



Behaviour Management and Anti-Bullying Policy

CATEGORY:	Policy
CLASSIFICATION:	Strategic
PURPOSE	Policy to determine the management of behaviour and bullying at Bridgnorth Endowed School
Controlled Document Number:	20
Version Number:	1.5
Controlled Document Lead:	Director of Business & Finance (controller of policy register)
Adopted by governors on:	18 th June 2015
Amendment by governors on:	20 th January 2016
Reviewed by governors on:	7 th July 2016
Next review date:	July 2017
Distribution:	
<ul style="list-style-type: none"> • Essential Reading for: • Information for: 	All staff Parents & other stakeholders

Contents

Page 3	Introduction Aims
Page 4	Roles & responsibilities
Page 5	Procedures
Page 5	Training Outside Agencies
Page 6	Review
Page7	Associated Documentation – Behaviour Management <ul style="list-style-type: none">▪ Code of Conduct▪ Rewards▪ Consequences▪ Staff Guide▪ Disciplinary Action / Sanctions▪ Using a Behaviour For Learning form▪ Behaviour Points / Consequences▪ Incident Reporting▪ Definitions▪ Managing Pupil Transition
Page 27	Associated Documentation – Anti-Bullying <ul style="list-style-type: none">▪ Signs & symptoms▪ Parental Involvement▪ Support for the victim▪ Support for the bully▪ Student strategies▪ How parents can help

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Bullying is persistent actions taken by one or more pupils with the deliberate intention of hurting another pupil, either physically or emotionally. Bullying behaviour is repeated over a period of time, making it difficult for the targeted pupil to defend themselves.

Bullying always involves an abuse of power or responsibility.

Bullying is often:

- Persistent
- Physical
- Emotional
- Verbal – name calling/ridicule
- Non-verbal – the look/exclusion from a group
- Indirect – spreading rumours
- Electronic – email/text/social networking

Bullying may also include racism, sexism and homophobia.

It is important for everyone involved in the school community to understand the difference between bullying and 'falling out'.

Aims

We aim as a school to provide a safe and secure environment where every pupil can learn without anxiety. It seeks to create a caring, learning environment in the school by:

- Upholding the school mission statement
- Promoting good behaviour and discipline amongst the whole school community
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behavior
- Ensuring pupils complete assigned work
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- Encouraging staff to seek opportunities to praise all students in their care
- Aiming to prevent bullying in the school
- Aiming to ensure pupils and staff know what is meant by bullying
- Aiming to deal with bullying swiftly if and when it occurs
- Aiming to have a consistent response to any bullying incidents

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to the pupils and parents and that it is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility for the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

We believe our anti-bullying policy can succeed when:

1. Students are taught that bullying is unacceptable inside or outside of school
2. Cases of bullying are seen as a breach of the school's Code of conduct
3. Staff take bullying seriously and investigate it thoroughly
4. Students are encouraged to inform staff of bullying incidents and teachers listen
5. Every effort is made to supervise students carefully
6. Students, parents and staff are informed of the school's approach to bullying and the anti-bullying policy
7. Everyone accepts that bullying is anti-social behaviour and that it affects everyone in the school community
8. Everyone accepts that bullying is unacceptable and will not be tolerated
9. Symptoms and types of bullying behaviour are made explicit to the school community through spiritual, moral, social and cultural assemblies, PSHE, and tutor time activities and mentoring
10. Everyone helps to build and maintain an anti-bullying ethos within the school

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale that is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Actions to tackle bullying

1. All staff should be vigilant for signs of bullying and always take reports of incidents seriously
2. The curriculum should be used to reinforce the ethos of the school and to help pupils to develop strategies to combat bullying type behaviour. In particular PSHCE, Tutor Activities and Assemblies should address the issue but all curriculum areas can play their part
3. Students are taught that they must report any incidence of bullying to an adult – whether it is against themselves or observed happening to another student.
4. Y9/10 students are trained to act as a ‘Peer Mentor’ and other pupils understand their role
5. Y9/10 students are trained to act as ‘Cyber Mentors’ and other pupils understand this role
6. An anti-bullying/mentor notice board reinforces these actions
7. A shortened version of the anti-bullying policy is in the staff handbook and student planner
8. Consistency of approach is essential when this policy is implemented
9. An active stance against homophobic language – intervening, never ignoring and language that discriminates against ethnicity or people with disabilities

A wide variety of communication will be utilised in order to promote and monitor behaviour. These will include assemblies, staff briefings, VLE, etc.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management and anti-bullying is provided to support the implementation of the policy.

