

Student Behaviour and Anti-Bullying Policy

Next Review: August 2017

Signed:  Dated: 14/03/2017
Principal

Signed:  Dated: 14/03/2017
Chair of Governors

STUDENT BEHAVIOUR POLICY AND PRACTICE

1.0 RATIONALE

1.1 NSETC has a clear ethos, values and vision statement. This informs our approach to managing behaviour in our community. Our aim is for every child to reach their full potential and develop essential employability skills by:

- providing a comprehensive school education, available for Years 10 - 13 for students of all abilities
- developing teaching and learning habits which are a beacon of best practice
- placing the learner at the centre through assessment for learning, personalised feedback and regular review of the learning journey
- creating a high quality learning environment both inside and outside the classroom
- providing a tailored curriculum which meets pupils demands
- giving choice at the appropriate time for students to specialise in areas which meet their interest, talents and future goals
- giving high quality information, advice and guidance so that students and families can fully access the best choices available to them
- growing partnerships with parents, families and the wider community
- maintaining our beautiful grounds and school site
- providing extra-curricular learning opportunities beyond the classroom and beyond the school day
- providing enriching learning experiences that promote deeper and more memorable learning experiences
- developing compelling young people who are polite, respectful and confident in character
- developing students who understand the principles of good leadership and have the opportunity to practise this in our community
- teaching young people about the value friendship, embracing diversity and difference, demonstrating mutual respect
- developing students who demonstrate a passion and love of learning for the rest of their lives
- celebrating the success and achievements of all members of our school

1.2 Young people are a product of their family values, the friends with whom they socialise, the school they attend, their early childhood attachment, significant events that happen in their adolescence and their future ambition. Young people are not born knowing how to behave in all the social situations they encounter. Some young people learn good behaviour quickly and some young people need continual reinforcement to change poor attitudes, entrenched habits and the conflict between the school and their family values. It is the equal responsibility of schools to teach the formal academic curriculum and to teach the values, attitudes and skills needed to become responsible, mature and engaged citizens. Teaching children to behave is a fundamental part of school life and we can expect young people to grow by getting things wrong as much as they get things right. It is also important to understand that young people learn good behaviour by watching the world in which they live and listening to the common messages received from both school and home.

2.0 AIMS

- 2.1 The aims of NSETC can only be achieved through the good behaviour of its students. This policy sets out the principles and procedures which promote the good behaviour of all in pursuit of these aims.
- 2.2 Our behaviour policy and practice was reviewed by a number of stakeholders from Easter to Summer. Stakeholder's views were considered in the following way:
- Staff behaviour working group
 - Students through the student council and tutor groups
 - Parents through regular contact and structured conversations
 - Governors through Governor meetings
- 2.3 The responsibilities for implementing this policy of different roles in the school are set out in Appendix 1.

3.0 Principles

- 3.1 The Governing Body, Principal and staff will ensure there is fair and equitable application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality making reasonable adjustments for students who are considered disabled under the Disability Discrimination Act (1995) and fulfilling Equality Duties (2010). They will also ensure that the concerns of students are listened to and appropriately addressed.
- 3.2 The principles we work to in developing a positive, caring and respectful learning environment are to:
- provide a safe environment for all (students, staff, visitors) free from disruption, violence, bullying and any form of harassment
 - encourage a positive relationship with parents, carers and other agencies developing a shared approach when implementing the school's policy and procedures.
 - clearly define and model what good behaviour is
 - ensure positive reinforcement is used more than punitive consequence
 - focus our efforts on high quality teaching
 - promote self-esteem and self-discipline through relationships that are based on mutual respect
 - identify and respond to each individual's behaviour needs to the best of our ability and resources. This includes careful thought given to specific social and emotional need, special educational need, physical or mental health difficulty and children in care
 - acknowledge that there will be some instances where the only alternative is to exclude
 - encourage consistency of response to both positive and negative behaviour
 - promote early intervention

Expected Behaviour	Unacceptable Behaviour
<p>Students who;</p> <ul style="list-style-type: none"> ◆ attend school regularly. ◆ behave respectfully to all members of the community. ◆ respect property and the environment. ◆ do their best and aim high ◆ are focussed and have an interest in schoolwork. ◆ are organised and prepared ready to begin the lesson promptly. ◆ work effectively, individually and in groups. ◆ seek help appropriately and contribute to lessons constructively. ◆ are calm in what they think, say and do ◆ show tolerance of others who are different or who hold different views from themselves 	<p>Students who;</p> <ul style="list-style-type: none"> ◆ do not attend school/individual lessons. ◆ are rude or put down others ◆ damage and / or steal property eg graffiti. ◆ avoid work. ◆ prevent others from learning. ◆ do not value being ready to learn ◆ display anti social habits – chewing gum, smoking, dropping litter, swearing ◆ bully others (physical/verbal/ sexual) – including aggressive behaviour towards students and staff. ◆ are involved in drug, alcohol and tobacco misuse. ◆ show no respect for others who are different or whose views are different from themselves

3.3 During 2015/16, students and staff reflected on our values and set out what we expect of ourselves in and around the school.

We value	Our learners	This means
NSETC values achievement	I will be on time, ready to learn	<ul style="list-style-type: none"> - Checking timetables the night before and packing correct equipment and books - Wearing uniform correctly throughout the day - Arriving to school on time every day - Wearing a watch and checking it - Arriving on time for lessons - Lining up quietly outside classrooms until asked to enter - Being involved in lessons by answering questions, asking for help and volunteering - Getting on with the starter activity promptly - Being quiet at the start of lesson and waiting for instructions - Enthusiastic and positive attitude - Homework completed in time for lesson
NSETC values politeness	I will follow an adult's instructions first time	<ul style="list-style-type: none"> - Listening to instructions and asking for help if I am unclear what it means - Being quiet when I am asked - Saying please and thank you - Not ignoring teachers not wasting time by answering back - Being aware of my tone of voice - Accept feedback and understand the needs of the whole class - Not speaking over a teacher
NSETC values perseverance	I will try my best at all times	<ul style="list-style-type: none"> - Give everything, 100% effort and keep trying if not successful first time - Saving social conversations for lunch/break times. - Asking for help if needed. - Work independently if I need to - Challenge myself to do more and never tell myself 'I cannot do it' - Ignore other's disruptions and don't distract others - Know my target grade - Complete my homework on time
NSETC values equality	I will respect myself and the school community	<ul style="list-style-type: none"> - Treat people how I expect to be treated; with respect and kindness - Not to let other people bully by reporting their behaviour to a teacher - Use polite language with everyone at all times. - Welcome and respect other people's different views - Respect the school, its equipment and buildings, and other people's belongings - Work hard on friendships - Help teachers and students in my class - Act as a role model to younger students - Do not call other students names or put them down because they are different to me

3.4 **Positive behaviour is recognised by the following rewards:**

3.4.1 The categories listed below are neither prescriptive nor exhaustive.

P1 –P4 Verbal praise for repeated positive contributions to school

- excellent answer in class
- correct answer
- trying hard/great effort
- excellent behaviour
- completing homework on time
- complete work to the best of your ability
- showing good determination
- on or above level/target expected
- no C's all term
- positive participation
- excellent attendance
- helping others
- getting planner signed regularly
- working hard
- representing the school
- good mark in test
- taking part in Sports Day / academic competitions
- correct punctuation and spelling
- acting as a student guide
- taking part in charity week
- attending revision sessions
- attending clubs / extra-curricular activities

P5 - Postcard from your teacher

- sustained effort over a period of time
- significant attainment
- excellent progress
- excellent determination
- showing good commitment
- complete project work to a high standard
- helping out a faculty on something significant
- great work throughout a term

P10 - Formal letter from the Principal

- helping at open evenings/mornings
- assisting with school functions
- representing school sport for whole season
- contribution / achievement in extra-curricular activity
- delivering an assembly

What are your praises worth?

100	Confectionary Prize
150	Tutor Postcard
200	Head of Year Postcard
250	Head of Year Mystery Prize
300	Break time reward event with Principal
350	SLT letter
400	SLT lunch
500	Principal Prize

4.0 Consequences

4.1 With reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007, teachers and other staff as described in this policy have a specific power to enforce disciplinary penalties to any student of the school. These powers are decided by the Principal and are set out in the table below. The categories listed below are neither prescriptive nor exhaustive. Furthermore Appendix 2 details the behavioural consequences ladder of escalation and Appendix 3 Sixth Form behavioural consequences.

<p>CQ1</p>	<p>Verbal warning – student may be detained for reprimand and warning</p> <p>Uniform point</p>	<p>Any of the following for the <u>first</u> time:</p> <p>Chewing gum/dropping litter (also made to pick up)</p> <p>Talking out of turn/lack of attention</p> <p>Arriving late without good reason</p> <p>Running/minor messing about</p> <p>Lack of courtesy/unkindness/unkind comments to other students</p> <p>Not getting on with work/poor work</p> <p>Not bringing equipment/reply slips etc. to lesson/tutor time</p> <p>Mobile technology visible or used in the classroom or corridor without permission</p> <p>Minor uniform infringement</p>
<p>CQ2</p>	<p>At class teacher’s discretion students can be detained for a short period of time e.g. break or lunchtime</p> <p>- may include written punishment, cleaning of graffiti etc. or if relevant payment for any damage</p>	<p>Any of the above repeated</p> <p>Homework not done</p> <p>Poor behaviour in corridor/social space (including offensive language)</p> <p>Minor damage to another’s property/minor graffiti</p> <p>Misuse of school equipment, including ICT</p> <p>Lying to a member of staff</p> <p>Lack of courtesy to staff</p> <p>Significant time wasting in lessons</p>
<p>CQ3</p>	<p>Tutor to set detention if behaviour occurs out of lesson. Class teacher to set detention if behaviour occurs in lesson.</p> <p>Payment for damage if relevant</p> <p>Student can be removed from a class after a CQ3 by HoD, HoY or SLT</p>	<p>Any of the above repeated</p> <p>Not turning up to a CQ2 detention</p> <p>Persistent inattention</p> <p>Damage to property of school or student</p> <p>Major piece of work not done or done poorly</p> <p>Failure to produce homework after a CQ2 detention</p> <p>Interfering with other students’ work/possessions and disrupting other students’ learning</p> <p>A second incidence of bullying behaviour to trigger a letter home warning of possible CQ6 sanction</p> <p>Disobedience (But an open refusal to respond to ‘Are you refusing to...?’ will be referred to SLT)</p> <p>Mobile technology used in a teacher’s lessons after a CQ2 sanction</p>

CQ4	PH/HoD detention. (in class HoD, out of class PH) HoY PSP with students/parents/carers	Any of the above repeated Not turning up to CQ 3 detention – <i>in addition</i> to the original detention Failure to produce homework after a CQ3 detention Persistent failure to work in class Truancy – missing a lesson or leaving a lesson without authorisation – equivalent to time missed (e.g. HoD detention). Students may also be put on report Persistent/extreme lack of courtesy to staff Persistent disruption of lesson/unsafe behaviour Student has been sent to HoD for poor behaviour Minor scuffles (pushing and shoving)/repeated name calling
CQ5	SLT after-school detention	Any of the above repeated Failure to attend PH/HoD/lunchtime detention Failure to produce a homework after class teacher CQ2 and CQ3 detentions and HoD CQ4 detention Smoking (including e-cigarettes) on school premises or in uniform (1 st offence) Poor behaviour in a detention
Very serious misdemeanours		
CQ6	Internal suspension from lessons Principal detention SLT/PSP with students/parents/carers Students access to ICT system to be reviewed	Any of the above repeated Failure to attend an SLT detention Poor behaviour whilst on report Rudeness to a member of staff Persistent bullying behaviour – after CQ3 warning letter Fighting Threatening or intimidating behaviour Significant incidents of bullying, including relating to race, religion, disability, sexuality or sexual orientation Using ICT system to access inappropriate material Misuse of another student’s password, leading to loss of work or other interference Smoking (including e-cigarettes) on school premises or in uniform (2 nd offence) Vandalism involving large scale or offensive graffiti Serious disobedience/defiance of school authority Major infringement of uniform rules
CQ7	Fixed term exclusion of 1 to 45 days	Repeated incidents/continued poor behaviour after CQ6 Abusive language towards or in direct response to a member of staff; abusive reference to a member of staff Poor behaviour during an internal suspension from lessons Offensive and/or lewd behaviour Persistent bullying behaviour after a CQ6 sanction Theft Smoking (including e-cigarettes) on school premises or in uniform (3 rd offence) Being in school in possession of or under the influence of alcohol or illegal drugs (1 st offense) An arranged fight or major fight

		<p>Vandalism involving actual damage</p> <p>Violence against another student causing actual harm</p> <p>Action that endangers students, staff or visitors</p> <p>Persistent poor behaviour whilst on report</p>
CQ8	Permanent exclusion	<p>Repeated incidents/continued poor behaviour after fixed term exclusion</p> <p>Criminal behaviour</p> <p>Bringing an offensive weapon into school</p> <p>Physical attack on a member of staff</p> <p>Trading or supplying illegal drugs</p>

4.2 Reports

If there is a trend in a student's behaviour and they are regularly breaking NSETC's behaviour policy there exists the option to place the student on a behavioural report. The aim of the behavioural report is to highlight the student's behaviour so that the student can reflect on their actions and make the necessary changes to their behaviour. The member of staff involved will set targets in conjunction with the student and monitor the targets daily. Where necessary parents will be informed and meetings arranged.

Level 1 Report – Tutor

Tutor reports will be completed daily and monitored by the tutor. The tutor report will normally run between 1 and 3 weeks. If the student does not modify their behaviour the report will be escalated to the next level.

Level 2 Report – HoD/PH

If students are misbehaving in a particular subject they will be set a departmental report. This will be monitored by the HoD and can run for an indefinite period of time with a major review occurring after 2 weeks.

If students are not following the NSETC's behaviour policy across a number of subjects and/or out of lesson time they will be placed on a PH report. Students will commence on an amber report but if poor behaviour persists the report will be progressed to red. There is also the option for students to be placed on a green praise report to encourage good behaviour.

Level 3 Report – SLT

5 Out of School Behaviour

5.1 To maintain good behaviour, sanctions continue to apply to all students who misbehave outside the school premises and on school business: using school transport, travelling to and from school, educational visits, work-experience placements and college courses, using technology and social media.

5.2 Poor behaviour in these situations, may be dealt with as if it took place in school. In considering the application of sanctions, the Principal will take account of the following:

- the extent to which the reputation of the school has been affected
- whether students were wearing school uniform or are otherwise identifiable as members of the school
- the extent to which the behaviour of students may have repercussions for the orderly running of the school
- whether the behaviour of individuals was on the way to or from school, outside the school gates or in close proximity to the school

5.3 The Principal will take firm action against abuse or intimidation of staff, including unacceptable conduct of students when not on the school site and when not under the lawful charge of a member of staff of the school. All staff have the same rights of protection from threat as any citizen in a public place.

6 Detentions

6.1 School staff have a statutory power to put students aged under 18 in detention after school and on some weekends and non-teaching days. We will give 24 hours notice for a detention so that alternative transport arrangements can be made for students. Inconvenience or disagreement on the part of the parent is not an excuse for non-attendance.

6.2 Break and Lunchtime detentions

School staff may put students aged under 18 in a break or lunchtime detention without needing to give notice to parents. The length of the detention will reflect the seriousness of the misbehaviour. Staff will ensure that sufficient opportunity is given for students to eat, drink and use the toilets.

6.3 Internal exclusion and external exclusion may apply for persistent failure to attend detentions and serious one-off incidents.

7. Confiscation

Items dangerous to the health and safety of others	Confiscated and passed to appropriate authorities.
Cigarettes (including e-cigarettes), lighters and associated paraphernalia	Confiscated and disposed without parent's or student's permission. E-cigarettes may be collected by parents
Chewing gum, fizzy drinks and other small items such as paperclips etc.	Confiscated and disposed without parent's or student's permission.
Items counter to the ethos of the school and that may cause tension between different communities.	Confiscated and disposed without parent's and student's permission.
Items of jewellery, clothing and other /valuables not part of the School's Uniform Policy.	<p>We will always consider the particular religious significance of jewellery. Where jewellery has sentimental value (e.g. of a deceased relative) we may allow the item to be worn if it is hidden.</p> <p>First offence Confiscated and returned at the end of the school day.</p> <p>Second offence Confiscated and returned after three days</p> <p>Third offence Confiscated and returned to parents We will dispose of items not reclaimed after one term.</p>
Mobile Devices	<p>First offence Confiscated and returned at the end of the school day.</p> <p>Second offence Confiscated and returned to parents.</p> <p>We will dispose of items not reclaimed after three months. Staff will not search through a mobile device or access text messages without the permission of the owner. In some circumstances it is reasonable to ask a student to reveal a message, for example, to establish whether cyber-bullying has occurred. If the student refuses, staff may not enforce the request, but may issue a consequence of failing to follow a reasonable instruction.</p>

7.1 The school policy on confiscation has been revised with reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007. All staff have the authority to seize, retain and/or disposed of certain items to safeguard the rights of other students and to ensure a conducive learning environment. The following is an example of this authority but is not an exhaustive list:

7.2 A member of staff should first ask the student to give him or her the item. If such a reasonable request is refused, the member of staff should refer a middle teacher or SLT.

7.3 The confiscated item should be given to the main school office at the earliest opportunity where a central record will be kept. Students may collect their belongings on their way home. Under no circumstances should a student be allowed to leave their lesson before the final bell.

7.4 We will take all reasonable steps to store confiscated items securely, however, we are not liable for any damage or loss arising.

8. Malicious Allegations

8.1 School staff will always listen to students and parents who raise a concern. In such cases, the school's safeguarding procedures may be activated. All incidents will be taken seriously and investigated so that school leaders can form their own judgement.

8.2 In very rare circumstances, there may be a reasonable belief that a student has made a malicious allegation. Such incidents will be treated extremely seriously due to the detriment caused to the school, waste of resources, the undermining of this policy and the detriment to an individual's reputation. This will be dealt with on a case by case basis but may incur the most severe sanction of the school depending on circumstances, intent, response and attitude of the student and the precise nature of the malicious allegation.

9. Complaints by parents about the use of the school behaviour policy

10.1 At NSETC we always welcome feedback and comments from parents and students. If you have a concern or complaint we would like you to tell us about it. We hope we can resolve your problem informally but if you continue to be unhappy you should make a formal complaint to the Principal in writing. A full copy of the school complaints policy is available on request to any parent who wishes to make a representation about the application of this behaviour policy.

10. Review

12.1 This principles of this policy will be reviewed every year. The review will involve representatives of the staff, parents and students.

Appendix 1: Responsibilities of different roles in the school for implementing Student Behaviour Policy

Governors

- will establish, in consultation with the Principal, staff, students and parents, the principles and practice of the policy
- will review this policy regularly
- will support and challenge the school in maintaining high standards of behaviour
- will monitor and evaluate the impact of this policy
- will fulfil statutory responsibilities of governors in relation to behaviour and safeguarding

Principal

- will establish good behaviour in the community through this policy
- will draw the community's attention to the policy at the beginning of each year
- will recommend changes to policy
- will be responsible for the implementation and day-to-day management of policy and procedures
- will fulfil statutory responsibilities in relation to detentions and exclusions

Staff

- will ensure the policy and procedures are followed and consistently and fairly applied
- will create a positive classroom climate setting high standards for themselves and students they teach, applying our sanctions and rewards procedures
- will teach good behaviour, including the effective management of poor behaviour and bullying incidents which may arise
- will be a role model for good behaviour at all times
- will give mutual support to each other in the implementation of this policy
- will report and resolve any incidents of bullying and harassment, notifying other leaders where appropriate
- will advise the Principal on the effectiveness of this policy

Parents

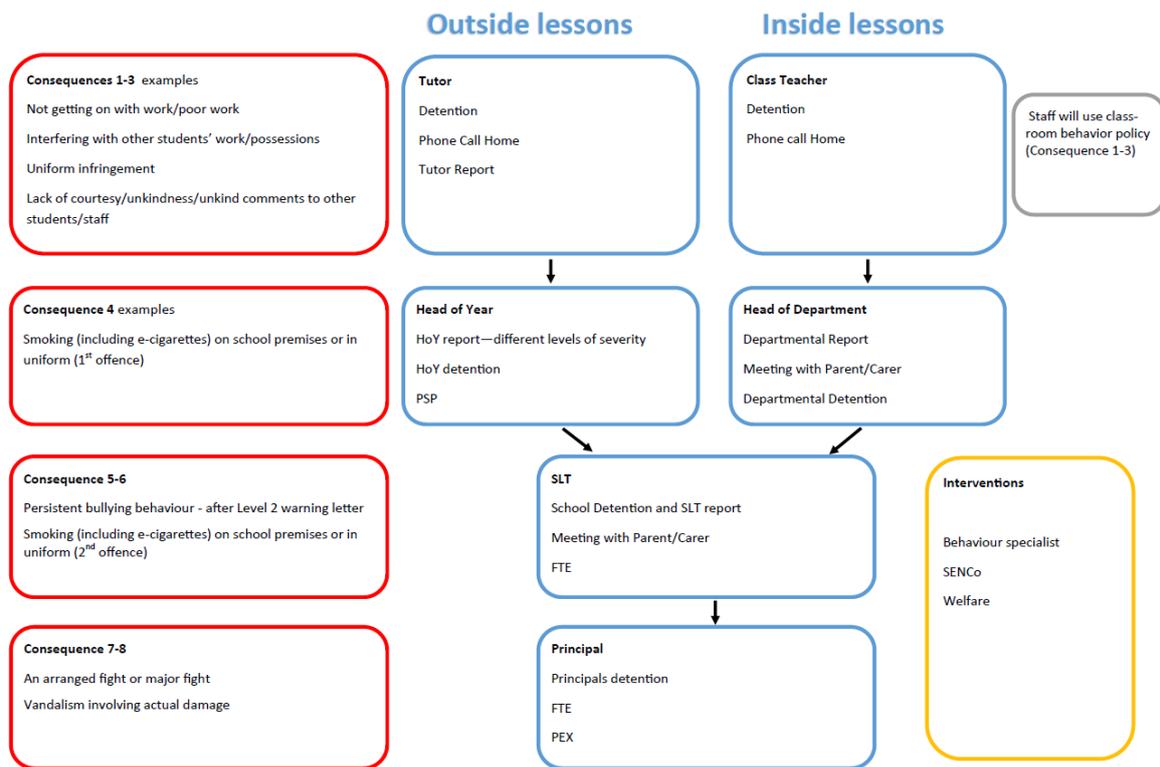
- will take responsibility for the behaviour of their child both inside and outside of the school
- will work in partnership with the school, agreeing and supporting the planned actions for improving behaviour
- will attend meetings with school staff to ensure the good behaviour of their child
- will constructively raise issues arising from the operation of this policy
- will report any incident of bullying or harassment endured or perpetrated by their child to an appropriate adult in school

Students

- will contribute to the review of this policy

- will follow the school rules
- will take responsibility for their own behaviour
- will accept the sanctions for behaviour and learn from experience
- will not engage in incidents of disruption, violence, bullying or any form of harassment
- will not stand idly by and allow incidents of poor behaviour to escalate
- will report any concerning behaviour of others to an appropriate adult.

Appendix 2: Behavioural Consequences Ladder of Escalation



Appendix 3: Sixth Form Ladder of Consequences

Appendix 4 Disciplinary stages			
	Action:	Data to be checked:	Support packages may include, but are not limited to:
Stage 1	Formal written warning and meeting with student and parent/carer. Internal/external exclusion if appropriate Review after three months	Attendance Behaviour log Latest report SEND need – strategies and interventions are in place – EP report(if appropriate) Progress data Involvement of outside agencies	Student placed on a Report / Learning Card or Individual Behaviour Plan Mentoring offered (if required) depending on reason for disciplinary. RJ meeting to take place between student and teacher if appropriate
Stage 2	Formal written letter and meeting with student parent/carer. Internal/external exclusion if appropriate Review after three months	Attendance Behaviour log Latest report Feed back from mentoring sessions SEND need – strategies and interventions are in place – EP report(if appropriate) Progress data Involvement of outside agencies	Student placed on a PSP(reviewed every six weeks (maximum), total length 12 weeks) – other agencies invited to the meeting if appropriate Mentoring offered depending on reason for disciplinary. RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues
Stage 3	Formal written letter and meeting with student parent/carer. Internal/external exclusion if appropriate Discussion concerning risk of PEX and possible managed transfer Review after three months	Attendance Behaviour log Latest report Feed back from mentoring sessions Feed back from subject teachers SEND need – strategies and interventions are in place – Ed Psy report(if appropriate) Progress data Involvement of outside agencies	Student placed on a PSP(reviewed every six weeks (maximum), total length 12 weeks) – other agencies invited to the meeting if appropriate Mentoring offered depending on reason for disciplinary. RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues Alternative/reduced timetable to be investigated
Stage 4	Formal written letter and formal meeting with student parent/carer and the school governors to include warning about risk of PEX Internal/external exclusion if appropriate Discussion concerning risk of PEX and possible managed transfer Review after three months	Attendance Behaviour log Latest report Feed back from mentoring sessions Feed back from subject teachers SEND need – strategies and interventions are in place – Ed Psy report(if appropriate) Progress data Involvement of outside agencies	Student placed on a PSP(reviewed every six weeks (maximum), total length 12 weeks) – other agencies invited to the meeting if appropriate Mentoring offered depending on reason for disciplinary. RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues Alternative/reduced timetable to be investigated including WEX
Stage 5	If PEX is upheld by school governors the local authority will find an alternative placement		