



The Skinnners' School

12.

THE SKINNERS' SCHOOL BEHAVIOUR POLICY

1 Principles which guide the policy

The Governing Body, staff, students and parents believe that good behaviour is right and important. We believe that everyone in the school has an obligation to behave fairly, considerately, and with courtesy and respect to others.

Further, we believe that good behaviour is necessary in order to create an environment in which effective teaching and learning can take place.

We aim to create a caring learning environment by:

- Promoting high standards of behaviour and discipline
- Fostering self discipline, a proper regard for authority, and relationships between adults and students based on mutual respect
- Ensuring that there is fair treatment for all
- Being ready to listen to all points of view
- Striving to be consistent in our dealings with both good and bad behaviour
- Intervening as soon as possible to support good behaviour
- Providing a safe environment which is free from harassment, bullying and all forms of disruption
- Encouraging a close relationship between parents and other carers on the one hand, and the school on the other, so that we can act in a united way to implement the school's policies.

2 These principles are consistent with, and closely related to, the School Aims, first promulgated in 1993.

Specifically, the Governors approved the following aims for the School in October 1993. This plan now reaffirms those aims. They are:

To encourage each boy to gain the best academic qualifications of which he is capable as a foundation for his future education and career.

To provide a stable and stimulating environment in which each boy may develop his intellectual, creative and sporting interests.

To promote a sense of social, moral and spiritual awareness which may become an abiding help to each student in his personal conduct.

To prepare boys to become active, well informed and considerate citizens in society.

To aid boys to meet the challenges of adult life in general and the world of work in particular.

The School's Race Equality Policy and Equal Opportunities Policy also stress the importance of fair and considerate treatment for all, without regard for ethnic or national origin, culture, gender, religion, disability, or sexuality.

3 Roles and Responsibilities

The Governing Body will establish the policy, in consultation with the Head Teacher, staff, students and parents. It will annually review the effectiveness of the policy.

The Head Teacher will ensure that the policy is communicated clearly to staff, pupils and parents.

The Head Teacher will be responsible for implementing and managing the policy and its procedures, on a day to day basis.

The Head Teacher and all other staff have a duty to set a good example in their own conduct.

The school leadership group will be responsible for monitoring the issue of rewards and sanctions, in order to ensure that rewards and sanctions are being fairly given.

All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are consistently and fairly applied.

All staff have a duty to support each other in implementing the policies and the Head Teacher has a duty to support staff faced with abusive and challenging behaviour.

Parents will be expected to take responsibility for the behaviour of their sons both inside and outside school. They will be encouraged to work in partnership with the school in achieving the highest possible standards of behaviour. They will be given every opportunity to raise any concerns about behaviour or discipline at The Skinners' School.

Students will be expected to take responsibility for their own behaviour and they will be expected to meet the requirements of the school Code of Conduct.

Students will have a responsibility to ensure any incident of bullying, violence or harassment is reported to a member of staff, prefect, or parent as soon after the incident takes place as possible. All adults and senior students in receipt of such information have a duty to act.

4 Code of Conduct for Everyone at the Skinners' School

- Learners will be as diligent as possible and will act responsibly in class
- Students will be encouraged to take pride in their work
- Students will respect the right of others to learn
- Students will respect each other's property. They will not move, damage, hide or steal or 'borrow' the property of others or of the school
- Teachers and students will respect the environment in which they work together, leaving the rooms, for example, in a neat and tidy state
- Teachers will be conscientious as possible, marking work constructively and promptly
- All will be smart and clean in appearance. Students will wear the school uniform. Extreme hairstyles are not permitted and dependent upon Headmaster's decision.
- All will aim to be punctual to registration, class and other school commitments
- All will act safely and responsibly. Staff will respect their obligations under the Health and Safety at Work Act.
- All students and staff will adhere to the internet access policy
- All forms of abuse or teasing, intimidation, isolation, violence or threats of violence, explicit or implied, are totally unacceptable
- All will do their best to co-operate as part of a whole school team, treating others with respect and fairness, and be committed to reaching the highest possible standards of attainment

5 Rewards

The school takes a pride in the achievements of its students. It recognises that praise and encouragement promote good behaviour, as well as being frequently deserved in their own right.

