

Behaviour Policy and Procedures

Including anti-bullying strategy

St Anne's Catholic School and Sixth Form College



Approved by:	Headteacher (In this document, the term Headteacher can mean either Headteacher or Executive Headteacher)
Frequency	Biannual
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Owner:	Julian Waterfield

Policy Review

This policy will be reviewed in full by the Governing Body every two years, or earlier if necessary, and is due for review in May 2021.

School procedures that show the work of this policy in action are stored in the staff handbook.

A member of the Senior Leadership Team will report at least annually to the curriculum committee of the governing body on its implementation.

Staff responsibility for this policy rests with the Headteacher.

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1. INTRODUCTION

The School Vision Statement makes clear that St Anne's is committed to promoting the wellbeing and achievement of all within the school community. Not only is good behaviour linked to learning and individual progress but behaviour in our school is an explicit expression of the values of the Vision Statement so that our family centred community can flourish through warm relationships.

The school sets high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. These standards are explained in our code of conduct. This is primarily achieved through an ethos of positive reinforcement and through striving for consistent and fair sanctions for all. No member of the school community should feel fearful of any other member of the community from any behaviour, especially bullying behaviour which will always be dealt with quickly and firmly and every effort will be made to prevent it from recurring.

As a learner you are expected to:	
Be punctual	Arrive on time, fully equipped for the start of lessons.
Be co-operative	Accept advice and guidance from your teacher and follow instructions .
Be considerate	Show respect for other people and their property . Consider how your actions help or hinder others. Listen respectfully to others.
Be focused	Remain on task and try to improve on your previous best.
Be ambitious	Make a real effort and aim for excellence in your work.
Whenever you are in uniform you represent our community, you are expected to:	
Respect yourself	Think about the effect of your words and actions on others. Be truthful. Look smart in the correct uniform .
Respect others	Take a stand against bullying or unkindness. When travelling to school be polite and co-operative . In school, be aware of others -hold the door open, avoid pushing or running. Talk and behave quietly respecting others' needs. Racist, offensive or bullying language or swearing is not acceptable .
Respect the environment	Treat the things around you with respect- put rubbish in the bin, leave chewing gum at home, use resources carefully and recycle where possible, avoid damage or graffiti .
There are some things that are strictly forbidden at St Anne's including: alcohol, bullying or intimidation of others, drugs, fighting, smoking, stealing or weapons.	

This policy should be read alongside the following school documents:

- The school vision statement
- The school development plan
- Safeguarding: policy and procedures
- Equality Policy and Single Equality Scheme
- Code of conduct
- Staff handbook

Relevant external documents include:

- DfE, 'Exclusion from maintained schools, academies and pupil referral units in England' (2012, revised 2017)
- DfE, 'Searching, screening and confiscation: advice for schools' (2014, revised 2018)

2. RESPONSIBILITIES

All members of the St Anne's community have roles and responsibilities within the school's behaviour policy and procedures.

Pupils

- treat all members of the community and visitors with respect
- follow instructions immediately
- follow the school rules and code of conduct both in and out of school when in uniform or representing the school
- understand that sanctions are a result of choosing to break the school rules

Parents and Carers

- sign the home/school agreement
- sign the pupil logbook weekly
- discuss and enforce the school rules with their child
- respond promptly to communication from school
- attend meetings to discuss their child's behaviour and progress in school
- form positive home/school agreements and relationships

Staff

Each member of staff (teaching and non-teaching) has a responsibility to:

- model high standards of behaviour and speech
- recognise and reward achievement, progress and success
- follow school procedures on discipline, rewards and sanctions
- keep accurate records of behaviour
- be alert to bullying
- pass on information in a timely manner
- act to stop poor behaviour and promote good behaviour and self-discipline wherever they may see it
- renew behaviour data regularly and alert their line manager to persistent problems
- participate in meetings or respond to email requests by Heads of Department/Heads of Year/Senior Leadership to seek information on the behaviour of pupils and strategies for dealing with persistent problems
- communicate concerns about behaviour with parents
- communicate with other appropriate members of staff, for example Learning Support, SLT, Heads of Year.

