



# **THE APPLETON SCHOOL**

## **WHOLE SCHOOL BEHAVIOUR POLICY**

Adopted by the Governing Body ..... Date

Signature Chair of Governors .....

November 2017

## 1. WHOLE SCHOOL POLICY ON STUDENT BEHAVIOUR

The development of student self-discipline is the goal that all staff works towards by appealing to the best in their students belief of the school's core values -"The Appleton Way" (See Appendix 1 – PAGE 33)

Our core values are as follows:

- Be the best you can be.
- Respect all others and keep each other safe.
- Make a positive contribution to the Appleton Family.
- Celebrate the uniqueness of each individual.
- Work hard and be proud of your achievements.
- Promote our school positively in the community.
- Respect the environment we share.

OUR AIM IS TO encourage students to develop and take ownership of their learning, in the context of social responsibility, by:

- *applauding achievement*
- *encouraging effort*
- *clarifying the means whereby learning may be developed*
- *setting goals to modify behaviour*
- *influencing by negotiation*
- *providing support*
- *discussing and applying the Home-School Agreement*

## **Student Expectations**

The student code of conduct is shown below and underpins a range of different systems in the school.

The Student Code of Conduct indicates expectations of behaviour. Students are expected to:

- contribute to a well-ordered learning environment by
  - ❖ working to the best of their ability in lessons and on homework tasks and ensuring that all work is submitted punctually
  - ❖ being properly equipped for school
  
- show respect for others by:
  - ❖ being polite and courteous to each other and refraining from bullying, fighting and name-calling
  - ❖ being polite, courteous and honest with staff and listening to and carrying out instructions
  
- act in a responsible manner by:
  - ❖ doing nothing to endanger a healthy, safe and secure environment
  - ❖ ensuring forbidden items are not brought to school
  - ❖ keeping the school buildings and grounds clean and tidy, moving about in a quiet and orderly manner, avoiding areas which are deemed out of bounds and conducting fire drill in silence
  - ❖ ensure the best possible attendance and punctuality
  
- promote a positive image of the school by:
  - ❖ taking a pride in their appearance, being smartly and correctly dressed for any school activity and when travelling to and from school
  - ❖ behaving in a sensible and courteous manner when travelling to and from school
  - ❖ being polite and courteous to visitors

Failure to meet these standards will result in sanctions being applied. Further information about the sanctions applied by the school are available later within this document.

## **2. THE ROLE OF THE FORM TUTOR**

All documentation and other information pertaining to the student's behaviour should be known by the form tutor. Therefore written evidence of classroom/social behaviour issues must always be copied to the tutor.

This information will form part of a comprehensive record kept by the Form Tutor on each student and for the sake of continuity can be passed on to any succeeding Form Tutors. Copies will also be held in the student's central file on SIMS record.

Where any contact is to be made with the student's home, then the Form Tutor should be contacted. The Form Tutor will then liaise with the Year Manager to discuss any necessary follow-up. The contact must be documented using 'Yellows' and passed to Year Managers to be placed in students' central files.

The Form Tutor will also be responsible for monitoring any targets set and will have an opportunity to review them during the Professional Period on Wednesdays.

The Homework Planner is monitored by the Form Tutor and can prove a most valuable means of communication with the home: rewarding achievement, addressing concerns, enlisting parental support.

## **3. POLICY FOR PROMOTING AND REWARDING EXCELLENCE**

### **Philosophy**

The Appleton School is committed to sustaining, developing and applauding effort, endeavour, excellence and community-based work. If students are to work to their best, they must feel that their efforts are recognised and appreciated both at home and at school. The school recognises that there are four main areas that it wishes to promote. These are:

- a) **Progress in subject areas**
- b) **The development of community spirit**
- c) **Attendance**
- d) **Effort**

As such, separate but parallel rewards systems will operate. Three levels of achievement will exist for each – Bronze, Silver and Gold. The rewards in all cases are to be given by the teacher, not requested by the student, so the reward system cannot be used as a bargaining tool. Year teams may use the individual rewards

system to create a sense of team, such as inter-form competitions. These schemes are to be shared with all staff in order that they can give their support and encouragement.

### **Subject Based Rewards**

These will be given to students meeting the criteria outlined below, using the Reward Currency for that year group. (See Format of Rewards). Other criteria may be added at a later date.

- a) **THREE good pieces of classwork or homework in relation to expectation [linked to the Target]**
- b) **AN outstanding piece of classwork or homework**
- c) **OUTSTANDING effort or behaviour**
- d) **FIVE attendances at an extra-curricular activity. These may be totalled and an extra-curricular certificate awarded stating the number of sessions completed.**

### **Community Based Rewards**

These can be awarded to students in all year groups using the agreed Currency. They will be awarded for:

- a) **Voluntarily attending a community based activity**
- b) **Assisting beyond the call of duty**
- c) **Being an excellent ambassador for the School**
- d) **Participation in a Form activity such as an assembly or inter-form**

### **Attendance**

Certificates of attendance are awarded at the end of the year to all those with 99% or above attendance.

These are awarded to individuals each term for the following attendance achievements:

**Bronze 96% + Attendance for term**

**Silver 97% + Attendance for term**

**Gold 99% + Attendance for term**

## General Procedures

Staff will give these rewards via SIMS record and a sticker will be placed in the students' work book or planner. A certificate will be written, and presented in assembly by a senior member of staff. The highest achievers in all aspects can receive awards at the end of term assemblies, along with the other rewards such as School Colours, Cups and end of Year Prize Givings.

Students involved with Learning Support can earn a variety of rewards from the Learning Support Assistants (LSAs). These include merit stickers, given either as community rewards or as Learning Support rewards within the planner. In Key Stage 4 LSAs can award students green slips for their approach to learning, such as their motivation and perseverance. The Learning Support Department aims to share the students' achievements with home regularly, so in addition to the whole school system LSAs award students with stickers for achievement of their individual targets and these are stuck to the day they were achieved in the students' planner. The Learning Support Department also use postcards to share achievements with home and for students with the highest level of support these are issued on a half-termly basis. The Learning Support department will also issue some students with individual reward programmes if this is part of the planned provision to support their progress.

