



Behaviour & Bullying Policy

Chew Valley School

Chew Valley School Behaviour Policy

Rationale

Positive behaviour is a fundamental aspect of good learning and has a significant impact on good standards and progress. Chew Valley School is a successful school and much of this success comes from the very positive relationships that exist between staff and pupils. All adults involved with this school work to create clear boundaries and rewards within a respectful and supportive atmosphere.

We believe that students need and appreciate the security of knowing clearly what is expected of them and that school rules will be enforced in a consistent way. Therefore the consistent teaching and management of positive behaviour is a vital part of our work and underpins all aspects of school life. We expect very high standards of behaviour and this can best be achieved when all members of our school community – pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

Students flourish in a supportive and caring environment. Our policy emphasises the importance of encouragement and praise and the ways that staff can celebrate individual and group achievement.

Purposes of the Behaviour Policy

- To develop in pupils a sense of self-discipline, honesty and an acceptance of responsibility for their own actions, their own discipline and for their own learning.
- To create the optimum conditions for an orderly community where learning and respect can flourish and a culture of achievement and an ethos of success are secured.
- To enhance self-esteem with the aim of encouraging students to become responsible and caring citizens.
- To discourage bullying and promote equality for all.
- To encourage all our community members to adopt a positive approach to everything that they do and to appreciate and take advantage of all the opportunities that are offered.
- To encourage respect and consideration for others, both within and outside of school.
- To encourage and develop genuine dialogue between home and school on both positive school related issues and also on any occasions when a pupil's behaviour falls short of our high expectations.

Guidelines

- All members of staff have the responsibility to teach and encourage high standards of behaviour in keeping with the school's aims. Specific responsibilities are outlined in Appendix 1
- All teaching and learning programmes will support the development of pupils' social, emotional and behaviour skills
- A "Code of Conduct" (Appendix2), a set of rules (Appendix3) and a clear and levelled rewards and sanctions structure (Appendix4) will be communicated to all members of the school, and will be displayed in every tutor base and teaching room to detail the way we work together, ensuring these are shared with pupils, staff and their parents
- Rewards are given to encourage pupils to strive to fulfil their potential, build self-esteem and recognise hard work or good attainment. House Points are awarded to Y7 through the school planner. HOY keeps a tally of these points and administers the inter-tutor group competition. Positive points recorded from the computerised information management system, SIMS, will be recognised as "House points" for the Inter-House Championship. Commendations, "Green Slips" and Postcards home can all be reported via the SIMS system. End of term and year celebrations will recognise both effort and attainment
- Teachers and all paid staff have statutory authority to "discipline" pupils or impose sanctions on students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- Faculties organise their own internal system of managing disruptive pupils and detention systems which feed into the whole school framework. The Time Out Room is used to supervise students who have been removed from normal lessons or social time on the authority of Heads of Year or SLT. Guidance on its use and for those supervising it are outlined in Appendix 5. This Appendix also contains guidance on Turning Point and its use.
- When pupils fail to respond to the support that they have received to improve their behaviour, it is likely that they will move onto the next stages of our Student Support process. These strategies are designed to support pupils in a positive way to help them avoid further fixed term exclusions or permanent exclusion. The structures and supports are outlined in Student Support Procedures in Appendix6.
- At all of the following stages, evidence will be logged and regular reviews will take place. Parents and pupils will always be kept fully informed of the progress that has been made.
- Clear and detailed training for Behaviour for Learning is given within the new staff induction sessions and is available in the Staff handbook, including consistent and coherent responses to pupil behaviour and sanctions.

- Members of staff also have legal authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Situations in which staff may use reasonable force are: preventing a pupil from attacking another pupil or member of staff, or to stop a fight in the grounds, or to restrain a pupil at risk of harming themselves through physical outbursts. If force is used, parents will be informed and a record made of the incident within SIMS and the pupil's file.
- Whilst staff are generally discouraged from physical contact with pupils, at times it may be appropriate. Examples of proper contact might include: comforting a distressed student; shaking hands when praising or congratulating a pupil; demonstrating a musical instrument or PE technique/ coaching; when administering first aid.
- Parents will be made aware of school expectations through the Home-school agreement, their child(ren)'s planners and the sharing of this policy via the school website.
- Pupils will be engaged in the review of this policy and the structures that underpin it.
- Aspects of Behaviour for Learning will be periodically reinforced during assemblies, tutor group sessions and in-house training.
- To ensure quick and effective handling of behaviours, the recording of all incidents will be through a computerised SIMS. This data will be used to inform support for vulnerable pupils and to inform discussions with parents, staff, multiagency partners and governors about patterns of behaviour.
- Teachers can impose sanctions for pupils at any times the pupil is in school or elsewhere under the charge of a teacher, including on school visits, or outside school. The definition of "outside of school" is given in Appendix 7.
- Teachers have a specific legal power to impose detentions outside of school hours with 24 hours' written notice, however, parental consent does not need to be given.
- To ensure the fair and appropriate implementation of sanctions and rewards, the school will monitor the impact of these on different vulnerable groups, for example, fixed term exclusions in pupils with Special Educational Needs.
- Summary rewards and behaviour data will be shared with parents via the Insight Portal.
- The school will utilise The Link or other appropriate 6 day+ provision for pupils for whom a long exclusion is required.
- The school will continue to work within the Behaviour and Attendance panel structure in order to share effective practice, to develop interventions and focus attention on improving pupil outcomes.
- A log of interventions will be kept to enable monitoring and evaluation of the impact of support.
- Teachers can confiscate, retain or dispose of a pupil's property in specific circumstances as quoted in DfE document "Screening, searching and confiscation". Staff also have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items.
- Allegations of abuse against staff are dealt with in the Child Protection and Whistleblowing policy.

Conclusion

The consistent implementation of this policy will enable the school to maintain the excellent standards of behaviour already embedded. Positive behaviour management will ensure the high quality of teaching and learning through enhanced relationships between school and the community.

