



SCHOOL OPERATING POLICY



BEHAVIOUR & DISCIPLINE POLICY (including EXCLUSION & ANTI-BULLYING)

This policy should be read in conjunction with all other relevant policies

Date Ratified: February 2019

Review Date: July 2021

Kelvin Hall Behaviour and Discipline Policy

Purpose

Good behaviour and discipline are essential to successful teaching and learning.

An important part of the school ethos is that praise and recognition of the acceptable is more likely to sustain good behaviour and discipline than the condemnation and punishment of the unacceptable.

The expectations and advice set out in the documentation and in all documents issued to parents/carers should encourage a consistency of approach amongst staff, which is essential in establishing an orderly atmosphere in which effective teaching and learning can take place and in helping students to know and understand the boundaries of acceptable behaviour.

Scope

This policy applies to all staff, both teaching and support staff. It has implications for parents and students.

Responsibility

The task of maintaining good behaviour and discipline is the responsibility of everyone involved in the school, but especially the teaching staff who are entitled to expect the support of parents.

The Local Governing Body and the Head of School are responsible for establishing an ethos and a framework within which good behaviour and discipline can be maintained so that successful teaching and learning can take place. They have a further responsibility to ensure that good behaviour and discipline are evident at all times within the building and outside in the community. This includes the periods pupils are travelling between home and school.

Teaching positive behaviour

It is important for all students to have the opportunity to develop independent learning and organisation skills and to develop a positive self-image and appropriate self-esteem. This requires opportunities for all to learn motivation, reflection and emotional management skills. By attending fully, cooperating with adults and collaborating with other students, we hope to encourage sociability, empathy and respect for others, and a sense of belonging to a community.

These skills can be taught throughout the school day by: Staff modelling the skills and abilities directly and setting appropriate boundaries for student behaviour, while showing empathy and understanding. This means listening to students and showing understanding and respect to everyone in the school community and providing feedback in an informative way to students, by using positive consequences to encourage the learning of appropriate behaviour, using negative consequences to discourage the learning of inappropriate behaviour and teaching the core skills and abilities through the behaviour curriculum where necessary.

The School's Code of Conduct

The School's Code of Conduct was drawn up after consultation with the staff and students in June/ July 2009, then reviewed and modified in Autumn 2009, and July 2017. A Trust-wide Policy was drawn up in July 2018. The Code of Conduct is designed to establish a framework of expectations for student conduct in the classroom and around the school. This Code of Conduct is continually kept under review, in consultation with staff and pupils.

Students have a responsibility to:

Try hard and to be kind and considerate to teachers and other students. This means listening to adults and students in school and stopping to think before acting, in classrooms, corridors and around the school site.

Ensure they have the correct equipment for learning to every lesson e.g. pen, pencil, ruler, planner.

Staff have a responsibility to:

Treat all students fairly and with respect, to help all students to develop their full potential. This means providing a challenging, interesting and relevant curriculum, and creating a safe and pleasant working environment, physically and emotionally. To make and develop good relationships, staff must use positive and negative consequences consistently and be a good role model so they form positive relationships with parent and students.

To do this, they should recognise and value the strengths of all students and offer a framework for teaching the personal, social and emotional skills and abilities that underpin ECM, SEAL and PLTs.

Parents and Carers have a responsibility to:

Support the school in line with the home/ school agreement and make students aware of appropriate behaviour, by encouraging independence and self-discipline. This means showing an interest in all of the student does in school, encouraging students to uphold the school code of conduct and the school dress and appearance code, supporting the school in implementing these policies.

Positive Consequences

We recognise that external consequences and rewards are effective ways of encouraging appropriate behaviour. We use the following positive consequences, for example praise, success stickers, certificates, phone calls home to parents, letters home to parents, displays of work, award assemblies and reward trips and activities.

We believe it is essential that all students are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Students can achieve success through their work and behaviour. Success stickers are recorded for good work, good behaviour and good citizenship and this is used to identify pupils to take part in reward assemblies each half term.

Negative Consequences

If a student's behaviour is unacceptable we need to teach them positive behaviour instead. If a student misbehaves, staff will follow the school procedures. All misbehaviour is recorded on Behaviour Watch.

More serious misbehaviour

When more serious misbehaviour occurs, a student may be isolated for a period of time, following the incident. Parents will be notified if this has been the case and may be invited in to school to discuss the incident. In many instances this will be as an alternative to exclusion, but on occasions exclusion from school may be unavoidable.

Exclusions

It will always be a case of professional judgement, based on knowledge of the student, at which point a student's conduct becomes seriously detrimental to others because he/she is making it impossible to maintain the learning environment.

In the case of fixed-period exclusion, the school will operate within the scope of DfE guidance, which suggest that as a general rule the shortest possible fixed-period exclusion is as likely to be effective as longer fixed-period exclusions.

Before permanently excluding a student The Head of School and the Local Governing Body must demonstrate that:

- all other alternatives have been exhausted AND keeping the student at the school will be seriously detrimental to the safety or education of others.

In terms of deciding whether or not alternatives have been exhausted, the Governors will expect evidence of some of the following strategies having been used.

Identification of underlying causes

Poor behaviour may be linked to a student's problems in understanding lessons. There should be evidence to show that additional learning support has been considered and implemented as relevant. Students may require for example additional literacy or numeracy support to be able to access all lessons. There may be the need to consider different teaching styles or an alternative curriculum.

Early Intervention

Risk factors (e.g poor attendance, poor attitude or behaviour, learning difficulties or home background) should be identified and necessary contact with parents and other agencies made. The possibility of a work related or other alternative curriculum at KS4 will be considered.

