

REVIEWED BY Q & S COMMITTEE ON 26/2/2012 FOR FULL GOVERNORS ON
22/3/2012



Woodlands Academy

POLICY FOR BEHAVIOUR INCORPORATING ANTI-BULLYING

WHOLE SCHOOL POLICY FOR BEHAVIOUR INCORPORATING ANTI BULLYING

Policy Consultation & Review

This policy has been authorised by the Governors, is addressed to all members of staff, all pupils and parents. It is published on the Academy website referred to in our Woodlands Academy prospectus and is available on request from the Academy Office. This policy can be made available in large print or other accessible format if required. This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

The Governors and the Head intend that the Academy rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Academy premises and outside of the jurisdiction of the Academy, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute. Through the operation of this policy we aim :

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the Academy;
- to deter Bullying behaviour, detect it when it occurs, and deal with it by counselling and / or disciplinary sanctions and, if necessary, by permanent exclusion.

This policy was last reviewed by the Quality and Standards Committee on 26/1/2012 and will be tabled to the Full Governing Body for approval on 22/3/2012. It is due for review during the Spring Term of 2013.

Signature

Headteacher

Date:

Signature

Chair of Governors

Date:

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1. ETHOS AND RESPONSIBILITIES

School Ethos

The governors expect the school to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm. The Academy understands that rewards can be more effective than punishment in motivating pupils. The Academy is committed to promoting and rewarding good behaviour and to the eradication of bullying.

The Academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

In all cases of misconduct, including those outside of the Academy, the Head will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's child protection procedures will be followed (see policy A1).

Bullying behaviour is always unacceptable and will not be tolerated at the Academy because:

- it is harmful to the person who is bullied, and to those who engage in Bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
- it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation; and
- it is contrary to all our aims and values, our internal culture and the reputation of the Academy.

Staff Responsibility

It is our duty as staff to encourage good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Curriculum Leaders are charged with using their best endeavours to ensure that programmes of study and the methods used in the Department are well thought out and of a consistently high standard.

Student Responsibility

The school places an emphasis on students taking responsibility for their behaviour with the support of adults. All students are expected to follow the Five Rules of Classroom Expectations (see Appendix 1) which, together with the Rights and Responsibilities Statement (see Appendix 2), should be prominent in all classrooms.

2. BULLYING BEHAVIOUR

2.1 Bullying is the behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Our expectation of all members of the Academy community is that:

- everyone will uphold the rules which are printed in the student planner
- a pupil or a member of staff who witnesses or hears of an incident of Bullying will report it
- a complaint of Bullying will always be taken seriously; and
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

2.2 Bullying may be :

- **Physical:** Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
- **Verbal:** Name-calling, taunting, teasing, insulting or demanding money
- **Exclusionary behaviour:** Intimidating, isolating or excluding a person from a group
- **General unkindness:** Spreading rumours or writing unkind notes, phone texts or e-mails; or
- **Cyberbullying:** Using the internet, mobile telephones, social networking sites deliberately to upset someone else
- **Sexual** - talking to or touching someone in a sexually inappropriate way
- **Sexist** - related to a person's gender
- **Racist**, or regarding someone's religion or culture
- **Homophobic** (related to a person's sexual orientation)
- **Related** to a person's disability, special educational needs, learning difficulties, health or appearance.

2.3 Not all Bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of Bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately be permanently excluded from the Academy.

2.4 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of Bullying. A person may be vulnerable to Bullying because of his / her age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because he / she is new in the Academy, appears to be uncertain or has no friends. He / she may also become a target because of an irrational decision by a bully.

3. DEALING WITH UNACCEPTABLE BEHAVIOUR IN CLASS

There are five consequences for unacceptable behaviour in class. This should be seen as three stages.

STAGE 1 : C1 – C2

- C1 A warning is given and the student's name recorded by the member of staff.
C2 A second warning is given and the student may be moved to a different seat.

