

WEST DERBY SCHOOL



BEHAVIOUR POLICY REWARDS AND SANCTIONS

**(Incorporating bullying and the use
of reasonable force)**

Approved on:	7 th December 2016
Next review date:	Autumn Term 2019
Signed:	S Graham (Headteacher)
Signed:	K Callant (For and on behalf of Governing Body)

West Derby School is a charitable company limited by guarantee, registered in England and Wales.

Company number 08166938. Registered office: 364 West Derby Road Liverpool L13 7HQ

Introductory Statement

Legislative Context

Sections 89 - 90, 94 of the Education and Inspections Act 2006

Equality Act 2010

Schools (Specification and disposal of Articles) Regulations 2012

Paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. Proprietors (Trust) must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 & 91 of The Education & Inspections Act 2008)

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (January 2016)

The role of the Government is to give schools the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At West Derby School we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

West Derby School expects

- All students to show respect and courtesy towards teachers, other staff and towards each other
- Parents to encourage their children to show that respect and support the school's authority to discipline its students.
- A culture of respect by supporting their staff's authority to discipline students and ensure that this happens consistently across the school.
- That every teacher will be good at managing and improving children's behaviour and that pupils complete assigned homework.

A clear behaviour policy, consistently and fairly applied, underpins effective education. West Derby School encourages outstanding behaviour through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the school understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as good citizens.

As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence. These can be either positive or negative.

A consequence is an outcome that arises as a direct result of the way we act.

At West Derby School, consequences are issued by staff, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Key points

- All paid staff of the school have the power to issue rewards and sanctions which occur in school and, in some circumstances, outside of school.

- The school has the power to issue sanctions that include after school detention and off-site behaviour placements, fixed term exclusions and in extreme cases, permanent exclusions.
- Staff can confiscate pupils' property. Staff have the power to search without consent if they feel there is an immediate risk.
- Members of staff have the power to use reasonable restraint to prevent pupils committing an offence, injuring themselves or others, or damaging property.
- All incidents of bullying will be investigated with appropriate actions taken.

Rewarding positive behaviour and creating a positive climate for learning

The best and most successful approach to creating a positive ethos is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements both inside and outside of school. The school aims to develop a culture of respect, both personal and to others. Through this, we expect students to aspire to their personal best in all aspects of their school career.

West Derby School will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behaviour and work:-

Positive praise - In lessons and in the school and wider community for positive citizenship and academic progress.

Positive postcards -Sent home to recognise continual achievements or individual outstanding pieces of work

Parents informed – Communication to inform of good work completed, outstanding citizenship and progress

Attendance Rewards – raffles, prizes, end of year trips

External stakeholder nominations - Awarded annually for displaying good citizenship in the community

AAA cohorts – for boys who reach their academic target before the allocated time with a variety of rewards attached to the various cohorts

West Derby School also has a proactive commitment to a range of other behaviour strategies:

- Professional staff responsibility to own behaviour management and build good staff-pupil relationships. This involves a common understanding that escalation occurs only after utilisation of varied behaviour management techniques.
- Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- A high level of professional judgement amongst teaching staff which balances personal behavioural management techniques supported by the school's Behaviour Policy.
- Having high quality teaching which challenges and engages students. This increases motivation and promotes effective learning with good behaviour.

- Providing Support Systems such as our Pastoral system and the committed PPL's and their assistants; mentors, teaching assistants, school counsellor, peer support, external providers, referrals to outside agencies.
- Working with multi-agencies to provide appropriate education for those for whom West Derby School is not the best option (Everton Free School, Harmonize, Assess, ACE, Prudentia).
- PSHCE curriculum assemblies and outside agencies provide education for many statutory requirements such as Bullying (in all types), sexual education, friendships and post 16 ambitions.
- Regular review of data, policy to embrace new developments, structures, personnel etc
- The school engaging with parents.
- A change of teaching set or class.
- A managed move to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion.
- Consideration by the Special Education Needs Coordinator (SENCO), with colleagues, of possible interventions within the school.
- Allocation of a key worker such as a Learning Mentor, Education Welfare Officer or member of the Pastoral Team.
- Referral to a specific support service, such as the Education Welfare Service Children's Services or the Child and Adolescent Mental Health Service, Schools Family Support Service.
- A PSP (Pastoral Support Plan).

Low level disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson or the learning environment but directly affects the learning of other students present and the teachers' ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of low level disruption, however, this list is not exhaustive.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other students from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff
- General defiance

This behaviour may result in a warning; a subject teacher detention; a referral to the appropriate PPL with a PPL detention; a senior detention issued by the Head of Pastoral Support.

High level disruption/serious incidents/non-compliance with school procedures

For incidents that the school perceives to be of a serious nature, students may be issued with either an internal isolation, or a Fixed Term Exclusion (FTE).

However, a student may well be given time in isolation as an alternative. One example of this could be where a student is removed from class because he has still chosen not to behave in an appropriate manner.

Isolation

Students start their day in Isolation at 8:45am and finish at 2.55pm.

However, if students display negative behaviour whilst completing the Isolation they will repeat a full day.

