



## The Brakenhale School

*High Expectations and Challenge for All*



Policy Title

### School Behaviour and Discipline

<b>Date ratified by the FGB</b>	July 2017	<b>For review by:</b>	July 2019
<b>Staff Responsible</b>	Headteacher	<b>Implemented by</b>	School Community

<b>Links to other policies</b>	
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#### Rationale

The Behaviour and Discipline Policy meets the DfE requirements as per The Education and Inspection Act 2006: Section 89.

#### The Policy

Governors and the school's leaders are committed to ensuring that all students may learn in a calm and orderly environment without fear of harm, disruption or intimidation from anyone else in the school community.



## The Brakenhale School **Behaviour Policy**



### **Aims**

The purpose of this policy is to fulfil the governors' duty of care to students and employees and to promote high standards of behaviour and attainment. We want students to feel valued as individuals, and to develop self-confidence, pride in their own achievements and a rich variety of interests. The governors, all school staff and students have a mutual responsibility to ensure that the school environment is one in which students and all members of the school community feel safe, valued and can achieve their full potential. School leaders should all staff in managing the behaviour of students. This is reflected in the student planner and the policy and practice found in the staff handbook.

### **The Home School Agreement**

This is designed to reflect all these statements of School Policy. It is also printed in the front of the Student Planner and issued to all new parents. New parents and carers must sign this document in their induction meeting before their children start the school.

It is split into our expectations for students, staff and parents and sets out what we feel are the values and practice that will combine to maximise a student's sense of well-being and success.

These expressions of the School's core values promote high standards of behaviour for learning.

### **Equal Opportunities and Race Equality Statement**

A significant role in this process must involve equal opportunities. The discipline procedures will be reflected in the values and ethos of this policy which are: Brakenhale believes in Equal Opportunities for everyone and is welcoming all staff, students and parents. There is no place here for prejudice or intolerance. We expect all members of the school to show mutual consideration for each other. They should take responsibility for their own behaviour and lead by example.

### **Anti-Bullying**

Brakenhale defines bullying as 'A series of actions intended to intimidate, taunt or humiliate an individual or group; or persistent behaviour that results in the individual being intimidated, taunted or humiliated'. The school council states believes: 'Bullying of anyone is not acceptable. We have the right to learn in a friendly, safe and secure environment. We should resolve difficult situations without using violence or aggression'. This means that:

- All members of the school community have the right to learn and work free from intimidation and fear.
- All bullying the school is made aware of will be thoroughly investigated and appropriate action taken.
- Parents of all those directly involved will be informed or consulted by the school

Brakenhale is proud to be a member of the Stonewall School Champion Programme and ensures that all students are aware that any form of homophobic, biphobic or transphobic bullying is unacceptable.

Any member of the staff of the school who suspects or witnesses bullying will inform the relevant Tutor/Head of Year/ Senior Leader at the first opportunity. This is monitored by a senior member of staff who will oversee and manage all incidents defined as bullying as part of our commitment to equal opportunities.

Brakenhale does not tolerate bullying and once identified will use all discipline procedures to ensure that any student who fails to respect this will be dealt with severely.

### **Rewards and sanctions**

The School makes regular use of rewards and praise to promote and reinforce good behaviour and marginalise poor behaviour.

The school will endeavour to share positive news as much as possible between staff, students and parents.

A range of sanctions will be used to demonstrate that misbehaviour is not acceptable and that it results in serious consequences for the individual. Sanctions are also used with the intention of deterring other students from similar behaviour. Sanctions used against students should be communicated to parents, where appropriate, although the school does not need their consent for detentions or exclusions.

It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher and school staff are expected to exercise discretion in their use. Some students, dependent upon their circumstances, may require a more sensitive approach to discipline and sanctions. Governors expect the School to establish and clearly communicate measures to ensure good order, respect and discipline. They also expect students' and parents' co-operation in maintaining a well-ordered climate for learning.

Governors will not tolerate violence, threatening behaviour or abuse by students or parents. Governors will take firm action against students or parents who denigrate any school staff on or off School premises, engaging external support services, including the police, as appropriate. This can be through a threat to the orderly running of the school, if there is a threat to another student or if behaviour threatens the good reputation of the school.

### **Searching and confiscation**

Staff have the power to search students for any item banned under the school rules if the student agrees. Staff also have the right to search students without consent where they suspect they have prohibited items such as knives, weapons, alcohol, stolen goods and illegal drugs.

If there is a legitimate reason for a student to be searched and they refuse the school will regard this as defiance and it will be sanctioned accordingly. All prohibited goods found on the student can then be confiscated. While any member of staff can perform a search it is recommended that this be carried out by a head of house or a member of the Senior leadership team. All searches should be with more than one member of staff present, although parents do not need to be informed in advance. (1)

### **Use of reasonable force**

It is unlawful to use force as a form of punishment and staff should avoid any unnecessary physical contact between teaching and support staff with students. In the last resort reasonable force (2) might be used to control or restrain a student who is likely to hurt themselves or others, damage property or cause disorder around the school. This might be when breaking up a fight or stopping some other form of violence. It is generally good practice to let the student's parents know when reasonable force has been used.

