

July 2023

Behaviour Policy and Anti-Bullying Strategy



**SOUTHCHURCH
HIGH SCHOOL**

Review Framework

The Policy should be reviewed annually; earlier if DfE guidance changes

	Date
This Policy was originally created:	2009
It was revised and then ratified by the Local Governing Board:	24 November 2014
Revised and released in:	October 2015
Academisation and name change to: Southchurch High School	1 September 2017
Reviewed in:	March 2019
Ratified by the Local Governing Board:	25 March 2019
<i>Covid-19 Addendum added</i>	September 2020
Ratified by the Local Governing Board: [Chair's Action]	7 September 2020
<i>Amendment to Covid-19 Addendum:</i>	22 September 2020
Ratified by Local Governing Board:	19 October 2020
<i>Covid-19 Addendum updated in light of National Lockdown</i>	14 January 2021
Ratified by Local Governing Board: Chair's Action/LGB	19 January /01 February 2021
Amendment to main policy to include information on <i>Physical restraint and reasonable force</i>	19 April 2021
Ratified by Local Governing Board [Chair's Action]/LGB	21 April 2021/21 June 2021
<i>Covid-19 Addendum removed</i>	September 2021
<i>Addition of Appendix 1: Anti-Bullying strategy</i>	November 2021
Ratified by Local Governing Board:	December 2021
Ratified by Local Governing Board [Chair's Action]/LGB	17 July 2023/19 July 2024

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Principles

The Local Governing Board believes that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the School by:

- promoting positive behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention by monitoring the performance of individuals and groups at risk, fully utilising all multi-agency support;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the School's Policy and associated procedures; and
- promoting a culture of praise and encouragement in which all students can flourish and achieve.

Code of Conduct

The school believes that positive behaviour, attitudes and actions contribute towards effective learning. It leads to high quality time for all in a safe, orderly and purposeful environment. Students are encouraged to take responsibility and to develop self-discipline.

All students are expected to:

- adhere to and promote the positive school ethos;
- be kind, courteous and respectful to everyone, regardless of gender, race sexual orientation or beliefs, and work together to prevent bullying;
- aspire to be outstanding in everything they do and always show resilience, wisdom, respect and leadership;
- act as positive role-models in school, home and the community;
- always be polite, listen to others and respond positively to instructions;
- commit to their learning and strive for academic success;
- take turns in lesson, put their hands up to ask questions, respect the views of others and help everyone to be included and valued;
- ensure they attend school regularly and on time;
- wear their uniform with pride;
- take pride in the learning environment and local community; and
- make sure that their behaviour is always of the highest order.

Roles and Responsibilities

- The Headteacher will be responsible for the implementation and day-to-day management of the Policy and procedures.
- Staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the Policy and procedures are followed, and consistently and fairly applied. Mutual support

amongst all staff in the implementation of the Policy is essential. All members of staff have a key role in advising the Headteacher on the effectiveness of the Policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed Policy and procedures consistently.

- The Local Governing Board, Headteacher and staff will ensure there is no differential application of the Policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and addressed appropriately.
- Governors will support the School in maintaining high standards of positive behaviour of students and staff.
- Parents/carers will be expected, encouraged and supported, to take responsibility for the behaviour of their child both inside and outside the School. The School will encourage parents/carers to work in partnership to establish and maintain high standards of positive behaviour.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of expectations and procedures. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.
- The Local Governing Board and Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the Policy.

Procedures

The procedures arising from this Policy will make it clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be monitored by the Headteacher and other senior staff to ensure they are consistently and fairly applied. The procedures will also promote the idea of personal responsibility, in that every member of the School has a responsibility towards the whole community.

Prevention

This will entail:

- The rewards procedure, which aims to encourage, motivate and recognise the positive behaviour of students.
- Staff making expectations/procedures explicit to students, applying them consistently and re-enforcing them at regular intervals.
- Where problems first appear, early intervention taking place through a planned and co-ordinated route.
- Staff employing a full range of behaviour management strategies in the classroom including:
 - welcoming, positive greeting; staff waiting at the door;
 - emphasising positive responses and achievements;
 - seating/grouping plan;
 - variety of teaching and learning styles;
 - differentiated work appropriate for each student;
 - following agreed routines, especially at the beginning and end of lessons;

- encouraging self-assessment/evaluation/review;
- ending lessons on a positive note; and
- orderly entry to and dismissal from the classrooms and other learning areas.
- Recognising that parents/carers need to be involved, informed and welcomed in partnership to ensure and consolidate positive behaviour.
- Establishing a partnership with students and involving them in taking responsibility for and developing their own learning. Student views on matters of organisation and response should be harnessed as part of the consultative process.
- The Governors being perceived by students, parents/carers and staff, as actively supportive in promoting high standards of behaviour via regular Governors' Disciplinary Panels.
- Using multi-agency teams to support students, especially those identified as being at risk of disaffection despite the above strategies.
- Having effective communication between staff and mentors to support, evaluate and record student progress.
- Considering alternative or additional provision.
- Using target setting as the basis for improving behaviour as well as extending learning.

Rewards: Procedure

- Good behaviour should be consistently rewarded.
- Staff should praise a student/class immediately on their good behaviour and say why they are pleased.
- Staff should regularly inform each other of positive behaviour of individuals or groups using appropriate Class Charts.
- Staff should regularly inform parents of positive behaviour.
- Staff may give special privileges to those who behave consistently well and may give consideration to targeted students who have made a special effort to improve.
- Staff should record positive behaviour and achievement using Class Charts.
- There will be regular Awards Assemblies where certificates and prizes will be presented.
- An Achievement Awards Evening will be held annually, where students in years 7-11 are presented with subject and other special awards.

Active Intervention

This will entail:

- The consistent and positive application of the Behaviour policy by all staff.
- An emphasis on self-discipline and the raising of awareness of what is expected by all members of the School community.
- A clear line of response whenever a behavioural issue emerges.
- Each stage of the procedure relying upon professionalism, qualified judgements and common-sense from staff involved.
- An adapted curriculum to offer appropriate support and challenge.

Sanctions: Procedure

Unacceptable or inappropriate behaviour, including breach of the Code of Conduct, will be dealt with fairly and consistently.

- Staff should prepare lessons with pace and challenge, which will engage students and minimise the possibility of behaviour likely to cause difficulties.
- Staff should use rewards/sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with, and between, students.
- Staff should regularly inform each other of behaviour issues relating to individuals or groups.
- Staff should regularly inform parents/carers of behaviour issues.
- Staff should record negative behaviour using Class Charts, and notify other pertinent staff appropriately.
- Staff will use the ARC system to address poor behaviour. If students are placed on 'C' they will be sent out of a lesson.
 - A** Student is **asked** to refrain from low level disruption.
 - B** Student is **reminded** to refrain from low level disruption.
 - C** **Consequence:** student is on called and will leave the lesson.
- Students may be educated in our Curriculum Plus provision in order to aid their reintegration back into school following a period of absence, or in place of a suspension for poor behaviour. A contract with parents will be signed and students will be expected to adhere to the rules of the C+ room. It is intended that this space offers a nurturing environment whilst ensuring that learning and progress can continue.
- Incidents which occur in lessons are the responsibility of the subject teacher in the first instance, and then followed up when necessary by the relevant Head of Department.
- The Head of Department is crucial in supporting the subject teacher.
- The role of the Head of Year is to oversee behaviour of the year group.
- Incidents which occur outside of lessons should be dealt with by **all** members of staff, and the corridors are everyone's responsibility.
- Serious incidents should be passed on to Heads of Department/ Student Support Assistants/ Heads of Year/Senior Leadership Team as appropriate.
- Formal warnings may be issued.

Inappropriate behaviour outside School premises when students are not in the charge or direct control of members of staff are subject to the same sanctions. This includes behaviour on activities arranged by the School, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing School uniform in a public place.

Extreme Behaviour

If difficulties arise, a student will be given a chance to consider their responses and the opportunity for restorative justice to take place. Some inappropriate behaviour will always be unacceptable and will incur a sanction. Such instances will always be notified to the parents/carers. These unacceptable behaviours are:

- violent behaviour or physically hurting others;
- threats of violent behaviour;

- direct or indirect bullying in or out of school [including spreading rumours, use of mobile phones, text messages, cyberbullying eg chat-rooms or other on-line/internet use];
- discrimination of any kind [including cultural, ethnicity, racism, sexism, homophobia, SEN, LAC, disability]
- deliberate offensive verbal abuse to staff or students;
- vandalism;
- persistent defiance which includes disregard for School rules and/or procedures;
- behaviour endangering the health and safety of others;
- theft from staff, students or the School premises; and
- the possession of weapons, drugs, alcohol, cigarettes, matches, lighters, fireworks or any other items likely to jeopardise the health and safety of the School community.

In most cases the school will permanently exclude for very serious or extreme behaviour issues in accordance with DfE guidance on exclusions; however, there may be occasions where we will not permanently exclude, depending on the individual case.

The use of physical intervention [reasonable force]

Reasonable force is usually used either to **control** or **restrain**, but no more force is used than necessary.

Teachers at Southchurch High School rarely have to intervene physically to reinstate or restrain a student.

Schools do not require parental consent to use force on a student.

All members of school staff have the legal power to use reasonable force.

Reasonable force can be used to prevent students from:

- hurting themselves or others;
- damaging property; or
- causing major disorder.

Reasonable force can be used to:

- remove extremely disruptive children from the classroom to prevent them from hurting themselves or others, damaging property or causing major disruption;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; or
- restrain a student at risk of harming themselves through physical outbursts.

The school acknowledges its legal duty to make reasonable adjustment for students with Special Educational Needs (SEND).

We would like to reassure students and parents/carers that all staff at Southchurch High School will continue to act professionally and with integrity.

Dealing with Inappropriate behaviour of parents, visitors and other adults in school

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Southchurch High School and the surrounding grounds are private property. Normally parent/carers (and those with parental responsibility), plus visitors are granted what is known as 'limited license' to visit the grounds and buildings of a school. This license is granted by the Headteacher on behalf of the Local Governing Board. This can be extended to students, parents/carers, staff, contractors and other workers and visitors; however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour includes causing any kind of nuisance or disturbance, such as:

- refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard;
- being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site
- being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors

The school may respond in the following ways:

- verbal (oral) warning; a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given orally, the information will be recorded;
- the school reserves the right to record telephone calls, retain text messages and compile transcripts of conversations where necessary;
- warning letter: serious incidents are followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed;
- the Police can be requested to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them;
- banning letter: if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises; or
- Legal proceedings.

Monitoring and evaluation

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures. This is to ensure that the operation is effective, fair, consistent and in line with current legislation/guidance. The Deputy Headteacher [B&A] will have delegated responsibility in this respect.

The Headteacher will keep the Local Governing Board informed of significant matters.

Appendix 1: Anti-Bullying Strategy

The aim of the Anti-Bullying Strategy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

- All members of Southchurch High School community have the right to work in a safe and secure environment.
- We want everyone to feel safe and be happy in school and have the right to support when feeling insecure. We want Southchurch High School to be a school where bullying is viewed as unacceptable, treated seriously and dealt with effectively.
- Bullying is anti-social behaviour and affects everyone. We will not accept bullying of any kind.

Bullying is defined as 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 or the internet), and can sometimes be motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, or because a student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; we have to make our own judgements about each specific case.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, unexplained weight loss or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. In all instances Southchurch High School will encourage students to discuss their concerns with other members of the school community, be that in person, or through our electronic email system. The whole school community, therefore, must be alert to the signs of bullying and act promptly with issues as they arise.

Bullying can be:

- physical: pushing and shoving, tripping up, kicking and spitting;
- emotional: humiliating someone, name calling, using insulting names or comments;
- driven by a prejudice; this might be homophobia, racism, or victimising those who have special needs or disabilities. It may be picking on a student because they are cared for away from home *or* it may be picking on a student who cares for a sick relative;
- indirect: spreading rumours whether true or not; or
- cyber bullying: any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or email.

It may also be bullying when:

- the same person or group always leaves someone out or shuns them;
- someone makes threats of violence against someone else;
- someone damages someone else's kit or clothing deliberately;
- someone takes someone else's belongings deliberately;
- someone tries to force someone else to do something they do not want to do;
- someone tries to force another to do something sexual they do not want to do.

Although all of these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

In the first instance it is not a requirement for members of the school to investigate whether bullying is occurring but rather to accept the student's perception and jointly agree a way to go forward with them which will reduce and ultimately eliminate their difficulties.

Prevention

We aim to prevent bullying by:

- being a school where students feel they can talk to someone about bullying;
- involving students in discussions about bullying;
- training students about bullying and how to help;
- raising self-esteem;
- providing effective supervision;
- early intervention by staff;
- giving students strategies to avoid bullying;
- dealing with issues related to bullying within the school curriculum;
- promotion of positive social behaviour;
- promoting the use of the Anti-Bullying QR code which is in all planners, ensuring that students have an immediate and effective way of reporting bullying; and
- using a common language to identify bullying: Persistent; Intentional; Hurtful; and Imbalance of Power.

Implementation

Each case will be treated individually and, depending on circumstances, one or more of the following strategies are employed.

Staff:

- if bullying is suspected or reported the incident will be dealt with at the earliest opportunity by the member of staff who has first been involved;
- a clear account of the incident will be recorded and given to the Head of Year or SLT link, who will agree an appropriate response;
- the appropriate person will interview/counsel all concerned and will record the meeting;
- parents/carers of students involved will be kept informed;
- measures to stop the behaviour will be used, as appropriate, and in consultation with all parties concerned;
- involvement of outside agencies may be actioned; and
- regular monitoring and tracking by the Year team and/or link SLT member will occur after the incident to ensure that it is not continuing.

Students who have been bullied will be supported by some of the following:

- an offer of an immediate opportunity to discuss the experience with their Form Tutor, a member of the Year Team or another member of staff of their choice
- an opportunity to talk to the Student Wellbeing officer
- an offer of continuous support and reassurance
- opportunities to restore self-esteem and confidence
- safe areas to go to if the student feels vulnerable at particular times during the school day

Students who have bullied will be supported by some of the following:

- discussion as to what happened and why the student became involved;
- opportunity to discuss their concerns with a member of the Pastoral Team;
- establish their wrong-doing and the need to change;
- a mediated 'restorative justice' meeting with the student who has been bullied; and

- discussion with parents/carers to help change the attitude of the student.

The following disciplinary steps may also be taken:

- formal warnings;
- community service within school;
- removal of privileges/activities;
- detention;
- exclusion from certain areas of the school premises;
- removal of access to social areas;
- report card monitoring;
- fixed term internal exclusion or fixed term external suspension; or
- in serious cases; permanent exclusion.