

## **Positive Behaviour for Learning and Anti-Bullying Policy**

*To be read together with the Behaviour Strategy Policy for the Primary School and the Secondary School Behaviour Policy*

South View School exists to ensure that every learner achieves their very best and fulfils their potential in all spheres of life and learning.

### **1. Aims**

The ability to learn, thrive and imagine greatness, in an atmosphere based upon respect and dignity, is at the heart of this policy. At South View School, our vision and beliefs, our strong relationships and a culture of respect form the foundation of effective teaching and learning. In order to achieve and ensure high levels of engagement, courtesy, collaboration and cooperation in and out of lessons, there must be a clearly defined structure where positive behaviour is rewarded and negative behaviour is sanctioned. Therefore, the hierarchy system for rewards and sanctions must be visible in every classroom/workspace.

Our policy informs the fair processes followed and the support available to pupils and staff to achieve this aim. Included in this policy is our approach towards anti-bullying including cyber-bullying. South View School is a caring community with mutual trust and respect for all, we understand that pupils make mistakes. We believe that a restorative approach is the best way to support pupils. We do not expect all pupils to behave the same way; we celebrate that we are all different whilst equal.

The principles and practices set out in this policy will ensure that the South View School environment allows pupils to be happy, safe and to thrive to be the very best they can. Pupils on the South View School journey will be fully supported to achieve the progress and support providing the best outcome for them. This policy determines the boundaries of acceptable and unacceptable behaviour. This policy aims to show the hierarchy of rewards and sanctions and how they will be systematically and consistently applied to ensure that all students can make an exceptional contribution to a safe, positive learning environment. This policy applies to students travelling to and from school, during online learning and when they are representing the school.

It is the responsibility of all adults in the school to work with students to raise their self-esteem and to show respect to students through modelling exceptional behaviour.

### **2. Rights and Responsibilities:**

The principles and expectations of appropriate behaviour as defined within this policy apply equally to staff, students and visitors to the school. Each member of our community is entitled to key rights and is expected to fulfil key responsibilities namely;

### *Rights*

- To enjoy learning in a purposeful and positive learning environment
- To be respected
- To be safe
- To be accepted
- To be listened to

### *Responsibilities*

- To maximise learning through regular attendance and excellent punctuality
- To be equipped and prepared for learning
- To be familiar with and follow all school rules
- To respect and listen to all members of our community
- To care for all in our school community

## **3. Values and Beliefs**

- We expect every child to experience success and happiness because they feel included, valued and secure
- Our culture promotes kindness, tolerance, social responsibility and respect for others
- Our bespoke, challenging, and innovative curriculum enables pupils to take risks in their learning and think critically within meaningful real-life contexts
- Inspirational learning and teaching evolves and responds to meet the needs of each individual helping them to achieve more than they ever thought possible
- A culture of ambition, reflection and high expectation ensures pupils take ownership of their learning and achieve results within a positive and supportive environment
- A rich and varied range of opportunities provided to enable pupils to express their personality, individuality and expertise, broaden their interests and unlock their potential
- Our international perspective encourages pupils to embrace and respect the diverse community around them resulting in an appreciation, tolerance and a genuine understanding of world cultures.

## **4. Standards**

- All staff in South View School schools have high expectations of pupils in terms of their relationships, choices and behaviour
- At regular intervals South View School pupils will contribute to a discussion where expectations are agreed
- The curriculum, where appropriate, will develop pupils' understanding of their role in supporting positive behaviour and the importance of maintaining safe, happy and secure relationships with their peers
- Parents are partners in supporting pupils' health and wellbeing
- All staff, parents and pupils aim to consistently recognise positive behaviour
- All members of the school community are aware of their roles, rights and responsibilities in meeting the rationale and beliefs of this policy

- Staff and students are made aware of local regulations as appropriate
- Records of incidents are maintained.

## **5. Guidelines**

- All staff consistently and fairly follow the procedures and advice set out in the school's guidelines and seek advice or support where appropriate
- All staff engage positively with pupils and their parents in discussing issues concerning behaviour, as well as communicating positive messages and praise
- Teachers and classes develop their own systems of rewards and praise as well as contributing to, and complementing, whole school initiatives. Parents are aware of these systems.
- Staff at South View School consistently and fairly follow the hierarchy of sanctions developed for each phase in school. This is to ensure a safe and effective learning environment and to support pupils and their parents in managing their behaviour.

## **6. Behaviour outside the classroom**

### **1) In school**

The maintenance of good behaviour around the school can be very different from the behaviour when closely supervised in lessons and workshops. Such times include transitions between lessons, break and lunch times and before and after school. To facilitate calm, orderly and considerate behaviour and swift movement around the school, there is no substitute for frequent, consistent messages to students about what is expected, reinforced by all staff at every opportunity.

*'The standard you walk past is the standard you accept.'*

In the playground students are expected to behave well. Staff on duty must ensure this is the case. Any incident of poor behaviour before school, at break or lunch time and after school must be reported to the class teacher by the member of staff who is first to witness the incident and recorded on behaviour logs by the teacher who witnessed it. If it is an LA or administrative staff they are to inform the class teacher / team leader to ensure it is recorded.

To ensure the safety of all members of the school community it is expected that all staff will be on duty according to the current duty rota. Staff must ensure that when they are on duty, they arrive promptly, are always vigilant and that behaviour and achievement is recorded.

## **7. Responding to positive behaviour**

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within and outside the school, teachers and other school staff and with visitors or other persons within and outside our school premises. It is acceptable behaviour which supports successful learning and the highest levels of progress and attainment. Positive behaviour is rewarded by

house points which the students collect and is displayed in classrooms in different ways according to year group. These are recognised and rewarded in classes and whole school announcements are also made in assemblies for example.

It is important that students understand and are therefore able to respond to our expectations of appropriate behaviour. They should be rewarded consistently across the school for the following;

- Consistently showing appropriate behaviour
- Sustained or exceptional effort
- Helpful, caring and considerate behaviour
- Involvement in extra-curricular activities and community
- Polite and courteous behaviour
- High levels of attainment
- High levels or improved attendance and or punctuality
- Excellent presentation and appearance.

The following should be considered to acknowledge these in addition to house points;

- Verbal praise
- Written comments on individual pieces of work
- Telephone call or note on Seesaw
- Publicise in assembly, on a school shared document or social media – star of the week, etc.
- Share work with Head of Year, Deputy Heads, Heads of School or Principal
- Rewards/trips/outings
- Certificates

## **8. Responding to inappropriate behaviour**

The school has identified examples of unacceptable behaviour as that which includes disruption in lessons, name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment. It is behaviour which impedes successful learning and attainment.

Sanctions are only effective if used, appropriately and consistently. The consequence ladder for different year groups should be followed, at all times.

The school will review the support available to students who may be at risk of exclusion, including:

- Talking with the student and or verbal reprimand on a one-to-one basis
- Learner support and mentoring
- Student achievement plan/Individual Behaviour Plan
- Withdrawal of privileges

- Letter to parents
- Meeting with parents (virtual meetings during distance learning)

The school will monitor the use of rewards and sanctions to ensure that the arrangements operate with due regard to equal opportunities and anti-discrimination.

## 9. Confiscated items

When pupils are in school, staff can seize any item, however found, which they consider harmful or detrimental to school discipline. The following categories are banned and will be confiscated if seen at any time on the school site

- Any item which is a threat to others, e.g. a laser pen
- Any item which is not part of the school uniform
- Any item which poses a health and safety threat, e.g. items of jewellery worn during PE
- Any item which is counter to the ethos of the school, such as material which might cause tension between one ethnic group and another
- Any item which is illegal for a child to have.

## 10. Zero tolerance

The following behaviours will not be tolerated at South View:

***Bullying, prejudice based behaviours (see policy on dealing with prejudice related incidents), physical attacks, foul or abusive language.***

Although these behaviours are rare, if they happen, they must be dealt with immediately and this may mean the normal escalation process is not listed.

### Anti-Bullying

What is bullying?

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, race, religion or belief or gender have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist and sexual bullying
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members' responsibilities to look after one another and uphold the behaviour code
- 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.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals to ensure that the problem has been resolved in the long term.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

## **11. All staff in school**

All staff in the school will be expected to draw on the following principles of good practice:

- Setting exemplary habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process when necessary.

- Early intervention with prompt action is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- Rewarding achievements through positive recognition of individual students, classes, form groups or year groups and their achievements in good attendance and behaviour through assemblies, certificates or prizes.
- Supporting behaviour management by techniques such as assertive discipline, conflict resolution, mentoring, social, communication and behaviour workshops to help improve and maintain high standards of behaviour and discipline.
- Identifying underlying causes since poor behaviour may be linked to a student's problem in accessing learning, additional literacy, numeracy and or emotional support may be required to address poor behaviour effectively.
- Emotional support provided to students through students through learning mentors.

It is the expectation that all staff follow the classroom management protocol as seen in the primary/secondary policies referred to at the start of this policy.

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognized that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.

Even the most experienced teachers may need help and advice. It is not a sign of failure to have disciplinary problems, but it is a mistake to pretend all is well, when in fact it is not.

In addition, all staff are expected to deal with incidents including the following:

- Monitoring and effort and achievement, including the completion of homework
- Monitoring the use of information technology to ensure safety
- Chewing gum in class
- Removal of clothing
- Bullying or suspected bullying (including inappropriate online behaviour if at school – online chat rooms are disabled/mobiles phones banned)
- Litter/care for the environment
- Offensive language
- Removal of banned items from students.

### **Deputy Heads Pastoral**

The Deputy Heads have a key role to play in establishing the culture within which the behaviour for learning policy will be successful. They will:

- Run meetings, briefings and record minutes
- Support staff within their curriculum areas with behavioural issues

- Support the Form Tutors in ensuring class teachers are supported where students' negative behaviour puts them at risk of underachievement in their studies,
- Support the Form Tutors in monitoring the use of rewards and sanctions.
- Ensure they advise curriculum teachers to complete referrals for support to enable that support to be put in place.

### **Vice-Principal**

An incident should be referred to the Vice-Principal if the Deputy Head Pastoral of Primary and Secondary is not available or to the Safeguarding team.

The Vice-principal should be informed of serious incidents and involved in any investigations which may lead to an exclusion or an alternative education strategy. The Vice-Principal will meet with the Deputy Heads Pastoral to discuss behaviour and achievement plans.

### **Families**

The school encourages families to support good attendance and behaviour through the home school agreement, family meetings and newsletters. Families are expected to reinforce the behaviour policy and contact the school with any concerns.