In order for this policy to be effective, a clear relationship with other school policies, particularly equal opportunities and special educational needs, has been established.

Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management and anti-bullying policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Associated Documentation

Behaviour Management

BES Code of Conduct

The following Code of Conduct complies with the Aims of the School and has been agreed by staff, pupils, governors and representatives of the parent body.

Respect

At BES, we respect all other people, their needs, efforts and achievements and their property.

At BES, we respect everyone's right to benefit as fully as possible from the opportunities offered by the school.

Order

At BES, we wish to promote a calm and orderly atmosphere for the safety of everyone.

At BES, we recognise that a calm and orderly approach leads to successful learning.

Responsibility

At BES, we recognise the need to take responsibility for our own environment.

At BES, we recognise the need for everyone to take a personal responsibility for his or her learning.

At BES, we encourage everyone to take responsibility for promoting his or her personal well-being and that of others.

How we use our Code of Conduct

Pupils at BES show Respect and Responsibility by:

- Recognising , acknowledging and celebrating their own and other people's successes and achievements
- Treating everyone politely and considerately
- Not using sexist or racism comments or using physical or verbal abuse
- Exhibiting good behaviour in class, around the school and on the way to and from School
- Being aware of the needs of others.
- Caring for the school's environment by not dropping litter, damaging or defacing property or equipment
- Looking after their own and not interfering with other people's property
- Returning property
- Working hard in class and completing class and homework on time and to the best of their ability
- Not distracting anyone from concentrating on their work in class
- Keeping their books and equipment in good order and bringing them regularly to lessons
- Wearing their school uniform correctly at school and on their journey to and from school
- Regular attendance and punctuality
- Remaining in allocated areas at break/lunchtimes.
- Not polluting the environment or themselves with cigarettes, alcohol or illegal substance.
- Not bullying other people or doing anything deliberately to cause them harm or distress.

BES is an orderly school because students:

- Choose to abide by the School Code of Conduct and do not set out to disregard it
- Recognise that they and others have the right to work in a calm environment
- Move around school quietly and with thought for other people's needs as well as their own
- Do not loiter around corridors, locker rooms and cloakroom areas
- Walk in corridors (keeping to the right) and use the one way system where in operation
- Follow wet and dry day instructions
- Do not come into school before the appropriate bell and go to lessons promptly
- Do not use the Leisure Centre facilities at any time without permission
- Bring a letter from home and get signed permission to leave the school premises during the school day
- Are attentive in lessons
- Are polite to staff, pupils and visitors who come into school
- Do not spit or swear
- Do not bring alcohol, cigarettes, drugs, unsuitable printed material or chewing gum into school
- Do not bring dangerous items (e.g. knives, matches, catapults, etc.) into school
- Do not use cycles, skateboards or other wheeled equipment in the school grounds
- Do not climb on school roofs.
- Mobile phones, MP3 players and other such technological devices used in accordance with the school's mobile devices policy

Rewards

We know that students respond best and learn best when their hard work is recognised and they are praised for their efforts and achievements.

Teachers should therefore seek to find as many opportunities to praise students as possible. Teachers may use the following strategies to reward their students:

- (i) Notes in planners and exercise books
- (ii) Telephone call home to parents
- (iii) Receiving a BESt Point (see below)
- (iv) Letters home to parents (this could be from the form tutor, subject teacher, subject leader, Head of School or SLT)
- (v) Attention drawn to high performing students when learning walks or drop ins take place
- (vi) Comments in assembly
- (vii) Recognition on the school website or local media

BEST Points

BESt points were introduced in response to feedback from students in September 2015. Each member of staff may issue a BESt point for an impressive piece of work, an activity or in recognition of an improvement in conduct or attitude that they observe.

Staff members are issued with a 'gold stamp' which they may use to demonstrate that a BESt point has been awarded. Student planners may also be stamped. To formally award a BESt point SIMS must be used.



A monthly report on student rewards will be compiled by the Behaviour & Rewards administrator and forwarded to staff for analysis. Form tutors should display the running totals of BESt points received in tutor bases.