## Format of Rewards

### ***Year 7***

Year 7 will be rewarded through the use of Merit Marks. These will be **non-specific**. 25 for the Bronze, 50 for Silver, and 100 for Gold etc. These will be placed in the Year 7 page in the student planner and entered into their SIMS record.

### ***Year 8 and 9***

Year 8 and 9 will be rewarded by the teacher entering into SIMS record the reason for the merit being rewarded. These will be **subject specific** which will allow comparisons to be made. 5 for Bronze, 10 for Silver, and 20 for Gold.

### ***Year 10 and 11***

Year 10 and 11 will be rewarded through the recording of achievement through SIMS. These are awarded for Achievement, quality of work, effort etc. The students are then entered in to a prize draw which takes place every half term. In addition there is a trophy for the highest performing form, which is awarded half termly.

There is also a weekly Inter-Form attendance competition in place for every Year Group. The Form with the highest percentage of attendance is awarded a trophy. This is presented in assembly on a weekly basis.

#### **4. POSITIVE LEARNING ENVIRONMENT: Strategies**

Set out below is a list of suggested actions which may be used to help establish a positive learning environment.

- 1. *Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources that are effectively differentiated for the variety of learners needs that each class may have.***
- 2. *Discussion and negotiation of ground rules and class expectations between individual groups and their teachers – ideally from the outset or the first lesson back in the academic year.***
- 3. *Recognition by the subject tutor of potential behaviour problems and sharing the concern with colleagues; in particular Area Adviser.***
- 4. *Action and implementation of advice. Development of personal strategies and teaching skills usually held as part of a classroom acceptable behaviour contract or a student passport.***
- 5. *Expectation that student will modify their behaviour with the implemented support or strategies put in place.***
- 6. *A re-enforcement from staff that every lesson is a fresh start so that students feel welcomed into the positive learning environment.***
- 7. *Consultation with the Form Tutor, Year Manager, Assistant Headteachers and Behaviour for Learning team.***
- 8. *Discussion, if necessary, between Form Tutor and Director of Curriculum Support regarding Code of Practice (See Page 26) which can also be used for recording and reviewing students with behavioural and learning difficulties.***

**NOTE:** Documentation on Yellow slips must be provided for Form Tutor records, Area and central student files.  
Communication with parents may take place at any stage, but only after discussion with the Area Adviser in subject matters and the Form Tutor.

Year Managers will be kept informed by Form Tutors.  
Phone calls and meetings with parents should also be recorded briefly on Yellow slips.

## 5. BEHAVIOURAL PROBLEMS: Strategies

It is school policy that each teacher will maintain a clear seating plan for their classes. This enables each teacher to carefully place students in the classroom based on needs, levels, behaviour etc.

### ***Poor punctuality for school:***

1. One off: Warning/discussion.
2. Regular/Frequent:    Involve parents  
                                  Detention from Year staff  
                                  Document for file  
                                  Referral to EWO: Form Tutor to Year Manager  
                                  Entry of a 'U' code for students arriving later than  
                                  10.00am

### ***Failure to complete homework:***

This should be dealt with as an **Area matter**. Where repeated offences occur, the problem should be discussed with the parents and the form tutor.

- Detention       (i)       in the first instance with subject tutor who will keep a record of detentions. Area Adviser to be informed. **(School detention slips are in Staff Room).**
- (ii)       If offence recurs or student fails to complete a detention, then further detentions will be necessary – matter to be discussed with the Area Adviser. If persistent, Form Tutor should be informed/involved.

### ***Truancy:***

1. Try to find out where student was/why.
2. Involve parents.
3. Students are expected to see subject staff and address the missed work.
4. Detention given to make up time/work missed.  
**(School detention slips to be used – in Staff Room)**  
Negotiation between Year and Area may be necessary.
5. Attendance Report, if appropriate, to Form Tutor.
6. Document for file, using Yellow slips.  
(Letter to parent available in Q2).

### ***Disruptive behaviour in class:***

**1. For 'one off' cases:**

See *Stepped approach to discipline across the school* in Section 7.

**2. For continued disruptive behaviour over a period of time:**

- Area Behaviour Policy should identify strategies/processes
- discuss strategies with Area Adviser
- implement strategies and monitor closely
- ensure the Yellow triplicates inform tutor of the strategies used by Area and outcome.

**Strategies may include:**

- student to be interviewed by Area Adviser
- "on report" for subject to Area Adviser
- a period of time in another class with work for the lesson
- alternative approaches to modify behaviour
- curriculum area detention
- to review appropriateness of curriculum materials/learning and teaching styles
- parental involvement/meeting.

**3. When the above strategies have been implemented and disruptive behaviour continues:**

- one Yellow triplicate form to summarise problems and strategies used to date to Form Tutor and copy to Director of Behaviour for Learning.
- involvement of Form Tutor and Year Manager/Adviser in setting up the following:
  - assessment of student behaviour in all curriculum areas
  - case conference where appropriate
  - involvement of parents
  - closely monitored behaviour contract
  - School Round Robin to see if issues are occurring in more than 1 area.
  - Stages of Assessment (see SENCO).

### ***Damage to school property:***

1. Parents to be contacted.
2. Where suitable, damage to be "made good".
3. If necessary, payment to repair to be negotiated. (Standard letter in office)
4. Documentation necessary for files.
5. Appropriate community punishment.

## ***Fighting***

May or may not be the result of bullying (where this has occurred between two students, when reintegrating the victim, the victim's needs will always be the priority).

1. Remove students from the class teaching group/situation by sending to SSA, Year staff or the Senior Management Team (SMT), as appropriate.
2. Students to be isolated for remainder of the day.
3. Investigate situation – both students to write accounts and witnesses if possible.
4. Involve parents at earliest possible stage to reassure issue is being dealt with.
5. Ensure both students are referred to the school nurse to be medically checked.
6. Documentation required for **both** files.
7. Email the director of Behaviour for Learning to inform of the need of isolation.
8. In serious cases, especially persistent problems or unprovoked assault, exclusion may be necessary.

## ***Harassment / Equality of Opportunity:***

The harassment of others in relation to their gender or ethnic or cultural background would be seen as an abnegation of the school's equality of opportunity stance and sanctions applied in accordance with the whole school's anti-bullying stance.