Head of Department

The Head of Department has a responsibility to:

- support class teachers in their implementation of behaviour policies and procedures
- establish and communicate clear departmental expectations of work and behaviour and monitor implementation of department strategies for rewards and sanctions.
- follow up persistent or serious breaches of the school's code of conduct and refer to SLT when necessary
- maintain appropriate departmental records and log communications; share with Heads of Year for the pupil's file
- inform Heads of Year and parents when a pupil is on conduct report.
- monitor recording of behaviour by the department
- report trends in conduct in their subject areas to their SLT Line Manager
- audit staff training needs on behaviour management and reasonable accommodations and implement appropriate training strategies, such as peer observation
- communicate with other relevant staff, for example Learning Support

Tutor

The tutor, as the first port of call for pupil welfare has a responsibility to:

- know the pupils under their care as individuals
- encourage, model and educate pupils in high standards of behaviour, dress, attendance and punctuality
- maintain an overview of each pupil's progress, well-being and behaviour, attendance and punctuality, including through the weekly monitoring of the log book and SIMs behaviour, achievement, rewards and attendance data
- discuss both rewards and sanctions, attendance and punctuality with pupils
- communicate as appropriate with parents, other staff and outside agencies concerning the welfare and discipline of a pupil
- ensure the highest standards of behaviour in daily acts of worship
- discuss with Heads of Year any persistent problems

Head of Year

The Head of Year maintains an overview of the wellbeing of all pupils under their care and holds the following specific responsibilities:

- support all staff in implementing school policies and procedures, especially those in their own year team
- monitor and discuss behaviour trends and training needs regularly with their year team
- promote standards of behaviour, dress, attendance and punctuality especially through assemblies
- monitor behaviour within the year group using SIMS and discuss trends and patterns with line manager and other heads of year
- complete behaviour analysis and interventions as required

- keep up-to-date records of pupils on conduct report, of behaviour logs and of conversations with parents
- ensure good behaviour is promoted through the conversations tutors have with pupils and through the delivery of Curriculum Enrichment Days which focus on PSHE topics as required
- show particular awareness of particular stages of transition, whether at the start of a new year group or key stage, liaising with support staff linked to transition where necessary to ensure additional support
- communicate as necessary with parents, staff members, outside agencies, Learning Support, Senior Leadership Team, Headteacher.

Senior Leadership Team

The Senior Leadership Team has the following responsibilities:

- promote and model the highest standards of behaviour, teaching and learning, dress, attendance and punctuality from all pupils
- manage the day-to-day running of the discipline of the school
- provide support and guidance for all staff, especially middle leaders, in implementing school policies and procedures and hold them accountable for consistency of behaviour
- assist Heads of Year in addressing serious breaches of the school's code of conduct
- liaise with parents and outside agencies in support of colleagues, especially in particularly serious cases
- keep the Headteacher informed of any parental complaint and of follow-up action
- lead staff in implementing recommendations for Safeguarding, Inclusion and Equality
- monitor staff and pupil approaches to behaviour as part of regular cycles of observation and day-to-day presence in the school environment
- support individuals as required either immediately or over a longer period of time, ensuring that staff are appropriately trained to ensure school consistency and that line managers are informed if an individual member of staff requires further support
- ensure all staff receive refresher training at the first staff meeting of each year
- report regularly to the governing body curriculum committee on the implementation of this policy, and at least once per year.

Governing Body

The governing body sets out its guidance on certain issues for this policy.

- Screening and searching pupils
 - with pupil agreement, a pupil may be searched in the presence of two members of staff, usually from the Head of Year office or senior leadership team.
 - The Headteacher delegates power to conduct searches without consent to members of the senior leadership team where prohibited items (knives, weapons, alcohol, illegal drugs, 'legal highs', stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been taken, or is likely to be, used to commit an offence, cause personal injury to or damage the property of any person, including the pupil).