The Friday in the week prior to the end of term will be the closing date for rewards to be considered in the termly draw. Those students in the top 10% will go within the Gold Draw (2 prizes), the following 15% will go in the Silver Draw (4 prizes) and the next 25% into the Bronze Draw (10 prizes). The Gold and Silver prizes will be drawn in the end of term whole school assembly and the prizes themselves will be chosen by the Student Council.

Parents will receive an electronic certificate praising the students who have achieved the number of BESt points to be entered into the Gold, Silver or Bronze prize draws.

Consequences

If you show Respect, Responsibility and Order, you will:

- Be respected
- Be praised - personally, in your planner, in tutor group, in assembly, in reports, receive rewards and commendations.
- Be mentioned in newsletters, on the photo board, in the local newspaper
- Receive a letter or phone call home
- Receive school/external awards.

If you do not show Respect, Responsibility and Order, you will have to face the consequences which could be that:

- You will be reprimanded
- You will catch up with learning
- You may be detained in school time or at the end of the day
- You will be asked to restore damage
- Your parents will be contacted and may be invited into school
- You will be denied certain privileges and may be excluded from lessons or from school
- You may have personal items confiscated
- The Police may be informed
- You may be excluded from trips, activities and sporting events. This could incur a financial penalty

Behaviour Management – Staff Guide

Please observe the following guidelines:

1. It is the primary responsibility of staff to deal with discipline issues themselves, by extra work or their own short detention.

Do all you can to avoid:

- Humiliating – it breeds resentment
- Losing your temper – it diminishes you
- Over reacting – the problems will grow
- Over punishment – never punish what you can't prove
- Sarcasm – it damages you
- Confrontation – do listen, establish the facts, judge only when certain, use punishment sparingly, give a warning

Never leave students outside rooms for more than 5 minutes. The problem needs a solution not further complication. Seek help if you need it. Please do all you can to solve the problem. Strategies could include:

- Using humour – it builds bridges
- Keeping calm – it reduces tension
- Listen to the student's views – it earns respect
- Being positive and build relationships
- Showing disapproval or disappointment not anger
- Knowing your pupils as individuals
- Giving pupils an opportunity to put it right
- Caring out the consequences you have discussed
- Being consistent
- Always apply the school rules fairly; action taken should fit the misdemeanour

2. Movement between lessons on corridors and stairs:

- Please be prompt to lessons. Groups waiting can be a major source of disruption
- Please take time to stand by your door when students enter or leave your room. Make sure that litter is not left in or outside the classroom. Quick check on uniform, iPods etc.,
- Please do not forget your break duty. Misbehaviour can be serious at this time. There are full instructions by the duty lists
- At lunchtime, if you see acts of poor behaviour, please respond and pass on the details to the staff on duty

3. Students out of lessons:

- Please do not allow students out of lessons unless it is urgent. If you are concerned – summon On-Call who can support you
- Always send a student with a note
- Students should not need to go to the toilet during lessons. Only let a student go in extreme circumstances and NEVER with another

4. In classrooms:

There should be no coats on in class, no trainers should be worn and no bags on tables (bags should be placed safely where they will not be a trip hazard).

It is not acceptable to chew chewing gum. If a student chews gum please direct them to throw it away and write the student's name on the white board in the staff room. Please include date and staff initials. Three incidents will lead to a school detention being set.

If the same student chews chewing gum in your lesson, please set a personal detention as well.

If you wish to have background music in your classroom then you should provide it for the whole class and ensure it does not affect the learning in other classrooms. Students may be permitted to listen to music during silent work. This should be seen as a privilege and is at the discretion of the HOD.

5. Give Name When Asked:

Students must always give their names when asked. If students do not comply please refer the matter to the appropriate leader. This could be the Head of Subject, Head of Upper/Lower School, or SLT.

6. Recording Incidents:

This is very important – please ensure that 'Behaviour for Learning' forms are completed accurately and passed to the appropriate member of staff. The aim is to resolve issues as soon as possible. Once resolved forms must be given to Reception where they will be entered onto the SIMs system as soon as possible.

7. Following up Incidents:

Tutors will be provided with a week's print out of incidents involving their form by tutor time on Wednesdays. This means that incidents can be discussed and dealt with so that students can return on Monday for a fresh start. This is also an opportunity time to review the rewards awarded to the form and celebrate positive behavior. Subject leaders and the pastoral team also have a weekly overview of their respective areas.

8. Training:

Staff will always be given training following any revisions or technological updates to the behaviour management system at the next whole school staff meeting or during tutor briefings as appropriate. Refresher training or queries can be sought from any member of the Pastoral Team at any point.

