

The Federated Schools of the Upper Afan Valley



Behaviour Policy

(Including Anti-Bullying)

Policy Adopted:	13 th January 2014
Additional Comments: School Policy	
Signed: <i>M. Goodridge</i>	(Chair of Governors)

Behaviour & Discipline (including Anti-Bullying)

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of schools life is necessary. It seeks to create a caring learning environment in the school through:

- Encouraging and acknowledging good behaviour and discipline;
- Promoting self-esteem by encouraging students to value and respect themselves and others;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Promoting early intervention and ensuring a consistency of response to both positive and negative behaviour;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the schools policy and associated procedures;
- Encouraging children to take responsibility for their behaviour.

Aims.

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create the conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment.

Objective

1. To create a sense of order and a relaxed, pleasant atmosphere in which pupils are able to give their best.
2. To foster a policy of positive discipline, i.e. encouraging good attitudes, rewarding and praising where possible and the setting of good examples.
3. To ensure that the schools code of behaviour is clearly understood, consistently and justly applied, and shown to be reasonable, sensitive and effective.

Bullying

The aim of our anti-bullying policy:

- To assist in creating an ethos in which attending Cymer Afan Comprehensive School is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable
- To enable everyone to feel safe whilst at school and encourage pupils 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 children displaying bullying behaviour to change their attitudes and understand why it needs to be change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the school anti-bullying policy.
- To maintain and develop effective listening systems for children and staff with the Federated Schools of the Upper Afan Valley.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school community (e.g. lunchtime supervisors, part-staff/volunteers) in dealing effectively with, and if necessary referring bullying incidents.
- To communicate with parents and the wider school community effectively in the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.

- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can be:

Being unfriendly – excluding, verbal name calling, spreading rumours, tormenting, threatening gestures, pushing, kicking, hitting, punching or any use of violence, unwanted physical contact or sexually abusive comments.

Emotional

Physical

Sexual

Racist – racial taunts, graffiti, gestures;

Homophobic, because of, or focusing on the issue of sexuality;

Cyber: all areas of the internet, such as e-mail / internet chat room misuse, mobile threats via text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

Bullying is not

It is important to understand that bullying is not odd occasion falling out with friends, name-calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’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 necessarily mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying.

The school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

School Rules:

1. All pupils should behave in a decent and acceptable manner – the virtues of politeness and consideration towards all people is important.
2. Pupils should conduct themselves on school transport in a manner that does not bring discredit to the school.
3. All pupils on the school premises should walk and not run at all times, pupils at the comprehensive school should walk on the left when travelling from lesson to lesson.
4. All pupils are expected to dress in full school uniform (comprehensive), all primary aged pupils should be encouraged.
5. No pupil can represent the school in any capacity unless he / she conform to the uniform code.
6. All pupils are to be properly equipped for the classroom.
7. All homework is to be handed in on time.
8. Pupils must carry their planners with them at all times (where applicable)
9. When pupils are absent they must copy up on missed work
10. No pupil is allowed off the school premises.
11. No persons under the age of 16 is permitted to collect a child from
12. primary school
13. All pupils are to stand when a member of staff enters the classroom (Comprehensive)
14. Chewing gum is not permitted in school.
15. Pupils are only allowed to drink water when in lessons.
16. Every child should bring their own water bottle to school.
17. Pupils are permitted to wear 1 stud in each ear lobe. No other piercings are allowed.
18. Pupils are permitted to wear one ring only.
19. Mobile phones should be switched off in school and only used in an emergency after seeking permission from the member of staff (Comprehensive)
20. No i-pods or MP3 players are allowed in school.
21. No hats are to be worn in the school building, and no baseball caps are to be worn on the school site.

22. Only school hoodies and sweatshirts are to be worn
23. Hair colouring is only permitted if it resembles a natural shade. Any shade that does not resemble a natural colour for example green or red is not permitted at any time.

Behaviour Targets

These targets are displayed in every classroom

- Pupils must arrive promptly and enter the class quietly
- Pupils must bring the correct equipment each day
- Pupils must listen to staff at all times and follow instructions
- Pupils must respect staff, fellow peers and the learning environment.
- Pupils must focus on their own work and not prevent other pupils from learning.

Classroom Management – The consequence of breaking classroom rules

1. Verbal Warning
2. Written warning in planner
3. SIMS Referral
4. Class teacher Detention
5. Referral to Subject Leader / Head of Faculty (Comprehensive), Leader Learner / Head Teacher (Primary)
6. Referral by HOF to Pastoral Leader for an After School Detention (Comprehensive)
7. After school detention with Senior Leadership Team
8. Exclusion

Pupil without planners (Comprehensive)

1. Form tutors to check in registration those pupils who do not have a planner and issue them with a photocopied sheet.
2. The sheet contains two parts – the top half is to act as a report to sign by the pupils' teachers during the day and the bottom half is to be used to record homework. The pupil is required to take the sheet home and copy the information into the planner by the following morning.
3. If a pupil continually forgets or loses their planner a replacement planner can be bought. If an on-going issue occurs then pupils will be referred to the Assistant Pastoral Leader.

Primary School pupils are to ensure they bring their reading books and diaries every day.

Whole School Detention (Comprehensive)

This will take place after school on two nights. The Heads of faculty and Head of Pastoral Care will make the referrals. Parents / guardians will be informed via the text messaging service or letter which will be given to the pupil. Staff will supervise detention duty on a rota basis.