- In the case of searching without consent the members of staff should be of the same gender as the pupil, unless there is immediate risk of serious harm.
- If it is suspected that a pupil is concealing items on his/her person then the DSL or a DDSL or the Headteacher will authorise the police to be called.
- While screening is not a requirement for every pupil, it is an authorised power that can be part of a contract for behaviour.
- Searching and screening includes the content of electronic devices, including, but not limited to, mobile telephones and tablets.
- The use of reasonable force is outlined in the school safeguarding policy. Only trained members of staff would normally restrain a pupil, although all staff have the power to do so if necessary.
- Disciplining pupils beyond the school gate: as members of the St Anne's community, pupils wearing school uniform or otherwise representing the school are ambassadors for St Anne's and school expectations apply. All offsite and out-of-hours activities have two emergency contacts from the Senior Leadership Team who can advise if necessary.
- Pastoral care for staff accused of misconduct: policy and procedures to support staff are detailed in the safeguarding policy. Where pupils have made malicious allegations against staff they may be kept isolated while a full investigation is made by the Headteacher or a nominated member of the senior leadership team.

3. PRAISE, REWARDS AND SANCTIONS

Praise and rewards

St Anne's School believes in the importance of a positive approach to framing conversations between different members of the community and there is value in receiving praise as much as there is in receiving a physical reward. Methods of praise and rewards might include:

- Merits and commendations, according to school procedures
- Verbal comments
- Congratulatory note/comment/ticker/stamp in logbook or on classwork
- Praise postcard/letter or other home/school contact, such as certificates or phone calls/emails.
- Display work or other media in classrooms or corridors
- Public display work or other media outside of the school with the required consent
- Mention in school newsletter
- Praise at assemblies, celebration assemblies or other public events
- Sports prizes
- The opportunity to represent school

Current procedures relating to rewards can be found in the staff handbook and pupil logbooks.

Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary to show appropriate disapproval for breaches of the code of conduct. All staff will seek to ensure that punishments are proportionate to the offence and circumstance and should enable pupils to make reparation where possible. Sanctions should be constructive where possible.

Methods of sanctions allowed by the governing body are:

- Completion of work at home or extra work (at school or at home)
- Carrying out useful tasks to help the school
- Detention (in school hours or outside school hours)
- Removal from the group, class or a particular lesson
- Withdrawal of break or lunchtime privileges
- Being placed on conduct report
- Withholding participation in educational visits or events which are not essential to the curriculum
- Confiscation of items, either temporarily or permanently
- Use of the school's inclusion room for isolation (see staff handbook)
- Fixed-term and permanent exclusion

Current procedures relating to sanctions can be found in the staff handbook and pupil logbooks.

4. EXCLUSIONS

We accept that exclusions will at times be unavoidable and necessary. They send a clear signal to the offending pupil and the school and wider community that we will defend and uphold the school's ethos and Code of Conduct in the interest of the well-being and right of everyone at St Anne's to learn and work in a safe, respectful and orderly environment.

However, exclusions should be a last resort. They will normally be used when other sanctions and strategies to support a pupil in managing their behaviour have failed.

In many cases it may be preferable to use internal exclusion (withdrawal from lessons and social time) for some of these, (especially in cases of first or one-off offences). Each case will be judged individually depending on the circumstances, severity and pupil's previous conduct.

Where an internal exclusion is given, parents will be informed.

Internal exclusions are not reported to the LA. External exclusions are notifiable to the LA. Once a pupil has had an internal exclusion but re-offends in the same term, an external exclusion will be more likely. An external fixed-term exclusion or permanent exclusion is only administered by the Headteacher, Executive Headteacher (or Deputy acting in that role).

Fixed-term exclusions may be considered for serious breaches of school's Code of Conduct*:

- bullying (verbal, physical or cyber bullying)
- fighting
- stealing
- damage to school property or that belonging to a member of the school community
- swearing at a member of staff
- repeated defiance
- physical aggression towards a member of staff or pupil
- bringing the school into disrepute (e.g. poor behaviour on way to school; activities on social media)
- refusal to follow instructions of a senior member of staff
- repeated offences such as smoking
- repeated disruption to lessons that hinders the progress of other pupils
- derogatory comments directed at another person, including via social media or off the school site
- behaviour that endangers the health and safety of oneself and/or other members of the school community, including use of alcohol or illegal drugs
- ongoing unacceptable behaviour for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

**A fixed-term exclusion may also be given for a serious criminal offence outside the school's jurisdiction while the incident is being investigated by the police.*

Permanent exclusions for:

- repeated serious breaches of the school's Code of Conduct when all other relevant support strategies have been exhausted, including involvement of relevant external agencies; all support provided must be clearly documented
- a first or one-off offence that seriously endangers the health and safety of others; this might include but is not limited to:
 - serious actual or threatened violence against another pupil or member of staff
 - sexual abuse or assault
 - supplying an illegal drug
 - carrying an offensive weapon
 - arson
 - serious destruction of property

Procedures relating to external exclusions can be found in the staff handbook.

5. SUPPORT SYSTEMS

The school has a number of programmes and techniques for supporting behaviour management and the tutor or Head of Year is often best-placed to suggest appropriate ways of supporting an individual.

The Heads of Year and the Senior Leadership Team collaborate with the SENDCO to ensure that the needs of SEND pupils are properly taken into account. The Senior Leader with oversight for Equality will ensure that the requirements of the Equality Act 2010 are taken into account.

St Anne's recognises that an individual's needs are rarely best met through 'black and white' systems and that some pupils require a more sensitive and differentiated approach, but some notable systems are:

- seating plans
- conduct reports
- positive reports
- time out cards
- support from additional members of staff
- meeting with parents
- behaviour contracts
- anger management group or ELSA
- referral to other agencies via Head of Year and/or DSL (e.g. school counsellor, school nurse, Emotional Health and Wellbeing Officer, Mental Health Nurse)
- pastoral support plans
- modification of curriculum
- personalised support offered through tutor, Pastoral Manager or other named member of staff

Other aspects of support for individual situations can be found in the school's safeguarding policy and procedures document.

Parents will be involved with concerns regarding behaviour and involved in discipline cases where appropriate. Where appropriate, staff should involve their HOY/HOD before contacting parents.

Staff will be trained in behaviour management techniques through a variety of ways including via induction, staff handbook and CPD as appropriate from time to time.

Pupils will be consulted in key areas of school procedure through the student voice system.

6. RESTORATIVE PRACTICE

What?

Restorative practice at St Anne's is a process, where those members of our school community involved in a problem, concern or incident, take collective responsibility to resolve the issue after the event so that all can move forward positively and build bridges and relationships.

Why?

The aims of our restorative practice are:

- ❖ **Satisfaction:** To reduce unkind feelings between those involved and resolve the situation so that all parties can move on.
- ❖ **Engagement:** To ensure those involved are clear about the way in which they have broken the school code of conduct and the consequences that their actions have. They will have a chance to put the situation right with apologies made and understanding of one another so that the community relations are repaired.
- ❖ **Strengthening school values:** To increase the community confidence in our behaviour system which stem from our vision statement.

How?

All are encouraged to take responsibility for your own behaviour and actions when it goes against our school code of conduct by reflecting on the following questions:

1. What happened?
2. Who else has been affected by this?
3. How did you feel at the time?
4. How do you think they felt?
5. What actions do you need to now take to make things right?

Further details are located in pupil logbooks and the staff handbook.

7. ANTI-BULLYING

The school recognises that the behaviour of the child is distinct from the child him/herself. We will never condone acts of bullying, but we will try to respond in a Christian way to all those involved in bullying.

At St Anne's we aim to

- Prevent bullying from happening through all pro-active means and increase awareness of the issues to all pupils
- Create a climate where it is accepted that bullying must be reported if it is to be dealt with effectively
- Encourage everyone – pupils, parents, teachers, staff and governors – to share the responsibility for stopping and preventing bullying as promptly as possible
- Believe and support the victims of bullying giving reassurance where possible
- Encourage and support those who bully to change their behaviour and attitude towards others
- Make it clear that bullying will not be tolerated and apply appropriate sanctions

What is Bullying?

Bullying is behaviour that is deliberately intended to hurt, threaten or frighten someone. Persistent bullying can severely inhibit a child's ability to learn effectively and the negative effects can impact on a person's entire life. It can occasionally manifest itself in a single 'one-off' incident, but is more likely to be repeated over a period of time. Those who bully often choose 'victims' who find it hard to defend themselves.

Bullying can range from horseplay to vicious assaults. It is important that we distinguish between bossiness or minor upsets in friendships or high spirits and real bullying.

All young people break up with their friends sometimes, and there are arguments and sometimes name-calling. This is usually forgotten within a few days and would not normally be considered as bullying. This behaviour is not acceptable, even where it does not constitute bullying. However, if this behaviour continues and escalates into hurtful behaviour, it will be treated as bullying. In some cases, bullying might be considered as harassment or assault and it may be necessary to notify to the police.

The school recognises the following behaviours as bullying:

- Physical abuse: hitting, pinching, poking, kicking; threatening or intimidating an individual, sometimes by a group.
- Emotional - verbal & non-verbal abuse: name-calling; insulting or derogatory comments, including racist or sexist remarks; staring, or nasty looks; abusive gestures or sounds; taking someone's bag; demanding money. This can also include being unfriendly, excluding, tormenting such as hiding books or personal items, being threatening or using graffiti.
- Sexual abuse could be abusive sexual comments or unwanted physical contact as well as the spreading of sexual rumours and/or images.
- Prejudice-based abuse: this is any abuse that is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived disability, race, religion, gender identity or sexual orientation. Although this is known as 'hate crime'

the offender does not have to be motivated by 'hate'; they only have to exhibit hostility. It can be seen through assault, taunts, teasing or use of particular language, graffiti, gestures, refusal to co-operate with others because of their protected characteristic, inciting hatred or bullying against a pupil or group of pupils, provocative behaviour, inciting people to join an organisation or group that sanctions hatred.

- Low-level or indirect abuse: getting a third person to pass on an abusive message; spreading false rumours; deliberately excluding an individual and encouraging others to do the same.
- Cyberbullying: bullying that takes place using technology. Whether on social media sites, websites, email, through a mobile phone, tablet, laptop, computer, or gaming sites, the effects can be devastating for the young person involved.

Bullying in school

The school understands that bullying hurts and that no one deserves to be a victim of bullying. The school understands that it has a duty of care to prevent and deal with bullying that takes place on the school premises. However, wherever possible we will deal with bullying that occurs on the journey to and from school and during school off-site activities in the same way. Bullying that occurs in school will be dealt with as outlined in the staff handbook.

Bullying out of school

Bullying, as defined above, that takes place out of school time, during evenings, at weekends or during the school holidays should be dealt with by the parents, who may choose to involve the police. We would encourage parents to inform the school of any such incidents to help us prevent bullying that occurred out of school being continued in school.

Cyber Bullying

This is covered in further detail in the E-safety policy. However, cyber bullying is treated in the same way as other forms of bullying.

Conclusion

Bullying is not a major problem at St Anne's, but we know that it occurs here, as it does in the world outside. Our response should always be immediate, fair and firm, in attempting to put an end to the unhappiness experienced by the bullied pupil, and making it clear that we will always take action against bullying.