Related documents and Policies

Child Protection and Social Media

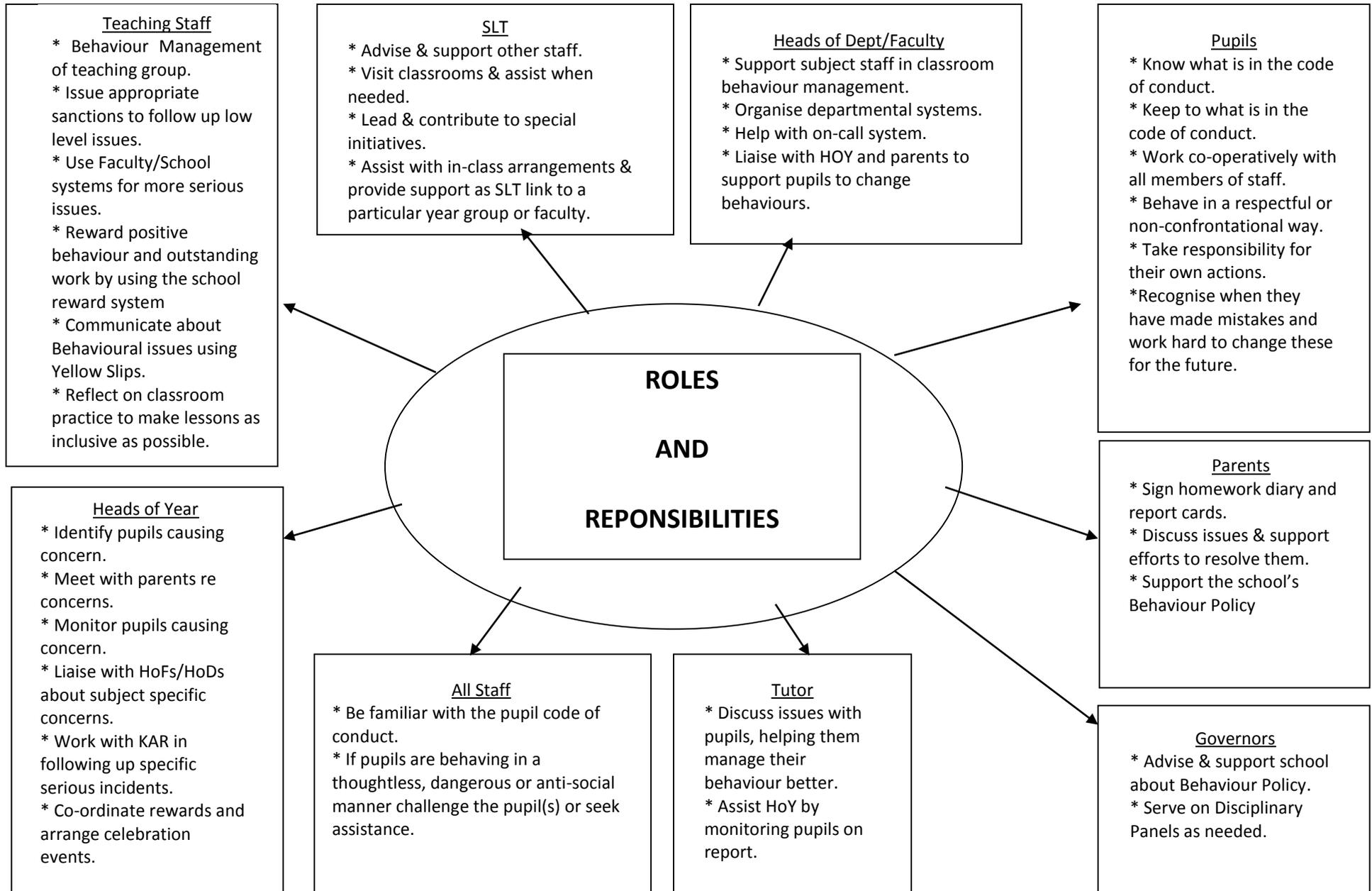
PSHRE

Equality

Approved: March 2014

Review date: March 2015

Appendix 1



Appendix 2

THE CLASSROOM IS OUR PLACE OF LEARNING. PLEASE REMEMBER THAT TEACHERS HAVE A RIGHT
TO TEACH AND PUPILS HAVE A RIGHT TO LEARN

CODE OF CONDUCT

1. I should arrive on time and be ready to start the lesson.
2. I should listen and follow instructions first time.
3. I should have the right equipment for learning.
4. I should respect others and keep hands, feet and objects to myself.
5. I should work hard and always try my best.
6. I should leave the room tidy and ready for the next lesson.

Appendix 3

SCHOOL RULES

WE ARE A LARGE COMMUNITY AND WE WOULD ALL LIKE TO ENJOY WORKING IN A CLEAN, SAFE AND ORDERLY ENVIRONMENT. TO ENABLE US TO DO THIS YOU MUST ABIDE BY THE FOLLOWING RULES:

1. Bullying is behaviour towards other people that causes emotional, physical or psychological suffering and is totally unacceptable. Bullying, whether verbal or physical, will not be tolerated by the school. If you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can.
2. Smoking is unhealthy and dangerous. You are not allowed to smoke in school or on the way to or from school.
3. Bringing or using harmful/illegal substances to or in school is forbidden and will be punished by exclusion except in exceptional circumstances.
4. Respect the school environment. The cost of repairing vandalism will be charged to the culprit(s) and they will be punished.
5. For security and safety reasons, never bring valuable items to school e.g. laptops, iPods, computer games, mobile phones, large amounts of money, etc.
6. For safety reasons, when moving around the school, please walk and never run. Keep to the left when using the corridors.
7. For security reasons, you are not allowed to leave the site without permission. If it is necessary for you to leave school during the day e.g. for a dental appointment, you must inform your tutor and also get a **Permission to Leave School Slip** from Reception.
8. If you are late for any reason, please report to Reception before going to lessons.
9. For Health and Safety reasons some areas of the school are out of bounds at breaktimes and lunchtimes. It is your responsibility to be aware of these areas.