### **Allegations made against staff**

Allegations made against a member of staff must be taken seriously and schools should ensure that they deal with them in a fair and consistent way.

If a student makes a false allegation against a member of school staff the school will reserve the right to discipline the student using the full range of punishments available to them.

(1) See DFE non-statutory advice for 'Screening, Searching and Confiscation', 2011.

(2) See DFE guidelines 2011 – 'Use of Reasonable Force'.



## Guidance on the Management of Conduct

1	<p><b>Planners not signed / Tools for Learning not complete</b>            First Step: Short detention with tutor            Second Step: Thursday Surgery if first step lunchtime detention is missed</p>
2	<p><b>Uniform not correct</b>            First Step: Lunchtime SLT detention            Second Step: Thursday Surgery if first step lunchtime detention is missed</p>
3	<p><b>Lack of classwork, poor quality classwork or non-completion of homework</b>            First Step: Restorative Conversation / D15 / D40            Second Step: Thursday Surgery            Third Step: SLT involvement</p>
4	<p><b>Low level disruption</b>            First Step: Acknowledge / encourage / remind of expectations (teacher)            Second Step: Restorative Conversation / D15 / D40            Third Step: Thursday Surgery            Fourth Step: SLT involvement</p>
5	<p><b>Late to School</b>            First Step: Record on SIMS            Second Step: Lunchtime SLT detention            Third Step: HoY / AHoY involvement            Fourth Step: Thursday Surgery            Fifth Step: SLT involvement</p>
6	<p><b>Lateness to lessons</b>            First Step: Acknowledge and remind of expectations (teacher)            Second Step: Restorative Conversation / D15 / D40            Third Step: Thursday Surgery            Fourth Step: SLT involvement</p>
7.1	<p><b>Rudeness / defiance to staff members</b>            First Step: Acknowledge and remind of expectations (teacher)            Second Step: Restorative Conversation / D15 / D40            Third Step: Thursday Surgery            Fourth Step: SLT involvement</p>
7.2	<p><b>In cases of extreme rudeness / defiance</b>            First Step: Student removed from lesson / area and dealt with by HoD / HoY / SLT</p>
8.1	<p><b>Use of inappropriate language in response to another student</b>            First Step: Pastoral conversation with student explaining why that is not acceptable, log incident on SIMS            Second Step: SLT involvement</p>
8.2	<p><b>Use of inappropriate language in direct response to or directed at another student / member of staff</b>            First Step: Remove from lesson / area and report to HoY, log incident on SIMS            Second Step: SLT involvement</p>
<p>In both above cases the sanction is dependent upon the individual circumstances surrounding the incident.</p>	
9	<p><b>Violence</b>            First Step: Verbal instruction to stop and separate (if appropriate)            Second Step: Check welfare of student            Third Step: Remove from lesson / area and keep out of lessons            Fourth Step: Report to HoD - Alert HoY / AHoY and SLT immediately</p>



## Guidance on the use of mobile electronic devices

Mobile electronic devices can constitute a potential threat to the achievement of the expected standard of behaviour (which is clearly specified in this policy and our school policies on preventing and responding to bullying and equal opportunities), in the following ways:

- Students phoning and texting each other disrupts teaching and learning;
- Texting can be used to bully other students;
- Mobile devices with a photograph/video capability have been used in other schools inappropriately, threatening the safeguarding, health and well-being of students;
- The public examination boards regard mobile devices as a threat to examination security. If a mobile device is found in an exam room, the student's papers will be cancelled. Mobile devices are normally detected when they go off – and therefore disrupt everyone before they are found;
- They are a fashion item and the cause of much petty crime;
- They are a valuable item which can go missing in school with the consequence of absorbing hours of staff time as they try to establish what has happened.

We understand that there may be times when a parent/carer may want to be able to contact their son/daughter after school, for example in the case of those students who are dependent on public transport. The School permits students to bring a mobile device to school **only** where they adhere to the following expected behaviour:

- Students must not use a mobile phone or any other mobile device anywhere on the school site or on any off-site school activity with one exception. The one exception is where a teacher tells the students they have permission to use a mobile device in the classroom as part of the planned learning activity in the lesson then mobile devices will be allowed provided the student follows the teacher instructions.
- **Mobile devices must not be visible at any time but must be switched off (ensuring all alerts and alarms are inactive), out of sight and kept safely in the student's school bag at all times;**
- **Mobile phones must not be kept in clothing pockets during the school day;**
- Students are not permitted to wear or use headphones during the school day;
- Using mobile and electronic devices to photograph or record other students or staff, under any circumstance is not permitted at any time;
- Students who have a genuine need to contact a parent during the day should speak to their Head of Year to get permission to use the phone in the Head of Year office, or go to main reception;
- Mobile devices in school are the students' responsibility at all times. The school does not accept any responsibility for the loss or theft of mobile devices which have been brought onto the school site;
- Mobile devices must be switched off and kept securely in a school bag at all times, ensuring that all alerts and alarms are switched off and not active.