## ***Swearing at a member of staff:***

1. Isolate student concerned, via SSA system. Inform Assistant Headteacher or other member of SMT immediately by sending a Yellow slip.
2. SMT/Year staff action: In all cases, a period of internal exclusion will follow.  
Discussion will then take place, as to how to retrieve the situation, with parents, student and staff.
3. Year staff to document for files. Director of Behaviour for Learning needs informing for isolation records.

## ***Swearing in class:***

1. Expectations of the school to be made clear by the class teacher.
2. Yellow slips to be used to inform of the issue and a detention set.
3. Area Adviser to interview the student.

### ***Swearing around the school:***

1. Expectations of the school to be made clear by the adult who hears the swearing.
2. If appropriate, student to be told that Form Tutor will be informed.
3. If appropriate, use a yellow slip and isolate from lunch in C3, or refer student to the Head of Years office.

### ***Assault on a member of staff:***

1. Isolate student concerned, via SSA system. Inform Assistant Head or other member of SMT immediately by sending a yellow slip.
2. Nature/circumstances of the assault would probably result in permanent exclusion or a very long fixed term exclusion.

### ***Smoking:***

**NOTE: Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or students are under school supervision, i.e. smoking is not permitted. Students may not possess smoking equipment.**

#### **First offence:**

1. Contact parents in writing – pro-forma letter available, in Main Office.
2. Confiscate smoking materials and only return directly to parents.
3. Make detention appropriate, regarding time and task.

#### **Repeated offence:**

1. Contact parents by telephone, refer to school policy and expectations. remind parents and students of the code of conduct.  
**or**
2. Send student home with proforma letter at the end of the day.
3. Arrange interview if appropriate with parents.
4. Document case for file.

**NOTE: If offences continue, formal exclusion will be necessary.**

### ***Other school issues***

e.g. Those concerning uniform, hairstyles (fashion trends to be discouraged), jewellery or other issues. School's expectation to be made clear.

1. Student to be interviewed and informed of action to follow.
2. Phone call and/or letter to parents to express concern for the disregard of standards. Support to be sought by negotiation.

- School's disapproval to be made clear.
3. Students will have to remove jewellery/valuable items and they will be placed in the Main Office for the rest of the day.
  4. The students Head of Year needs informing via a yellow slip.

## 6. SERIOUS LUNCHTIME INCIDENTS

Refer to Senior Staff lunchtime rota and send students to C3

### SERIOUS BREAKTIME INCIDENTS

1. Students should be taken to stand in silence to C3. The duty co-ordinator (Peripatetic Senior Staff) or SMT should be contacted.
2. At the end of break, the duty co-ordinator places the student into isolation whilst incident is investigated
3. Yellow triplicate slips should be provided in due course to initiate normal disciplinary procedures.

## 7. USE OF MOBILE PHONES IN AND AROUND SCHOOL.

1. Students do not need mobile phones in school, if they do bring phones onto school site then they do this at their own risk.
2. If students do bring phones into the school site whilst in the building they should be stored away and out of sight.
3. Pupils must not be using their phones for any reason inside the school buildings and therefore phones should not be "visible". (This includes listening to music or looking at the time from their phone within lessons).
4. Students are permitted to have their phones out only at the social times of the day (Break and Lunchtimes) and only when **outside of the buildings.**
5. Pupils do not need to use their phones at the changeover of lessons either in or out of the buildings.
6. In some lessons staff may direct students to use their phones. This is the only reason where phones may be used in classrooms.

If staff see a student contravening these rules their mobile phone should be confiscated, the students name taken and the phone handed into the front reception.

A record of the confiscation will be logged in the front office and parents informed. If a student has their phone confiscated 3 times their parents will be called and they will have to pick their child's phone up from reception.

## **VI Form**

Sixth Form students may only use mobile phones within the Sixth Form Building and should set an example that we expect our lower school students to adhere to. If a Sixth Form student is seen using their phone within the Main School Building please make their Form Tutor or The Head of Sixth Form aware so that they can follow up with the student.

## **8. STEPPED APPROACHES TO DISCIPLINE ACROSS THE SCHOOL** **[Also see Section 5 'Behavioural Problems: Strategies']**

### **Aims:**

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of fixed term exclusions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations

### **Objectives:**

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students' learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

### **Stepped approaches to discipline across the school**

- ***Inappropriate behaviour/ low level disruption of learning environment by student [e.g. calling out, talking when teacher is speaking]***

Stage 1) Normal stepped approach, use of silent signals, proximity praise, warning / reminder given by classroom Teacher, followed by discussion during or at the end of lesson to positive reinforce conduct expectations.

- **A further incident of disruption occurs [e.g. calling out again]**

Stage 2) Formal verbal warning given (Let the student know the behaviour that you want to see) followed by discussion during or at the end of lesson to positively reinforce conduct and expectations.

- ***Student's poor conduct continues [e.g. failure to follow instructions]***

Stage 3) Formal Reminder – Remind student of the behaviour that needs to be seen and inform of the possible outcomes if poor behaviour continues. Student's name written on whiteboard and reminds them of sanctions Stage 4 if poor behaviour continues

- ***If the Student fails to respond to warnings Stage 1-3***

Stage 4) The classroom teacher issues a 20 minute after school detention with the student and reminds them of sanction Stage 5. [Please see Section 10 'Detentions' on page 18 of the school's Behaviour policy for further details of the administration of detentions]. In the case of students who use the school bus, or other local service links, **it should be noted that the detention takes precedence over transportation arrangements.** Student's home should be contacted to inform.

**In the event of continued disruptive behaviour over a period of time in a subject area:**

- *Area Behaviour policy should identify strategies/ processes*
- *Strategies should be discussed with the Area Adviser*
- *Ensure the yellow triplicates are completed and inform the form tutor of the strategies used by the Area and their outcome*
- *Sending copies of detention slips/ yellow slips to Area Advisers*

Other strategies may include:

- *Student interview with Area Adviser*
- *Student placed on Area report*
- *Student isolated within the Area for the subject lesson*
- *Review of appropriateness of curriculum materials/ learning and teaching styles*
- *Liaison with Learning Support*
- *Involvement of parents*

- **Disruption of learning environment continues**

Stage 5) SSA referral + Stage 4 detention with classroom teacher. A yellow slip must be completed and sent to the SSA room along with work for the student. Another student could be used to send work/Yellow referral slip to SSA. A letter from the Area should be sent to parents to inform them that their child had to be sent into isolation for severe disruption to the learning environment. The teacher referring should arrange for this letter to go home. (Standard letters for this are available on the school system.)