Disciplinary Action/Sanctions

Insist on high standards of behaviour, work and respect. Expect to:

- Apply school rules uniformly
- Work to agreed procedures
- Insist on conformity to school uniform
- Follow up problems to their conclusion

The vast majority of students conform and are co-operative. Given a second chance, most students will choose to remedy their poor behaviour. Deal immediately with the few who present problems.

- Establish your authority firmly and calmly in a respectful manner
- Separate the problem from the student
- Only if you cannot resolve a problem should you refer it on to one appropriate person
- Make sure that it is pursued to a satisfactory conclusion

The school Code of Conduct along with other documentation in the staff/student planner and notices around school make our expectations clear.

Detentions

The school uses detentions as punishment for poor behaviour. Detentions can be set by all members of staff and can occur during break times, lunchtime, after school, during INSET days or at weekends (apart from the weekend preceding or following a half-term break).

The school will provide 24 hours' notice to parents for detentions that take place after the school day finishes.

Behaviour and Discipline in Schools – Advice for headteachers and school staff Department for Education January 2016

Discipline in Schools – Teachers' Powers

1. *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
2. *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. When pupils are wearing school uniform the school has the right to enforce the school's behaviour policy.*
3. *Teachers have the power to impose detention outside of school hours. Parental consent is not required for detentions*
4. *Teachers can confiscate pupils' property.*

Good Practice and the Way to Good Order

- It is essential that **all colleagues** show a positive pattern of respect for others, as we are the most important role models for pupils' behaviour. Our students reflect our actions and attitudes

- Communication is key – students need to know if their behaviour is an issue and what to do to improve it
- It is essential to criticise actions only, not students
- Senior staff will support staff by being a presence around school throughout the day and reinforcing uniform and behaviour messages
- High Profile use of the rewards systems will support positive behaviour
- Behaviour for Learning forms should be completed to record problems in class

Using a Behaviour for Learning Form

Stages in the referral process

1. Member of staff (Immediate action): this could be any member of staff. Most incidents will go no further than this stage. If the matter is dealt with and resolved please add the date and pass the form to administration to be entered onto the system. If the classroom teacher needs support with behaviour because their consequences have not moved the problem on, they need to consult with their subject leader on ways forward. This does not mean the subject leader takes over and deals with the situation but that they support the member of staff in their relationship with the pupil.

2. Referred to Subject Leader: the subject leader may start with a reprimand when the pupil is brought to them, to resolve the problem. At this point the form can be sent to administration.

3. Referred to tutor: this will usually be for social/emotional incidents. The tutor will be able to support the member of staff by adding their intervention and in the vast majority of cases the matter will be resolved and sent to administration at this point. If the issue is one that affects a number of areas or needs further follow up they should consult with the relevant head of school who will offer them support and guidance and may then take the issue from the tutor if they deem that further intervention is necessary.

4. Referred to Head of Upper/Lower School: The Head of Upper / Lower School will take a personal interest and try to avert escalation to SLT involvement. They have a range of strategies at their disposal and are likely to consult with the Deputy Headteacher.

It is expected that the vast majority of incidents are dealt with and that only the most severe or those which require an addition to be made to the Learning Mentor's caseload are referred onto SLT.

5. Referred to SLT: referrals in the first instance will go to the Deputy Headteacher who will decide on the best course of action.

BEHAVIOUR FOR LEARNING FORM

Reported by	
--------------------	--

Subject	
----------------	--

Date of Incident	
-------------------------	--

Student(s)	
-------------------	--

Evidence of Bullying (please tick)	
---	--

Location	Classroom No:	Subject Area:
-----------------	---------------	---------------

Time:	Period 1	Period 2	Period 3	Period 4	Period 5
--------------	----------	----------	----------	----------	----------

Subject Teacher

Summary of events:	Actions:
---------------------------	-----------------

Recorded in planner: <input type="checkbox"/>	Issue Closed: <input type="checkbox"/> Referred to HoS: <input type="checkbox"/>
---	--

Head of Subject ESLT/Head of School/SLT

Actions:	Actions:
-----------------	-----------------

Initials: _____ Date: _____	Initials: _____ Date: _____
Issue Closed: <input type="checkbox"/> Referred to ESLT/SLT: <input type="checkbox"/>	Subject Detention: <input type="checkbox"/> School Detention: <input type="checkbox"/> (Letter sent by subject teacher) (Letter sent by school) Discussed with student: <input type="checkbox"/> Issue Closed – Yes: <input type="checkbox"/> No: <input type="checkbox"/>