We seek full support from parents in these matters. The School has an established and efficient system for communication, including conveying urgent messages to students and we expect the full support of parents in the implementation of these arrangements. We will continue to ensure safe and responsible use of ICT to protect staff and students, and the following rules apply in everyone's interest. The school reserves the right to examine mobile devices if a member of staff suspects that the expected standard of behaviour has been breached.

**Misuse of Mobile Devices Consequence procedure** (updated June 2017)

If a student is seen with, or using a mobile device, the student will be expected to hand the device over as requested.  
 The device will be taken by the member of staff and handed in to admin/main reception.  
 The mobile device will be placed in an envelope with the student name and year group and put into the safe.  
 If the student has complied with these requests, the mobile device will be returned to them the same day by Main Reception.  
 Otherwise parents/carers will be expected to come into school for a meeting with a senior member of staff to discuss the non-compliance of the policy and a more serious consequence will be given.

1st Offence	<ul style="list-style-type: none"> <li>• Device confiscated and taken to reception</li> <li>• Confiscating member of staff gives detail to reception who record it on SIMS</li> <li>• Device handed back at end of the day by main reception</li> </ul>
2nd Offence	<ul style="list-style-type: none"> <li>• Device confiscated and taken to reception</li> <li>• Confiscating member of staff gives detail to reception who record it on SIMS</li> <li>• Device handed back at end of the day by main reception</li> <li>• Schoolcomms message sent home to parents/carers stating that next time the device is confiscated the parents/carers will be required to collect the device</li> </ul>
3rd Offence	<ul style="list-style-type: none"> <li>• Device confiscated and taken to reception</li> <li>• Confiscating member of staff gives detail to reception who record it on SIMS</li> <li>• Device to be collected by Parents/Carer – Schoolcomms sent home advising that next time the device is confiscated the student will be internally excluded for persistent failure to adhere to the rules of the school</li> <li>• Student issued with a Thursday Surgery sanction</li> </ul>
4th Offence	<ul style="list-style-type: none"> <li>• Device confiscated and taken to reception</li> <li>• Confiscating member of staff gives detail to reception who record it on SIMS</li> <li>• Device to be collected by Parents/Carer – Schoolcomms sent home advising that their child will be internally excluded for the next school day and that a meeting will be arranged with HoY and SLT to discuss the persistent failure to follow school rules</li> <li>• Student issued with an internal exclusion</li> </ul>



# Anti-Bullying Statement

## Introduction

**Brakenhale prides itself on being a diverse and tolerant school community. Any type of bullying is unacceptable and the school will do all that it can to educate its students about bullying and the profound and upsetting consequences it can have.**

At Brakenhale we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect students to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

## Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners.

Students contribute to the development of the policy through the school council, circle time discussions and other groups such as Identity.

The school council will develop a student friendly version to be displayed in all classrooms and to go in planners.

## Roles and Responsibilities

**The Head Teacher** – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Andrew Hartley, Deputy Headteacher

Their responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: **Antoinette Ackauku**

## Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

*Source: Preventing and Tackling Bullying – July 2017- DFE*

## Governor Statutory Policy

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- intimidating behaviour

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation, gender or gender identity
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- peers
- certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender identity.

## **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### Children and young people in school

Students who are being bullied or who have witnessed bullying should report it as soon as possible to an adult. At school this could be a class teacher, tutor, Head of Year, a member of our Student Support team or a member of the Senior Leadership Team.

### Parents/carers

Parents should report any instances of bullying within the school community they are aware of to an adult within the school. This could be a class teacher, tutor, Head of Year, a member of our Student Support team or a member of the Senior Leadership Team.

### All staff and visitors

Staff should report any instances of bullying to the relevant Head of Year or a member of our Student Support team or a member of the Senior Leadership Team.

Visitors should report any instances of bullying to the member of staff they are working with or directly to the school receptionist.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

Interviews will be held and recorded and signed witness statements taken. Whenever possible this will be done in private with a trusted adult.

Parents will be informed as soon as possible of any incidents and investigations with regard to bullying although this may require sensitivity if this in respect of any bullying regarding sexual or gender orientation if parents are unaware of this matter.

We will respond to the situation as soon as possible. The school's responses will aim to be educational rather than punitive and will include such strategies as solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, or referral to outside agencies if appropriate.

School sanctions may be applied including if bullying persists. Please refer to our behaviour code for details of appropriate sanctions.

Follow up, especially keeping in touch with the person who reported the situation, parents/carers.

Where possible the school will endeavour to monitor any situations, individuals or relationships that may relate to the incidence of bullying. Parents will be kept informed as a matter of procedure in the weeks after the incident to ensure the bullying has not reoccurred.

## **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our students we at Brakenhale have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- Involvement in Healthy Schools
- PSHE/citizenship
- Tutor time activities
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes