



Chiltern Edge School

Behaviour and Anti-Bullying Policy

2014

Date established by Governing Body **November 2014**

Date for full implementation **December 2014**

Date for review **January 2016**

Policy: Behaviour and Anti-Bullying

This policy is based upon the firm belief that proper educational progress for all students depends upon good behaviour in the classroom and around the school. The interests of the great majority, and those of students who misbehave, must not be jeopardised by allowing unacceptable behaviour to develop and continue. The school will do all it can to encourage and applaud hard work and good behaviour but where this fails to have an impact will apply consistent, systematic and appropriate sanctions as an alternative approach.

The content of this policy will be brought to the attention of all students at the start of each school year and discussed. It will also be discussed with the School Council. A summary of key points will be included in the diary issued to every student. A copy will be posted on the school website and parents will be notified of this at the start of each year through 'Link'. Parental comments will be welcomed. Parents may also obtain a copy of the policy on request to the school.

It is underpinned by the following principles agreed by the governing body:

Principles for behaviour and behaviour management

- Staff and students will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly
- Staff and the governing body will provide opportunities for students to take responsibility and be involved in decision-making
- Expectations of both staff and students will be explicit and consistent
- Staff will be fair and consistent and foster a culture in which students' achievements are recognised and celebrated
- Staff will be empowered to take prompt and effective action when students behave inappropriately.
- The school will work in partnership with home and external agencies to maximise the chances of every student behaving responsibly

Standards expected of all students

1. To be caring and considerate of all individuals, regardless of sexual identity, ability, race, religion or culture. (NB Bullying whether verbal, physical or via mobile phone or other "electronic means" is a serious matter. See Anti-Bullying Policy published 2014)
2. To speak and behave in a courteous manner.
3. To follow instructions given by the staff in the classroom and around the school.
4. To respect the property of the school, other students and staff.
5. To be punctual, properly equipped for lessons and to work hard.
6. To approach learning and working in school in a positive and supportive manner. Attitudes to learning will be reported regularly to parents.

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7. To produce work to the best of their ability and make every reasonable effort to ensure that tasks are completed on time.
8. To behave in a way that upholds the expected standards on school trips and while travelling to and from school.
9. To wear all the school uniform in the proper manner.

The role of parents

It is expected that all parents/carers will support the school in maintaining these standards.

Behaviour Management by staff

1. Staff will help to minimise disruptive behaviour in the classroom by ensuring that the lesson content and the teaching methods are appropriate for the students. In particular, praise and awards will be given for good work/behaviour. All staff will use the positive behaviour strategies to ensure good order in the classroom. Heads of Department and Heads of House are responsible for ensuring that the work in the classroom is appropriately pitched, both in content and method. A variety of methods are used to reward good behaviour. These include
 - § student Commendations
 - § merit Awards
 - § certificates at Assembly
 - § letters home.
 - § Recognition through “House Student of the Month”

Achievement is recorded and encouraged through the schools Reward System

2. The school will record, analyse and use data to monitor student behaviour and involvement. The recording will include both positive and negative aspects of students activities within school.
3. All staff are expected to encourage student self-discipline, and to deal promptly, consistently and fairly with any unacceptable behaviour.
4. In the case of serious or recurring unacceptable behaviour the matter should be referred to a Senior colleague as a matter of urgency via the “Immediate Action Report”.
5. Malicious accusations against school staff will be dealt with as a serious issue and appropriate action, within the schools Disciplinary Sanctions, will be applied.
6. The school retains the right to discipline students for unacceptable behaviour outside school where there is a clear link between that behaviour and maintaining good behaviour among the student body as a whole. (DFE Guidance “Behaviour and Discipline in Schools” Feb 2014)
7. The school retains the right to involve Police and/or other outside agencies/organisations if the incident warrants it. Parents will be involved immediately if this is the case.

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8. The Headteacher will determine the detail of the standard of the behaviour acceptable to the school to the extent that it has not been determined by this policy.

