim of racial harassment has retaliated, the action, particularly the sanctions contemplated, should take account of the degree of provocation.

3.6.4 Principles for effective action

- Victims and, where appropriate, their families should have a clear point of contact for advice and support. Wherever possible there should be a member of staff with clearly designated responsibilities.
- Alternative sources of support should be identified either amongst staff or within the local community in case the designated member of staff is unavailable or the victim expresses a wish to be supported by someone of his/her own choosing.
- The procedures for reporting all incidents and/or making a complaint should be made known to pupils and staff.
- Victims should be kept fully informed and if necessary advised where they can go for further assistance.
- Victims should be advised of their rights to contact the police if they think a criminal offence has occurred.
- There should be clear opportunities for victims and/or their families to express their wishes. These should always be treated seriously and acted on if appropriate.

3.6.5 Dealing with Perpetrators

Situations in which racial incidents occur vary enormously. In every case the context in which the incident takes place will influence the school's response. This may range from gentle but firm correction and explanation to the use of disciplinary procedures. Incidents do need, therefore, to be assessed in terms of seriousness to assist everyone in gauging their response. The overriding need is to ensure that a clear message is sent to perpetrators that the behaviour will not be tolerated.

As with other types of bullying and abuse, a pattern of seemingly minor events can have a cumulative effect on the victim and the victim's community. It is important that staff and pupils perceive the response to be genuinely even-handed. Firm rejection of the offensive behaviour needs to be combined with a framework of discipline that is perceived as fair. Sanctions should not just be punitive but should include counselling and training where

appropriate. Wherever possible a full apology to the victim should be sought from the perpetrator and should accompany any sanctions imposed.

3.6.6 Principles for effective action

All staff members should understand the steps that will be taken in response to an incident.

They will need to be clear about:

- their expected initial response and the boundaries for their independent action;
- when an incident should be referred on to be dealt with by a senior or designated member of staff;
- incidents requiring the direct involvement of the Headteacher/Head of School;
- the involvement, where necessary, of the Governing Body;
- the involvement, where necessary, of the Police;
- the need to record all incidents;
- the follow up to an incident including dealing with its impact on the school community;
- the expected timescale for responding to and following up an incident

3.6.7 Monitoring and Reporting of Racist Incidents

It is important to record racist incidents for the following reasons:

- To obtain a full picture of the frequency and nature of racial incidents;
- To target additional resources to combat racism;
- To identify groups or individuals who are regular victims or perpetrators of racial harassment;
- To monitor the effectiveness of measures taken to prevent racism;
- The County Council is required to publish the overall number of reported racist incidents as part of the national 'Best Value' Framework.

A copy of all completed forms should be sent to the Ethnic Minority and Traveller Support Service.

3.6.8 The role of the Ethnic Minority and Traveller Support Service and the Common Monitoring Project

The Ethnic Minority and Traveller Support Service will send a copy of completed racist incident forms received from schools to the Common Monitoring Project who will aggregate the data on a confidential basis. The Common Monitoring Project is a multiagency initiative designed to improve the response to racist incidents in Nottinghamshire. It provides information at an area or county level on the number and type of racist incidents.

An annual report will be prepared for each school by the Ethnic Minority and Traveller Support Service and sent to the Head Teacher, Chair of Governors, link inspector and local education officer.

Where there are no reported cases of racism, head teachers will be asked to confirm this through the use of the 'racist incidents nil report form'. Further enquiries will be undertaken by the LEA where there are no incidents reported by schools but where there is evidence of racism outside schools committed by young people.

It is a reasonable expectation that initially there will be a significant increase in the number of reported racist incidents as an indication that the problem is not being ignored or kept under wraps.

Where there are high levels of reported incidents, the LEA will work with the school concerned to address the causes, involving local community groups in proposed solutions.

3.6.9 Involvement of Parents

The school's procedures for dealing with racist incidents should be publicised and explained to parents. Parents should be informed if their child is involved in a racist incident, either as victim or perpetrator. If possible it should be ascertained whether the incident is isolated or part of a pattern of racist behaviour against the family in school or in the wider community. Parents of perpetrators need to understand how seriously racial incidents are taken. Schools should record details of the number of racist incidents and the responses made in the Annual Report to Parents. This would demonstrate to the community the school's commitment to the creation of a non-racist learning environment.

3.6.10 Complaints

If a parent or member of staff is not satisfied with the steps taken as a result of a racist incident, the complaints procedure is the same as for other complaints.

3.6.11 Role of Governors

Governors need to ensure that there is a school policy on racial equality, and that all necessary measures and systems are in place, should an incident occur. Governors should be informed on an annual basis of racist incidents. The Governing Body should investigate any complaints not resolved by the Head Teacher.

3.7.0 Behaviour before and after school policy

On a school day, every student represents the school on their journeys to and from school and students are expected to observe the basic principles of the behaviour policy and the school's code of conduct. In situations where students have brought the school into disrepute, school sanctions will be applied.

Additional attention needs to be given to the following:

- Students should be respectful and polite to members of the local community.
- Students should act in a socially responsible manner.
- Students must not harass, abuse or assault other students or members of the community.
- Students should not damage public or private property.
- Students should not drop litter.
- During after-school events on the school site, the behaviour policy is in full effect. Poor behaviour can result in sanctions being applied, in addition to being prohibited from attending subsequent extra-curricular activities.
- When representing the a school in sporting or other activities at both on-site and at other venues, students should conduct themselves within the full spirit of the Code of Conduct, remembering that they are ambassadors for the school.

3.8.0 Behaviour on buses policy

The above policy applies equally when travelling to and from school by contracted or public service buses.

Most buses are equipped with CCTV and recordings of dangerous, unsafe, or unacceptable behaviour can be used as evidence to inform action when necessary. Any reported incidents will be investigated, regardless of the availability of CCTV evidence.

All students should respect the health and safety of themselves and other passengers on the bus. While travelling, all students must:

- not be abusive or disrespectful towards the driver or other passengers.
- remain seated (or stand still if there are no available seats).
- not harm each other, verbally or physically.
- not interfere with each other's property.
- not damage the bus.
- not litter the bus.
- not smoke.
- not use aerosols.
- not use any combustible materials.
- not throw objects in the bus or out of the bus.
- not shout abuse out of the windows or make offensive gestures.

In cases of serious misbehaviour an immediate ban, fixed-term or permanent may be applied.

3.9.0 Mobile phones policy

Any use of a mobile phone – whether it is for calls, messaging, photographs, video films or games – is strictly prohibited during the school day. Any abuse of the above rules will result in the phone's immediate confiscation. Students who object to this will incur sanctions for uncooperative behaviour.

School does not accept any responsibility for loss or damage to these items, should this rule be broken and these items be brought in to school.

Sanctions

If a mobile phone is used, in school, during either lesson times or recreation, it will be confiscated, and a parent/carer required to collect the item from the school office.

3.10.0 Confiscation of items policy

Staff have the legal right to confiscate certain items that are not allowed in school. These include:

- An item that poses a threat to good order for learning.
- An item that is against school uniform rules.
- An item that poses a health or safety threat.
- An item which is illegal for a child to have.
- An item that poses a threat to others

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.

3.11.0 Vandalism policy

Any deliberate damage or destruction of school property or school buildings / environment is viewed as an act of vandalism

- In cases of vandalism, the normal sanctions operated by the school will be applied, from a detention to a permanent exclusion, according to the extent of the damage caused and its context.
- In addition to the above sanctions the cost of the repair/replacement of the damaged property/building will be charged to the student's parents.
- In cases of serious vandalism, the school may involve the appropriate authorities to pursue prosecution of the individual(s) concerned.

3.12.0 Anti-drugs policy

The use of illegal drugs or alcohol by any student, or the illegal supply of these substances during any school activity is strictly prohibited, whether on site or off. Although use and supply of tobacco products is illegal, such products are dealt with separately within the Anti-Smoking Policy detailed below.

- The use of illegal drugs or alcohol on the school site or during an off-site school activity will result in serious sanctions being applied.
- In appropriate cases, drug education will form part of the package of measures in response to a drug-related incident.
- In certain cases, the one-off use of illegal drugs will result in a permanent exclusion.
- The supply of illegal drugs (including 'sharing') on the school site will result in an immediate permanent exclusion.

3.13.0 Anti-smoking policy

The school is committed to the health and safety of all of its students and staff and will take action to safeguard and promote their well-being.

- The school prohibits the use of tobacco, and the supply of these substances, by all members of the school community.
- The school has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.
- It is important to recognise that the majority of young people choose not to use tobacco products.
- Smoking is not allowed:
 - on the school site
 - in the bus bay
 - on the buses
 - in the vicinity of the school.
- Students are not allowed to bring tobacco, tobacco products, matches, lighters or any equipment for the purpose of smoking onto the school site.