STAGE 2 : C3 – C4

- C3 The student is sent with work to do in the Departmental Support Facility and this removal is logged. (The DSF timetable should be published in each departmental area).
C4 The senior member of staff on call is sent for by the Curriculum Leader and the student is removed to work with the Learning Leader. This is also logged.

Where a student has been removed to the DSF or to the Learning Leader, the Curriculum Leader or Learning Leader will meet with the student and the member of staff from whose lesson the student has been removed before the next lesson with that member of staff. It will be at the discretion of the CL or LL to determine whether or not a detention is also merited. In the event of a failure to attend a MLT detention, then the student will automatically be placed in SLT detention. Failure to attend an SLT detention will result in a meeting with parents/carers.

STAGE 3 : C5

The Woodlands aims to be an inclusive school, and the strategies outlined above are intended to avoid recourse to the third and final stage. However, repeated misbehaviour will lead to exclusion (internal or external). There is a wide variety of other support strategies which may be used to avoid moving to Stage 3 and these are printed within Appendix 3. The involvement of Stage 3 should be seen as **extremely serious**.

It is recognised that there are certain offences which merit internal or external exclusion. Where this occurs for more than 6 days, we ensure that they are taught for 5 hours per day and do not lose access to their educational entitlement.

4. DEALING WITH REPORTED BULLYING

4.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should complain without delay and can do so in several ways :

- tell his/her parents
- his/her tutor
- his/her Learning Leader or Deputy Learning Leader
- the Child Protection Co-ordinator
- a sixth form student

4.2 Parents who are concerned that their child is being bullied should inform their child's Tutor or Learning Leader without delay.

4.3 This section focuses mainly on the Bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of Bullying. Staff members who are concerned about being bullied or harassed should discuss this directly with the Headteacher. Pupils or parents who feel that a member of staff is Bullying should also report this directly to the Headteacher. Complaints against any member of staff will be dealt with in accordance with staff disciplinary procedures.

4.4 A person in authority who learns of alleged Bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Learning Leader both of the victim and of the alleged bully as soon as possible
- the Learning Leader must record the complaint in their incident book; and contact the other Learning Leader (s) if applicable to agree on a strategy, and on who will take the lead.

4.5 The victim's Learning Leader will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident(s) - physical? verbal? exclusionary? etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed – parents?

Senior

Designated Professional for Child protection? Child Protection Co-ordinator? Social

Services? The police?

- can the alleged bully be seen on a no-names basis?
- what is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed (see 4.6)

4.6 If a Learning Leader believes that serious Bullying behaviour:

- has occurred involving a pupil; or

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has recurred after warnings have been given to the "bully" he / she must inform the Headteacher and the Academy's Senior designated Professional for Child Protection (currently G. Billington)

- The Designated Person will then interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He may decide to ask the Learning Leader to be present or delegate this to the Child Protection Co-ordinator
- A summary of his / her findings will be sent to the Head and relevant Learning Leader(s)
- The Head and / or the relevant Learning Leaders will interview the alleged victim and bully separately to confirm the facts of the case if considered necessary and to decide on the action to be taken in accordance with the range of action set out in 4.7 below
- The Head will notify the parents of the victim and bully giving them details of the case and the action being taken.

4.7 When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate
- advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning
- consideration of the motivation behind the Bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the Bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the Academy's child protection procedures will be followed (see policy A1)
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
- a disciplinary sanction against the bully, in accordance with the Academy's Behaviour Policy. In a very serious case or a case of persistent Bullying, a pupil may be permanently excluded
- action to break up a "power base"
- moving either the bully or victim to another class after consultation with the pupil his / her parents and the relevant staff
- involving Social Services or the police
- notifying the parents of one or both pupils about the case and the action which has been taken
- such other action as may appear to the Head to be appropriate
- noting the outcomes in the relevant incident book.

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4.7 The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils in the class so that they may be alert to the need to monitor certain pupils closely
- ongoing counselling and support
- vigilance
- mentioning the incident at meetings of staff
- reviewing vulnerable individuals and areas of the Academy
- liaison between Learning Leaders , the outcome being recorded in the incident books.

