

# THE FRANCES BARDSLEY ACADEMY FOR GIRLS



## BEHAVIOUR MANAGEMENT IN PRACTICE

Ratified by Local Governing Body Dec 2021

To be reviewed by E Darabasz December 2022

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## The Principles

At Frances Bardsley Academy our intention is to educate girls within a moral, spiritual and cultural context. We expect that girls will show through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly.

We value behaviour which is considerate and courteous, where individuals can relate well to each other. We aim to ensure that girls take responsibility for their own actions appropriate to their age and maturity.

The staff at the school work in partnership with parents/ carers in helping girls develop high levels of discipline in order that a proper regard for authority is developed.

We aim to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline
- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect
- working with parents and carers to help girls develop high levels of self-esteem, resilience and perseverance
- ensuring equality and fairness of treatment for all encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment for all
- promoting restorative approaches to create empathy

## Core beliefs

- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach to enable learning to take place
- The Academy must have clear, firm and intelligent strategies in place to help students manage their behaviour
- We aim to raise standards by consistently implementing good practice in learning, teaching and behaviour management learning, teaching and behaviour are inseparable and the quality of these is the responsibility of all staff respect has to be given in order to be received
- Parents and carers, students and teachers all need to operate in a culture of mutual regard, the support of parents and carers is essential for the maintenance of good behaviour. Parents, carers and schools each need to have a clear understanding of their rights and responsibilities
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour

## Roles & Responsibilities

### **Behaviour for Learning and Achievement**

#### **The Classroom teacher will:**

- be on time and ready **to greet the class at the door**
- remain calm and behave in a professional manner at all times
- demand and model high standards of behaviour from all students
- follow a suitable seating plan
- address any issues of poor behaviour in the first instance by following the 3 Cs approach: Chance, Choice, Consequence, setting break or lunch time detentions and making sure that students are completing the Reflection sheet and restorative conversation are taking place
- follow the declass system in their Department

- record lateness to lessons on SIMS
- contact home using the planner, letter, email or by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning and record conversation on SIMS Initiatives
- record incidents of behaviour and positive achievement on SIMS following the school guidance
- place student on Subject report
- refer significant issues that need to be dealt with immediately to the Head of Department

**The Head of Department will:**

- ensure that the classroom teacher has followed the Behaviour policy appropriately E.g.: referred a student to them, set a detention, called home if needed and recorded on SIMS
- support the weekly school detention rota when required
- refer to their Line Manager or Progress Managers for serious incidents and persistent poor behaviour and seek support on how to deal with it
- monitor behaviour of students in their department

**The Form tutor will:**

- be on time and **ready to greet the form at the door** and check uniform
- remain calm and behave in a professional manner at all times
- demand and model high standards of behaviour from all students
- follow a suitable seating plan
- Address issues of poor behaviour in the first instance by verbal warnings, setting break or lunch time detentions and making sure that students are completing the reflection sheet and restorative conversation are taking place.
- mark students absent / late
- contact home using the planner or by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning and notify Progress Manager
- record conversation with home on SIMS initiative
- monitor behaviour, achievement, attendance and punctuality of students in their form
- record incidents of behaviour and positive achievements on SIMS
- place student on Tutor report
- Refer significant issues that need to be dealt with immediately via Progress Manager or SLT link.

**The Progress Manager will:**

- monitor the behaviour, progress, attendance and punctuality of the year group on SIMS
- liaise with HODs and SLT links about concerns straight away
- take appropriate action for persistent offenders e.g. place students on report, set detentions, contacting parents/carers
- be a first point of contact and follow up incidents that occur outside lesson time
- put in place interventions as soon as behaviour falls under an acceptable standards
- Conduct reintegration meetings following fixed term exclusions
- Conduct PSP meetings with students

**On Call will:**

- respond to the call of all staff, ring home and record incident on SIMS
- ensure that a yellow detention is recorded on SIMS
- ensure that the student reflects on behaviour that led to be removed from the lesson by completing the Reflection sheet
- ensure that restorative conversation between students and staff are taken place when necessary

**The SLT will:**

- provide support for faculties and HOD/Progress Manager
- regularly circulate school to monitor and support behaviour system
- circulate the school at least once a day
- discuss behaviour data each week during the SLT weekly meeting
- Authorise in-school reflection days

**Senior Leader in charge of whole school behaviour will:**

- oversee behaviour management system
- oversee smooth running of inclusion system
- ensure students who fail to attend detentions are placed into a Friday night SLT detention
- ensure students who fail to attend SLT detention are placed in Reflection on Monday

**The Joint Headteachers will:**

- be a final arbiter in behaviour matters in absence of the Assistant / Vice Principals
- circulate school on daily basis to monitor and support staff
- ensure students who fail to attend the SLT detention are placed in Reflection on the Monday
- authorise in-school reflection days, fixed term exclusions and permanent exclusions

**The Reflection day will be spent with Progress Managers and will:**

- ensure that the student reflects on behaviour that led to being placed in reflection by completing the reflection sheet
- encourage students to apologise accordingly to staff and discuss strategies for making good choices
- ensure students will work in silence
- make sure students are not allowed social time and be escorted to the toilets
- ensure students are dismissed at 3.10 pm

**Parents/carers will:**

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school correctly equipped and prepared to work
- have a positive, respectful approach and be supportive of staff

## **Students' Code of Conduct**

FBA is our school. We come here to learn.

This is how we aspire to excellence and care about everyone in our diverse community:

- We treat all other members of the school community with respect regardless of their gender, race, disability, age, sexuality and religious background
- We follow instructions from adults
- We arrive for lessons on time
- We wear our school uniform as expected with pride
- We have the correct equipment for lessons
- We bring in homework on the appropriate day
- We participate actively in lesson and focus on our work
- We speak to each other calmly and with respect
- We move around the school safely and considerately without littering or electronic devices
- We use the toilet, visit our lockers and fill water bottles at break/lunchtime or before school

## The Positive Rewards System

At FBA we firmly believe that the achievements and efforts of those students that work hard and follow the expectations set out in this policy should be praised, rewarded and celebrated. There are many different awards presented across assemblies in all year groups. We will aim to review the rewards system with the School Council during 2021/2022.

### **Assemblies (Years 7 – 11)**

#### Weekly

**Attendance awards:** awarded to the Form with the best weekly attendance

**Punctuality awards:** awarded to the Form with the best weekly punctuality

**Achievement points:** awarded to the Form with the weekly highest number of achievement points

**Class of the week:** this is presented to a class that has worked particularly hard or produced excellent work

**Student of the week:** this is presented to the student who has worked particularly hard in or out of school

#### Termly

**Rewards Assemblies** led by Progress Managers and Key Stage Leaders take place at the start of the Spring Term (to reward achievements in the Autumn Term), at the start of the Summer Term (to reward achievements in the Spring Term), and in the final weeks of the Summer Term (to reward achievements in the Summer Term).

The three assemblies are held with each year group to celebrate and reward students who have a :  
'Positive Attitude to Learning,

'Behaviour and Homework'

'Excellent Attendance and Punctuality'

' High number of Achievement Points'

This is celebrated each term and is cumulative across terms.

#### Annually

### **Annual Celebration Evening Event at the end of the Academic Year (Years 7 – 10)**

Form Tutors, Progress Manager, SLT link and Key Stage Leaders attend. Parents of award winners are invited to the evening to celebrate their daughter's success.

Awards are given for:

- Excellence in Subject, Highly commended in Subject,
- Outstanding Effort in Subject
- Excellent Attendance & Punctuality over one year
- Positive Attitude to Learning & Homework over one year
- A combined award for 'Positive Attitude to Learning & Homework and Excellent Attendance & Punctuality' over the academic year
- Service to the School
- Progress Manager's Award
- An award for a student who has turned themselves around over the year

- Excellent Attendance & Punctuality over more than one year

### Year 10 and 11 Special Reward in addition to the list above

- **Outstanding Learner** – Raffle to award free Prom Ticket each half term for Year 10 and 11.
- An additional prize for the student with **most Outstanding Learner reward cards at the end of Year 11** - a voucher for Prom make up.

### Year 11 Golden Ticket Reward

Golden Ticket prizes will be given to students with their mock examination results and will award students with the highest attainment and best progress. This will be organised by Progress Manager and nominated by HoD.

### Year 7-11 Monthly Attendance Reward

The highest attendance in each Year Group. This is for the months September to December inclusive. From January to July the form to make the highest improvement from one month to the next. The form will then be rewarded with a certificate and a box of chocolates that can be presented in an assembly.

### SIMS Achievement Points Categories

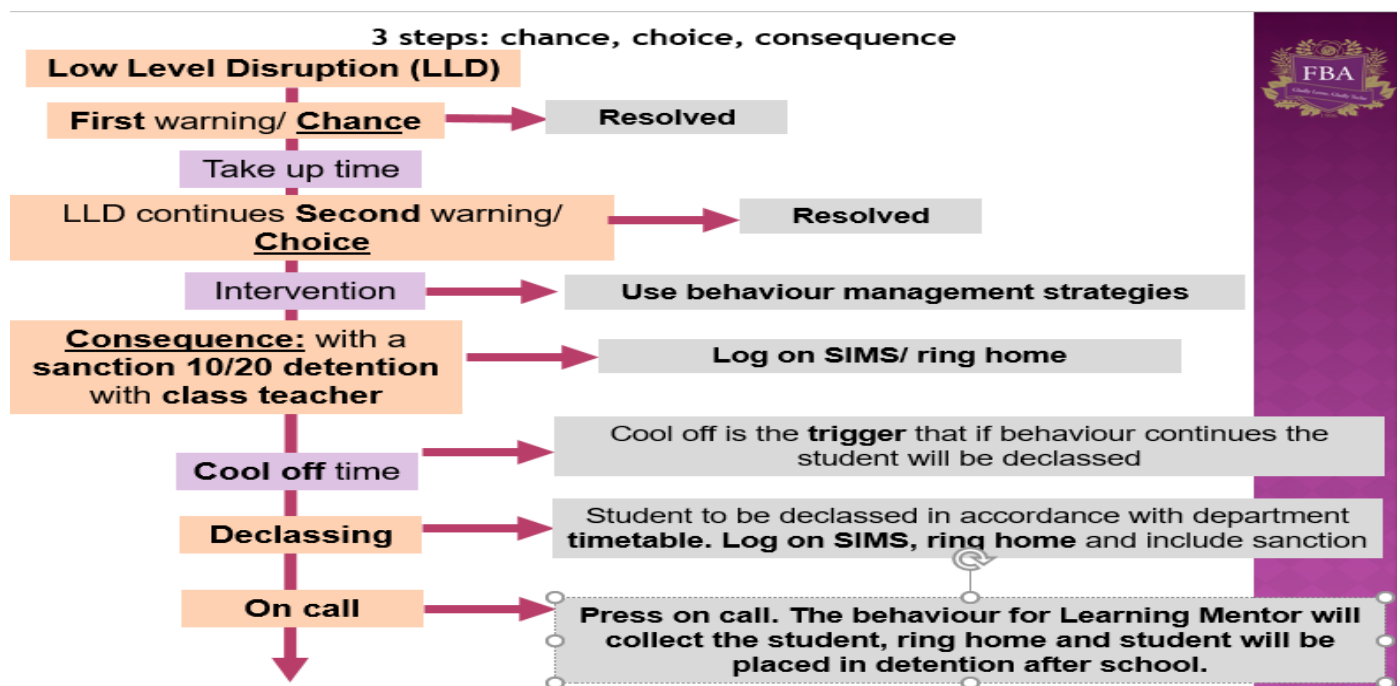
- Category A: Excellence in subject
- Category B: Service to the school
- Category C: Other positive achievements

## Managing Behaviour and Resetting Expectations the FBA Way

At FBA we have developed our own bespoke approach to managing behaviour. To recognise our positive ethos, we have devised the 3 Cs approach: Chance, Choice, Consequence which provides a clear and systematic approach to managing the standards of behaviour expected of the students.

As a school, we expect students to complete all the work that is assigned to them and will not tolerate low level or other disruption to learning.

All staff will strive to implement this on a consistent and fair basis and are expected to take ownership with support from their Head of Department, Progress Manager or Senior Leadership Team.



**Declass:** student will be removed and asked to work in another classroom within the Department. This will allow student and staff to have restorative conversation at the end of the lesson.

Incident will be recorded by the classroom teacher on SIMS. Parents/ carers will be contacted by the member of staff and detention set accordingly if necessary. This will be recorded on SIMS initiative.

If a student refuses to be declassified this will trigger an **ON CALL**. Students will be removed from the lesson and placed in isolation until the end of the lesson. Parents/ Carers will be contacted, the incident will be recorded on SIMS and a yellow detention will be set. This will be recorded on SIMS.

Any sanctions are always combined with an acknowledgment and offer of support that the student may need to help them maintain their positive behaviour.

Bespoke support offered may include mentoring, report card, access to a counsellor, access to wellbeing and mental health workshops, outside agencies, adapted timetable and a Pastoral Support Plan (PSP) for those at risk of permanent exclusion. **See Appendix 1 - an overview of potential interventions**

Consideration is made as to whether the misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of unmet educational or other needs - the school will consider a multi-agency assessment where necessary.

## Unacceptable Behaviour and Sanctions

Outlined below are **examples of unacceptable behaviour and sanctions which are available**. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

### Minor Incidents

These incidents are dealt with and recorded by the classroom teacher on SIMS and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

#### Sanctions could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- note to parent/carer in Student Planner
- detention
- phone call home
- Declass - sent to a temporary alternate space (supervised by an adult)

### Persistent incidents or incidents of medium severity

These incidents must be recorded on SIMS and discussed with the HoD. Unacceptable behaviour in this category:

- persistency of minor incidents as above
- verbally aggressive behaviour to another student
- being continually off-task

#### Sanctions could include:

- meeting with student
- contact with parents/carers by phone or letter
- placement on Departmental Report
- detention
- discussion with Form Tutor
- referral to Progress Manager

### **Serious incidents**

Serious incidents are dealt with by the HoD, Progress Managers and/or SLT as appropriate and include:

- truancy from school and lessons
- rudeness to staff
- aggressive behaviour
- refusal to comply with other sanctions
- bullying

#### **Sanctions could include:**

- meeting parents/carers
- placement on Daily Report
- Progress Manager's detention
- For truancy, students make up missed time in departments for lessons, or with Progress Manager or SLT
- Placement in Reflection or exclusion (at SLT/ Joint Headteachers ' discretion)

### **Very Serious Incidents**

These incidents are dealt with by Progress Managers and SLT. They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual/ homophobic harassment/ assault
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- physical aggression to a member of staff will be treated with the utmost severity
- smoking
- theft

#### **Sanctions could include:**

- internal exclusion
- fixed term exclusion
- permanent exclusion
- police involvement
- offsite isolation at another school. This will be used at times to avoid a fixed term exclusion. This is a reciprocal arrangement that we have with Havering Schools. If a child/ parents refuses to be isolated at another school this will automatically trigger a fixed term exclusion.

Reintegration meetings following exclusions will involve Progress Manager/ SLT links or Joint Headteachers if appropriate. Student cannot resume their normal timetable if the meeting has not taken place, the students will work in Reflection until the meeting is held. This is a very important part of our restorative process.

## Use of Mobile Phones on the School Site

### Mobile Phones

Students are not encouraged to bring mobile phones into school, as their security cannot be guaranteed. We also believe that the general use of mobile phones during the school day is not conducive to a suitable learning atmosphere, unless used in a very controlled classroom environment.

The school does recognise the safety aspect of having a mobile phone on a student's journey to and from school.

If students do bring mobile phones onto the school site, then they must be switched off and out of sight during the school day. Students are made aware that they can use their mobile phones at the end of the school day, once released from period 5. This is to allow them to clarify any safe travel home arrangements.

If any member of staff sees a student using their mobile phone on the school site without permission, the phone will be confiscated. When a phone is confiscated, it is stored safely and securely in the Year Group Office.

- On the first occasion, the phone will be returned to the student at the end of the school day
- On the second or subsequent occasions, parents/carers will be expected to collect the phone on the student's behalf.

Failure to hand over the phone when asked by a teacher would be classed as defiance and subject to further sanctions.

Students **will not be allowed to listen to personal music** when working independently during lessons. We believe that this use can disrupt concentration and potentially that of others. We do appreciate that some students may feel that it can help them to concentrate but the disadvantage of those who would misuse this privilege, outweigh the advantages.

As a school we will encourage good study habits without disruption from phones and use of social media.

Students are responsible for their own phone/ media device/ air pods / headphones etc. unless given to a member of staff for safe-keeping or the mobile device has been confiscated, in which case the school takes responsibility for it.

We recognise that these can be expensive items (you may wish to consider buying a cheaper "day phone" that has little intrinsic value). If you do not believe that your child will be able to keep these items safe, then they should not bring them to school or should make arrangements to hand them in each morning, and collect them at the end of the day.

Please note that as a privilege Year 11 are allowed to use their devices **at break time and lunchtime in the Hall ONLY**- beyond the Hall devices will be confiscated if seen to be used. This is a privilege that could be revoked, should there be misuse of social media or devices.

6<sup>th</sup> Form students are allowed to use their devices **while in the 6<sup>th</sup> Form building and on the field at the back of the school ONLY**. If they are seen to be using their mobile phone in the main school building they will be asked to put their device away.

## Behaviour outside the School Gates

This policy applies to behaviour and conduct of students both inside and outside of school.

**The school will not tolerate student behaviour that brings the school's good name into disrepute, behaviour that can affect the orderly running of the school or could harm the education or welfare of the student concerned or pose a threat to others in the school.**

FBA teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'. Any criminal behaviour which occurs and is reported to the school will be referred to the Police and our full support given to any investigation that may be initiated

### **Bus Behaviour Incidents**

In the event a member of the public calls to complain, ask him/her in to identify students from the folder of all students. Pictures kept with the Designated Safeguarding Lead.

Positive ID of student might trigger the following sanction:

- 1st incident: 1 day in Reflection for 'bringing the school into disrepute'
- 2nd incident: 2 days in Reflection
- 3rd incident: exclusion, referral to Transport Police

## Detentions and Sanctions

Detentions are one of the main sanctions imposed at the school to ensure the orderly running of the school. All teachers at the school have the right to issue a detention to students. During lunchtime detentions, students are allowed time to eat, drink and use the toilet.

Parents need to be aware that their consent is not required for a detention; however, when issuing an after school detention, we do believe that the maximum length of a no notice detention should be restricted to 20 minutes. We will consider if suitable, safe travel arrangements home can be made but inconvenience to the parent is not a consideration.

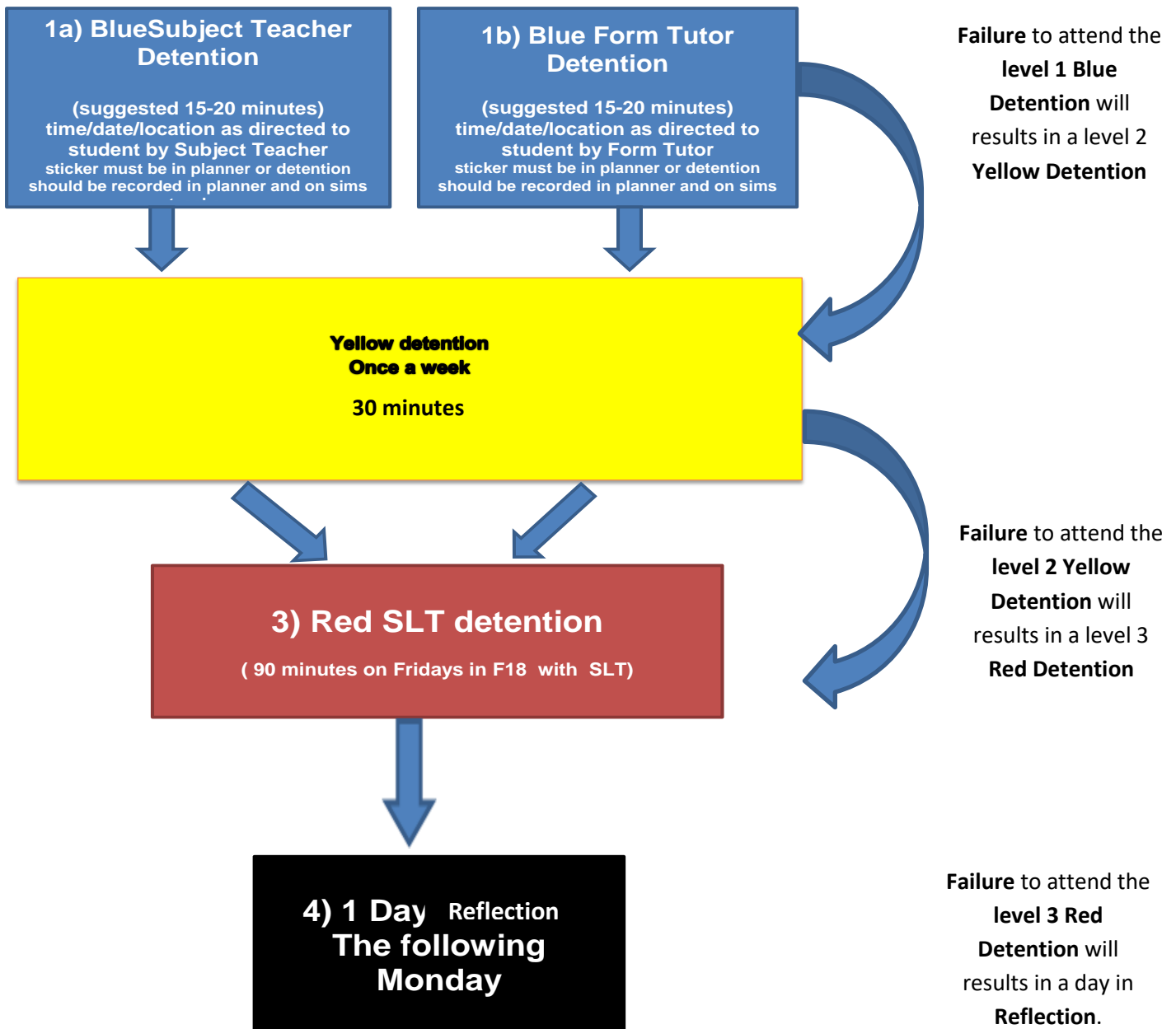
In the spirit of our ethos, vision, and in line with this policy, teachers are expected to communicate with parents any school detentions that are longer than 20 minutes. Communication can be by phone, text or email. Email is our preferred method of communication and it is the parent's responsibility to ensure that their contact details are correct on the school information system and to read communications sent by the school.