Contact Home	Behaviour Points	ESLT/SLT
Telephone/Email/Letter/Meeting:	0/1/2/3	

Please tick to confirm teacher has been informed of outcome:

BEHAVIOUR OUT OF CLASS FORM

Reported by	
Subject	
Date of Incident	

Student(s)	
-------------------	--

Time:	Before School	Break Time	Lunch Time	Tutor Time	After School
--------------	---------------	------------	------------	------------	--------------

Staff Member

Summary of events:	Actions:

Recorded in planner: <input type="checkbox"/>	Issue Closed: <input type="checkbox"/> Referred to Duty Team Leader: <input type="checkbox"/>
---	---

Duty Team Leader ESLT/SLT

Actions:	Actions:

Initials: _____ Date: _____	Initials: _____ Date: _____
-----------------------------	-----------------------------

Issue Closed: <input type="checkbox"/> Referred to ESLT/SLT: <input type="checkbox"/>	Issue Closed – Yes: <input type="checkbox"/> No: <input type="checkbox"/>
---	---

Contact Home Behaviour Points ESLT/SLT

Telephone/Email/Letter/Meeting:	0/1/2/3	
---------------------------------	---------	--

Please tick to confirm teacher has been informed of outcome:

Behaviour Points

Receiving a behaviour point is a serious matter. Behaviour points tell teachers and parents that a student has disrupted their and other's learning. This is despite teachers attempting to help the student's behaviour improve.

Behaviour Points can be given by Middle Leaders and the Senior Leadership Team. They will add up throughout the academic year. We will intervene with students who receive behaviour points in the following ways:

Student's poor behaviour will be punished by the school in a way fitting to the misbehaviour. Sanctions that the school will employ could include:

1. Detentions – break, lunch & after school
2. Restitution
3. Informing parents
4. Community service
5. Report Cards – subject, Head of Lower or Upper School & SLT
6. Isolation. A letter informing the parent of this punishment will always be sent
7. Fixed term and permanent exclusions

Students who receive a number of behaviour points will move through the behaviour management system. At each stage, steps will be taken by the school to address the reasons for the poor behaviour and to intervene to help the student.

If these steps prove unsuccessful, the parent and student will be invited to meet with the Headteacher and the Chair of Governors. (Details as to the procedure of Chair of Governors/Student & Parent Discipline Committee meeting can be found in the appendices).

Consequence One	5 points	Tutor will contact home. The conversation is recorded and reported to subject teachers. Tutor to complete C1 form.
Consequence Two	10 points	Further contact between tutor and parents. Student placed on amber report for two weeks. The tutor should re-contact parents after report period. Tutor to complete C2 form. If the report has not been completed satisfactorily internal isolation will be considered.
Consequence Three	15 points	The student's case will be discussed at Pastoral Team meeting. Parents contacted. Student placed on Red Report for two weeks. Letter to parents. Head of Upper/Lower School to complete C3 form. If the report has not been completed satisfactorily exclusion or internal isolation will be considered.
Consequence Four	20 points	A meeting with Head of School, parent and student. Behaviour for Learning Contract drawn up. Pupil Planning Meeting arranged. C4 form completed.
Consequence Five	25 points	A parent meeting with Headteacher, MDA and Chair of Governors. Final warning and targets set C5 form completed. Assistant Head of School to support students who reach this consequence.
Consequence Six	Failure to meet targets	Permanent exclusion considered.

Additional – Process for Year Two

The school believes that whenever possible, students should be given the opportunity to learn from their mistakes and to be given every chance to improve.

We, therefore, for students who have received twenty-four or less behaviour points in an academic year, will reset their behaviour point total to zero for the following academic year.

However, for those students who have reached Consequence Five and caused the Governor's Discipline Panel to sit this will not be the case. In these circumstances, a further meeting of the Governor's Discipline Panel will be convened in September. In this meeting the progress that the student has made since the initial meeting was held will be reviewed. Based on the reports and data provided to the Panel individual targets for each student will be set by the Chair of Governors and Headteacher.

Therefore, where a student has demonstrated a willingness to work to improve their behaviour, their behaviour points may start at 10 in the following year. Where little improvement is evidenced points might start at 15 or 20 in the following year.