4.8 If the victim or his / her parents are not satisfied with the action taken, they should be advised to make a formal complaint to the Headteacher and Governing Body.

5. MALICIOUS ALLEGATIONS AGAINST STAFF

5.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

5.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

6. USE OF REASONABLE FORCE

6.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* (DfE-00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

6.2 Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. See also the Academy's separate policy on the use of physical restraint.

7. SEARCHING PUPILS

7.1 Informed consent: The Academy staff may search a pupil with their consent for any item which is banned by the Academy rules. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his or her pockets or bag.

7.2 If the pupil refuses, sanctions will be applied in accordance with this policy.

7.3 Searches without consent: In relation to prohibited items, as defined in 7.4, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

7.4 Prohibited items: Means knives or weapons, alcohol, illegal drugs and stolen items and any other items as defined as such from time to time.

7.5 Searches generally: If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. pupils' lockers or desks; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

7.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

7.7 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.

7.8 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation* (DfE-00056-2011).

8. SANCTIONS : A TARIFF FOR EXCLUSION

Persistent committal of serious offences could result in a Behaviour Contract (see Appendix 4). Mitigating circumstances, and previous good behaviour, will normally be taken into consideration, the exception being with offences 10 and 11 in the table below.

OFFENCE	1ST TIME	2ND TIME
1. Verbal abuse	3 DAYS EXCLUDED	5 DAYS EXCLUDED
2. Persistent non co-operation	3 DAYS EXCLUDED	5 DAYS EXCLUDED
3. Misbehaviour in DSF	3 DAYS EXCLUDED	5 DAYS EXCLUDED
4. Damage to school property (vandalism)	5 DAYS EXCLUDED	5 DAYS EXCLUDED
5. Theft of school or student property	5 DAYS EXCLUDED	5 DAYS EXCLUDED
6. Threatening behaviour (bullying)	5 DAYS EXCLUDED	5 DAYS EXCLUDED

7. Physical abuse (fighting)	5 DAYS EXCLUDED	10 DAYS EXCLUDED
8. Using Drugs/Alcohol	5 DAYS EXCLUDED	10 DAYS EXCLUDED
9. Assault (ABH)	10 DAYS EXCLUDED	16 DAYS EXCLUDED
Offences involving Governors Disciplinary Committee and police on first offence		
9. Fire raising	PERMANENT	
10. Carrying an offensive weapon	PERMANENT	
11. Threatening with an offensive weapon	PERMANENT	
12. Supplying Drugs/Alcohol	PERMANENT	

Being in possession of an offensive weapon. Under section 139A of the Criminal Justice Act 1988 (as inserted by section 4 of the Offensive Weapons Act 1996), it is an offence to carry an offensive weapon or knife on school premises. This offence is arrestable under section 24 (2) of the Police and Criminal Evidence Act 1984 (as amended by section 1 of the Offensive Weapons Act 1996). Should any student be known or thought to carry an offensive weapon, the police will always be called and an arrest made

9. REWARDS

The Governors and staff believe that students respond positively and work better if they receive praise and acknowledgement for their efforts. Students whose work, behaviour, and attendance are judged to be good are rewarded through a points system. Currently, the following reward scheme is in operation:

Attendance

A reward point is awarded by tutors each week to every student who has achieved a 100% attendance and punctuality record that week. Points may be used as described below, depending upon the student's key stage.

The Points System

The Electronic Management Information System is the central focus with Reward Points (known as 'Vivos') for good work to be used by classroom teachers with a quota of approximately 3 per lesson. Currently, points are given in the form of 'stamps' but the move to electronic recording is imminent.

Rewards are uploaded to an external database which will eventually be able to be viewed by staff, students and parents. Points can then be exchanged electronically for a range of items selected from an external catalogue, including sports equipment, computer games, stationery items, mobile top-ups, cinema tickets. The list of rewards is extensive and is tailored to suit many needs including gifts to charity and items unique to the school e.g. tickets to performances.

There are other rewards which may also be considered, and these are printed in Appendix 5.