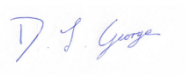




North Somerset Enterprise and Technology College

Behaviour & Anti-Bullying Policy

Next Review: May 2019

Signed: 

Principal

Dated: 23/05/2018

Signed: 

Chair of Governors

Dated: 23/05/2018

1. RATIONALE

- 1.1 NSETC is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community. All members of the school community have the right to feel respected, valued and safe. The aims of the school can only be achieved in a safe, secure and supportive environment.
- 1.2 We believe that students respond well to recognition and reward. As a school we celebrate the success of our students and have a clear system of rewards. However, we also recognise the need for a range of carefully measured sanctions to reinforce our expectations when students fail to meet them. These are clearly stated in our Main School and Sixth Form Ladders of Consequences (appendices 1 & 2). Every attempt is made to ensure sanctions are applied fairly with the student understanding the reason for any sanction necessary.
- 1.3 The school community is underpinned by the two key principles:
- We all respect and support others
 - We are all prepared to learn

2. AIMS

- 2.1 The school will:
- Work in partnership with parents or carers
 - Foster a supportive learning environment for all students
 - Encourage students to develop self-discipline and respect for themselves and each other, regardless of ability, background, race or religion
 - Provide positive role models for all students
 - Ensure that students, parents and carers are fully aware of what constitutes good behaviour according to the school's Code for Learning
 - Recognise, encourage and reward positive and improved behaviour
 - Modify inappropriate behaviour through considered support and/or sanctions
 - Be proactive in preventing all forms of bullying amongst students and any bullying directed towards staff, parents/carers and visitors
 - Make clear the expectations and procedures that are to be followed if an incident of bullying is reported
 - Monitor and review the effectiveness of how incidents are recorded
 - Support vulnerable students who may be more at risk of bullying.

2.2 Anti-Bullying

The Anti-Bullying Alliance defines bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”

NSETC is fundamentally opposed to bullying and all its forms. It entirely conflicts with the values and principles we work and live by. We aim to raise the profile of bullying and the effect it has on the lives of children and young people through our curriculum and work to create a climate in which no member of our community tolerates bullying. All members of our community have a right to work in a secure and caring school and have a responsibility to contribute and maintain such an environment.

We are proud to be an inclusive school and we recognise the importance of responding to incidents of bullying in a firm, consistent but sensitive way. Each individual case will be investigated carefully and a considered response made in the light of evidence, circumstance and the individuals involved.

In general, if an allegation of bullying does arise students, staff, parents and carers should feel assured that the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident carefully through our Pastoral Management system
- Provide support and reassurance to the victim through our pastoral systems
- Make it clear to the student displaying bullying behaviour that it will not be tolerated
- Support the victim
- Use sanctions that complement our school’s Ladders of Consequences
- Communicate effectively with the parents or carers of all of students involved.

<u>Category of Bullying</u>	<u>Form of Bullying</u>
Emotional	<ul style="list-style-type: none"> • Written insult with intent to hurt, offend or threat • Verbal insult with intent to hurt, offend or threat • Physical attack • Intimidation • Incitement • Deliberate isolation of a student • Creating or sharing information on a digital platform to threat, embarrass or offend • Making private information public • Inappropriate and uninvited touching • Sexual innuendos and/or propositions
Physical	
Verbal	
Cyber bullying	
Bullying of students with SEN or disability These students are often at greater risk of bullying	
Sexist or sexual bullying	
Homophobic/sexual orientation	
Racist and religious bullying	
Financial/extortion	
Other	

3. Guidance for staff when dealing with incidents of bullying

3.1 Staff Guidance:

- Listen to students who may have been bullied, take what they say seriously and act
- Be alert to signs of distress and other possible indications of bullying
- Report any concerns to Pastoral Heads and record on SIMs promptly and accurately
- Discuss with students the importance of telling an adult about bullying
- Investigate serious events and take statements from those involved and witnesses
- Contact parents/carers and keep details on file
- Work with Police Community Support Officer's (PCSO's) to respond effectively to incidents of cyber bullying
- Apply a range of sanctions following a considered response to the circumstances of any case, corresponding to the Main School and Sixth Form Ladder of Consequences
- Refer when appropriate to anti-bullying through the taught curriculum including PSCE programmes for Years 10 & 11.

3.2 Guidance for Parents/Carers:

- Parents are encouraged to work in partnership with the school
- Parents/Carers should make early contact with tutors if they suspect that their son/daughter is being bullied via the email *enquiries@nsetc.n-somerset.sch.uk* or alternatively telephone 01934 411611 and refer for the attention of the relevant member of staff
- Parents should expect contact from school within 24 hours
- For all serious cases of bullying, parents will be asked to be involved and to support the action being taken by the school

3.3 Confidentiality:

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding and protection procedures must be followed if necessary when any disclosures are made. An underlying principle in supporting students in our school is that all children are listened to sensitively and objectively and all incidences of alleged bullying will be taken seriously.

4. MONITORING AND EVALUATION

- 4.1 This policy will be reviewed routinely by the Local Governing Body (LGB) or an appropriate sub-committee of the LGB. This policy may also be subject to review from the IFT Board of Trustees or an appropriate sub-committee of the IFT Board of Trustees.

CQ 4	PH/HOD after school detention (45 minutes)	<p>Any of the above repeated</p> <p>Not turning up to CQ 3 detention – <i>in addition</i> to the original detention</p> <p>Failure to produce homework after a CQ 3 detention</p> <p>Persistent failure to work in class</p> <p>Truancy –missing a lesson or leaving a lesson without authorisation - equivalent to time missed. Students may also be put on report.</p> <p>Persistent/extreme lack of courtesy to staff</p> <p>Persistent disruption of lesson/unsafe behaviour</p> <p>Student has been sent to HOD for poor behaviour</p> <p>Targets not met whilst on report</p> <p>Minor scuffles/repeated name-calling</p>
CQ 5	SLT after-school detention (1 hour)	<p>Failure to attend PH/HOD/lunchtime detention</p> <p>Failure to produce a homework after class teacher CQ-2 and CQ-3 detentions and HOD CQ-4 detention</p> <p>Smoking on school premises or in uniform (1st offence)</p> <p>Poor behaviour in a detention</p> <p>Failure to respond to a reasonable request from a member of staff</p> <p>Not engaging in the learning environment</p>

If a student receives three referrals in a term, or if Attitude to Learning grades on a report give cause for concern, the tutor will decide, with the Pastoral Head, whether he/she should be placed on the Behaviour List and put on report.

CQ 8	Permanent exclusion	Repeated incidents/continued poor behaviour after fixed term exclusion Criminal behaviour Bringing an offensive weapon into school Physical attack on a member of staff Trading or supplying illegal drugs
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Appendix 2 – Sixth Form Ladder of Consequences 2016/17

This table gives guidance on the sanctions that may be applied. The lists are not exhaustive and the circumstances of each case will be taken into account. **NB A 'term' refers to the 6-term year**

SQ 1	<p>Student placed on academic warning by teacher</p> <p>Recorded on SIMs</p> <p>Student must be made aware of this by the teacher</p>	<p>Any of the following for the <u>first</u> time:</p> <p>Talking out of turn/Lack of attention</p> <p>Arriving late without good reason</p> <p>Lack of courtesy/unkindness/unkind comments to other students</p> <p>Not getting on with work/producing poor classwork or homework</p> <p>Homework not done</p> <p>Mobile technology used in a teacher's lessons without permission</p>
SQ 2	<p>Teacher detention (30 minutes)</p> <p>Recorded on SIMs</p> <p>Letter sent home to parent(s)/carer(s) by member of staff (copy to Sixth Form Student Services)</p>	<p>Any of the above repeated</p> <p>Lying to a member of staff</p> <p>Lack of courtesy to staff</p> <p>Lesson wasted</p> <p>Misuse of school equipment, including ICT (although if used to access inappropriate material or misuse of another student's password, leading to loss of work etc. – SQ 4)</p>
SQ 3	<p>HOD/HOS after school detention (45 minutes)</p> <p>AHOY after-school detention (45 minutes)</p> <p>HOY after school detention (45 minutes)</p>	<p>Any of the above repeated</p> <p>Not turning up to a SQ 2 detention</p> <p>Major piece of work not done or done poorly</p> <p>Failure to produce homework after a SQ 2 detention</p> <p>Persistent/extreme lack of courtesy to staff</p> <p>2 lates in any week</p> <p>Damage to property of school or student</p> <p>Persistent/extreme lack of courtesy to staff</p> <p>Targets not met whilst on Contract * to HOY</p> <p>Smoking on school premises (1st offence)</p> <p>Truancy – missing a lesson or leaving a lesson without authorisation - equivalent to time missed (student may also be put on Contract)</p> <p>Poor behaviour in social time (including in the Dining Centre)</p>

	<p>Detentions recorded on SIMs</p> <p>Letter sent home to parent(s)/carer(s) by HOD/HOY/AHOY/HOS (copy to Sixth Form Student Services)</p>	<p>*The HOY will place a student on Stage 1 Contract if:</p> <ul style="list-style-type: none"> • A student receives 2 SQ3s (from a HOD/HOS) • Attitude to Learning or Homework Deadlines grades on a Contract give cause for concern • Other concerns are raised on a Contract • There are significant issues with punctuality, attendance or attitude (despite AHOY intervention and detentions set)
SQ 4	<p>Formal progress meeting with a member of SLT who then monitors progress</p> <p>Recorded on SIMs</p> <p>Letter sent home to parent(s)/carer(s)</p> <p>Note placed on student file</p>	<p><u>Generated by a referral from HOD/HOS or HOY/AHOY due to:</u></p> <p>Failure to improve after detentions set by HOD/HOS</p> <p>Failure to meet targets whilst on Stage 1 Contract to HOY</p> <p>Failure to make improvements after being on Stage 1 Contract to HOY</p> <p><u>Or:</u></p> <p>Using the school's ICT system to access inappropriate material</p> <p>Misuse of another student's password, leading to loss of work or other interference</p>

Very serious misdemeanours or persistent poor attitude displayed following a formal progress meeting with the Head of Sixth Form/Member of SLT

SQ 5	<p>Student placed on Stage 2 (Red) report to HOSF</p> <p>Recorded on PAM</p> <p>Letter sent home to parent(s)/carer(s) by the Head of Sixth Form</p>	<p>Subsequent issues raised by HOD/HOS or HOY following the formal progress meeting where expectations were reinforced and improvement targets were set</p>
SQ 6	<p>Fixed term exclusion of 1 to 45 days</p> <p>Recorded on PAM</p> <p>Letter sent home to parent(s)/carer(s) by the Head of Sixth Form</p> <p>Reintegration meeting necessary before the student comes back to school</p>	<p>Failure to meet targets whilst on Stage 2 report to HOSF</p> <p>Threatening or intimidating behaviour</p> <p>Significant incidents of bullying, including relating to race, religion, disability, sexuality or sexual orientation</p> <p>Smoking on school premises (2nd offence)</p> <p>Vandalism involving large scale or offensive graffiti</p> <p>Serious disobedience/defiance of school authority</p> <p>Abusive language towards or in direct response to a member of staff; abusive</p>

		<p>reference to a member of staff</p> <p>Poor behaviour during an internal suspension from lessons</p> <p>Offensive and/or lewd behaviour</p> <p>Theft</p> <p>Being in school in possession of or under the influence of alcohol or illegal drugs</p> <p style="padding-left: 40px;">- 1st offence</p> <p>An arranged fight or major fight</p> <p>Vandalism involving actual damage</p> <p>Violence against another student/causing actual harm</p> <p>Action that endangers students, staff or visitors</p>
SQ 7	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>