[Please refer to the Section 14 of the School's Behaviour Policy document page 29 for further details on Senior Staff Availability (SSA) procedures].

- ***The student's misconduct leads to more than one Stage 5 referral in one week***

Stage 6) More than one SSA referral in a week

- 1<sup>st</sup> multiple referral in 5 school days - community punishment
- 2<sup>nd</sup> multiple referral in 5 school days - isolation with Year staff
- 3<sup>rd</sup> multiple referral in 5 school days – student referred to Stage 7 [fixed term exclusion]

**If subject area concerns continue:**

**One Yellow triplicate form to summarise problems and strategies used to date should be forwarded to the Form Tutor.**

**Implement involvement of the Form Tutor/ Year Manager/ Area Adviser/BFL in using the following possible behaviour support programme strategies:**

- *Student interview with Form Tutor/ Year Manager*
- *Student placed on Yellow report to Tutor/ Year Manager/Assistant Head*
- *Student isolated*
- *Liaison with Curriculum Support/ SENCO/ Behaviour Management team*
- *Meeting with parents*
- *Note to all staff from Pastoral Co-ordinator*

- ***The student's misconduct leads to more than one Stage 5 referral in one day***

Stage 7) 2 or more referrals in one day – Internal isolation or fixed term exclusion.

- ***The student's misconduct leads to more than one Stage 7 referral in one term***

**When the above strategies have been implemented and disruptive behaviour continues:**

One yellow triplicate form to summarise problems and strategies used to date should be forwarded to the Year Manager.

**Involvement of Form Tutor/ Year Manager/ Assistant Headteacher of Key Stage/ Area Advisers/ Curriculum Support in setting up the following:**

- *Assessment of student behaviour in all curriculum areas*
- *Case conference of professionals*
- *Involvement of parents*
- *Behavioural contract*
- *Liaison with Director of Curriculum Support*
- *Input from Behaviour for Learning Team*
- *Note to all staff from Pastoral Co-ordinator*

Stage 8) After 2 fixed term exclusions in the same term [or a fixed term single issue exclusion of 6 days or more] a student would be referred to the Behaviour for Learning Centre and placed on a PSP.

**Behaviour for Learning Centre**

The single aim of the centre's programme is to address behaviour for learning. This will be achieved through the use of trained staff working with a small group of students. These students will be carefully identified by the Director of Behaviour for Learning, based on SSA data analysis and concerns raised by the teaching staff and SMT team.

Students will be assisted in making positive changes to their behaviour through programmes delivered during their CPSHEE lessons. Targeted students will be withdrawn for a short period of time to undertake small group work sessions in the following areas:

- **Social Skills**
- **Anger Management**
- **Emotional Literacy**
- **Self Esteem and Resiliency**
- **Classroom survival skills.**

**Footnote -**

*Any referral to SSA should have covered stages 1-4 through the classroom teacher BEFORE the Senior Staff support sanction is used. [Exceptions to this are physical violence towards other students or staff and use of foul language towards staff – step 5 should be implemented immediately. In this instance, the Senior Staff on the referral room must contact a member of SMT – the SSA protocols for dealing with serious incidents would then apply].*

*Students who fail to attend the 20 minute Level 4 detention would have an extended 30 minute detention the Area Adviser on a Tuesday evening, or in the event of clashes, another evening at the discretion of the teacher. Students who fail to turn up to this detention would be returned to parental care until they are seen by link SMT for the Area. Students who are absent on the day a detention is set would sit the detention on their return to school.*

## 9. BULLYING

Bullying is unacceptable behaviour and will not be tolerated in our school.

At the Appleton School our core values reflect that we respect each individual for their unique contribution to the school community and as such we will have a healthy respect for the diversity that our school community offers.

Where these individual differences are not respected by others, and behaviours lead to pupils feeling hurt or harmed, this will be known as bullying.

Bullying involves behaviour that deliberately tries to cause anxiety, fear or hurt. It can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged.

At our school, unkind actions or comments will be called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and part of a group).

It will not be accepted that “Banter” be used as a word to excuse unkind actions or comments. If “Banter” is used by students then it must be perceived by the recipient as a “Joke” and must be received as a “Joke”, if it is not then this forms a type of verbal abuse and hence will be seen as bullying.

Students should support each other by sharing any knowledge about bullying.

Bullying will be treated seriously. We are a ‘telling’ school – bullying is important and we must always talk to someone about it.

Bullying can be:

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

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of

behaving. We recognise that we all have a responsibility to respond promptly and effectively to issues of bullying.

### **Pro-active and Preventative measures carried out in school**

The school works to prevent incidents of bullying through:

- The school actively challenges all gender, racist, disablist, homophobic and transphobic language.
- Specific focus on anti-bullying in the CPSHEE curriculum and Tutor time.
- Working with parents to understand the wide range of families in the school community and how the school can support their needs.
- Exploring with pupils, parents, carers and staff, behaviour which could be classed as bullying and behaviour which might not be classed as bullying.
- Taking part in the annual National Anti- Bullying week.
- The use of whole school assemblies to re-enforce the schools stance on bullying.
- Sharing of relevant pupil information with all staff at each staff meeting to enable staff to be alert to any potential difficulties.
- Appropriate supervision at break times.
- An approachable atmosphere developed in school, where pupils are able to confide in staff.
- Staff training in specific emotional needs.
- Student training and the use of Peer listeners within the school community.
- Use of Circle of friends to target specific behaviour concerns.
- Providing anti- Bullying information on the school website for parents and carers.

### **Actions to be taken where bullying is suspected**

If you suspect bullying is happening please do not hesitate to contact either your child's Head of Year or the pastoral co-ordinator team.

