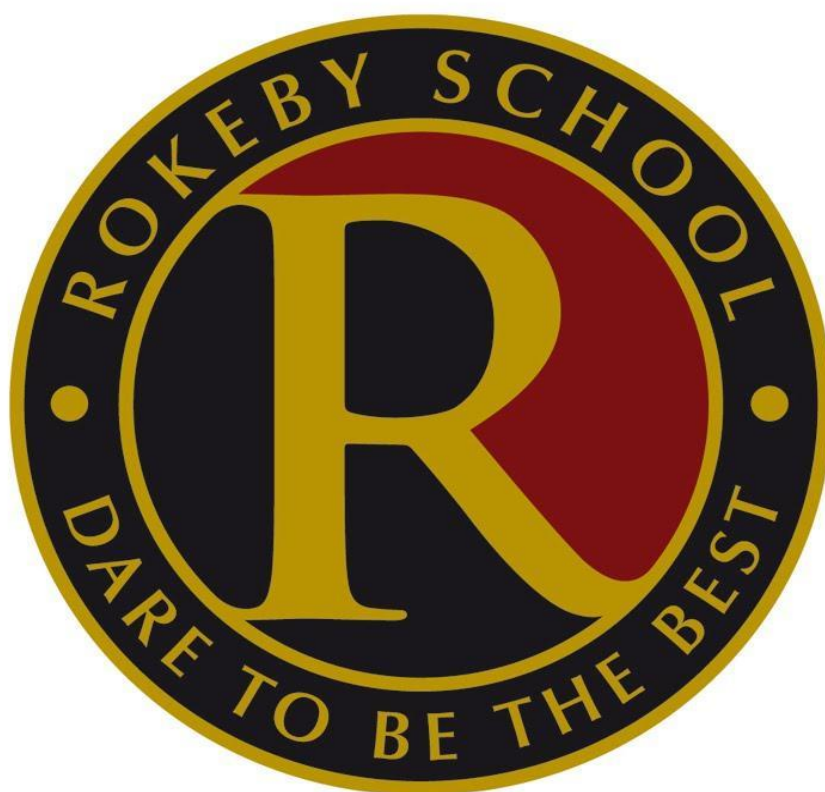


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Governors' Committee: Community



Behaviour Policy
Developed / Last Reviewed: May 2018
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Introduction

Our intention at Rokeby School is to enable all students to fulfil their potential. We aim to develop an ethos in which individual students take full advantage of the opportunities available to them, aspiring to the highest standards in all aspects of school life.

We also recognise that young people make mistakes, and a teacher's response should guide them towards acceptable behaviour. We insist on standards of proper behaviour for the benefit of all students, so that they learn well and are an asset to both the school and community. Students will be encouraged to accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly. The behaviour policy and practice of the school must be accepted; it applies to all students, without exception. The school pursues a "no excuse" culture; whilst students have different needs and backgrounds, there is no excuse for rude, aggressive or disruptive behaviour.

School Rules

These are in place to ensure that every child has the opportunity to learn without disruption in a calm and purposeful atmosphere. This is encapsulated by the philosophy of:

We look after each other
We look after our school
We look after our community
We take responsibility for ourselves

Expectations of students

- Follow the instructions of all adults as requested
- Arrive on time
- Be polite, respectful and considerate to each other and the building / school environment
- All litter to be placed in the bins provided
- Wear the correct uniform, smartly and with pride
- Take off any coats / scarves and gloves when entering the building.
- Be prepared for learning with the correct equipment / PE kit
- Move around the building calmly, safely and quietly. No running

Classroom expectations

- Arrive on time and line up
- Sit where directed by the teacher / seating plan
- Place all relevant equipment of the desk. Bags to be placed on the floor.
- Show respect at all times
- Complete all work to be best of your ability

All expectations set and the philosophy support and promote the key values of the school by making a significant contribution in our students' **'Daring to be the best'**.

As a school we aim to maintain an orderly and cohesive community, so that the students may learn how to get along with one another and have the space to grow and learn without fear. We ask them to embody our school values of Respect, Success, Personal Challenge, Passion for Learning and Harmony in order to become active citizens of the future.

Roles and Responsibilities

At Rokeby we recognise that as a community, it is essential that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our students. Leading by example means we can demand good standards of behaviour from those in our care.

Staff

All staff are responsible for encouraging respect and promoting positive behaviour by modelling and reinforcing the behaviours they wish to see. Challenging unacceptable behaviour is key if we are too consistent in the application of our policy. This ensures everyone is clear on what is acceptable and unacceptable conduct within the school and that the systems are applied appropriately and fairly.

- Meet and greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use achievement points to reinforce and promote good behaviour
- Be calm and manage own emotions
- Follow up every time when poor behaviour occurs, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly

Senior and middle leaders

All senior and middle leaders should lead by example, standing alongside colleagues to support, guide, model and show a unified consistency to the learners. They are not expected to deal with behaviour referrals in isolation.