- Students will be given individual work based on their timetable for that day
- Students eat their lunch in the Isolation room.
- Students do not talk to other students within the Isolation room.
- Mobile telephones will be removed from students at the start of their placement in the Isolation room.
- Students will not be permitted to eat or drink other than at allocated times during Isolation.
- Students will be given access to toilet facilities at break and lunch.

Fixed term exclusions

Please remember the school aims to keep exclusions to a minimum. When issued they are to provide time for us to investigate incidents and for students to reflect on their actions.

Serious breach of the school's Behaviour Policy

The Headteacher's Power to Exclude

- Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- The behaviour of pupils outside school can be considered as grounds for exclusion.
- When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof ie. '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'.
- Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude

- A decision to exclude a pupil permanently should only be taken:
 - In response to serious or persistent breaches of the school's behaviour policy, and
 - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Students' conduct outside the school gates

Teachers may issue positive and negative consequences to students involved in incidents whilst:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The school prides itself as an intrinsic part of the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately.

Anti-bullying Procedures

At West Derby School, we are committed to the protection of the individual and wish to foster an atmosphere of mutual respect, cooperation and consideration for others within our school community. Any behaviour contrary to this which makes an individual feel frightened, uncomfortable or unhappy, either in school, or on the way to and from school, will not be tolerated.

Examples of conduct which we consider to be bullying are as follows:

- Name calling of any kind
- Teasing/taunting/skitting/belittling someone either to their face or by speaking about them to others in a derogatory fashion
- Hitting, pushing, tripping or any unwelcome physical contact
- Demanding money or food for example
- Making someone do something against their will
- Leaving someone out or isolating them
- Making comments/spreading rumours about someone or their family
- Making rude, sexual or suggestive remarks
- Making derogatory comments about a person's faith or about those without faith
- Making racist remarks regarding a person's skin colour or culture
- Using racist names
- Making homophobic remarks
- Using Facebook/X-box/Snap Chat or any other form of social media to bully others

We take any allegations of bullying very seriously. Where there is bullying, we will use sanctions as deemed appropriate. There is a termly report to Governors which includes bullying and racist incidents.

Homophobic, Biphobic and Transphobic (HBT) Bullying

- We will ensure that students are aware that HBT language will not be tolerated in school
- Incidents of HBT language will be recorded and dealt with appropriately
- If a student uses HBT language we will ensure that they are aware of the effects such language has on people
- If a student makes persistent remarks they will be subjected to our Behaviour Policy and our Anti Bullying Policy
- The parents of such a student will be contacted immediately
- In the event of the problem continuing, the parents will be invited into school to discuss further sanctions
- We will also offer support to students and parents in order for them to fully understand the consequences of such language or behaviour and will provide support if necessary

- The school works hard to ensure that prevention is the first step in our strategy to remove HBT bullying. The use of PSHCE lessons, Assemblies, Guest Speakers and our support staff play a crucial role in this aspect of our strategy.

What should students and staff do if they are concerned about bullying?

- Tell the relevant PPL, either in person, or by email.
- Year 7 Mr Parkinson
- Year 8 Mrs Stephens. Miss Dudley will take over temporarily from 9th December 2016.
- Year 9 Mr Moore
- Year 10 Mr Thomas
- Year 11 Mr Warwick

- PPLs will inform Mrs Lorder (Senior AHT i/c Pastoral Systems)

PPLs will always investigate with sensitivity. Bullying is always taken seriously.

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.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The Department for Education recommend you to:-

- Always respect others- be careful what you say on line and what images you send.
- Think before you send- whatever you send can be made very public very quickly and could stay on line forever.
- Keep your password to yourself. Only give your mobile and trusted details to close friends.
- Block the bully- learn how to report someone who is behaving badly either on line or by text.
- Save the evidence- learn how to keep records of all offending messages, pictures or on line conversations. This may be needed if action is taken by your provider or the police.
- Make sure you tell an adult. Check with your service provider how to report it. Tell someone at school if the bully is a member of the school community so that they can help.

Hate Crime

Hate crime is any criminal offence committed against a person or property that is motivated, or perceived to be motivated, by hostility or prejudice based upon the victims:

- race, colour, ethnic origin, nationality or national origins
- religion or belief
- gender or gender identity
- sexual orientation
- disability
- age
- alternative sub-culture

The school educates students on acceptance, respect for others and understanding of all individuals through the general classroom expectations, assemblies, family time and the PSHCE.

Searching, screening and confiscation with Pupils

The below is based on guidance from the Department for Education; Searching, screening and confiscation (2014)

School staff can search pupils with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes drinks other than clear still, fizzy and flavoured water.

Where possible, 2 members of staff will be present during a search. However, this may not be reasonably practical.

Searches can be performed on both the school site and anywhere the member of staff has lawful control or charge of the students (EG; School trip)

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items only banned under the school rules.

Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline eg. the sale of confection is prohibited in school.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia fireworks and pornography will be destroyed by the school. Mobile phones confiscated in lesson time are held for 24 hours and are to be collected by a parent or alternative adult. Phones confiscated on a Friday are kept over the weekend.

Use of Reasonable Force

The below is guidance set out by the Department for Education; Use of Reasonable Force (2014).

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

When can reasonable force be used?

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Action in Self Defence or in an Emergency

Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else any authorised staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. (The above is taken directly from the current reasonable restraint policy).