The school operates paperless communication so letters are not sent for routine detentions. A teacher may set detentions if they feel that the student has not met the school's expectations regarding levels of effort, class work, homework or behaviour. Staff, students and parents are aware of our high behavioural standards and there is an expectation that all sanctions and rewards are implemented fairly and consistently.

# Detention system at Frances Bardsley Academy

## Curriculum Issues:

## Pastoral Issues:



Level 2 (Yellow Detention) - parents/ carers will be contacted by phone the day before the detention to inform them of the detention

Level 3 (Red Detention) - parents/ carers will be contacted by phone on Thursday to inform them of the detention

Students are expected to fill in a Reflection sheet during the detentions which is part of our restorative process; this is allowing students to reflect and rectify their behaviour.

Students will be collected from their lessons on Friday afternoon to attend their Level 3 (Red Detention)  
**Please note that The Education and Inspections Act 2006 established the school's statutory right to detain students, regardless of parental consent. Parents/carers should note that repeated failure to attend detention is a serious breach of the school's behaviour policy and will be dealt with accordingly.**

## Other Support and Sanctions

Persistent disruption to learning and defiance may result in a student being internally isolated and removed from their subject lesson(s) until the barriers to learning have been addressed

### On calls

Students may need to be removed from lessons. They will be placed in isolation for the remainder of the lesson. They will be allowed to go back in to their next lesson. A phone call home will be made to explain the reasons for removal and also to inform that the student will be placed in a Yellow detention.

### Reflection

Reflection is used as a sanction but also as supportive system while investigation are taking place.

**Sanction** - Reflection could be issued as sanction for serious breach of conduct. On the day, students will arrive to school at normal time. They will report straight away to their Progress Manager or SLT where they will hand over their phone. During the day students will follow a reflective programme and academic lessons. Students will leave school at 3.10 pm. Parents will be informed prior a Reflection day.

**Investigation** - When an allegation has been made regarding the involvement of a student(s) in a serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident.

This is a neutral act that allows the school to carry out its investigation impartially and in a manner that is fair to all involved; it is not a punishment for those withdrawn. When a student is in Reflection they will not attend their lessons or take breaks with the other students. They are expected to hand over their phone for the day and they will spend the day with a senior member of staff or will be placed in Reflection with their Progress Manager. Students will be dismissed at the same time as their peers if the school feels that it is safe to do so.

### Alternative School Day

Should a student need a period of respite from mainstream classes, we may offer a shortened day whereby the student arrives and leaves at a different time from the main school population.

This is a short term supportive measure and tutoring would be provided in the core subjects. Their education would also be supplemented with pastoral guidance or multiagency input to address their needs.

Parents are responsible for students outside of these adjusted school hours. Students on an alternative day must leave the school site before the main population. Whilst on an alternative day, students must comply with this behaviour policy. A plan will be put in place to allow the student to reintegrate into the mainstream setting.

### Pastoral Support Plan – PSP

The purpose of a Pastoral Support Plan is designed to support any students for whom the normal school based strategies have not been effective. It is a structured, coordinated, **16 week** school intervention designed to support students at risk of permanent exclusion. It is **not** intended to be a step in the process of permanent exclusion

**A Pastoral Support Plan** is for students who are not responding to the school behaviour system and not responding to the normal behaviour strategies, who may be disaffected and who are at risk of permanent exclusion.

This may include students who:

- Have had a number of fixed term exclusions (2 or 3 exclusions in one term may trigger a PSP)
- Have low attendance which is impacting on their behaviour
- Is showing signs of rapid deterioration in their behaviour
- Is at risk of failure at school through disaffection

A PSP normally runs for 16 school weeks to ensure the student has the opportunity to demonstrate improvement. A formal review is held at around 8 weeks. But this review could be arranged every 4 weeks should the school decide that this time frame is necessary.

In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks. Such circumstances involve events beyond the control of the student that may reduce their chance of meeting the targets set for them, for example, a family bereavement or a major change in family or school circumstances.

Note that a failed PSP might result in a managed move.

### **Parental Involvement:**

FBA has a policy of involving parents as much as possible in all matters relating to their child's education. We are committed to working in partnership with parents to ensure that the highest possible standards in all areas of school life, including behaviour.

The liaison between school and home is vital in ensuring that all students can achieve the aims of the school set out in the mission statement

### **Governors Disciplinary Committee:**

A Governor Disciplinary Committee will be arranged when a student's behaviour is causing the school a serious concern. This could be through a number of factors, not all of which are listed below:

- Serious breach or persistent breaches of this policy
- Number of Fixed Term Exclusions (10 days in any one term for instance)
- Number of internal or external isolations
- Failed Pastoral Support Plan
- Constant sanctions are having to be applied to an individual who continues to cause concern
- Persistent low level disruption to lessons
- Failure to engage with support offered
- If the safety of staff and students is deemed to be at risk due to the reckless behaviour of the student, in or out of lessons
- Consideration as to whether allowing this student to remain in school would seriously harm the education or welfare of the student or others in the school
- Bringing the school into disrepute, acting in a way which is outside the ethos, expectation and vision of the school

### **Process:**

- Joint Headteachers to request a meeting to be organised with a week's notice through Governors Clerk or Joint Headteachers' PA
- Three Governors are required for the panel and if appropriate the Vice Principal
- 48 hours beforehand necessary information will be presented to the panel
- Minutes and actions to be written up 48 hours after the panel has met and copied to panel, Joint Headteachers and parent/carer, student.

Outcome could be, but is not limited to:

- Warning issued to student and placed on student file, monitoring period set with targets
- A further PSP will be put in place if the student is at risk of permanent exclusion
- Managed move to another school
- Fixed term exclusion
- Positive referral to alternative education
- Multi-agency assessment and additional support put in place.

## Exclusions

The Joint Headteachers have the right to exclude students on disciplinary grounds; only the Joint Headteachers can issue an exclusion.

### **An exclusion would be in response to a serious breach of this Behaviour Policy.**

A student can be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

**A fixed term exclusion** can be for the whole day or part of the day. For example, if a student's behaviour is disruptive at lunch time, they may be excluded from the school premises for the duration of the lunch time period. Lunchtime exclusions count as half a day. The behaviour of a student outside of school can be considered grounds for an exclusion.

Any decision to exclude should be rational, reasonable, fair and proportionate. If the seriousness of the incident is deemed to be significant, it may be appropriate to issue a fixed term exclusion in light of the initial findings and then issue a permanent exclusion in light of further evidence which has come to light following a thorough investigation.

It must be noted that when establishing the facts in relation to an exclusion, the Joint Headteachers must apply the civil standard of proof; i.e. on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Joint Headteachers should accept something happened if it is more likely that it happened than that it did not happen.

The school will treat every incident individually and will look closely at the circumstances of each student involved in each incident. When an allegation has been made regarding a student(s) involvement in a serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn.

The Joint Headteachers must not discriminate in the decision and for disabled children; this includes a duty to make reasonable adjustments. The Joint Headteachers can exclude an EHCP student but must have regard for the SEND Code of Practice.

The Joint Headteachers will, as far as possible, avoid permanently excluding vulnerable students and will take all steps to ensure that the school takes input from multi- agencies and has a system of early intervention in place to address underlying causes of disruptive behaviour.

**The list below is not exhaustive, but it indicates what may be considered a 'serious' breach of this Policy:**

- Persistent disruptive behaviour
- Refusal to follow instructions
- Persistent defiance to school rules including refusal to have mobile phone confiscated
- Persistent punctuality issues, including lateness to school and lessons
- Repeated failure to attend detentions
- Refusal to be isolated
- Using foul and abusive language towards any other members of the school community
- Bullying; behaviour by an individual or group, repeated over time, that intentionally hurts another member of the school community either physically or emotionally
- Threatening or intimidating behaviour towards any other members of the school community (including cyber bullying)
- Violence or physical assault against a student
- Violence or physical assault against a member of staff or adult
- Malicious accusations against members of staff
- Discrimination against, harassment or victimisation because of sex, race, disability, religion or belief,
- Unacceptable use of social media, examples being:
  - Inappropriate comments made on social media towards staff and students
  - Inappropriate content (images) shared and distributed on social media re staff and students
  - Creation of fake or fabrication of social media accounts used to upset, undermine or cause distress to members of the school community.
  - Uploading images, videos or other forms of multimedia that relate to or impersonate staff or students of the school, onto the internet without prior permission of the school.
- A behaviour which brings the school's good name into disrepute
- Exhibiting anti-social behaviour or attitudes in the local community
- Carrying prohibited items in school. These items can be searched for without parental consent and include knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article likely to be used to commit an offence or cause personal injury or property damage
- Using drugs (including tobacco or alcohol) on the school site or on the way to and from school (including lunchtime)
- Supplying drugs (including tobacco or alcohol)
- Reckless or deliberate destruction of school property
- Reckless behaviour that results in injury to others
- Being in possession of a weapon that could cause harm to others
- Sexual harassment includes sexting, unwanted physical touching (further guidance refer to DfE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018)
- Theft (either from other students, staff or school property)
- Failure to follow school's internal exam hall expectations which result in disruption
- Persistent defiance of the school's uniform policy

Whenever a student has been excluded, the school will notify parents without delay of the period of exclusion and the reasons for it. Initially this may be by telephone and then the parent will receive written confirmation by either email or letter.

(Further guidance from the DfE is provided from the document; Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017).

## Fixed Term Exclusion

A Fixed Term Exclusion is when a student is excluded from school for a set number of days. The limit for the length of fixed term exclusion is 45 days in any school year.

Following any Fixed Term Exclusion, a **compulsory reintegration meeting** between the parents of the excluded child and the school will take place. Failure to attend this meeting may result in the student not being readmitted to mainstream lessons, and being internally excluded for a period of time.

The Local Governing Body must consider the reinstatement of an excluded student within **15 school days** but only if the exclusion:

- Is permanent
- Is a fixed period exclusion which would bring the student's total number of school days of exclusion to more than 15 days in a term; or would result in the student missing a public examination

The requirements are different for fixed-period exclusions of more than 5 days but less than 15 days. In these cases the governing body must consider within 50 school days whether the student should be reinstated. In the case of a fixed-period exclusion which does not bring the student's total number of days to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

The Governors duties are covered in Section 6 of the Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

When a student is at risk of permanent exclusion following a number of fixed term exclusions for serious breaches of the Behaviour Policy, then the school will work with a variety of external agencies to try and support the student. A Pastoral Support programme will be drawn up to outline the support being utilised. This is an individualised, graduated response for when behaviour may be the result of educational, SEND, mental health or other needs or vulnerabilities. It will include an assessment of student need and clear, transparent targets set. There should be regular reviews set in place.

## Permanent Exclusions

A Permanent Exclusion is when a student is permanently excluded from school. The Joint Headteachers are the only person who can permanently exclude a student.

The decision to exclude a student will be taken:

- In response to serious breaches of this Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In the Joint Headteachers' judgement it may be appropriate to permanently exclude a child for a first or 'one off' offence. These may include (not an exhaustive list):

- Serious actual or threatened violence against another member of the school community
- Sexual violence / harassment (further guidance refer to DoE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018)
- Supplying, using or carrying illegal drugs
- Carrying an offensive weapon or prohibited item likely to be used to commit an offence or cause personal injury or property damage

Schools will consider whether or not to inform the police or other agencies such as Youth Offending Teams or Social Workers where a criminal offence may have taken place. (Further information refer to 'Improving

Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units', Part 2, paragraph 15 & 16, DCFS, September 2007).

If there are parallel criminal proceedings, the Joint Headteachers need not postpone taking a decision on an exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Joint Headteachers will need to take a decision on the evidence available to them at the time. It is the Joint Headteachers' decision whether to exclude, and can issue a fixed term or permanent exclusion.

The Joint Headteachers will contact the parent by phone to discuss the exclusion before the student is sent home and in writing state:

- The fact that it is a permanent exclusion;
- The reasons for the exclusion;
- The arrangements to be made by the school for enabling the student to continue their education during the first **5 school days** of an exclusion, including the setting and marking of work. It is the parent's responsibility to ensure that the work sent home is completed and returned to school; and to ensure that the parents are aware that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or be given a fixed penalty notice, if they fail to do so;
- The Local Governing Body **must** meet within **15 school days**. The parent may attend and/or be represented at the meeting and /or make written representations. In the case of pupils who are on an EHCP or have a SEND need, support may be available through the Local Authority.

The notification from the Joint Headteachers will document, for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the student. The Joint Headteachers will prepare a full written report for the Local Governing Body. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded student prior to the meeting and to the representative at the Local Authority.

The Local Governing Body will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to reinstate the student or will uphold the decision to permanently exclude the student. If the exclusion is upheld then the Local Governing Body must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents then an Independent Appeal Committee would then be convened to hear all representations. The Appeal Committee's decision is binding on all parties concerned.

## **Alternatives to Permanent Exclusion**

As a part of the In Year Fair Access Panel Partnership (IYFAP) amongst all school in Havering we are trying to reduce the number of Permanent Exclusions and therefore work together to find other arrangements.

### **Managed Moves**

In certain circumstances, it is appropriate to transfer a student to another school to reduce the risk of the student being permanently excluded and their educational experience being detrimentally affected.

Such a move will be in response to a serious breach of the school's Behaviour Policy. This is an arrangement made between the Joint Headteachers / Headteachers of different schools. If a student is in need of a change of environment or a fresh start, a trial period at a local school could be arranged. This can only be arranged if all parties are in agreement that it will be a good and positive option, this could include the schools, student, parent and governors. If the arrangement does not work for any reason, then the student returns and other options are sought after. Failure of a managed move may still result in a Permanent Exclusion.

### **Use of Reasonable Force**

### **Strategies for dealing with challenging behaviour:**

At Frances Bardsley Academy, staff should consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and creates the need for intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- verbal acknowledgment of unacceptable behaviour with request for the student to refrain (this includes negotiation, care and concern)
- further verbal reprimand stating that this is the second request for compliance
- an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues
- warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance from On Call/ Progress Manager/ SLT.
- physical intervention. Reasonable force being used to prevent a child harming herself, others or property

### **Types of incident that may warrant physical intervention:**

The incidents fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury or significant damage to property
- where a student is behaving in a way that is compromising good order or discipline

### **Examples of situations, which fall within one of the first two categories:**

- a student attacks a member of staff, or another student
- students are fighting
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a student is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects
- a student is running in a corridor or on a stairway such that she might have or cause an accident likely to injure herself or others
- a student absconds from a class or tries to leave school (NB: this will only apply if a student could be at significant risk if not kept in the classroom or at school)

### **Examples of situations which fall into the third category:**

- a student persistently refuses to obey an order to leave a classroom
- a student is behaving in a way that is seriously threatening the Health and Safety of staff or students in the classroom

## **Investigating incidents, searching and confiscation**

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

### **Searches and confiscation**

- If a member of staff suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the Joint Headteachers or a member of staff authorised by the Joint Headteachers (usually Progress Manager and Link SLT).
- The search should be conducted by the same gender as the student and with another adult (where possible of the same gender) before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to say why she has refused. Refusal to allow a search will be taken as refusal to follow staff instructions and depending on the circumstances will warrant a sanction.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as “prohibited items”), the student may be searched without their consent. Advice should be sought from SLT if this is the case searching the student’s possessions includes searching a student’s goods over which they appear to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the Police.
- **It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child.** Where objects are found however, the student’s parents/carers will be contacted.
- Mobile phones and iPods are not allowed during school hours. If students are seen using them, they will be confiscated and returned to students on the first occurrence. The second time, parents / carers will be asked to collect the items on the same day from Reception by 17.00pm.

### **Investigation of incidents**

- If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Joint Headteachers and/or the Safeguarding Lead as appropriate.
- If a serious offence appears to have been committed, staff should refer it to the Progress Manager or designated member of SLT attached to that year group.
- It may be necessary in such circumstances to isolate a student whilst an investigation is conducted
- Notes should be kept by the member of staff interviewing the student(s) and retained for future reference. These should be signed and dated by those parties involved.
- Individual written statements should be taken wherever possible and they must be dated and signed by the student concerned. Any amendments made to these statements by a member of staff should be initialled by the member of staff.

### **Malicious Accusations against School Staff**

Where a student has been proved to have made a malicious accusation against a member of the school staff, sanctions may be made. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances.

In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality *and may (according to the circumstances):*
- receive counseling to help identify the reasons why they made the allegation
- be included or excluded

- possibly face criminal proceedings

Where a student has been proved to have made a malicious accusation against a member of the school staff, sanctions will be imposed.

This is in line with current government recommendations set out in **Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers.**

## **Anti-Bullying Policy**

### **Principles and Values**

In all **LIFE schools**, we take bullying and its impact seriously. We encourage all students claiming to be bullied to tell a member of the school staff. Students, parents/ carers should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The schools will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our schools fosters high expectations of behaviour and we will consistently challenge any behaviour which falls below that.

### **Core Beliefs**

The purpose of this policy is:

- to make it clear that all forms of bullying are unacceptable in all LIFE schools.
- to enable everyone to feel safe while at school and encourage students to report incidents of bullying.
- to deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community and, as a result, to reduce the incidents of bullying.
- to support and protect victims of bullying and ensure they are listened to.
- to help and support students displaying bullying behaviour to change their attitudes and understand why it needs to change
- to liaise with parents/carers and other appropriate members of the school community.
- to ensure all members of our community feel responsible for helping to reduce bullying.