If bullying is suspected, we will talk to the suspected victim, the suspected bully and any witnesses individually. We will undertake regular observations of behaviour and incidents both in class and at break times. All staff will be made aware of the need to log any observations. If any degree of bullying is identified, the following actions will be taken:

#### **Support for the victim**

- In cases of serious bullying, the incidents will be recorded by staff in the log book kept by the Head Teacher.
- Immediately offering the opportunity to talk about their experience either with the class teacher or tutor or pastoral co-ordinator.
- Informing parents/carers of the victim face to face or by telephone.

- Parents/ carers will be invited in for a conversation with the head of year and, if appropriate, the tutor.
- Offering support mechanisms when they feel they need it through discussions with class teacher, Teaching Assistant, tutor Head of Year and Pastoral Co-ordinator.
- Arranging for the victim to be escorted to and from the school premises where necessary
- Taking disciplinary steps to prevent more bullying

### **Discipline but help for the bully**

- Talking about what happened to discover why they became involved.
- Informing the bully's parent/guardian after evidence gathering either face to face or in a telephone conversation.
- Parents/ carers will be invited in for a conversation with Head of Year
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place linked to the steps in the Behaviour Policy.
- Working with bullies to get rid of prejudiced attitudes as far as possible.
- If possible, the pupils will be reconciled taking disciplinary steps as appropriate to prevent further bullying.
- In serious cases, suspension or even exclusion will be considered.
- The school disciplinary procedure will be followed at all times.

### **Guidance on procedures for handling bullying situations for staff:**

1. Always take the student seriously.
2. A Solution Focussed approach is an effective way of handling bullying situations. All parties are invited to a meeting; all are listened to and future conduct is agreed and recorded. The aim is to induce empathy and, in an atmosphere of honesty and mutual respect, to get all parties to take responsibility for improving the situation.
3. Recording of these reconciliation meetings should take account of this Solutions focussed approach and should include only the bare essentials (date, participants and a brief outline of the presenting situation) and should preferably be written on white paper. This record should be passed to the Year Manager who will file it.
4. Monitoring and further recording of this reconciliation process should be undertaken by the person who initiates it.
5. Follow-up sessions may need to be offered to individual parties in addition to reconciliation meetings.
6. Individual incidents, such as fights, should be dealt with according to the school's usual disciplinary process.

### **Suggestions for handling meetings with students to investigate bullying incidents.**

1. Have the "victim" present. This may seem cruel, but remember that s/he has already endured suffering without you present – and that this is the most

- effective strategy in the long-term. Allay the “victim’s” natural fears about possible repercussions by stressing that this will be a **supportive** meeting – that no-one will be getting into trouble on this occasion – and that, therefore, they are unlikely to be accused of “grassing”.
2. Start the meeting by emphasising that there will be no Yellow slips filled in as a result of this meeting – that this meeting has been called to explore the situation and hear **all** sides.
  3. Try to defuse the initial tension by speaking briefly about what you know as objectively as you can, and state that you are seeking everybody’s help to try to resolve it.
  4. Invite all parties to have their say in turn – do not allow any interruptions at this stage. It is usually best to start with the “victim”.
  5. After everyone has had their turn to speak, allow “rights of reply”. Again, try to ensure that everyone who wants to speak has the opportunity and that they are not interrupted.
  6. By the end of the session, there may be no universal agreement – but, hopefully, all sides will have gained a greater understanding of each other’s viewpoints. (Students have on more than one occasion spontaneously stood up and shook hands at the end of this type of meeting)  
You may need to reinforce the idea that you are not asking them to be friends – but hope that they will cease to be enemies. Suggest strategies such as avoiding each other, if that is appropriate. Refer back to any constructive suggestions that have been made by the group.
  7. Thank them all for coming and for being so honest with each other.
  8. Record the fact that the meeting took place – by listing participants’ names, the date and a brief outline of the presenting situation – on **white** paper, and put this into the Year Manager’s pigeon hole for filing.
  9. A follow up discussion will take place after the initial reconciliation meeting to ensure that agreements have been adhered to and to check that the situation has been resolved. Students’ parent will also be contacted and given an update of the school’s actions and what to look out for to see if things are better.

#### **Guidance on procedures for handling proven bullying incidents:**

1. Teacher witnessing bullying type behaviour should intervene and stop the bullying, report the incident via a Yellow referral form and circle the bullying incident to highlight this point, and the perpetrator should be sent to SSA.
2. The Senior Staff member in SSA should refer the incident at the earliest opportunity to the member of staff responsible for the schools anti-bullying policy.
3. Student views will be taken and recorded for the schools anti-bullying log and consequences will be given, based on the incident.
4. In all cases students will be brought together in the form of a “restorative justice” meeting to agree future conduct with each other.
5. Continued support may be given to students via: In school counsellors, Mentors, Peer Mentors etc.

**The Appleton School's anti-bullying log will include the following information; students' names; summary of issue; where and when bullying occurred; action taken and follow up actions occurring to insure against further repeated bullying.**

**The Appleton School's Bullying log will reported every ½ term to SMT and reported annually to governors.**

## **10. SEXTING**

### **Definition**

Sexting can be defined as:

- "Images or videos generated either by children under the age of 18 or of children under the age of 18 that are of a sexual nature or are indecent."
- These images are shared between young people/ or adults via mobile phone, handheld device or web applications.

**Sexting should always be reported as a safeguarding issue to the CP officer of the school.**

### **Steps to take in case of an incident.**

#### **Step1 – Student Disclosure.**

Normal safeguarding (CP) protocols should be followed.

A student will normally be very distressed and in all cases will require careful pastoral support during the disclosure and in handling the aftermath of such an invasive issue.

The following questions may help with later actions that need to occur:

1. What is it that the student is disclosing: A) Receiving; B) Sending; C) Sharing or D) Producing an image?
2. What type of image is it? Get the student to describe it, do not see it yourself.
3. How widely has the image been shared to their knowledge?
4. Are there other students involved?
5. Do they know where the image has ended up?

## **Step 2 – Searching a Device.**

The device that the image is on should be confiscated. If it is on multiple devices then they should all be confiscated.

### **Under no circumstances should you view the image yourself.**

Only a member of the CP team that is the same gender as the student involved should view the image.

Therefore keep the phone and the student until seen by a member of the schools CP team.