Governors

Governors have a responsibility to consult upon and uphold the agreed policy and hear any complaints arising from it. They should work with the leadership team to support and access the school wide behaviour policy and practice and hold the school to account on its implementations. They should ensure there is consistency between school policy and statutory guidelines. They are expected to attend meetings of the Governing Body and sub committees where behaviour is discussed and provide constructive feedback.

Representation from the Governing Body will also be required on fixed term (if requested by parents) / permanent exclusion panels in line with statutory duties.

Parents and carers

The full support of parents / carers is essential if good behaviour is to be maintained. Our expectations of students and their parents/carers, as well as what we as a school agree to provide to support high standards of behaviour, are set out in the Home School Agreement.

Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body should instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. (DFE Behaviour and Discipline in Schools Guidance for Governing Bodies)

Staff are advised to consult either a union or representative for advice.

The Newham grievance/disciplinary procedures will be followed in all cases.

Rewards and sanctions

Engagement with learning is always our primary aim. We recognise that for most students a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when more structured intervention is necessary. Steps in the system should always be applied with care and consideration, taking individual needs into account where necessary. Staff should praise positive behaviour - not pander to attention seekers. All students must be given 'take up time' in between steps to allow students time to consider their behaviour.

All staff must remember that consistency is key. It makes students feel safe, secure and confident of expectations.

To this end all staff are expected to have:

- Have well-planned, engaging lessons that meet the needs of all students
- Apply consistent routines and expectations in your classroom
- Have carefully considered seating plans for classes

Rewards

It is important to recognise and celebrate achievements and efforts of those students who behave well and work hard. All rewards are recorded electronically via SIMS. Staff are encouraged to reward students using the positive pyramid.

At the end of term each subject area will be asked to nominate two students that have excelled in their subject(s) this year so far. Areas are requested to consider both academic success as well as progress. Form tutors also nominate a student from each registration group that embrace and embodies the school values. These awards are presented by the Key stage coordinator in extended assemblies and come with additional achievement points, certificates and for some awards vouchers.

The school also uses a number of external agencies, like the Jack Petchey award to further promote positive behaviours and recognise the work and character of our young men.

SEE APPENDIX Rewards

Sanctions

Sanctions are in place for poor work and or behaviour. Sanctions range from a rebuke to exclusion. Minor misbehaviours will be dealt with as such but more serious misbehaviours will bring about more serious sanctions. Fortunately, very serious misbehaviours are rare. If a student repeats misbehaviour, then the sanctions will become more severe. The pyramid outlines different levels of sanctions and level table provides staff with examples of when these sanctions may be applied both within lessons and around school. Our staffs have a clear model for maintaining discipline that allows them to calmly assert their authority at an appropriate level when required.

SEE APPENDIX Sanctions

On Call and Departmental Support

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'On Call' system if required. All departments will have systems in place for the supervision of students who are removed from a lessons, this is usually via departmental support. Students are placed into another teacher's classroom to complete work; they are either accompanied by a free member of the department or the on call member of staff. This timetable should be created and submitted to the SLT line manager at the start of the academic year. If a student has to be removed from a lesson the class teacher and the Head of Department must decide on an appropriate course of action (see behaviour pyramid – detentions, phone calls home) and share this with the student before the next lesson. 'On-call' should be used when in class actions and departmental support is not adequate to manage the misbehaviour. E.g. the student leaves the lesson and runs off; the student refuses to work with another teacher; the student is generally beyond verbal control. If 'on-call' is used any actions are recorded and it is a Head of Department responsibility to regularly check their departmental use of the on call system and how misbehaviour is followed up.

Detention

Learning conversations should be used by staff for a variety of breaches of expectations around work and behaviour. It is reasonable for a teacher to detain a student at lunchtime or at the end of a school day for up to a maximum of up to 15 minutes in order to talk about appropriate conduct within a lesson, without the need to inform parents / carers, on the same day. This should be logged on SIMS.

If the concern is greater, then a student can be issued with a 30 mins up to an hour detention. A phone call home must be made and at least 24-hour notice must be given before the detention is due to take place and logged on SIMS.

Reports

A student may be placed on one of four reports for one or more of the following:

- Concerns expressed across three or more areas (SIMS /incident reports/ staff discussions)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc.
- Truancy
- Frequent lateness (to school or lessons)

Each report will contain specific, measureable targets and will be followed for a period of two weeks. Failure to achieve the targets set on report could lead to contact with home, appropriate sanction such as the setting of detentions, loss of privileges or going on report to the next level report.