Further Interventions

- Pupils who repeatedly misbehave and show little improvement will face further sanctions and will be placed into an after school detention that is taken by Senior Management on a Friday Night.
- If a pupil is continually engaging in poor behaviour they will be put on report through the use of SIMS or a paper report/behaviour book, and if needed a pastoral support plan will be put in place. At any point in this process other agencies may be called in to support the pupil. In addition to this, pupils will be supported at the learning Support Centre following a referral from the Pastoral Leader or Senior Management Team. Parents will be informed accordingly.
- If there is no improvement parents will be informed, final warnings issued and fixed term exclusions may follow.
- Persistently poor behaviour or frequent Fixed Term Exclusions will mean a meeting with the Governors Pupil Disciplinary Board. This will involve the pupils and the parents. A final warning could be issued.
- The final consequence of poor behaviour is Permanent Exclusion.
- Some incidents may result in a permanent exclusion immediately because the incident is of an extremely serious nature.

Exclusion from School

This is a serious sanction and will only be used after careful consideration of all other strategies. Examples of where external exclusion could be used are:

- Following an unsuccessful internal exclusion
- Persistent disruptive behaviour
- Aggression/assault or threatening behaviour towards another student.
- Aggression/assault or threatening behaviour towards a member of staff.

- Persistent bullying
- Racist / sexist / homophobic / discriminatory abuse
- Demonstrating, perpetrating, communicating extremist views and propaganda
- Serious abuse of school, student or staff property including graffiti, arson and vandalism
- Theft of school property or theft from the other students or adults
- Inappropriate use of ICT, e.g. computer 'hacking', cyber-bullying, accessing / downloading / transmitting inappropriate images / information.
- Inappropriate use of a mobile telephone/camera or other technology which could adversely affect others including capturing images of students and staff in and out of school without permission.
- Possessing a 'banned' object/substance
- Making false allegations against other students/members of staff
- Behaviour outside school, especially on journeys to and from school which brings the school into disrepute.
- Setting off the school fire alarm

Exclusion is the most serious sanction available to the school. As a sanction, the school uses three levels of exclusion:

1. Short, Fixed Term, usually between 1-5 days;
2. Fixed Term but longer, now up to 45 days in a school year;
3. Permanent Exclusion

Short, Fixed Term Exclusion (1-5 days)

The short, fixed term exclusion will be used in instances of serious misbehaviour or persistent poor behaviour which does not respond to any other sanction. This short exclusion, which may be used in the case of a fight or complete loss of temper, is often a constructive period i.e. pupils need time to reflect on their behaviour or in the case of a fight or assault a 'cooling off' period.

Each individual incident will be investigated and the decision to exclude and for how long will be taken by the Head Teacher or Deputy acting in the Head Teachers absence. The parents will be contacted accordingly. If the school is unable to contact the home the pupil will stay with the appropriate member of staff until the end of the day.

A formal letter will be sent home and will include:

- An explanation as to why the pupil has been excluded;
- A clear statement on the length of the exclusion;
- Information to the parents of their right to appeal.

Following an exclusion parents / guardians are required to accompany their child and meet with members of the Senior Leadership Team to discuss re-admission.

Returning to school after exclusion is an opportunity to make a fresh start. If exclusion is for violence to another pupil or verbal abuse to staff, then it will be made clear that a repetition of the offence will result in another, longer exclusion or possibly permanent exclusion. No two incidents are the same and the decision as to whether to exclude and the length of the exclusion period must therefore be that of the Headteacher alone or Deputy acting in the Head Teachers absence.

Longer Fixed Term Exclusion

Fixed term exclusion can be for a maximum of 45 days in any school year. However the school will only use this form of exclusion very rarely. If a pupil is excluded for more than 15 days, a support plan for reintegration will be written.

Permanent Exclusion

Only when all other strategies have been tried and the pupil continues to transgress will the school permanently exclude a pupil.

Procedures for Staff

Whole School Approaches – Staff

All staff must be consistent and vigilant in their attitudes to pupils. The following guidelines must be adopted:

1. Staff should be on duty at the correct times or change with another member of staff if they are unavailable.
2. Staff should, other than in exceptional circumstances e.g. duty, be in their classrooms before the start of the lesson and no pupils are to be left unsupervised in the room at any time.
3. Staff should leave the staffroom immediately after briefing.
4. Staff should stand outside their rooms in the changeover between lessons to supervise the movement around the corridors.
5. Staff must register their classes promptly through the use of SIMS and if this is not available a class register should be passed on to the EWO or office staff.

6. Inappropriate behaviour incidents need to be recorded on SIMS and then dealt with and resolved by the relevant member of staff.
7. The classroom teacher should deal with behavioural issues arising in the classroom in the first instance. When necessary they should be referred to the Subject Leader / Head of Faculty.
8. Serious incidents should be reported straight to the pastoral leader or deputy Headteacher when necessary. This information should also be shared with the subject leader / head of faculty. The Senior Leadership Team will feed back.
9. Pupils suspected of truanting should be immediately reported to the EWO office.
10. Staff should note any changes in pupils' behaviour patterns or in the quality of the work and report to the relevant person as appropriate.
11. SIMS should be kept updated at all times in reference to behaviour, attendance and rewards.
12. Staff should remain on the school premises for at least 10 minutes after the end of the school day in compliance with the relevant regulations.

Monitoring, evaluation & review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.