## **Step 3 – What to do with the image?**

If image is shared across mobile devices - Confiscate and secure the devices involved. Refer to the CP team.

If image is shared via the school network – Block the network to all users and isolate the image.

## **Step 4 – Who should deal with the incident?**

All issues of sexting should be dealt with as a safeguarding issue and be referred to the schools CP team. Based on the information given actions will be decided by this team that are appropriate to the incident.

## **11. SANCTIONS**

The choice of sanction should reflect the nature, severity and frequency of the offence.

1. Detention – 24 hour notice must be given to parents for after school detentions. It is recommended that in all cases – Form, Area, or Year – a record of detentions is kept centrally with the relevant Adviser. The school detention slips should be used in all cases. It is essential that parents are aware of all formal detentions so that they can work with the school to improve the situation. If there is any doubt about this, it is recommended that detentions are posted home.
2. Setting firm, fair written targets that are outcomes related and realistic. (Consideration of SEN Code of Practice.)
3. Parents to be notified of offence and invited to school for further discussion.

4. Formal monitoring systems.

The following sheets are available centrally in Staff Room:

- a) "On report" positive – green.
- b) Student self-monitoring.
- c) "On Report" – yellow.
- d) Equipment record.
- e) Punctuality to lessons.
- f) Lunchtime check.
- g) Uniform "On Report".

5. Short-term sanction for specific incidents within the classroom.

6. Community Service at the discretion of the teacher, e.g. litter duty, chewing gum removal, etc.

7. Work on subject tasks in isolation within curriculum area, e.g. in an alternative classroom (Curriculum Adviser to be informed).

8. Work on subject tasks in isolation **by arrangement of Senior Staff** – Student isolated in BFL

## 12. DETENTIONS

### Curriculum Areas

Criteria, management and consistency issues are the responsibility of the Area Adviser. This should include responding to SSA referrals within own Area of the Curriculum.

### Detention criteria

The Area handbook should include or make reference to:

- (1) This school detention statement.
- (2) Area Behaviour Policy, i.e. details of the sanctions.
- (3) Area detention criteria and administration arrangements. (Note there should normally be 2 levels of detention with (a) subject tutor,  
(b) Area Adviser.

### Administration of Detentions

- The Area Detention system and criteria should be explained to staff and students at the start of the year. The use of detention slips should also be explained.
- The person issuing the detention needs to :
  - (i) Record the detention in the relevant Area Detention record book or

mark book as per Area policy. (This can be centrally recorded on the google drive)

- (ii) Complete the detention slips.  
One copy to be given to the student. One copy to be given to the Form Tutor.
- The student must bring back the signed detention slip to the detention. The slips then are filed within the Area records.
- Communication with parents is essential in order to enlist their support. Therefore, it may well be necessary to post home the detention slip or phone parents if slip is not signed.

## Year Detention

### Detention criteria

- Behavioural problems – Form Tutor discussion with Year Manager. (Yellows to be written).
- Truancy – including non-attendance in lessons and Review Period.
- Homework default in a number of curriculum areas or where there is repeated refusal to comply with the Curriculum Area system. (Discussion MUST take place with Year Manager first).
- **Persistent** failure to comply with uniform requirements. Letter available for sending home. Student to be 'On Report' for uniform (Lilac) if appropriate.
- Offences at lunch time/non lesson time/travelling to and from school as appropriate following discussions with the Year Manager.
- Smoking.
- Persistent lateness.
- Refusal to attend an Area detention.

## Administration of Detentions

- **Friday PM Detention system**, criteria and use of the duplicate slips to be explained to students at the start of year by Form Tutors.
- The Tutor or Year Manager issuing the detention needs to :
  - (i) Complete and give out the detention slips.  
(Both copies to be given to the Form Tutor).
  - (ii) Ensure that the Form Tutor keeps one copy and gives the student one copy to take home.
- The Detention will be supervised by the Year team.  
The student detention slips, duly signed by the parents, should be collected and filed according to the phase policy.
- Normally, an Assistant Headteacher or Year Manager will supervise the Year Detention.
- **Subject Detention** (Stage 4, 20 minutes) - these will take place in the first instance with the classroom teacher. Students who miss this Detention will be notified by the Area and placed in a 30 minute Detention.
- Students who fail to turn up for an Area Detention will be isolated until they are seen by a senior member of staff.

- Students who are absent on the day a Detention is set, would sit the Detention on their return to school.
- Students must complete work set during the detention and staff must use this time to discuss an action plan with the student for next lessons.

**It should be noted that the detention takes precedence over transportation arrangements.**

### **13. INFORMATION (YELLOW) SLIP PROCEDURES**

#### **1. SUBJECT AREAS**

The following procedures are intended to facilitate swift responses and consistency of action following any significant incident. Comments and disciplinary matters should be recorded on Yellow slips at the earliest opportunity. Almost without exception, the whole procedure should take no more than 2 or 3 days.

Top section only to be completed by the staff writing the report, to include subject, room, or other location, date and time, incident and action taken by the writer.

- THREE COPIES** to be given (on the same day) to Area Adviser who will decide on Area follow-up action re. student and colleague. If the matter has been **resolved** by the writer the “For Information Only” should be used.
- Adviser to complete Area Action section of the Yellow slip or simply sign to indicate awareness on “For Information Only” cases, recording the incident in keeping with Area procedures.
- THIRD COPY either** to be given back to the member of staff who wrote the referral, after discussion with Curriculum Adviser **or** to be retained by Curriculum Adviser (see Area Handbook for policy).
- TWO TOP** copies to be placed in Form Tutor tray by the Area Adviser as soon as possible and certainly by the following day.

The **Form Tutor** can then record in the lower section of the slips, the response or action taken and details of discipline, support or behaviour modification strategies intended, or can merely sign the slip.

The **TOP COPY** is passed to the Year Manager and the other copy is retained by the Form Tutor in student individual envelope in ring binder. In some cases, further Yellow slips may need to be added. The Form Tutor will again keep a copy as part of the record for each student.