Disciplinary Sanctions

1. Verbal rebuke
2. Placing student with department buddy
3. Detention (lunch time or after school) – As a courtesy and to address transport issues we will give parents 24 hours notice or, if for that day, we will seek parents consent by telephone.
4. Use of online (SIMS) recording form to log and report misbehaviour. Serious misbehaviour is also reported directly to a senior colleague for action
5. Referral to S4U (Inclusion Unit)
6. Internal exclusion/isolation
7. Fixed-term exclusion from school
8. Instigation of Pastoral Support Programme
9. Possible referral to PRUIS
10. Permanent exclusion from the school. (Possible for serious ‘one-off’ offences or for recurring, serious misbehaviour ‘where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school’) (DFE Guidance “Behaviour and Discipline in Schools” 2011) Note: the school regards the improper use of the fire alarm as a serious matter.
11. The school has the lawful right to confiscate items as a disciplinary sanction, providing the action is proportionate, necessary and in pursuance of a legitimate aim. (Education and Inspections Act 2006, “Screening Searching and Confiscation – advice for school leaders, staff and governing bodies”). Items will normally be returned at the end of school to either the student or in some circumstances their parents or the police.
12. As per guidance from the DFE, with effect from 1 April 2012, the school has the right to search students and their possessions when there is reason to suspect that the student may be in possession of prohibited items . This category currently includes weapons, knives, stolen goods, alcohol, illegal drugs, fireworks, tobacco products and pornography. A search may be carried out by the headteacher or a member of staff authorised by the headteacher with another member of staff present.

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In the event of a student refusing to co-operate with a search then they may be held in supervised isolation until a parent or police are available to support the school.

The school will ensure that the appropriate member of staff will contact parents/carers where recurring misbehaviour is causing concern and seek their support in trying to remedy the situation.

The student and parents/carers will be specifically advised when the student's continuing unacceptable behaviour is leading to the possibility of temporary or permanent exclusion. It will take all reasonable measures, including, where appropriate, involving external agencies, to try to prevent matters reaching the stage of permanent exclusion.

Drugs

The unlawful possession or supply of drugs in school is a serious matter and could lead to temporary or permanent exclusion. In such matters regard will be made to the school's Drugs Policy, and the designated senior member of staff responsible for managing drug incidents will be consulted.

Students with Special Educational Needs (including School Action and School Action Plus)

The school will make every effort, including, where appropriate, consultation with outside agencies, to maintain these students in school if there are behavioural issues.

Disabled Students

The school notes the requirements of the Disability Discrimination Act 1995 in relation to children at school. The school will take all reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared with their non-disabled peers. It recognises that it is unlawful to exclude a disabled student for a reason related to his/her disability without 'material' and 'substantial' justification. (DCSF Guidance 2 57 – 58 Sept 07).

Looked After Children

The school accepts that the exclusion of children in care is an absolute last resort, and after consultation with the local authority regarding possible alternative options.

The governing body will establish a Pupil Discipline Committee with three to five members and ensure they receive training to fulfil their role. It will promote positive behaviour by celebrating the achievements of students and by participating in final warning meetings to encourage students to make full use of the opportunities the school offers them.

Chiltern Edge School Anti-Bullying Policy

This section of the policy has been drawn up through the involvement of the whole school community, in particular the students' Power Group made a major contribution.

2) Our school community:

- ✓ Discusses, monitors and reviews our anti-bullying policy on a regular basis, and at least every two years
- ✓ Uses SEAL sessions, and an annual questionnaire to coincide with Anti Bullying week, to monitor and promote good practice in school
- ✓ Supports staff to promote positive relationships
- ✓ Identifies bullying incidents through automatic logging of all bullying issues in SIMS Behaviour Log. These will be regularly reviewed by Heads of Houses and tackled appropriately
- ✓ Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy. We will publish a 'Pupil Friendly' version of this Policy, and post relevant and accessible information around the school
- ✓ Provides opportunities, such as Power Group, to work with other pupils to increase awareness of bullying, and to provide peer support through the House system
- ✓ Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints: a member of staff will make a phone call home on the same day, with the matter to be resolved as soon as possible. Parents/ carers in turn work with the school to uphold the anti-bullying policy, and will be supported by information on the school website, in homework diaries and through parents' evenings
- ✓ Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3) Definition of bullying

Bullying is

“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

Bullying includes but is not limited to: name calling, taunting, mocking, making offensive comment; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or

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via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including and is not limited to:

- a. Bullying related to race, religion or culture
- b. Bullying related to special educational needs
- c. Bullying related to appearance or health conditions
- d. Bullying related to sexual orientation
- e. Bullying of young carers or looked after children or otherwise related to home circumstances
- f. Sexist or sexual bullying
- g. Physical bullying
- h. Verbal bullying
- i. Cyber bullying
- j. Mental bullying

5) Identifying and responding to bullying

We will:

- v Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- v Actively provide systematic opportunities to develop young people's social and emotional skills, including their resilience
- v Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- v Train all staff including lunchtime staff, learning mentors, pastoral and learning support staff to identify bullying and follow school policy and procedures on bullying
- v Actively create "safe spaces" for vulnerable young people, including the library and the Curriculum Support Department

6) Involvement of students

We will:

- v Regularly canvass young people's views on the extent and nature of bullying through our annual questionnaire and focus groups
- v Ensure young people know how to express worries and anxieties about bullying

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- v Ensure all young people are aware of the range of sanctions which may be applied against those engaging in bullying, to include restorative work, Head of House detentions, and removal of privileges. Parents will be informed about persistent bullying behaviour, and be invited to help to resolve the issues
- v Involve young people in anti-bullying campaigns in schools
- v Publicise the details of helplines and websites
- v Offer support to young people who have been bullied
- v Work with young people who have been bullying in order to address the problems they have

7) Liaison with parents and carers

We will:

- v Ensure that parents / carers know whom to contact if they are worried about bullying. In the first instance this would normally be the tutor or Head of House
- v Ensure parents know about our complaints procedure and how to use it effectively
- v Ensure parents / carers know where to access independent advice about bullying
- v Work with parents and the local community to address issues beyond the school gates that give rise to bullying in school

8) Links with other school policies

This Policy links with a number of other school policies including:

- v Positive Behaviour Policy
- v Confidentiality Policy
- v Complaints Policy
- v PSHE Policy
- v Equal Opportunities Policy
- v Rewards and Sanctions Policy
- v E-safety policy

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Arrangements for monitoring and evaluation

The Children, Families and Community Committee will evaluate the impact of this policy by receiving data in terms 2,4 and 6, analysed by year group, gender, vulnerability (SEN, FSM, LAC, child carers) and ethnicity on:

- number and range of rewards for good behaviour each term
- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken
- support provided for the victims.

This will enable the committee to monitor trends over time.

Prior to an annual review of the policy, feedback will be sought from the school council, staff and parents/carers on the effectiveness of the policy. The governor monitoring this policy will visit the school at different times of the day and report to the Children, Families and Community Committee.

APPENDIX

All content relates to:

Education and Inspections Act 2006

School Standards and Framework Act 1998

Education Act 2002

At the time of writing a new government white paper on Education was progressing through The House

Use of Reasonable Force to Control or Restrain Students

Teachers (including non-teaching staff who have been authorised to be in control or in charge of students) may use physical force as is reasonable in order to prevent a student from doing, or continuing to do, any of the following:

- § committing a criminal offence
- § injuring themselves or others
- § causing damage to property (including their own)
- § engaging in behaviour prejudicial to maintaining good order and discipline at the school.

In normal circumstances restraint should not be used unless it is deemed to be a highly serious situation.

The degree of force used must be in proportion to the circumstances.

It is acknowledged that it is unlawful for a teacher to use any degree of physical contact which is intended to punish or cause pain, injury or humiliation. This applies regardless of the seriousness of the behaviour or the degree of provocation.

1996 Education Act Section 550A.

“Use of Reasonable Force – Advice for school leaders, staff and governing bodies”