Rewards will include:

- Written commendation on students' work
- Public display of students' work
- Public praise in class or assemblies for achievement
- Private encouragement where a student is making progress
- Letters of praise to parent and carers
- Reporting of team and individual success or praiseworthy efforts in school, year, and form assembly
- Award of prizes on Skinners' Day
- Award of certificates of good work in Year 11 Presentation Evening
- Recommendations for community and voluntary service or cadet awards
- Praise in reference writing to higher education institutions, and employers
- Extension of school privileges
- Selection as prefect, form prefect, or mentor
- Award of House Points
- Selection to represent the school on public occasions or in competitions
- School Service Awards
- High Attendance and Punctuality Certificates }

- House Colours for sporting and other success } Leading to class rewards/outings/special days
- Points for excellent work and behaviour }
- Inter-class competitions for each year }

6 Sanctions

The school will implement a range of strategies to deal with inappropriate behaviour by students. They include:

- Private talk with pupil
- Verbal reprimand, in class or outside class
- ‘Standards Card’ signature
- Daily or weekly reports
- Extra written work of a purposeful kind
- Detentions, at lunchtime, after school, or occasionally on Saturday but not whole class detentions
- Time out
- Dismissal from class to the Exclusion Room (at present the school office)
- Internal exclusion
- Temporary exclusion from school
- Managed move to another school, by mutual agreement
- Permanent exclusion

In issuing sanctions, the following principles are integral to the behaviour policy and should act as guidelines to those who have to employ sanctions

- The misbehaviour, not the person, is being condemned. Early escalation in the use of sanctions will be avoided
- Whole group sanctions which punish the innocent as well as the guilty will be avoided
- Individual circumstances affecting any student will be taken into account
- The sanction should be designed to encourage pupils to reflect on the effects of their misbehaviour on others

7 Support for students

- The school regularly reviews the progress and well being of students in meetings convened by each Head of Year. The meetings are called Subject Teacher Reviews. Support strategies are planned at these meetings for students who are encountering difficulties
- Heads of Year and Form Tutors meet individual students to give support and guidance
- Pupils in need of literacy support are identified by their past records, or by their current teachers, based upon half-termly grades. A specific programme is provided for such students
- Students with Additional Educational Needs have an individual education plan, and if needed, individual classroom assistance
- Subject teachers regularly give individual tuition to students who encounter difficulties in their subject

- Form prefects and school mentors offer advice and counselling to junior classes
- The prefects and mentors receive appropriate training
- Peer mentors are also trained to assist individual students. Heads of Year make the arrangements for these partnerships
- The Director of Studies advises students about their academic curriculum, and a personalised learning programme is devised if judged appropriate
- The school has access to specialist child and family support services including:
 - Attendance and Behaviour Service
 - Co-operation and learning service
 - Child and Adolescent Mental Health Service
 - Education Welfare Service
 - Education Psychology Service
- Individual target setting is conducted by Heads of Year and Form Tutors, together with students, based on half-termly Diligence and Achievement Grades
- Study Skills support is provided by the Head Teacher to sixth form students who have been identified as under achieving.

8 Support for Teachers

- The school's Performance Management system identifies teachers who need help in classroom management. The Head of Department gives support in the first instance. This may involve transferring disruptive students to his/her own classroom
- The Head Teacher, Deputy Head and Director of Studies support teachers by team teaching in classes which have been identified as being challenging
- The school classroom exclusion system gives support to a teacher confronted by disruptive behaviour. It is the school's policy always to inform the parents of a boy who has been excluded from class
- The School's Continuing Development Plan gives priority to the training needs of teachers who need help in classroom management
- The school's range of sanctions, including exclusion, is used where it is needed to enforce high expectations of good behaviour

9 Protocol for class management and good behaviour

Staff will:-

- Arrive promptly for lessons and assemblies
- Meet the class outside the classroom, where corridor space permits
- Control the entry of the class into the room
- At the start of the lesson, insist on tidy presentation by the boys
- Make a note of absentees
- Signal to a late arriving pupil to sit down, dealing afterwards with his reason for lateness. The important thing is to avoid disrupting the lesson which is under way
- Be vigilant about what is happening outside their classroom, so far as is possible
- Plan lessons to allow time for homework to be set and written into planners
- Dismiss the class promptly at the end of the lesson

- Bring the lesson to a formal end by asking the class to stand quietly behind their chairs, when the room has been tidied, and to leave the room a row at a time
- Insist uniform is tidy before dismissing the class
- Be alert whilst on duty, especially in corridor areas at break times. This is seen by boys as a time when bad behaviour can happen, according to the student questionnaires
- Remain in class at all times, when in charge of students
- Tell the Head of Year and/or Deputy Head and/or Head of any incident of bullying they witness
- Incidents of bullying will be recorded on incident proforma and added to boy's file
- Report any possible child protection issue at once to Child Protection Co-ordinator, the Head Teacher. A written note will be put in the student's file

Students will:-

- Arrive promptly for lessons and assemblies
- Line up outside the classroom in single file, where corridor space permits
- Enter the room in a quiet orderly fashion, as directed by the teachers
- Remain standing until invited to sit down
- Bring all necessary books, stationery and equipment to the lesson
- If late arrival is unavoidable, apologise discreetly and settle to work as quietly and unobtrusively as possible
- Take a pride in their work
- Respect the right of others to learn
- Stand if another teacher enters the room
- At the end of a lesson, pack equipment away and stand quietly behind chairs as directed by staff
- Switch off mobile phones during lessons
- Take a collective responsibility for keeping **ALL** rooms in a tidy state, free from litter, food and unnecessary clothing
- Keep to the left in single file on stairs and in corridors
- Attend school punctually and regularly, reporting to the school office and signing the absence book if late or if leaving school early with permission
- Tell an adult at once if they see any teasing, verbal intimidation, physical intimidation, isolating of a student

10 Bullying

The school regularly (four times in eight years) conducts surveys of students' views about bullying.

The school recognises that control of bullying is a vitally important subject. Even though control of bullying received the highest approval rating in the 2005 Parents' Questionnaire, the school refuses to be complacent on this matter.

What is bullying?

Bullying is a form of aggressive behaviour which is usually harmful and deliberate, it is often persistent, sometimes continues for weeks, months or years and it is difficult for those being bullied to defend themselves.

Underlying most bullying behaviour is the abuse of power and a desire to intimidate and dominate.

Bullying can take many forms:

Physical – hitting, kicking, taking or damaging belongings

Verbal – name calling, insulting, repeated teasing, racist remarks

Indirect – spreading nasty rumours

Support for pupils

Anti-bullying

Opportunities will be identified within the curriculum to:

- raise awareness about bullying and the school's anti-bullying policy
- increase understanding of how 'victims' can deal with incidents
- teach pupils about their relationships with others

Strategies to combat bullying:

- befriending
- circle of friends
- mediation by adult
- mediation by peers
- assertiveness training groups

Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend the pupils who are being bullied, having difficulties because they are new to the school or upset by an event outside the school, e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and help them to feel more positive about themselves.

Circle of Friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his feelings.

Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and help to resolve the problem.

Mediation by Adults

Trained members of staff (HoYs) can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Mediation by Peers

Trained mentors can help solve problems with pupils. The aims are to:

- enable both sides to identify problems and solutions
- ensure that all involved regard the outcome as being fair to both sides

(Kent Safe Schools mentor training is offered to 6th form and Year 9 students)

Assertiveness Training Groups

In assertiveness training, bullied pupils can talk about their experiences and learn and practice effective responses (PSHE, SoWs, Tutor group activities).

This can cover:

- making assertive statements
- resisting manipulation
- dealing with name calling
- staying calm in difficult situations
- escaping safely from physical restraint
- getting help from onlookers
- boosting self esteem

Formal Action

If pupils do not respond to preventative strategies to combat bullying, formal action will be taken. Sanctions will include:

- removal from the group
- withdrawal of break and lunchtime privileges
- detentions – weekly/Saturday
- banning the pupil from a school trip
- fixed period exclusion

In the case of persistent and violent bullying, permanent exclusion can be imposed.

Dealing with bullying incidents:

- suspected bullying will never be ignored
- staff will not make premature assumptions
- all accounts of the incident will be listened to
- the school will adopt a problem-solving approach which encourages pupils to find solutions rather than justify themselves
- the school/HoYs will follow up regularly to check bullying has not resumed
- all incidents and responses will be recorded on the incident report form in Aim High/Sims

Advice to Bullied Pupils

Pupils should be told not to suffer in silence

During a bullying incident, pupils should be advised to:

- try to stay calm and look as confident as they can
- be firm and clear and look the bully in the eye and tell them to stop
- get away from the situation as quickly as they can
- tell an adult what has happened straight away

After a bullying incident, pupils should:

- tell a teacher/form prefect or other adult in the school
- tell their family
- take a friend with them if they are scared to tell an adult by themselves
- use the school peer mentor support system
- not blame themselves for what has happened

Bullying Incidents off school premises

Although the school is not directly responsible for bullying which takes place off the school premises, we have a duty of care to our pupils and a courtesy to our neighbours which encourages a culture which ensures children will be supported and listened to.

Where a pupil reports bullying off the school premises, a range of steps could be taken:

- Talk to the parents of the child involved
- Talk to the headteacher of another school whose pupils are bullying off the school premises
- Talk to the transport company about bullying on buses and trains
- Talk to the local police about problems on local streets
- Talk to pupils about how to avoid or handle bullying outside the school premises

Review and Monitoring

The School will conduct an anti-bullying review every 3 years, with random year group reviewed to gauge the effectiveness of its policy and procedures.

Staff and prefects will be alerted to the high risk locations when reported incidents are reviewed by Heads of Year, the Leadership Group and/or the Headteacher.

Working with Parents at Skinners' to Combat Bullying and Poor Behaviour

The school recognises that parental support is often the key to success or failure in anti-bullying initiatives.

Staff will avoid using parents (or the threat of them) as a form of punishment for bullying as this undermines the co-operative ethos that parental involvement intends to foster.

HoY will involve parents constructively at an early stage.

For advice to parents see Appendix I) and ii).

Appendix

i) The Role of Parents

The Headteacher, all staff, pupils and parents share a commitment to combat bad behaviour, bullying and make the school a happier place for everyone.

Parents, carers and families should be aware that common symptoms of bullying can include:

- Headaches
- Stomach aches
- Anxiety
- Irritability

Never dismiss negative signs of a social or academic nature.

Parents:

- Encourage your child to talk about the circumstances/incident
- Make a note of what your child has said
- Advise your child to report any further incident to their tutor or other adult in school
- Make an appointment to see the child's teacher/tutor/HoY as soon as possible

Parents of a child who is bullying others:

- Encourage your child to talk about the circumstances/incident
- Explain that any behaviour that makes others unhappy is wrong
- Talk about how to join in with others without bullying
- Make an appointment to see your child's form tutor or Head of Year to explain the problem and discuss how you can work together with the school to stop the bullying
- Talk to your child about how things are going at school
- Reinforce positive behaviour with praise and encouragement

ii) Support for Parents

KCC has produced a booklet for parents. This can be found at:

<http://www.kent.gov.uk/publications/education-and-learning/sticks-and-stones.htm>

Partnership with Parents

Partnership with Parents' purpose is to inform and empower parents/carers on all aspects of education need to help them make decisions that are right for their child. They can be contacted via their helpline on 01622 755515.

iii) Incident Report Form with record of action taken