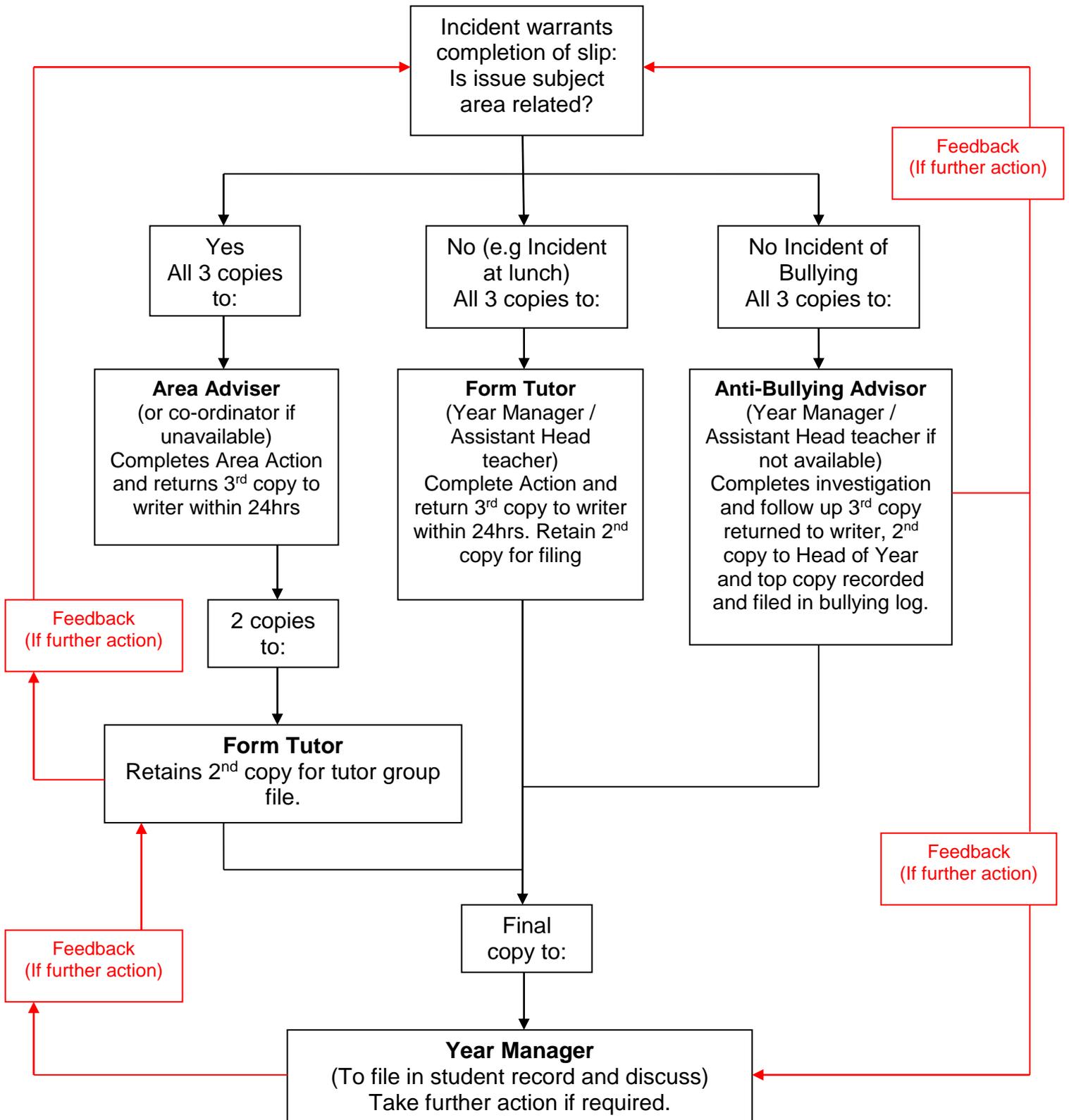
**If appropriate, the Form Tutor may request that the student be seen by the Year Manager for action indicating this on the lower section of the Yellow slip. (Y/N).** In serious cases, the Year Manager may need to discuss the problem as a matter of some urgency.

**2. FORM TUTOR**

Yellow slips (Form Tutor/Year type) should be used to record **concerns**, home contact ('phone calls and interviews) and on-going strategies being used with the student. One copy should be passed to the Year Manager for action or filing in the student's central file, one other to be retained within the Form Tutor's file for the student. The third copy is superfluous.

All other documentation – "Round Robins", on report forms, etc. should be filed in the **student's central file**.

## Information (Yellow) Slip Referral System



**WHILE THIS ILLUSTRATES STAFF MANAGEMENT OF THE SYSTEM SWIFT ACTION WITH THE STUDENT (WHETHER SUPPORTIVE OR PUNITIVE, WITHIN 24HRS) THE MAIN DETERMINANT OF SUCCESS.**

## 14. SENIOR STAFF AVAILABILITY (SSA)

### TO ONLY BE USED FOR SERIOUS OFFENCES OCCURRING DURING LESSON TIME

Clearly, this is intended for those students who seriously impede the learning of others or where attitude is untenable and where normal Area procedures are inappropriate and are not working.

- 1) Stages 1 to 4 of Stepped Approach to Discipline Across the School.
- 2) Work **must** be provided by the teacher at the time.
- 3a) SSA is normally a HOLDING action only.  
The student will be retained throughout that period.
- b) There can be **no** expectation that SSA will deal with paperwork nor follow up in normal circumstances. The triplicate Yellow slip will be placed in Head of Area's pigeonhole in order to determine further action.
- 4) However, if the incident is extremely serious (physical injury, serious abuse, stealing, etc.) or constitutes the second SSA referral that day, the SSA should contact a member of SMT **immediately**, and will result in a more serious sanction (Stage 7 – Stepped Approach to Discipline across the School).
- 5) The SSA must enter the student name and incident in the student's Behaviour Record on SIMS.
- 6) The class teacher must complete a Yellow slip in the normal way at the time or as soon as possible after the lesson indicating that the SSA procedure was used and detailing the events. If possible, the three copies should be sent to SSA at the time of the incident. These will be returned to the Area adviser to instigate a follow up. (See Section 9 of this document). In the case of a very serious incident, they will be required by the SMT member involved. (See Point 4 above).
- 7) Area Advisers will regularly check the SSA book to establish patterns, ensure Yellows were written and contact parents to make them aware that SSA had been employed.