Full Use of School Strategies

There should be evidence to demonstrate the full range of strategies have been attempted.

Pastoral Support Plan (PSP)

A Pastoral Support Plan should have been put in place to enable strategies to be systematically and rigorously applied, to try to avoid exclusions, fixed period or permanent.

A PSP should have the following qualities:

- Reasonable targets that are achievable and agreed by pupils and parents.
- Support in place to help the student achieve the targets in a reasonable time span.

If the targets are reviewed and the student shows no real improvement, then the failure of PSP can be seen as grounds for seeking a permanent exclusion.

Looked After Children (LAC)

In the case of the exclusion of a Looked After Child, whether for a fixed term or permanently, due account will be taken of the extra support that may be needed in order to avoid exclusion. The Designated Teacher for LAC will always be involved in the decision to exclude and in attempting to find alternatives. Through the Personal Education Plan, it will be acknowledged that additional support may be needed to ensure successful achievement in education.

SEN

In the case of the exclusion of a child on the SEN Register, whether for a fixed period or permanently, due account will be taken of the extra support that will be needed in order to avoid exclusion. The SENCo will provide input as appropriate on the measures taken to support the student and whether the student's IEP needs to be amended in the light of the exclusion. In the case of permanent exclusion of a student with an EHCP, the Local Authority will always be consulted and a report provided by the SENCo.

Anti-Bullying

Kelvin Hall School acknowledges bullying can occur and students must be supported by tackling the bullying as soon as reported or awareness arises. Staff should refer all bullying issues to the Pastoral Year Leaders/Assistant Year Leaders.

Kelvin Hall School adopts a zero tolerance approach to bullying. In order to tackle bullying issues, however, we need to know about them.

A member of staff will be available throughout the day to deal with bullying incidents. Students and parents/carers can report bullying incidents directly to Pastoral Year Leaders/Assistant Year Leaders either by visiting the school or by telephone.

If students are to report bullying incidents they need to feel confident that they will be dealt with effectively.

Kelvin Hall School has the powers to intervene in bullying incidents outside of the school ground including on home-to-school transport, in the community and online.

We therefore ensure that when an investigation indicates that bullying has taken place we will:

Investigate all reported bullying incidents

With the victim and members of staff decide which strategies to use to address each individual case

Notify parents/carers of both the victim and the bully of the incident/s by letter/phone and inform them of the strategies adopted to address the problem

Have all the details of any incidents the bully has been involved in recorded

If the bullying is repeated, ensure the bully attends a meeting with their parents/carers. There may be an exclusion from school for repeated bullying

What is Bullying?

Bullying is a “wilful, conscious desire to hurt, threaten or frighten someone over a period of time. Bullying results in pain and distress to the victim”. Bullying can be:

Physical harm – pushing, kicking, punching, pinching, any form of violence;

Verbal abuse – name-calling, sarcasm, spreading rumours, persistent teasing;

Cyber bullying – sending harmful or cruel text or images using any area of the internet or mobile phones;

Emotional abuse – tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money;

Homophobic abuse – unwanted physical contact, abusive comments, particularly related to sexuality

Sexual abuse – unwanted physical contact, abusive comments, particularly of an inappropriate sexual nature;

Racial abuse – racial taunts or “jokes”, graffiti, gestures, making fun of customs, music, accents, refusing to work with someone of a different cultural background.

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Minor incidents may include:

- Name calling
- Looks
- “Borrowing” equipment
- One student intimidating another in order to copy homework
- Spoiling another student’s work
- Pushing in at the dinner queue
- Groups of students isolating another by not letting him or her join in
- Forcing students to give up their place at a computer

Signs and Symptoms

There are a number of possible signs and behaviours which might indicate a student is being bullied:

- Withdrawn, isolated behaviour
- Unwillingness to come to School
- Stops eating
- Is afraid to use the internet or mobile phone
- Complaining about missing possessions
- Begins to truant
- Feels ill in the morning
- School work begins to deteriorate
- Becomes aggressive, disruptive or unreasonable
- Is bullying other students
- Refusal to talk about the problem
- Easily distressed
- Damaged or incomplete work
- Refusing to work in a group or with another student

Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the student involved. Non-intervention condones the bullying.

In order to monitor the effectiveness of the Anti-Bullying Policy, Pastoral Year Leaders/Assistant Year Leaders will keep records of all bullying incidents and also use supportive strategies to reduce bullying including

- Restorative Practice Circles
- Restorative Practice meetings
- Adult Mediation

Restorative Practice Circles of Support

- Are used with student groups to build relationships.
- Improve the level of acceptance and inclusion of the students
- Help students make friends inside and outside the circle
- Increase insight into the student's feelings and behaviour

Friendship Groups

These sessions are offered to pupils who require help and support with their inter-personal skills. These sessions have been found to help build a child's self-esteem and confidence.

Adult Mediation

Pastoral Year Leaders/Assistant year Leaders are trained members of staff who act as mediators.

Their aim is to work with victims and bullies to establish ground rules to enable them to coexist successfully in school.

Kelvin Hall's Key Principles to Preventing and Responding to Bullying

Listens - all students and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying

Includes us all - all students, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life

Respects - all school staff are role models to others within the school in how they treat others

Challenges - all forms of discriminatory language – including disablist language – is challenged and taken seriously

Celebrates difference – difference is actively and visibly celebrated and welcome across the whole school

Understands - all school staff, students and parents and carers understand what bullying is and what it isn't

Believes – all students, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying

Reports bullying - all students within the school and their parents and carers understand how to report incidents of bullying

Takes action - we respond quickly to all incidents of bullying. Students, including those with SEND, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying

Has clear policies - our school's Anti-Bullying Policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, students and their parents and carers.