



# BEHAVIOUR FOR LEARNING POLICY

## Senior School and Sixth Form

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This policy supports and should be read alongside the school’s mission statement, school values and school objectives. It also links directly with the school’s motto ‘Let There Be Peace on Earth’ in seeking to give pupils the strategies to recognise and manage conflict that may arise from their behaviour choices.

### **Policy Rationale**

Our Behaviour for Learning (BfL) policy aims to safeguard the rights and responsibilities of both staff and pupils so that teachers are able to teach and pupils are able to learn in a safe, supportive environment. Helping pupils to take responsibility for their own behaviour and providing consistent and fair support using common behaviour language is at the heart of what we do.

This policy seeks to develop the skills required for pupils to participate effectively and fulfil their potential within society. At BISAK, all adults can aid this development as role models who demonstrate positive behaviour to pupils at all times. They will expect, encourage, notice, and where appropriate, reward good behaviour. We expect the behaviour of all BISAK pupils to be exemplary in school, and beyond, and we want pupils be proud of their conduct.

### **Aims and Objectives**

- Bullying is wrong and damages individuals. We will therefore do all we can to prevent it, by developing a positive school ethos in which bullying is regarded as unacceptable.
- As a school we aim to produce a safe and secure environment where all pupils can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we will make clear each person's responsibilities within a rights-respecting school.
- We aim to create an inclusive learning environment for all pupils.

### **All Staff**

All staff are expected to:

- Take collective responsibility for the behaviour of all pupils.
- Engage with all pupils positively modelling respect and courtesy at all times.
- Treat all pupils consistently and fairly by always following things through.
- Praise pupils for good behaviour.
- Celebrate achievements and successes.
- Encourage students and offer constructive criticism.

### **School Behaviour**

The school expects pupils to:

- Be honest and truthful
- Inspire others to make good choices
- Show respect for others and their property
- Always doing your best
- Showing kindness to all in the school community
- Use their common sense and make good choices.
- Take responsibility for their actions and learn from their mistakes.
- Keep themselves and others safe.
- Abide by the uniform code.
- Follow classroom instructions and respect the right of others to learn.
- Be actively involved in all lessons and follow the school’s BfL policy.
- Walk calmly and quietly throughout the school buildings in single file staying to the right-hand side.
- Always enter Senior School assemblies silently.

## Classroom Behaviour

In the classroom every pupil is expected to:

- Respect their teacher, learning assistants, classmates and themselves.
- Always do their best and take pride in their work.
- Come to class on time and bring necessary equipment and homework (learning at home).
- Use appropriate language.
- Share ideas and help each other to become more involved learners.
- Use classroom equipment sensibly and carefully.
- Take responsibility for their actions.

## Pupil behaviour in playground & on trips

The rationale of the school's BfL policy is transferable to all areas of school life beyond the classroom including corridors, the school playground, specialist areas and school trips. The school does not allow or tolerate abusive language, violent behaviour or bullying in any form. Duty staff should always try to deal with the issue and then inform the appropriate Headteacher/Deputy/School Leader immediately if any of these behaviours occur.

Pupils should:

- Take responsibility for their safety by always wearing a hat on the playground when instructed to do so.
- Ensure picnic tables and the eating areas are litter-free at the end of break.
- Put rubbish in the bins provided.
- Make safe choices and be risk-assessors of immediate dangers on the playground
- Not buy food as the bell sounds for the end of break.
- Line up quietly and be respectful to the canteen staff.
- Each school will define their playground procedures.

## Bullying Behaviour

The school recognises that bullying is a form of behaviour that happens in all schools. We have a shared understanding of what constitutes bullying behaviour and, as part of this policy, we provide clear guidance for all staff and pupils about managing this type of behaviour.

As a school that respects the rights of all pupils to feel safe and to achieve their best, we have a zero-tolerance approach to bullying behaviour. Incidents of bullying, either by pupils or adults, will be dealt with promptly, firmly and fairly.

## Definition of bullying

Action taken by one or more individuals with the deliberate intention of hurting another person, either physically or emotionally.

Bullying is defined by the Anti-bullying Alliance:

***We define of bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.***

Bullying behaviour may also be racial, cultural or sexual in nature and carried out using electronic technology (cyberbullying).