### **Defining Bullying**

DfE “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies” defines bullying as:

“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”

### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – unwanted physical contact or sexually abusive comment
- Racist/racial taunts – graffiti, gestures
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology – i.e. camera and video facilities
- 

Bullying can take place in all relationships:

- between students and students
- between staff and students
- between staff

### **Bullying is not:**

It is important to understand the bullying is not odd occasional falling out with friends, name calling, arguments or when the occasional “joke” is played on someone. Students do sometimes fall out or say things because they are upset. When an occasional problem of this kind arises it is not classed as bullying.

It is an important part of a student’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at school.

### **Signs and Symptoms for Staff and Parents/Carers:**

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- doesn’t want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- does not want to attend additional clubs

There may be other signs or behavioural changes that parents / carers will see.

### **Cyber- bullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone,

has been seized by a member of staff who has been formally authorised by the Heads of School that staff member can examine data or files, and delete these, where there is good reason to do so.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Where any type of bullying is found to be happening the issue will be investigated and each issue treated on an individual basis with the victim and perpetrator both being supported.

## **Anti –Bullying: Roles and Responsibilities**

### **Statutory duty of schools**

The Joint Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

### **Roles and Responsibilities of the Trust Board of Directors and its appointed Local Governing Bodies (LGBs)**

Directors, members of LGBs and Joint Headteachers have a legal duty to ensure the safety of students in their care with particular responsibilities for tackling bullying.

Our Directors and their LGBs are committed to meeting their legal duties through:

- promoting the well-being of students in their schools (Education and Inspection Act 2006)
- safeguarding students (Education Act 2002)
- establishing procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures (Education Act 2002)

### **Students/ Parents wishing to report bullying:**

#### **For Students**

Victims of bullying can voice their concerns to any member of staff they feel comfortable telling within our school community. Parents/carers are also welcome to contact staff to express concerns over bullying.

If all efforts fail to help students stop bullying, the school can take a range of measures to deal with and prevent violent bullying.

#### **For parents/carers**

Parental support is vital for our schools anti-bullying policy procedures. If a parent/carer suspects their child is being bullied, we ask them to report the incident immediately. If bullying is happening via a social networking site or mobile phone, it is very important to keep a record of what is written / posted by taking screenshots

**The following guidelines may be useful for parents/carers wishing to report the bullying of a student:**

- try to stay calm
- be as specific as possible about what your child says has happened
- make a note of the action the school intends to take
- ask if there is anything you can do to help your child at school
- remain in contact with the school

**If your concerns are not being met:**

- check the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to meet a Senior Member of staff, this could include the Joint Headteachers
- If the above fail to help, write to the Chair of the Local Governing Body explaining your concerns.
- If you are dissatisfied with the response from the LGB you may refer the matter to the Chair of LIFE Education Trust.

### **Dealing with incidents of bullying**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the member of staff in charge of dealing with bullying incident within the school, they will interview all concerned and will record the incident
- when/if possible staff will be kept informed and if it persists the staff member in charge of dealing with the incident will advise staff appropriately
- parents/carers will be kept informed
- measures will be put in place as appropriate and in consultations with all parties concerned

### **Logging the incident**

- Bullying incident records should include details of the nature of the incident (outline of what happened, where, when, type)
- the names of those involved (those bullying, those being bullied and bystanders)
- an assessment of seriousness (based on severity of impact, frequency, duration, intent, imbalance of power, empathy /remorse)
- Action taken; and details of monitoring including feedback from those involved including parents/carers.

### **Supporting students who have been bullied:**

Students who have been bullied will be supported by:

- offering a prompt opportunity to discuss the experience with a member of staff from the pastoral team
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence
- discussing what happened
- establishing the wrong doing and need to change (and discussion of consequences if bullying continues)
- informing parents/carers to help change the attitude of the student
- pastoral interventions as is applicable
- if appropriate, working with other students for peer support in addressing the issue

Where appropriate, a restorative justice meeting might be held, where the students are given an opportunity to restore a positive relationship. In situations where incidents happen outside of school, including cyber bullying, the school will consider referral to the police.

### **The following disciplinary steps can be taken:**

- behaviour logged
- fixed term isolation / mentoring programme/ school report
- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion
- any event of racial bullying will be reported to the Education Authority and may also be reported to the Police

### **Monitoring and Evaluation**

- All instances of bullying will be recorded along with information as to action taken. The person being bullied and the person accused of bullying will be informed of this. The record will include details of the investigation and the responses of the Parent/Carer.
- **All staff** have a responsibility to maintain a clear watch for bullying. They should also bring any issues to other key staff (i.e. Progress Manager, SLT link, Joint Headteachers ).
- Parents/carers should be given the opportunity to comment on the effectiveness of the policy via consultation surveys

### **Prevention**

In all LIFE schools, we recognise that the school plays a significant part in the prevention of harm by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The ethos and working philosophy of LIFE schools means that all staff actively encourage students to have respect for each other and for other people's property.

Staff will regularly discuss bullying, this will inform students that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other students' behaviour.

### **Prevention of Bullying**

The schools will continue to promote positive behaviour through its pastoral system and curriculum.

The school community will therefore

- establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to
- ensure that all students know there is an adult in the school whom they can approach if they are worried about any bullying issues
- ensure that all staff receive up to date training on bullying: this includes Mid-Day assistants, support and supply staff
- ensure that vulnerable students are identified and provision is made for them to receive support

### **Involvement of students in the prevention of bullying**

Students might be consulted through the School Council and through Student Surveys. These tools help gauge opinions and develop strategies to raise awareness of bullying within school.

# Appendix 1 – Overview of potential interventions and trigger points