- Any student found in possession of illegal tobacco products will have them confiscated and destroyed.
- Any student refusing to co-operate with confiscation will incur further sanctions.
- Any student supplying illegal tobacco products on the school site or during an off-site school activity will incur further sanctions.

3.14.0 Behaviour off-site policy

The object of this policy is to ensure the safety of the pupils at all times that they are in the care of the school.

On school organised excursions, all students and staff follow the school's behaviour policy.

3.14.1 Other times

Students wishing to leave the site must have parental permission. A note should be brought to school and shown to tutors prior to obtaining a "Signing Out Slip".

Other than on the above occasion's pupils may only leave the site in exceptional circumstances with the permission of a member of staff. The above procedures must still be followed.

13.14.2 Excursions

On school-organised excursions, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.

Students must follow staff instructions at all times. Students who misbehave on school excursions, or behave in an unsafe manner, risk the following:

- incurring sanctions upon return to school
- not being permitted to go on subsequent school excursions
- not being permitted to engage in extra-curricular leisure events
- being returned home immediately. In some cases, parents will be asked to collect their child

4.0 The C-System

All secondary schools within the Nova Education Trust use a form of the C-System which is a sequential system of defined consequences to behavioural actions within the classroom. There may be some variations in individual schools but the basic principle of the C-System is as follows.

This document can be commissioned for individual schools by contacting the trust's Marketing and Communications team.

APPENDIX A - Dealing with racist incidents

Trust school policies make it absolutely clear that racist behaviour is unacceptable. Perpetrators will often need pastoral support and counselling. It is recognised that teachers will use their professional judgement in dealing with specific incidents but individual practice should be based on school policy.

The following action should be taken for all racist incidents:

1. The Head Teacher or other Senior Leader should be informed.
2. Parents should be informed.
3. Support should be offered to the victim.
4. Counselling should be given to the perpetrator.
5. A Racist Incident Report Form should be completed and sent to the LEA (Ethnic Minority and Traveller Support Team).

The following action is suggested for specific incidents:

CATEGORY	SUGGESTED ACTIONS
a) Verbal Abuse and Threats	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of verbal racist abuse in the school. 2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated. 3. Individual who are persistently abusive must be dealt with through the school's behaviour policy.
b) Racist graffiti	<ol style="list-style-type: none"> 1. All racist graffiti in the school should be removed immediately. 2. Regular checks should be made and steps taken to discourage re-appearance of graffiti.
c) Provocative behaviour such as wearing racist badges or insignia	<ol style="list-style-type: none"> 1. Educational institutions should not permit the wearing of racist badges or insignia. In certain circumstances, schools may need the support of the Police. Consider exclusion for repeated offences. 2. Pupils wearing such badges or insignia should be referred to the Head of Year, or Head Teacher/Head of School.
d) Racist comments in the course of discussions in lessons	<ol style="list-style-type: none"> 1. Racist statements must not be allowed to go unchallenged. The school should have a clear policy which identifies expectations of how teachers will react to the use of racist comments. 2. Pupils who persist in making inappropriate comments must be referred to the Head of Year or Head Teacher/Head of School as appropriate.
e) Ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns etc.	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of ridicule. 2. Explain fully to the perpetrator that racist behaviour will not be tolerated. 3. Perpetrators who persist in making fun of individuals in these ways must be referred to the Head of Year or Head Teacher/Head of School.

f) Bringing racist materials such as leaflets, comics, magazines or computer software into school	<ol style="list-style-type: none"> 1 All forms of racist literature and materials must be removed. In certain circumstances, schools may need the support of the Police. 2 Refer pupils to the Head of Year or Headteacher/Head of School as appropriate.
g) Attempts to recruit other pupils and students to racist organisations and groups	<ol style="list-style-type: none"> 1. Report immediately to the Head Teacher. Head Teacher to consider contacting the Police. Seek guidance from the LEA. In certain circumstances, schools may need the support of the Police. Consider exclusion.
h) Physical assault against a person or group because of colour, race and/or ethnicity	<ol style="list-style-type: none"> 1 In certain circumstances, schools may need the support of the Police. 2 Full report to the Head Teacher. Consider exclusion. 3 Take necessary action to prevent recurrence.
i) Damage caused to a person's property which is racially motivated.	<ol style="list-style-type: none"> 1 Reports to the class teacher, Head of Year or Head Teacher as appropriate. In certain circumstances, the police may need to be informed. 2 It should be made clear to the perpetrator that this action is not condoned. An apology and reparation should be sought.
j) Incitement of others to behave in a racist way	<ol style="list-style-type: none"> 1 Schools need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the Police who can support the school. 2 Refer pupils to the Head of Year or Head Teacher as appropriate.
k) Refusal to cooperate with other pupils because of their race.	<ol style="list-style-type: none"> 1 Every pupil has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds. 2 Pupils persistently refusing to co-operate must be referred to the Head of Year or Head Teacher as appropriate.