The hierarchy of reports any student can be placed on is:

- Orange tutor report – this automatic following a period in IEU
- Blue Year co-ordinator / Head of Department report
- Yellow report – Key stage co-ordinator
- Red report – SLT

SEE APPENDIX sanctions

Management of behaviour around the school

To ensure the safety of all members of the school high expectations must also apply with regard to movement around the corridors and in the playground. Unacceptable behaviour includes:

- no physical contact e.g. play fighting
- running in areas other than the MUGA / Playground
- eating and drinking in areas other than the Canteen or outdoor eating areas.
- excessive noise.

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of all staff at all times to challenge unacceptable behaviour.

Behavioural support and intervention

Whilst it is important that we sanction poor behaviour and undesirable learning habits it is equally important that, where appropriate, we intervene and offer support in order to allow our students to eliminate these poor behaviours and develop as young adults.

The school has a variety of mechanisms to provide additional support to these students with an emphasis on early intervention. Pastoral teams regularly review behaviour tracking data and use their professional knowledge to identify students who may be experiencing difficulties. Where appropriate students are referred to the RISE (Rokeyby intervention and supportive education) where there needs are tracked, monitored and discussed and appropriate interventions are put in place.

Where there are wider issues the school will work with the family and or external agencies under the early help process to improve circumstances for a young person.

SEE APPENDIX intervention provision

Exclusion Guidelines

Exclusion applies to very serious misbehaviour. It should be noted by students, parents and teachers that fixed term exclusion is not only a grave sanction but also an expression of concern, indicating that behaviour must improve significantly and promptly. Fixed Term Exclusion and Internal Exclusion are serious sanctions applied in different cases.

Internal Exclusion

Internal exclusion is for serious misdemeanours and used as a first step alternative to any fixed term exclusions. The Head or Deputy Head Teacher can make the decision to internally exclude a student. An incident form must be provided as evidence and an Internal Exclusion Unit (IEU) admittance yellow slip filled in and signed. Families will be informed via a telephone call and then a letter as to the nature and length of the students stay in in the internal exclusion unit.

Any student placed in IEU will attend registration as normal and be collected and escorted to the unit by the on call member of staff. Students can be placed in IEU throughout the day as appropriate. IEU is located on the first floor and follows a different timetable centred on core subjects, students will also have an isolated sandwich lunch and extended school day.

Students will work in silence in individual booths and are not permitted to communicate with other students or leave to go to the toilet. Breaks outside are centred on the students completing community payback in the form of litter picking.

At the end of the day all students will complete a behaviour reflection sheet and where needed a conflict resolution meeting will be organised. They will automatically be placed on an orange report to their form tutor.

If the student continues to misbehave and re-offends, then an external exclusion could be enforced.

Fixed Term Exclusion

Fixed term exclusions (FTE) are used when all other strategies have been utilised. It is important that we maintain a flexible approach to behaviour incidents that arise in the school, weigh up each individual case carefully and only exclude when other sanctions would be inappropriate. The Head teacher will make the decision to exclude a student.

FTE is used where:

1. A student fails IEU - the student will need to complete IEU on return from external exclusion
2. Incidents that require a more formal record such as weapons, injury caused to staff, illegal substances
3. Where it is necessary for the health and safety or good order of the school to remove a student from the school site immediately
4. Where a student repeatedly refuses to comply with instructions

A fixed term exclusion demonstrates that behaviour was so poor that continued misbehaviour at this level would mean a student's place at the school would be at risk. The length of the exclusion reflects the behaviour and also considers any previous exclusion and the reasons for these. An exclusion can also be made when an incident takes place after school hours or off the premises if the incident relates to, or has repercussions for the school.

When a student is excluded, the seriousness of the situation is explained to him by the SLT member dealing with the incident. The student's parent/carer is contacted by telephone in the first instance

with a letter to follow. Before the end of the exclusion period an interview with the student and his parents/carer is always sought to discuss the matter and ensure the behaviour is not repeated.

On return to school, the student's will automatically be placed in IEU and their behaviour is monitored by report.

Managed Move / Alternative Provision

Occasionally placements at an off-site provision may be used:

1. This may be as a respite placement for students at risk of permanent exclusion
2. As day 6 provision for pupils that have an FTE

As an alternative to a permanent exclusion the school reserves the right to work towards a managed move in line with Newham borough policy and guidelines.

Permanent Exclusion

There are some situations where Permanent Exclusion is unavoidable. It is the final sanction and one which is not used lightly without exhausting all other strategies. Only the head teacher is permitted to exclude a student and will do so following the statutory guidance and regulations set.

Mobile Phone and Electronic Equipment Guidelines

Introduction

This guidance is designed to ensure that the dangers of inappropriate mobile phone / electronic equipment use in school are minimised and that mobile phones do not disrupt the student's education. The increasing sophistication of mobile phone technology presents issues for schools, particularly with regard to the student's safety and wellbeing. The integration of cameras into phones and the accessibility of internet technology, for example, can lead to potential child protection and data protection issues. The high value of modern phones also presents a risk both in school and whilst travelling to and from home. We recognise, however, that nearly all students now possess a mobile phone and with this in mind, the following guidance and procedures have been designed.

Application of Guidance

If a student brings their phone to school it must be handed into reception before 8:30am or be switched off all day and kept safely out of sight. Phones stored in reception can be collected at the end of the school day. If a student does not hand their phone in and they are caught using the device on the school site, or if their phone causes a distraction, e.g. by ringing inside their bag, they will be asked to hand it over. It must then be handed over straight away without argument. The phone will be stored in reception in a yellow zip wallet and a sanction allocated. The student may collect the item at the end of the day. Names will be recorded and monitored and any student who has their phone taken on five separate occasions will not have their phone / electronic devices returned until a parental meeting has been held. The equipment will be stored in a red zip wallet in reception until this time. Similarly, if a student refuses to hand over any item electronic item then the item may be confiscated and placed straight into a red zip wallet.

Electronic devices of all kinds that are not handed into reception are the responsibility of the user at all times. The school accepts no responsibility for the loss, theft or damage of such items. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. If a student needs to contact home or vice versa then this should be done via the school reception.

Inappropriate conduct

Mobile phones are banned from all examinations. Students are expected to hand over their mobile phones outside the hall to invigilators, switched off, before entering the exam hall. Any student found in possession of a mobile phone during an examination will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.

Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using messages, taking/sending photos or objectionable images and phone calls. Students using mobile phones to bully other students will face disciplinary action.

Students must ensure that files stored on their phones do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, 'sexting' – which is the sending of personal sexual imagery - is also a criminal offence. As such, the school may consider it appropriate to involve the police. In attempts to limit this and educate students, the school is proactive in raising awareness of the dangers of sexting and use of social media through drop down days and P4C discussions.

Staff Guidance

As part of the ICT acceptable use agreement, staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. As part of this, staff will not give out their own personal details, including mobile phone number and email address, to students. Images of students and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/carers and Headteacher, or stored on personal devices.

Searching and Confiscation Guidelines

Introduction

This document outlines guidance for authorised staff on searching students and the retention and disposal of items that have been confiscated in accordance with Department for Education guidance and other school related policies. This applies whenever students are in the care of the school, including on school trips or in training settings. All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). Authorised members of staff have the power to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

Aims

The central aim of this guidance is to support staff in undertaking their duty to promote and maintain an orderly environment and to enable the school to carry out its duties to safeguard and promote the welfare of students by ensuring that dangerous, illegal or disruptive items are removed from students and disposed of safely and lawfully. This guidance also aims to clarify the circumstances in which searches will take place and what will happen to items confiscated by staff.

Prohibited Items

Whilst not exhaustive prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes (including E-pens and Vape) and smoking paraphernalia
- fireworks
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for. Any search will always be conducted by two members of staff and then the incident recorded and a standardised letter sent home.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Disposal of confiscated items

Alcohol: will be safely disposed of. It will not be returned to the student under any circumstances.

Controlled drugs: will usually be delivered to the police as soon as possible. In exceptional circumstances, and at the discretion of the Head Teacher, the drugs may be destroyed without the involvement of the police if there is good reason to do so.

Weapons: will usually be delivered to the police as soon as possible.

Tobacco or cigarette papers: confiscated tobacco or cigarette papers will be destroyed.

Fireworks: fireworks will not be returned to the student. They will be disposed of safely at the discretion of the Head Teacher or other authorised member of staff.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

Electronic devices used to carry out cyberbullying: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to carry out bullying these may be confiscated, retained or disposed of in order to prevent further breach of school discipline.

Searching with consent

School staff can search students with their consent for any item. Normally such a search will involve asking a student to empty their pockets, bags and having their personal belongings checked. Where possible a search with consent should be conducted in the presence of another responsible adult. However, in exceptional circumstances, it may prove necessary to search a student alone.

Searching without consent

If a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item, then an authorised member of staff may conduct a search without consent. The authorised member of staff must decide in each particular case what constitutes reasonable grounds for suspicion.

Informing Parents

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. Schools should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Smoking and Vaping Guidelines

Introduction

Rokeby School recognises the right of all persons to work in a smoke / vapour free environment. The school is committed to promoting health and welfare and wishes to create a high quality, healthy, and safe working environment for staff, students and visitors. It must, therefore, ensure that everyone is protected from the dangers of smoke/vapour in work and rest areas.

With effect from the 1st July 2007 new legislation in relation to the Smoke Free Premises Act came into force and smoking became illegal in certain wholly or substantially enclosed public places. It became an offence to smoke in no smoking premises or to knowingly permit smoking in no smoking premises. Vehicles used for business purposes were also covered by the law. The school is responsible for monitoring adherence to this legislation, and has prime responsibility for ensuring compliance with the law.

Aims

1. To provide a working environment conducive to good health and productive working.
2. To ensure that Rokeby School presents a positive image to visitors and members of the public.
3. To ensure that Rokeby School complies with legislation regarding no smoking.

Application of the Policy - Employees

Smoking and vaping is prohibited on all parts of the school premises and on all surrounding grounds, including the car park. This policy applies to employees whether employed directly by the school, through an agency, by a contractor or other organisation, and visitors. Employees who wish to smoke / vape may do so in their own time during designated breaks away from the school grounds, preferably out of sight. Employees are not permitted to smoke/ vape whilst carrying out their duties and responsibilities on or around school grounds.

Application of the Policy - Students

Smoking / vaping among students during school hours is not permitted, this includes any external trips and visits. Smoking in school uniform, whether in school hours or out of school hours, is not permitted. Any student seen smoking a cigarette or equivalent or found to have cigarettes and / or other smoking materials openly in their possession or associating themselves with others who have been caught in the act of smoking will be subject to disciplinary action.

Breach of policy

Breach of the policy by school staff or students will lead to disciplinary action being taken. For employees this will be subject to the normal disciplinary procedures.

For students this may involve one or more of: an afterschool or Saturday detention, being placed on report, parents being informed. Any smoking items will be confiscated. Persistent offenders will receive an Internal or fixed term exclusion as appropriate and be given advice on how to quit.

The Use of Reasonable Force or Resistant Guidelines

Introduction

Rokeby School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This policy has been written using advice taken from Use of Reasonable Force, Advice for Head teachers, staff and Governing Bodies DfE 2013. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2014

For the purposes of this document:

1. reasonable force is defined as using no more force than is needed in the circumstances
2. physical restraint is defined as the positive application of force in order to protect/prevent a student from causing injury to themselves or others or seriously damaging property. It may be necessary to use in more extreme cases, for example to stop a physical fight.
3. injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self-poisoning.

When can Reasonable Force be used?

Reasonable force can be used:

- to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force can never be used as a form of punishment.

Guidelines for the Use of Physical Restraint

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed. Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues. In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues and reception informed. Students should never be involved in restraint. Prior to any restraint, where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The student should be warned orally that restraint will be used unless he desists and that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is required by staff throughout.

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

- involve not hurting the student
- involve not deliberately inflicting pain on the student
- not restrict the student's breathing
- involve no contact with sexually sensitive areas
- must not involve locking the student in a room

Throughout any incident the person restraining should offer verbal reassurance to the student, cause the minimum level of restriction of movement and reduce the danger of any accidental injury. Any restraint should cease if there are any signs of physical distress in the student such as sudden change in colour, difficulty breathing or vomiting.

Physical restraint can be:

partial (restricting and preventing particular movements) or total (immobilisation)

Physical intervention can take several forms and may involve staff:

- physically interposing between students
- blocking a student's path
- holding, pushing and pulling
- leading a student by the hand or arm
- shepherding a student away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

Recording Incidents

Minor or everyday use of reasonable force does not need to be recorded. For example, guiding a student back into a line but all serious incidents involving the use of physical restraint must be reported to the Head or Deputy head teacher as soon as possible after the incident, where they will be recorded. The student's views should also be recorded. Counselling for both parties may need to be considered to avoid long term stress and repeated performances. In a serious incident where a member of staff has had to physically restrain a student, the parent will be informed on the day and the conversation must be followed up in writing to the parent.

Anti-Bullying Guidelines

Introduction

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical (eg hitting, kicking, theft)
- Verbal (eg name calling, racist remarks)
- Indirect (eg spreading rumours, excluding someone from social groups,)
- Cyber bullying (e.g. sexting, inappropriate use of social media)

Aims

The main aims of our school is to encourage every student to reach his full potential. Central to this is the recognition of the worth of every individual and the raising of everyone's self-esteem no matter what their gender, race, religion, age, sexuality or disability. We encourage the value of harmony and the acceptance of differences. Everyone has the right to be safe in school and on the way to and from school. It is important that everyone working within our school, students, staff and parents, understands what bullying is and how it can be prevented. Bullying is unacceptable and will not be tolerated. It is the responsibility of all of us to make sure that bullying has no place in our school.

Preventative Measures

In order to reduce bullying incidents a number of preventative measures are actively encouraged, taught and provided by the school continuously throughout the year to promote a harmonious co-existence of all groups of students. These include:

- Opportunities to celebrate diversity through the Rokeby values
- P4C activities
- Themed assemblies
- Developing a culture of openness so students can talk about bullying incidents
- Development of the curriculum with a strong emphasis on the role of form tutors in promoting quality relationships and developing a positive ethos within each form group
- Investment in developing more student friendly environments and safety displays
- Increased provision of extra-curricular activities for students before school, at lunchtimes and after school
- Use of Peer Mediators to work with younger students
- The use of School and Year Councils to bring concerns of students to the attention of school leadership, student leadership groups and staff in general
- Efficient monitoring of students at break and lunchtimes through duties (further enhanced by use of closed circuit security cameras)
- On site Mentors and multi-agency services
- MPA buddies to support integration of new students
- Anti-Bullying Ambassadors trained by the Diana Ambassadors
- Active Citizenship Committee and Equalities Group (student led)
- On site police support

Incidents of Bullying

Despite the preventative measures, bullying may still occur at Rokeby School, as it does in any organisation. It therefore important that all staff recognise this and act swiftly, effectively and appropriately when it does. We must act whilst recognising that our action will not necessarily bring about an instant end to the concerns.

When a student makes a disclosure that he is being bullied, to a friend, a parent / carer, or directly to a member of staff they do so because it is a serious problem to them and because they want us to take action to stop it. Despite this, they will often fear that we will be unable to stop it and that our intervention may make matters worse. Thus they very frequently say that they do not want us to take action. This is not necessarily true.

Strategies for dealing with bullying

When a teacher or other adult is aware that bullying is taking place he or she should intervene or respond immediately. The appropriate Year Co-ordinator and form tutor should be informed as soon as possible.

Key points to consider when dealing with any bullying allegations:

- Never ignore suspected bullying
- Do not make premature assumptions
- Listen carefully to all accounts and take the disclosure seriously
- Establish the identity of all those involved
- Establish the nature of the alleged bullying and the length of time over which it has been taking place
- Attempt to find the reason behind the alleged bullying or the cause
- Reassure the student that action taken will not make matters worse provided they continue to keep us informed of developments
- Make sure that the victim understands that the situation will probably not become idyllic instantly but that they have taken the first step to making things better

The aim of any bullying investigation should be to bring about awareness and resolution rather than to administer punishment. Until fully investigated a no-blame approach should be adopted towards the alleged bully. Any investigation paperwork must be recorded and outcomes and findings attached to the student(s) file. If the allegations are upheld there must be an assurance that the bullying will stop and whilst we do not aim to punish, there is no alternative to this if the bullying persists.

Appropriate measures should be put in place for the victim, if required, which may include 1-2-1 mentoring, buddy assignment, designated safe space, peer support, timetable changes etc.. Through this process checks should be carried out to ensure that bullying has not resumed. Where possible restorative work should be completed in attempts to establish ground rules that enable those who have bullied and victims to co-exist.

Involving parents

The majority of parents support anti-bullying measures. A significant few do have unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. We need to overcome this type of attitude. Our job is to inform parent/carers of this fact and to assure them that we will take action to deal with the alleged bully but that their energy and ours should mostly be put into supporting their child. If, as they frequently demand, we were simply to punish the alleged bully with an exclusion it is easy for us to see that this would be more likely to make the situation worse rather than better. Equally, if we were to do this without

equipping the victim to deal with it, the consequences could obviously become very serious indeed.

Where the parent/carer does not already know of the alleged bullying they should be informed. They should also be informed of the action which is being taken.

Adult on student bullying

If a student makes an allegation against a member of staff or other adults in school, a statement should be taken by the person the allegation has been disclosed to. This statement should then be passed on to the relevant Senior Leadership Team link.

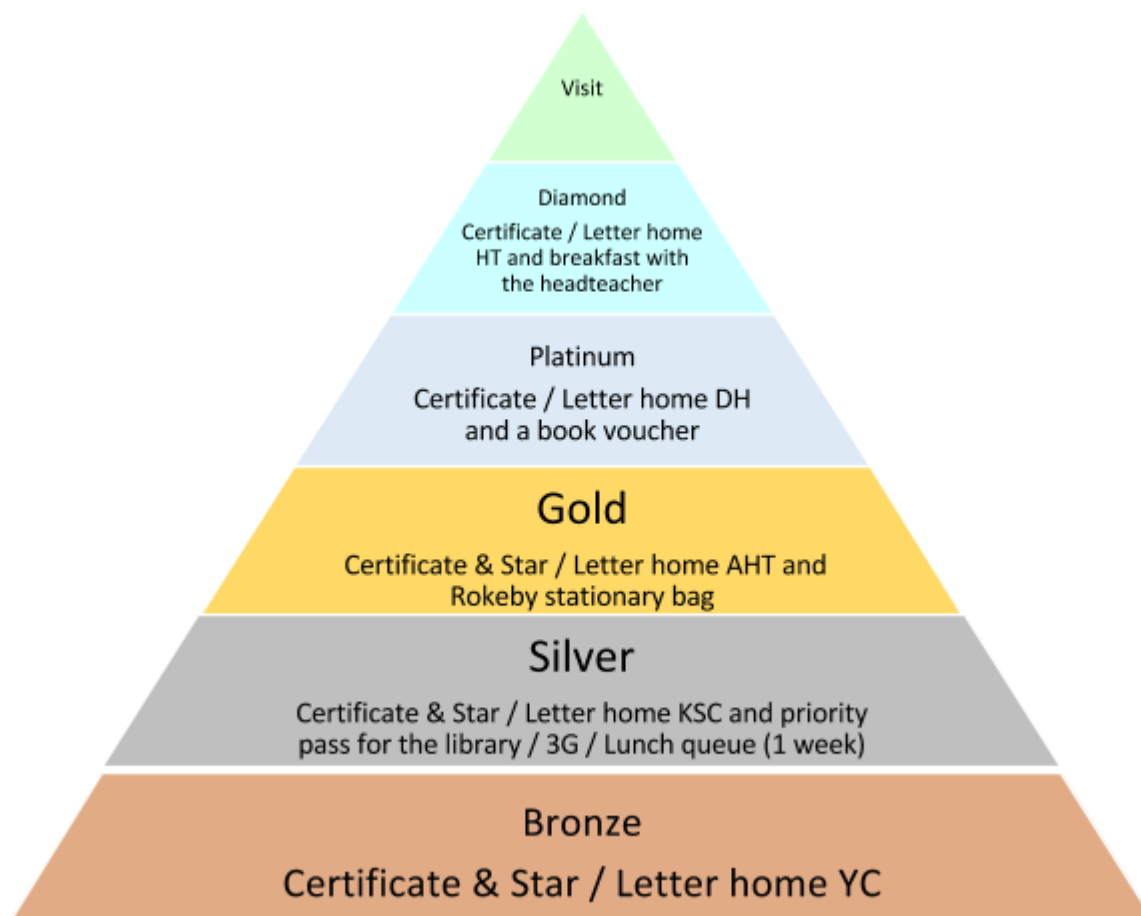
Student on adult bullying

If such situations occur, the person(s) involved should inform an appropriate member of staff so that action can be taken to deal with the concerns. Depending on the circumstances it may be a Head of Department, Form Tutor, Year Coordinator, Key Stage Coordinator or a member of the Senior Leadership Team.

Adult bullying on adult

There may be incidents where adult on adult bullying occurs. Again any incidents should be reported to the line manager. Staff could also contact their UNION. The Newham grievance/disciplinary procedures will be followed in all cases.

Rewards



Parallel to general behaviour is subject behaviour and underpinning both are:

- Verbal praise and displays of student achievement within subjects / year groups.
 - Phone calls home and subject specific post cards.

Underpinning the rewards triangle are achievement points.

1 SIMS point can be added at any time when good behaviour is displayed. 2 points will be awarded for certificated gained through termly award assemblies.

These are linked to the school values and examples are listed below:

| Harmony | Success | Passion for learning | Respect | Personal challenge |
|---|--|---|--|--|
| <ul style="list-style-type: none"> • Mentoring others • Being a good buddy • Assisting in school functions • Group leadership | <ul style="list-style-type: none"> • Exam results • Subject progress • Positive attendance • Positive punctuality • Participation in assembly | <ul style="list-style-type: none"> • Outstanding classwork • Outstanding homework • Extracurricular activities participation • Consistent conscientious in class work | <ul style="list-style-type: none"> • Helping others • Positive corridor behaviour • Community project involvement • Consistently displaying good manners | <ul style="list-style-type: none"> • Subject progress beyond expectations (data) • Input to external course e.g. outward bounds • Overcoming barriers |

| Behaviour Level | Examples | Responsibility | Action |
|---|---|--|---|
| <p>LEVEL 1</p> <p>Low level / first instance of disruption to learning or <u>not following</u> the expectations of the school</p> | <ul style="list-style-type: none"> Uniform breach Lack of equipment Off task behaviour Late arrival to class / school Not following instructions Distracting other students Non completion of work / homework Running in the corridors Unwanted physical contact Cussing Disrespectful behaviour | <p>Immediate responsibility of adult(s) involved or present</p> <p>Student in position of responsibility where appropriate – report to SLT / KSC</p> | <p>Address the issue with the student</p> <p>Other possible actions: Verbal warnings / In class changes Negative point allocated Lunch time catch up / break loss (15mins) Departmental support Departmental / pastoral detentions (30-1hr) Subject monitoring report Orange form tutor report Restorative action</p> <p>*Recorded appropriately on SIMS</p> |
| <p>LEVEL 2</p> <p>Persistent breaches or escalation of Level 1 behaviours and <u>refusal</u> to comply with the expectations of the school</p> | <ul style="list-style-type: none"> Issues relating to health and safety (smoking, play fighting, rushing; or similar behaviour likely to cause injury or upset) Bullying Refusing to attend detentions set Internal truancy Leaving a classroom without permission Continued non-compliance / defiance to follow instructions Continual disruptive behaviour affecting theirs and others learning rights | <p>Immediate responsibility of adult(s) involved or present</p> <p>Behaviour that takes place in a classroom should be referred to the HOD</p> <p>Behaviour that takes place out of the classroom should be referred to the Year Coordinator</p> | <p>Address the issue with the student, relevant staff and parent if required</p> <p>Other possible actions in addition to above: Student placed on Subject / YC Blue report HOD / YC Detention Contact with parent / carer (letter, phone call, meetings) Withdrawal of privileges for a fixed time period (e.g. no access to lunchtime facilities, positions of responsibility taken away) Community payback Appropriate allocated interventions in place Restorative action</p> <p>*Recorded appropriately on SIMS</p> |
| <p>LEVEL 3</p> <p>Escalation of Level 2 behaviours and <u>confrontational defiance</u> of the expectations of the school</p> | <ul style="list-style-type: none"> Violence Continual non-compliance with report Stealing Abusive / threatening language and behaviour to staff or students Severe repetitive non-compliance with school expectations Deliberately endangering the safety of others Extreme / intended verbal or physical behaviour | <p>Immediate responsibility of adult(s) involved or present</p> <p>KSC / SLT link involvement to co-ordinate with HOD and YC actions</p> | <p>Address the issue with the student, relevant staff and parents</p> <p>Other possible actions in addition to above: Student Placed on Yellow KSC report Use of Internal Exclusion Unit (IEU) (monitored on orange report by Form Tutor) RISE referral Saturday detention set by SLT only</p> <p>*Recorded appropriately on SIMS</p> |
| <p>LEVEL 4</p> <p>Escalation of Level 3 behaviour and <u>extreme and open defiance</u> of school expectations</p> | <ul style="list-style-type: none"> Extreme violence Carrying / use of weapons Drugs possession and/or use Repetitive abusive / threatening language and behaviour to staff or students Persistent escalation of level 3 behaviour where interventions have failed | <p>Immediate responsibility of adult(s) involved or present</p> <p>SLT involvement to co-ordinate with KSC actions</p> | <p>Address the issue with the student, relevant staff, parents and external agencies if required</p> <p>Other possible actions in addition to above: Placed on SLT red report Pastoral Support Plan Fixed Term Exclusion Permanent Exclusion Managed Move Alternative Provision</p> <p>*Recorded appropriately on SIMS</p> |

Intervention Provision

| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | PHYSICAL OR MEDICAL | FAMILY SUPPORT |
|---|---|---|--|---|---|
| WAVE 1- QUALITY FIRST TEACHING | <ul style="list-style-type: none"> • CPD for teaching staff with specialist training staff and providers. • Behaviour / Inclusion CPD • Whole school policies (SEND; T&L, BFL) • Citizenship – SMSC programmes & policy – Thought of the week, T2L, P4C, DEAR time, Quiz • CEIAG | | | | <ul style="list-style-type: none"> • Food bank • Housing signposting • Immigration signposting • DV signposting |
| WAVE 2 | Referrals to : YC, SENCO, Safeguarding team, Teachers in charge of Literacy, Numeracy, Most Able. | | | | |
| | <ul style="list-style-type: none"> • Lit & Numeracy • DEAR programme • Accelerated reader • Colourful semantics • Team up & Brilliant Club • Subject specialist TA's • Library reading group • Maths More Able group • English for Maths Lessons • Targeted intervention groups • EAL induction • More able conferences | <ul style="list-style-type: none"> • SEND small group social skills • Colourful semantics • Kaizen social skills group • Speech and language therapy input. | <ul style="list-style-type: none"> • Diana Awards mentoring • Teens and Toddlers • Nurture group • Yoga programme • Caspari programme • 1:1 mentoring • Buddy system (MPAs) • Anger management • Head start • Outward bounds | | |
| WAVE 3 | Discussion at inclusion meetings, RISE, Multi Agency, specialist reviews | | | | |
| | <ul style="list-style-type: none"> • Educational psychologist input • Personalised transition programme/timetable • 1:1 SEN literacy programmes. • ASDAN | <ul style="list-style-type: none"> • LCIS • NHS speech and language therapy input. • Educational psychologist | <ul style="list-style-type: none"> • In class support • BST input • PSP • CFCS – referral • 1:1 Learning mentor • Alternative provisions • Children Society / Shelter. | <ul style="list-style-type: none"> • School nurse • Occupational therapy • Physiotherapy advice • Sensory service input • Children Society /Shelter. | |
| PARENTAL ENGAGEMENT | <ul style="list-style-type: none"> • Community cohesion officer • Ethno linguistic parent meetings (10 languages) • SEND drop in sessions • Parent information sessions. | | <ul style="list-style-type: none"> • Empowering parents and communities (EPEC) • Coffee mornings / newsletters • Parent courses • Individual casework. | | |
| ATTENDANCE SUPPORT | <ul style="list-style-type: none"> • Attendance & Punctuality – Team • LA- Education welfare support / advice | | | | |