## We seek to prevent bullying by:

- We have developed our Behaviour for Learning ensuring that it sets out how everyone involved in our school expected to behave, in face-to-face contact and online, and within and outside of our activities
- Holding regular discussions with staff, volunteers, pupils and families who attend our school about bullying and how to prevent it

- Providing support and training for all staff and volunteers on dealing with all forms of bullying
- Having strong anti-bullying procedures in place.

Our regular discussions with staff, volunteers, pupils and families will focus on:

- Group members' responsibilities to look after one another and uphold the behaviour for learning policy.
- Practising skills such as listening to each other.
- Respecting the fact that we are all different.
- Making sure that no one is without friends.
- Dealing with problems in a positive way.
- Checking that our anti-bullying measures are working well.

### Understanding Cyber-Bullying

There are many types of cyber-bullying. Although there may be some of which we are unaware. Here are the more common:

1. **Text messages** –that are threatening or cause discomfort – also included here is “Bluejacking” (the sending of anonymous text messages over short distances using “Bluetooth” wireless technology);
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed;
3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible;
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name;
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in web-based chatroom;
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
7. **Bullying via social networking** – use of defamatory blogs (web logs), personal websites and online personal “own web space” (which works by signing on in one’s school, therefore making it easy to find a victim), Facebook – although there are others

As a school, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe, psychologically or emotionally – that may take longer to heal if at all.

Our pupils are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS – Parents Over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats.

### **To prevent cyber-bullying we teach our pupils to:**

Understand how to use these technologies safely and know about the risks and consequences of misusing them.

- Know what to do if they or someone they know are being cyber bullied.
- Report any problems with cyber bullying.
- If they do have a problem, they can talk to the school or their parents.

## The role of the Principal and Headteacher

### Setting a positive school ethos

Together, the Principal and Heads of School, Deputies, and School Leaders lead the way in setting the school climate of mutual support and respect where personal development is celebrated and kindness is recognised and valued. An atmosphere of honesty and trust encourages children to consider the needs of others and helps to make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, destructive and damaging behaviours have less opportunity to grow and make an impact.

The Principal and Headteacher, Deputies, and School Leaders will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Heads of Schools will use assemblies and PSHE discussions to explore issues affecting pupils' well-being and to promote awareness of the impact of different actions and attitudes on others. Where disputes or difficulties arise, the Heads of Schools may decide to use an assembly as a forum in which to discuss with children why this type of behaviour is wrong, and the consequence and outcomes of this behaviour.

### Dealing with bullying

Bullying behaviour (see definition) will be reported to the relevant Head of School on the same day, who will ensure the incident is recorded and that an investigation is instituted. In the Head's absence, bullying will be recorded and managed by the Deputy Head of School.

Victims of bullying behaviour will be listened to and taken seriously. Incidents will be thoroughly investigated and explored carefully and sensitively. Counselling and support will be offered to any pupil who has been hurt, either emotionally or physically, as a result of bullying behaviour. Work may be undertaken with the child on building self-esteem, self-confidence, and personal resilience and on developing self-help strategies.

The bullying behaviour will be identified and addressed with the perpetrator. Consequences for bullying behaviour will be made clear and explained. Time will be spent with the perpetrators of bullying so that they understand why this behaviour is wrong, and how to make amends and change or adapt their behaviour. The Headteacher/Deputy Head/School Leaders will contact the child's parents to discuss the situation.

Where incidents of bullying are considered particularly serious, fixed-term exclusions may be applied.

### The Role of the Teacher and other adults working within the school

Teachers aim to support all pupils in their classes and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, the aim is to make clear that all forms of bullying are unacceptable.

Teachers and other adults in our school take all forms of bullying seriously, and will intervene to prevent incidents from taking place. They will keep their own records of all incidents that happen in their class and that they are aware of in the school. All incidents of bullying will be reported to the relevant Head of School/Deputy/School Leaders.

Teachers and other staff will understand from the Head of School the action that is being taken to support both victim and perpetrator (see above), and will support and develop this work.

The behaviours around bullying will be explored in whole-class work (SEAL lessons, Circle Time, PSHE), in small groups and on a 1:1 basis with pupils. Staff will use restorative approaches and collaborative problem-solving strategies to help children understand what has happened and how to put things right. Support will be accessed from Senior Leadership Team where needed.