Firbeck Academy

Behaviour and Discipline Guidelines - Appendix

Responsible person: Jason Osprey (Head of School)

2. Rewards and sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers and other staff congratulate children;
- Teachers run reward systems in their classes, including using 'Firbeck pounds' as a common currency
- We regularly hold a 'Golden Book Assembly' in which children receive certificates as well as a badge, which they wear with pride
- Teachers distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- The 'Always Children' (those children who are always well-mannered, polite, courteous, etc.) are invited to regular 'Head of School tea parties' where their behaviour is celebrated
- Every opportunity is taken to publicly celebrate the good behaviour of the pupils e.g. newsletters.
- 'Special table' is used as a reward for lunchtime behaviour

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The School operates the 'Good to be Green' initiative in all classes, operating on a warning and consequence system.

The School operates an indoor reflection system in which children who have been given a red card as part of the Good to be Green system are recorded in the Indoor Supervision book. The Indoor Supervision duty teacher will then supervise the children during the next morning playtime. (Children may be removed from and supervised during break times for longer periods, but this will be done through consultation with parents/carers.)

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This can be done through indoor supervision.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This may involve sending the child to another class.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another person, uses foul or offensive language, or repeatedly disrupts learning, the class teacher records the incident and appropriate sanctions will be applied. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parent/carer and will seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child through agreed behaviour plan.

- 2.3** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

At Firbeck Academy we expect pupils to:

1. Follow instructions
2. Keep hands, feet and objects to themselves
3. Use positive language (including body language)

- 2.4** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.5** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The majority of staff have completed 'De-escalation and positive intervention training' in accordance with the qualifications guidance.

3 The role of the class teacher

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The key to this is to reward and praise good choices in order to reinforce good behaviour.
- 3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Behaviours for learning are a priority in all classes and this aspect of behaviour management is continually reinforced with appropriate CPD and monitoring.
- 3.3** The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself using the Good to be Green system. However, if misbehaviour continues, the class teacher seeks help and advice from senior staff including the Deputy and Head of School where appropriate.
- 3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Team.

- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7 The class teacher will prepare an agreed behaviour plan where appropriate. This will be done with the SENCO (Special Needs Coordinator) if appropriate.

4. The role of the Head of School

- 4.1 It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Head of School keeps records of all reported serious incidents of misbehaviour, tracking trends electronically. These are reviewed by the Head of School upon and reported to governors.
- 4.4 The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school handbook, on the school website and in organisers, and we expect parents to read these and support them.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. Parents are invited to sign this at the beginning of each academic year. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to deal with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then if necessary, the Head of School. If the concern remains, they should contact the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.
- 6.2 The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

7. Fixed-term and permanent exclusions

- 7.1 Only the Head of School (or the acting Head of School) has the power to exclude a pupil from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year, including lunchtime exclusions. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Head of School excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3 The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.
- 7.5 The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

8. Monitoring

- 8.1 The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher will record minor classroom incidents. The school also keeps a record of any incidents that

occur at break or lunchtimes: lunchtime supervisors give written details where necessary of any incident in the Incident book. The school also maintains an electronic monitoring system that tracks patterns in reported bad behaviour.

- 8.3 The Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- 8.5 Racial incidents must be reported to the LA; homophobic incidents are also recorded.

9. The Language of Choice – GUIDANCE FOR STAFF

9.1 Step 1 – Statement of Reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop it.

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them take-up time to do this rather than stand over them, which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

9.2 Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with please, use thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face, as you are more likely to get positive results.

9.3 Statement of choice

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back, which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they made the right choice. Their attitude in doing it can be addressed at a more appropriate time.

Should the child choose not to do as you have asked, then it's absolutely simple: you follow through with the consequences you have stated.

Don't cave in to their protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves,' which reminds the child that the rule never changes; this implies the system is there and is fair, rather than personal 'against' them.