Appendix 4

Rewards and Behaviour Structures

| | LEVELS OF BEHAVIOUR | POSSIBLE OUTCOMES |
|----|--|--|
| L1 | <ul style="list-style-type: none"> Any positive behaviour. Good work. Good effort. | Verbal praise. |
| L2 | <ul style="list-style-type: none"> Improved effort. Outstanding work. | Positive comment on school work/positive comment in planner. |
| | <ul style="list-style-type: none"> Answering questions in class. Helping teachers. Supporting classmates. | House Point. |
| | <ul style="list-style-type: none"> Consistent positive behaviour. Displaying respect. Showing consideration. Involvement and effort over a series of lessons. | Green Slip for positive behaviour (3 awarded means 5 lunch/tuck passes). |
| L3 | <ul style="list-style-type: none"> Outstanding achievement in an extended piece of work. Excellent progress in oral/written work. Improvement in presentation or standard of work. Going the 'extra mile'. | Commendation. |
| | <ul style="list-style-type: none"> Awarded for any level 3 positive behaviour. | Postcard home. |
| | <ul style="list-style-type: none"> Receiving 5 commendations or 5 green slips for positive behaviour. | Headteacher's commendation + pen. |
| | <ul style="list-style-type: none"> Certificates awarded following recommendations by teachers, HoY, tutors and other staff. | Celebration event certificate. |
| L4 | <ul style="list-style-type: none"> Selection of pupils from each year nominated by tutors/HoY who have displayed consistent effort during the year. Letter home to parents. | Headteacher' effort reception. |
| | <ul style="list-style-type: none"> Selection of pupils from each year nominated by tutors/HoY who have achieved academically throughout the school year. Letter home to parents. | Headteacher's achievement reception. |
| | <ul style="list-style-type: none"> 100% attendance throughout an academic year. | 100% attendance award. |

| EXAMPLES OF BEHAVIOUR | POSSIBLE OUTCOMES |
|---|--|
| FORMAL WARNING | |
| <p>LEVEL 1</p> <ul style="list-style-type: none"> • 2nd warning. • Low Level Disruption. • Key Moment violation. • Late for lesson. • Lack of Homework Diary. • Lack of equipment. • One missed homework. • Chewing/eating. • Uniform/Make up/ Jewellery. • Mobile Phone (on view). | <p>15 minute teacher detention at break or beginning of lunch. Move seat (in class). Removal of item/make up. Incident recorded in homework diary.</p> |
| <p>LEVEL 2</p> <ul style="list-style-type: none"> • Repetition of L1 • 3rd warning. • Missed teacher detention. • Lack of class work. • Defiance. • Inappropriate language. • Silly social time behaviour. • Mobile phone (use). | <p>Yellow slip (head of Faculty). Yellow slip (tutor if social time). 30 minute faculty/HoY detention at lunch.</p> |
| <p>LEVEL 3</p> <p>Repetition of Level 2</p> <ul style="list-style-type: none"> • 2nd faculty detention. • Missed faculty detention. • Smoking. • Out of bounds. • Bullying. | <p>Yellow slip (Head of Year). Removed to partner class. Parental contact. After school detention. Time Out Room (social time or subject). Subject/HoY report book.</p> |
| <p>LEVEL 4</p> <ul style="list-style-type: none"> • Repetition of Level 3. • Verbal abuse – staff. • Discriminatory comment. • Physical violence. • Extreme poor behaviour. • Theft. • Vandalism. | <p>Yellow slip (HoY/SLT). On call used. Time Out Room (all lessons). External exclusion. Disciplinary stages.</p> |

Appendix 7

Definition of Outside of School:

- 1) School's response to non-criminal bad behaviour and bullying that occurs outside of school hours when witnessed by School staff or is reported to the School.

This includes:

- a) When the pupil is:
 - Taking part in any school-organised or school-related activity, or
 - Travelling to school, or
 - Wearing school uniform, or
 - In some way identifiable as a pupil at the school.
 - b) Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school, or
 - Poses a threat to another pupil or member of staff or of the public or could adversely affect the reputation of the school.
- 2) Sanctions are from the normal range of 4 levels of consequence.

BULLYING POLICY

Rationale

We are a very successful and effective school. Our success is based on good teaching, good communication and good relationships both within school and between school and home. The potential for bullying exists in all schools and may be defined as the intentional hurting of one person by another often where the relationship involves an imbalance of power. This bullying may be verbal, physical, cyber or any action that is likely to result in a lowering of self-esteem. We aspire to be a school in which bullying does not occur, we will be pro-active in preventing bullying, and quick and sensitive in our response to it when it does occur.

Purposes

- To enable all pupils to make full contributions to school life;
- To deal with the causes of bullying as well as the consequences;
- To engage all members of the school community in preventing bullying;
- To achieve consistency in dealing with bullying incidents;
- To help pupils recognise and deal with bullying; both in and outside of school.