### **The role of the Pupils**

Within our rights-respecting school, children will know that it is also their responsibility to help prevent bullying. Children will be able to talk to adults about worries and concerns that they have. They will be encouraged to share their views through pupil surveys, Circle Time, PSHE lessons and any other means that staff feel are appropriate and helpful.

### **The role of the Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be showing bullying behaviour, should contact their child's class teacher/Form Tutor or the relevant School Leader immediately.

Parents will be informed if their child has been bullied, or if their child has been bullying others.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **The role of the Governing Body**

The Governing Body supports the Principal to ensure that the school is a safe and happy place for all children. Board members will ensure that this policy is monitored and reviewed regularly, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body will monitor any incidents of bullying that occur. The Governing Body requires the Principal and Headteacher to keep accurate records of all incidents of bullying and to report to the Board on request about the effectiveness of school anti-bullying strategies.

### **Monitoring and Review**

This policy is monitored regularly by the Principal and Headteacher, who report to the Governing Body about the effectiveness of the policy on request.

## Senior School and Sixth Form Behaviour steps

<p><b>Positive Classroom Environment</b> Pupils and their teachers interact positively and in a helpful manner to learn together in the classroom. All pupils accept responsibility for their own actions.</p>	
<b>Stage 1</b>	<p><b>1A - In the Classroom</b> Teacher – Pupil interaction for unacceptable behaviour. Teacher may ask for example: What are you doing? What are you supposed to be doing? What are you going to do to improve your behaviour? Most pupils do not move beyond this stage of intervention.</p> <p><b>1B – Verbal Warning (Recorded on planner) and SIMS</b> If unacceptable behaviour continues, a verbal warning is given.</p>
<b>Stage 2</b>	<p><b>Break Detention/Reflection</b> If unacceptable behaviour continues, the pupil is placed on a break detention and required to fill out a <b>Reflection sheet</b>.</p> <p><u>Parent contact</u></p> <ul style="list-style-type: none"> <li>• Teachers will inform parents by making a note in the pupil's planner and on SIMS.</li> <li>• HoDs will deal with department offences which are logged on SIMS</li> <li>• Year leaders will deal with multiple offences</li> </ul>
<b>Stage 3</b>	<p><b>After School Detention</b> Pupils who continue to fail to address the issues for which they have been placed on a break detention will be placed in after-school detention with the year leaders on Thursdays from 1.00 - 2.00.</p> <p>Parents will be notified before any detention is served by email and/or letter</p> <p>Detentions maybe issued for more serious one off offences (i.e.) fighting etc</p>
<b>Stage 4</b>	<p><b>School Leadership Support / Pupil Report</b> Should the misbehaviour continue, management support may be requested from the upper/lower school leaders or the Deputy Head. Parents will be informed that the pupil is placed on an Academic Report (Reason for being placed on report and targets are issued with the report). Pupils will have to report daily to form tutor.</p> <p>Parents will be provided with a summary at the of the report period. If the Academic report is to be extended parents will be notified.</p>
<b>Stage 5</b>	<p><b>Removal from class/Internal exclusion/ Pupil contract issued</b> Parents are contacted by phone or letter and invited to attend a meeting to contribute to a plan for modifying behaviour and issue a contract to the student to agree to specific behaviour. Pupils are withdrawn from class and work in isolation. At this stage pupils are warned of future consequences regarding continued serious misbehaviour, e.g. exclusion from school activities. After parental consultation, school counselling intervention may be provided.</p>
<b>Stage 6</b>	<p><b>Exclusion</b> <b>Serious misbehaviour* may result in immediate exclusion. A letter will be sent to the parents to confirm an exclusion and the time frame in which it will occur. Parents are to bring their child back to school for a meeting with the Senior School leadership on their return.</b></p>
	<p><b>*Serious Misbehaviour</b> – at times in stages 1-5 serious misbehaviour may result in immediate removal from class. This includes, but is not limited to, such things as fighting, bullying, swearing, disobeying staff, stealing, destruction of property, use of illicit drugs and alcohol etc. Management is contacted, e.g. Behaviour referral form then refer to Stage 5</p>
	<p><b>Procedural Fairness:</b> All parties have the right to be heard and understood, in a safe environment, with their needs addressed and a positive outcome agreed upon. Mutual respect in meetings include discussion in a calm, non-aggressive voice; privacy; mediator if necessary as impartial third person; time/place convenient to all. All confidentiality will be adhered to.</p>