## SENIOR STAFF AVAILABILITY (SSA)

### Referral Guidelines

1. A fundamental aim is to meet the learning needs of all students in their timetabled lessons. The vast majority of students will never be sent to SSA throughout their school career. **SSA should only be used as a last resort for a minority of students and only after stages 1-4 of the Stepped Approach to Discipline have been completed.**
2. SSA referral cannot be seen as a punishment in itself. Although the guidelines for those who manage SSA emphasise the need to make the experience unpalatable, there will always be some students who regard the situation as preferable to that of the scheduled lesson. To be supervised in the class of a colleague of the same subject area can prove very effective in enabling the student to be removed from a destructive situation while maintaining area control of the situation.
3. Any student sent to SSA is recorded in the student's SIMS record, with reasons for the referral. As explained elsewhere, Page 19, a Yellow referral slip should accompany the student or be completed as soon as possible after the event. Follow-up with parents will be influenced by the nature and frequency of SSA referrals. Given the seriousness of the SSA situation, repeated referrals, or more than one in a day, are regarded as a major problem. See Stage 6 - Stepped Approach to Discipline.

**The types of behaviour which may give rise to the subject area looking to SSA for support might include:**

- **Verbal abuse**
- **Assault**
- **Aggression**
- **Defiance**

## SSA CONSISTENCY

### PRINCIPLES AND PRACTICE

1. Students should find SSA less palatable than being in lessons.
2. Students should be asked to state the ways in which they have misbehaved and complete an SSA referral sheet. This will ensure they understand what is to be entered into the SSA book.
3. Many will attempt a narrative which excuses or defends their behaviour. If so, this shall be interrupted. They may, of course, choose to arrange such a discussion in their own time with the teacher who referred them.
4. Depending on the timing of the SSA, the student may be returned to the teacher referring them at the end of the lesson, providing this would not pose problems for the teacher concerned. They should have the yellow slip, or note, with a comment on their work in SSA and the time they left the SSA teacher. Follow-up is decided by the instigator of the referral.
5. Students guilty of a serious offence which should result in immediate follow-up should be referred to a member of the appropriate Year team or SMT, depending on who is available. Such a student should be kept out of lessons until action is decided.  
This may also apply to a student who has had several recent referrals to SSA.
6. Students should pursue written work throughout the SSA session. If the relevant subject work is difficult to access, then they could:
  - (i) Write an account of the incident, **emphasising the extent to which they were at fault** and how they might retrieve the situation.
  - (ii) Write a report on each of their school subjects, including their successes, and their targets for improvement.
7. In keeping with No. 1 above, it must be clear that the student is working to the staff's agenda. In the case of several referrals, colleagues' help may be required to avoid communication amongst the students involved.
8. The ideal SSA scenario is clinical, focused and task-orientated, in which the student has to confront the reasons for the referral without any excuse or self-indulgent explanation. It should be a sobering learning experience to which they have no wish to return

## 15. EXCLUSION

These processes must be discussed in the first instance with the Assistant Heads of Key Stages. In the majority of cases, there will be a record of serious incidents and strategies used prior to the incident necessitating exclusion. It is likely that the student will be on Code of Practice and/or be considered for a Pastoral Support Programme to encourage more positive behaviour.

### Fixed term exclusion

Letter to be sent home detailing reasons and explaining the right of a hearing before Governors.

Up to 45 school days can be imposed in any one academic year.

Chair of Governors and LEA informed.

Meeting between parents, staff and student to be arranged.

### Meeting Outcome

#### If satisfactory:

State and agree conditions of return. The Home-School Agreement should be referred to, to clarify precise requirements.

Set targets within a time frame. Consider Code of Practice (if not yet commenced).  
Return to school – on report.

Review.

(Further exclusion could be considered if necessary).

Multiple Fixed Term exclusions will result in a referral to the Behaviour for Learning Centre. . See Section 7 – Stepped Approaches to Discipline Across the School.

### Permanent Exclusion

- i) This should be considered a last resort because :
  - limited resources in Essex for this problem
  - detrimental to students and school image
- ii) A parent is informed of:
  - reasons for permanent exclusion
  - their right to attend the hearing with the Governors' Disciplinary Committee (students)
- iii) Parents are sent the School's report recommending permanent exclusion which forms the basis of the School's case in requesting that Governors uphold the Headteacher's recommendation
- iv) If the recommendation is upheld, then parents can appeal to the Statutory Appeals Committee via the Clerk based in the school office.

## 16. CODE OF PRACTICE

### THE IDENTIFICATION, ASSESSMENT AND REVIEW OF STUDENTS WITH BEHAVIOURAL OR LEARNING DIFFICULTIES – SPECIAL EDUCATIONAL NEEDS.

The identification of students with special educational needs at The Appleton School is based on the approach to assessment outlined in the SEN Code of Practice (2001) following the 1993 Education Act and the SEN and Disabilities Act 2001 and regulations.

#### Identification

- concerns re behaviour raised
- if these not addressed through usual rewards and sanctions, SENCo informed
- student put on SEN register at **School Action**

#### Assessment

- Meetings are convened with student and parents to review the situation, negotiate targets and agree actions

#### Action

- Information is used to formulate an agreed support plan (IEP, pupil profile or provision map) which is negotiated with students and shared with parents and all staff via SIMS and the VLE.
- If necessary student moved to **School Action Plus**. SENCo responsible as at SA with the additional benefit of advice from specialists (both internal eg BATIC Counsellors and external eg Educational Psychologist).
- Consistent Management Plan or Pastoral Support Plan may be put in place involving above plus a member of Senior Management Team.
- When all support avenues have been explored and little improvement has been seen the SENCo may submit advice to the LA who consider whether to make a statutory assessment.
- The LA prepares a **Statement** of Special Educational Needs. Statement recommendations will be resourced by the LA, but must be organised, monitored and reviewed by the SENCO and school.

**NB** Further details of this procedure, of the philosophy which underpins it and of the resources entailed are contained in Appleton's Special Needs Policy (a copy of which is in the staff handbook, is summarised in the school prospectus and is available on request to parents and any outside agencies).

Appendix 1:

