

## **Alderman Peel High School**

### **Behaviour and Anti Bullying Policy – Part 1**

#### **1. SCHOOL ETHOS**

APHS is a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm. The School believes in working together with the young people in its care, their parents/carers and other bodies in order to deal with the underlying causes of bad behaviour taking into account their individual needs.

APHS does not tolerate bullying or other anti-social behaviour and is dedicated to promoting an ethos that reflects high moral standards, a culture of social responsibility and fosters a safe learning environment for all students.

The School's aim is to celebrate and reward positive behaviour and apply sanctions only when necessary.

#### **2. RULES OF CONDUCT**

The Leadership Team are responsible for developing a set of positive and constructive School Rules (as outlined in the following section) following consultation with staff as well as students. These rules will be reviewed at least annually and their purpose is to:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others
- encourage respect for personal property, the property of others and the School environment
- ensure standards of behaviour are acceptable and student conduct is regulated

#### **3. STANDARDS OF BEHAVIOUR**

APHS has high standards of behaviour and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School. A Home School Agreement is issued annually within the students' School Planners for guidance.

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required. All absence must be explained and unexplained absence will be followed up (*by the relevant staff*).

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

#### **4. REWARDS AND SANCTIONS**

All rewards and sanctions as outlined in this section must be applied fairly and consistently.

##### **1. REWARDS**

## **KS3**

### **Rewards**

- verbal and written praise
- achievements recorded throughout the year
- departmental or LT certificates/postcards
- tutor and house prizes awarded at Celebration Assemblies for achievement and attendance

### **KS4 Rewards**

- verbal and written praise
- certificates and vouchers for achievement
- departmental certificates/postcards
- tutor group prizes awarded at Celebration Assemblies for achievement and attendance
- Awards Evening
- attendance at the end of year Prom (for year 11)

### **Rewards can be given for:**

- working/trying hard
- excellent work
- good behaviour
- good uniform
- outstanding achievement
- good attendance

## **2. SANCTIONS**

- Staff are given guidance and training on general classroom management strategies
- The Stepped Discipline procedure has been introduced to ensure consistency amongst staff, when dealing with discipline issues in the classroom
- A system of lunchtime, after-school and Saturday morning detentions is used as part of the School's Disciplinary procedures.
- When necessary students can be isolated, or be given fixed period or permanent exclusions for serious breaches of the School Disciplinary procedures.

### **Sanctions can be given for:**

- disruptive behaviour
- disobedience
- verbal/physical aggression
- bringing the School into disrepute
- defiance of School Rules
- endangering self or other people through irresponsible / unacceptable behaviour
- disrupting the effective running of the School

In the following circumstances, the Headteacher may apply a Fixed Period or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure:

- serious threat (actual or perceived) of violence to self or others
- sexual abuse/assault
- supplying illegal drugs on School premises
- carrying an offensive weapon on School premises

## **3. INCLUSION PROCESS**

The Pastoral Support building at APHS offers an alternative to students who face fixed period exclusions allowing them to access the curriculum while affording students with behavioural as well as academic support. Students will be 'internally excluded' in particular circumstances.

If a student's behaviour warrants 'internal exclusion' parents/careers will be notified.

#### **4. EXCLUSION PROCESS**

The School views the application of the Exclusion Process as an action of last resort once other sanctions and support systems have been explored or where exceptional circumstances apply.

Where there are vulnerable groups or those who have disproportionately high rates of exclusion (eg SEND, Free School Meals, Looked After children and certain ethnic groups the School shall identify where extra support might be needed to address the needs of these groups to reduce their risk of exclusion.

The formal process of applying a Fixed Period or Permanent Exclusion is defined within Government Guidelines and regulated through an internal and external appeals/review process.

For serious or persistent breaches of the School's Disciplinary procedures, only the Headteacher may make the decision to exclude a student either for a fixed period or permanently.

The decision to exclude a student will only be made after:

- thorough investigation of the incident
- consideration of all the evidence taking into account the possibility of provocation or extenuating circumstances.
- the student has been allowed to give their own version of events

A written record of all actions taken and signed and dated witness statements will be maintained.

Where a student is to be excluded, the parent shall be informed by telephone, followed up in writing, of the:

- period of exclusion (or permanent exclusion),
- reason for exclusion,
- arrangements for continuing education while excluded
- appeals process, including time limitations and who to contact
- date and time the student is expected to return (fixed period only)

The School shall take reasonable steps to set and mark work for excluded students.

#### **Appeals**

Only the parent or legal guardian (or the student if over 18) has the right to make appeal against exclusion. Appeals should be made in writing to the Governing Body (usually the Clerk).

The Governing Body will convene a Disciplinary Panel of three governors to review the exclusion at the request of the Parent/Carer and for all permanent exclusions or fixed period exclusions. Parent/Carer, student, and School representatives will be invited to attend a hearing convened. A Local Authority Officer may be invited at the request of the parent/carer.

The student shall be enabled and encouraged to participate at all stages of the exclusion process.

The role of the Disciplinary Panel is to impartially review the exclusion imposed by the Headteacher and either uphold the decision or direct re-instatement of the student.

Consideration will be given to whether the Headteacher has complied with the law in making the exclusion and to the evidence presented, both written and verbal, by the School and the Parent/Carer and student.

The Panel will inform the School and the Parent/Carer of its decision and reasons in writing within one school day of the hearing. Details of the right to review within 15 days to an Independent External Review Panel, arranged through the Local Authority will be provided. The parent/carer will be informed of their right to request the presence of a Special Educational Needs and Disabilities (SEND) specialist to provide impartial advice to the independent review panel.

## **5. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

Where the misbehaviour of students is related to a mental or physical disability, it is expected that the Headteacher will make reasonable adjustments to enable those students to be included within the School community.

These will include:

- ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- ensuring that staff are aware of any students with such disabilities;
- ensuring that help is sought from the Local Authority (LA) to enable the School to make reasonable adjustments;
- ensuring that School resources are committed to assist in making reasonable adjustments; and
- making reasonable adjustments to School organisation or of the timetable of particular students.

## **6. ROLES AND RESPONSIBILITIES**

### **1. The Governors**

The Governing Body is responsible for monitoring the implementation of this policy and for holding Disciplinary Committees to review exclusions as required.

They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

### **2. The Headteacher and the Leadership Team**

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them.

The Headteacher has sole responsibility for deciding to exclude a student from the School.

The Headteacher and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate. They are also responsible for reviewing the School's Disciplinary procedures at least annually making amendments as required for the effective management of student discipline at the School.

Appropriate records of disciplinary issues will be kept in order to inform future practice. Exclusions, inclusions and any other significant student behavioural issues will be included in the Headteacher's Report to Governors.

### **3. The Staff**

The Staff are responsible for making themselves familiar with the current policy and applying it fairly and consistently when dealing with students in the classroom as well as across the School. All staff is expected to encourage good behaviour and respect for others in students. Well planned, interesting and demanding lessons make a major contribution to good discipline.

Heads of Department are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

The Pastoral Support team are responsible for dealing with more serious or persistent disciplinary issues following appropriate referral procedures.

## **7. INVOLVEMENT OF PARENTS/CARERS**

Parents/carers are also expected to encourage good behaviour in their children and support staff and this policy when necessary. Parents/carers will be involved in discipline cases as appropriate following consultation with a member of the School's Leadership Team.

## **8. INVOLVEMENT OF STUDENTS**

Students are encouraged to express their views on the present policy through tutor discussion and contribute to the effective implementation of the policy.

The School Parliament will be involved in reviewing the School's anti-bullying policies and procedures in order to reinforce self-discipline and positive work and behaviour patterns.

## **9. EQUAL OPPORTUNITIES**

All rewards and sanctions must be applied fairly and consistently.

### **Behaviour and Anti-Bullying Policy – Part 2**

#### **Introduction**

All staff at APHS have a duty to promote a safe environment for learning, and to ensure the effective implementation of the School's Anti-Bullying Policy.

The Anti-Bullying Policy will contribute to establishing a positive School ethos, as well as raising achievement and attendance, and promoting equality.

In the School's view, bullying is relentless, repeated and intended to hurt; it can be verbal, physical, psychological or electronic (cyber-bullying).

## School aims and intentions

The School will:

- Support staff to identify and respond to bullying.
- Make students aware that all bullying concerns will be dealt with sensitively and effectively.
- Develop an anti-bullying culture within the School.
- Ensure that parents/carers expressing concern about bullying are taken seriously.
- Learn from effective anti-bullying work elsewhere.

## Intervention strategies

- The Anti-Bullying Charter is an important guide to putting the School's intervention strategies into action.
- The Pastoral Support Team shall coordinate all Anti-Bullying strategies within the School.
- In-service training shall be provided for all staff, to refresh their understanding and skills in response to bullying.
- All staff shall be made aware of the Anti-Bullying Charter.
- Year Team meetings shall include bullying as a regular item on their agenda.
- Tutor time shall include opportunities for staff to talk to students about bullying.
- Bullying shall be addressed in Schemes of Work throughout the curriculum, where appropriate, in order to develop student awareness of issues relating to bullying.
- Records of incidents shall be used to inform and review the Anti-Bullying Policy.
- Procedures shall be followed to work with bullies, and to ensure that the behaviour is not repeated.
- The School shall ensure that sufficient staff are on duty, and that all areas of the School are supervised.
- Use of and content of pupil emails shall be monitored.
- Outside agencies such as theatre groups and charities shall be involved in order to raise awareness about bullying.
- Parents/carers shall be informed about School policies and procedures on bullying.
- Restorative approach implemented by staff.

## Monitoring and Review

The number and nature of bullying incidents and the outcomes of any anti bullying strategies shall be reported to Governors via the Head Teacher's Report on a termly basis to inform review of this policy and assess its effective implementation.

# THE ANTI BULLYING CHARTER

## PUPILS

### If you are being bullied in School:

- **Talk to** an adult in School that you trust, taking a friend if it helps
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE**. You aren't doing anything wrong – **THEY ARE**.
- What you say will be **TAKEN SERIOUSLY**.
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out.

- If you are bullied electronically, keep all messages and e-mails.

**If you see someone being bullied at School:**

- The best thing you can do to help is to **TALK TO SOMEONE**.
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE**. You aren't doing anything wrong – **THEY ARE**.

**PARENTS**

**If your child is being bullied or is bullying in School:**

- We can help.
- Contact the School and ask to speak to the Form Tutor or the Pastoral Support Team
- Talk over the problem with the teacher. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened.
- **DON'T** let your child talk you out of contacting School. If the problem is to be solved, you need to be **OPEN**.

**To combat electronic bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to.**