It is expected that the student will be able to meet these targets. However, when this is not the case, there will not be a need to reconvene the Governor's Discipline Panel to reconsider permanent exclusion.

Consequence One Form

<u>Student Name:</u> <u>Tutor Name:</u>	<u>Date:</u>	<u>Consequence One</u> Tutor will contact home. The conversation is recorded and reported to subject teachers. Tutor to complete C1 form.
<u>Review:</u> (What have been the problem(s)? Where have the points been gained? What patterns can you see?		What is the student's view of their conduct and behaviour? (reasons for this)
<u>Actions:</u> What changes will be made? (discussion with subject teacher/tutor report card/request for extra help in certain subjects) <ol style="list-style-type: none"> 1. 2. 3. <u>Review date:</u>		
<u>Record of Telephone Conversation:</u>	Date/Time of Call:	
Copy of Form to L Donegani /Head of Lower or Upper School, MDA/Tutor file	Tick	
<u>Review of impact of intervention:</u> Outcomes of discussion with Head of Lower/Upper School		

Consequence Four Form

<p><u>Student Name:</u></p> <p><u>Tutor Name:</u></p>	<p><u>Date:</u></p>	<p>Consequence Four – a meeting with Head of School and parent and student. Behaviour for Learning Contract drawn up. Head of Upper/Lower School to support intervention. Pupil Planning Meeting.</p>
<p><u>Review:</u> Why did the interventions already actioned not have impact? What are the key barriers to the student behaving more positively?</p>		<p>What is the student's view of their continued poor conduct and behaviour? (reasons for this)</p>
<p><u>Meeting:</u> <u>Present:</u> <u>OUTCOMES:</u></p> <p><u>Review date:</u></p>		<p><u>Date:</u></p>
<p>Copy of Form to L Donegani/MDA/Tutor file</p>	<p>Please Tick</p>	
<p><u>Review of impact of intervention:</u> Outcomes of discussion with MDA</p>		

Procedure of Chair of Governors/Student & Parent Discipline Committee

The following procedure will be used when a student has reached twenty-five behavior points and consequently their conduct at school has become a serious cause for concern.

1. The Chair will introduce those present, confirm the purpose of the meeting and process to be followed and confirm that either side may request an adjournment at any stage of the proceedings
2. The Deputy Headteacher will be invited to present the case (calling such witnesses as may be necessary)
3. The parents, or their representative, may ask questions of the Committee and of the Deputy Headteacher or Headteacher
4. The Chair of Governors may question the student
5. The parent will be invited to present their case
6. The Chair of Governors may ask questions
7. The parents may make further representations to address issues raised by the Committee's questions
8. Members of the Committee may ask questions of the student or parents at any stage but will endeavour to leave the majority of questions until the representation has finished
9. The Deputy Headteacher will be invited to sum up the case
10. The parents will be invited to sum up their views
11. At the conclusion of the hearing the parties apart from the Headteacher and Chair of Governors shall withdraw whilst a decision is made. The decision will be discussed with the parent and student and put in writing following the meeting

ON CALL

Students will be removed from lessons for inappropriate behavior

For low level disruption the following applies:

- All teachers should record student names who have received a warning 'strike' on the board. When possible the reason for the warning strike should also be written. For example – shouting out
- Teacher should make it clear that a student has received a second strike and that any further problem would lead to removal from class. Teachers should use the words, **“That is your second warning. If you continue to disrupt the learning of others, you will be removed.”**
- If a student receives 3 strikes he or she will be removed. The member of staff should send a pupil to reception and request that a member of SLT comes to the classroom to remove the student
- For more serious behaviour issues instant 'on call' applies
- The student should be taken to the Consequences Room with work to complete. The member of staff on duty in the Consequences Room should record the incident in the student's planner and have a discussion with the student
- All teachers or Cover Supervisors will complete a 'Behaviour for Learning' form when 'On-Call' has been used. This will indicate what action has been taken to resolve the problem
- Each week a record of where and when will be produced and this data will be used to improve student behavior

CONSEQUENCES FOR STUDENTS

Removal from class is a serious step and is taken when the behaviour of a student, despite warnings, still is impacting upon the learning of others. Each time a student is removed from class the student will receive a behaviour point.