Guidelines

- We recognise and respond to ALL forms of bullying. These include: racial bullying; sexual bullying; homophobic bullying; cyber bullying; any form of discrimination by one person of another including bullying related to disability and special educational needs.
- Pupils will be provided with the opportunity to understand what is meant by bullying.
- The curriculum will provide opportunities to understand the causes and consequences of bullying, specifically through the teaching within the PSHRE curriculum.
- The assembly programme will contain the message of anti-bullying particularly by re-enforcing both equality and anti-bullying messages.

- Pupils will be made aware of how their actions may affect a bullying situation, and learn to accept and embrace the differences which make us all individuals.
- The school will ensure that every member of the school community is aware of their responsibilities should they encounter any behaviour that could possibly be a case of bullying. Pupils will therefore view the reporting of bullying incidents as responsible behaviour.
- Members of staff will treat all accusations of bullying seriously. They will report and log incidents when reported to them.
- The school will show they take bullying accusations seriously by encouraging pupils to talk and not keep bullying to themselves.
- The school planner, classrooms, information booklets for new parents and pupils will contain information and guidance on bullying and the school's approach to it.
- Action will be taken to deal with reported incidents with the aim of preventing bullying from recurring (see Appendix 2: Bullying issues processes for staff). Staff will use a variety of strategies including: talking to the people individually; supporting emotional needs; supporting behaviour management of bullies; talking to groups and with parents. The school may also use disciplinary sanctions where appropriate, including exclusion.
- The school will offer victims and bullies support. This may be in the form of a referral to the Pastoral Support worker, a peer mentor or a circle of friends.
- Parties reporting or accused of bullying will be informed of actions taken.
- This policy will be reviewed in consultation with pupils.
- Bullying incidents and types will be monitored and evaluated to inform the review of this policy and early intervention support work within school.
- The PASS survey and other student voice activities will also help monitor and evaluate the effectiveness of this policy.
- Bullying is not only a problem that affects young people. Adults bully too. Staff who feel that they are being bullied should report this directly to their line manager, or if this person is the perpetrator, then to the link SLT member for their faculty.
- Staff will regularly review and update their practice and training in relation to bullying.

Conclusion

The effective and consistent implementation of this policy will continue to ensure that pupils at Chew Valley continue to feel safe and supported within school and in the wider world. They will also be able to talk openly and confidently about incidents of bullying that may occur and seek help for themselves or their friends. They will develop effective coping strategies for the future should the need arise and be able to recognise and tackle discriminatory behaviours in the wider world.

Related Policies:

Child Protection and Social Media

PSHRE

Equality

Committee:

Approved: March 2014

Reviewed: March 2015

Appendix 1

Extract from the School Homework planner:

ANTI-BULLYING POLICY

Chew Valley School supports equality: Everyone has the right to feel safe and supported.

Bullying undermines equality and is taken very seriously.

Bullying is:

- Name-calling, threats or spreading rumours about people or their families;
- Ignoring or excluding people purposely;
- Damaging, hiding or stealing possessions or pressuring a person to give them;
- Hitting or physically intimidating someone;
- Using text, email or web-space to write or say hurtful things (cyberbullying);
- Inappropriate or unwanted physical contact.

Sometimes bullying causes particular hurt because comments are made about race, religion, family, appearance, gender, sexuality, disability or special educational need.

At Chew Valley School we do not tolerate bullying of any kind.

If you believe that you are being bullied you must:

Tell the bully to stop

Get away from the situation as soon as you can

Tell an adult or a fellow pupil as soon as you can

Tell your parents or carers as soon as you get home

If bullied online, save the evidence and do not retaliate.

You can also:

Report the incident on the school's anti-bullying computer link: bullying@chewvalleyschool.co.uk.
Remember telling someone will lead to help.

More people witness bullying than are victims of it.

If you see a bullying incident you must:

- Tell the bully to stop (most bullying stops when bystanders intervene);
- Support the victim (invite them to leave the situation with you);
- Report the incident, you can use the school's anti-bullying link, or speak to any adult.

If you don't you are giving your power to the bully.

At Chew Valley School:

We support those who have been bullied;

We make a bully accountable for their actions with appropriate sanctions and support them;
in understanding the effects of their behaviour;

We expect everyone to be active in preventing bullying.