Incident reporting at BES

The first principle is that classroom behaviour and learning are the responsibility of the class teacher. Any class teacher needing support with behaviour and/or learning strategies engages with their subject leader. Subject leaders who need additional support with behaviour engage with the Head of Subject or Head of Upper/Lower School as appropriate. Where Heads of School need additional support they should engage with the SLT. Learning Mentors are deployed to support by the Deputy Headteacher working in conjunction with the Heads of Lower / Upper School.

It is vital that tutors are part of the communication process as they see the pupils regularly and are able to have a quiet word to reinforce the work being done in the classroom or elsewhere. Tutors will receive a copy of the incidents for their tutees each week to allow discussion/mentoring to take place ready for a fresh start the following Monday.

Conversations with parents

All conversations with parents should be followed up with notes of the main points of the conversation and any actions that were agreed. In the event of a phone conversation make a record of the conversation. The circulation list should include all relevant staff including the tutor and should end up in the pupils file for later reference.

Admin

Once the incident is resolved please pass the form to Reception where administration staff will put the incident and actions onto the system where it can be viewed by staff. Forms should be with administration within 48 hours of the incident.

Each week, administration will email incident records for every tutor, Head of Upper/Lower School, Subject Leaders and SLT to allow for mentoring discussions to take place.

Confiscation of Inappropriate Items

The school will search pupils for forbidden items when it has a reasonable suspicion that a pupil or pupils have brought inappropriate items to school.

A search will always be carried out by two members of staff.

The school reserves the right to confiscate mobile devices.

[Behaviour and Discipline in Schools – Advice for headteachers and school staff Department for Education January 2016](#)

The school is allowed to search pupils without consent for prohibited items. These include:

- *knives and weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and smoking materials (including electronic smoking materials)*
- *fireworks*
- *pornographic images*
- *any article which has been or is likely to be used to commit an offence or is banned by school rules*

Definition of Inclusion, Isolation and Exclusion

Inclusion (inclusion room with Learning Mentor support)

- May be used for return from illness, bereavement or for catch up
- May be used for return from exclusion as reintegration into school giving Learning Mentors opportunity to talk over incident with pupil and discuss personal plan to avoid issue in the future.

Isolation/Internal Exclusion (Consequences Room - an isolation classroom where pupils are sat in individual booths and supervised by a school leader)

- Used for pupil taken out of subject for persistent poor/disruptive behaviour as part of Consequence behaviour system or following agreement between Deputy Head Teacher and parents/carers as a higher sanction in a sequence of persistent issues.
- Used as a consequence of a serious behaviour issue where appropriate
- Directed there by SLT when other interventions have failed
- Non-contact with other pupil including having break and lunchtime at different times to the rest of the school

In the Consequences Room pupils work in silence and will produce work of the quality and quantity reflective of their ability. Failure to do so would lead to a further spell in the Consequences Room.

Exclusion

Each case will be dealt with on an individual basis but will most probably be the outcome of:

- Persistent infringement of Behaviour for Learning policy
- Violence/dangerous behaviour
- Inappropriate language directed at a member of staff
- Possession of illegal substances with intent to supply
- Damage to cars/property
- Possession of a prohibited item – (weapon/knife, illegal drugs, stolen items, alcohol, smoking materials (including e-cigarettes)
- Malicious allegations against a member of staff
- Deliberate sexist, racist or homophobic acts
- Arson
- Theft and intimidation including extortion
- Inability to follow instructions in Consequences Room
- Inappropriate use of modern technology

Length of exclusion depends on:

- Severity of offence
- Repetition
- Impact
- Personal circumstance of pupil will be considered in accordance with the Equality Act 2010 and in respect of pupils with SEND.

Serious offences, e.g., possession with intent to supply illegal substances, will lead to permanent exclusion.

Managing pupil transition

In year transition is often about a fresh start for pupils. This can be for a variety of reasons such as poor behaviour or bullying. As part of the transition process, parents are asked to declare the reason for moving schools and the pastoral team may then interview parents and pupils and contact the previous school to support a transition plan.

Associated Documentation

Anti-Bullying

Signs and Symptoms of bullying

This is not an exclusive list and the signs may be an indication of other problems.

Indications that a student is being bullied could include:

- Being frightened to walk to and from school
- Not wanting to travel on the school bus
- Begging to be driven to school
- Changing a usual routine
- Becoming school phobic
- Begins truanting
- Becoming withdrawn
- Threatening suicide
- Running away
- Crying themselves to sleep/has nightmares
- Feeling ill in the morning
- Underachieving in lessons
- Coming home with possessions damaged or missing
- Asking for more money than usual
- Having unexplained cuts and bruises
- Becoming aggressive/disruptive/unreasonable
- Stopping eating
- Giving improbable excuses

Actions to tackle bullying

1. All staff should be vigilant for signs of bullying and always take reports of incidents seriously
2. The curriculum should be used to reinforce the ethos of the school and to help pupils to develop strategies to combat bullying type behaviour. In particular PSHCE, Tutor Activities and Assemblies should address the issue but all curriculum areas can play their part
3. Students are taught that they must report any incidence of bullying to an adult – whether it is against themselves or observed happening to another student.
4. A shortened version of the anti-bullying policy is in the staff handbook and student planner
5. Consistency of approach is essential when this policy is implemented
6. An active stance against homophobic language – intervening, never ignoring and language that discriminates against ethnicity or people with disabilities

The following steps must be taken when dealing with incidents:

1. If bullying is reported it will be treated as a serious incident – this could be reported to the Form Tutor/ Head of Lower/Upper School/ Head of Subject/Subject teacher/Lunch time supervisor/SLT
2. A full account of the incident must be recorded
3. All concerned will be interviewed
4. Parents/carers of the victim and the bully will be informed.

Sanctions may be loss of free time/time in the Inclusion Area and or Consequences Room/report/detentions/loss of privileges (Teams, school trips etc.)/exclusion/involvement of the Police.

Often reported bullying is seen as 'just banter' by students and can be in danger of being unreported or ignored. It may also involve some 'tit for tat' name calling and may therefore be difficult to pinpoint a bully and a victim. There may even be a range of different victims showing a pattern of 'bullying' behaviour that tutors will be alert to via the weekly behaviour report.

It is important that questioning of the victim/bully is appropriate to their understanding. If the incident is not too serious, a problem/solution focus approach may help. It is important that the adult tries to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given the opportunity to talk and the discussion should remain focused on finding a solution to the problem and stop the bullying recurring.

Parental Involvement

1. Parents/carers are encouraged to work in partnership with the school and to achieve good relationships between students
2. The parents/carers of bullies and victims will be informed of the incident and the action that has taken place and asked to support the strategies proposed to tackle the problem
3. Parents should be encouraged to contact the Form Tutor
4. Parents are reminded to inform their children that they must tell someone if they are bullied. Keeping information from parents or the school will never solve the problem and will prolong the period the victim has to suffer
5. Parents have access to an information sheet on the school's web site.

Support for the victim

The victim will be:

1. Offered the opportunity to discuss the incident with an adult – this may be the Form Tutor or anyone with whom they feel comfortable
2. Offered an opportunity for redress
3. Monitored to ensure that the bullying is not repeated
4. Encouraged to widen circle of friends/join extra-curricular activities

Support for the bully

The bully will be encouraged to:

1. Change their behaviour
2. Explore the reasons why they needed to bully
3. Discuss the consequences of repeated bullying
4. Write a letter of apology
5. Be involved in mediation to take place (the victim must be consulted and comfortable with this)
6. Work with staff to understand consequences and impact of bullying using resources such as 'Beat the Bully' DVD or the Kick It Out Racism Football program www.kickitout.org/

Student strategies for dealing with bullying (copy in student planner)

- Inform an adult as soon as possible
- Laugh or ignore comments or teasing. Bullies want you to be scared and your humour or silence might throw them!
- Tell them to go away
- Stay with a crowd- bullies don't like crowds
- Speak to your parents – ask them to contact the school
- Keep walking if you are confronted – find an adult
- Walk tall, look confident (even if you are not feeling it)
- Keep a diary of events – time, place, what is said
- Don't watch bullying happening – report it!

Don't suffer in silence.

It is not right that bullies are allowed to get away with their behaviour.

How Parents can help (copy in student planner)

- If you are worried that your child is being bullied, ask him/her directly
- Be aware of the signs and symptoms of bullying
- Make sure you know the difference between bullying and 'falling out'
- Don't agree to keep bullying a secret
- Talk with your child's Tutor, Head of Lower or Upper School/Head Teacher
- Help children practice strategies such as shouting 'No', walking with confidence etc
- Give your child a chance to vent their feelings about being bullied
- Arrange to meet your child if they are unhappy about walking home
- Check your child is not inviting bullying by the way they are speaking or behaving to others
- Keep a written diary of all incidents
- Invite children over to encourage friendships