



# The Skinners' School

## Behaviour Policy

Policy Area: Pastoral and Safeguarding

Reviewed: October 2018

Adopted: November 2018

Next Review: September 2019

Governing Committee: Education

LG Responsibility: Julian Metcalf

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# THE SKINNERS' SCHOOL BEHAVIOUR POLICY

## 1 Principles which guide the policy

The Governing Body, staff, students and parents believe that good behaviour is important. We believe that everyone in the school has an obligation to behave fairly, considerately, courteously and respectfully 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 'Statement of Values'.

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 the school community and in wider 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 *Discrimination and Equality 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.
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### 3 Roles and Responsibilities

- The Governing Body will establish the policy, in consultation with the Headmaster, staff, students and parents. It will annually review the effectiveness of the policy.
  - The Headmaster will ensure that the policy is communicated clearly to staff, pupils and parents.
  - The Headmaster will be responsible for implementing and managing the policy and its procedures, on a day to day basis.
  - The Headmaster 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 Headmaster 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.
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#### 4. Safeguarding & Code of Conduct for everyone at the Skinners' School

The following characteristics have been identified and reviewed by students; the criteria are published to all students and staff in student planners and are displayed in form rooms. These should be noted in conjunction with The Skinners' School Safeguarding Policy.

##### What is being safe?

- The school looks after everyone ✓
- No one is bullied ✓
- No one is racist ✓
- No one is abused in any way ✓
- No one picks on others because they are different ✓
- Everyone knows how to use ICT & the internet safely ✓
- Everyone knows not to abuse substances ✓

##### What if you are worried about these things?

- Talk to your Tutor ✓
- Talk to your Head of Year ✓
- Fill in a form on the Library Balcony ✓

##### Who is in charge of keeping me safe?

- Mr Wesson – Headmaster, Designated Child Protection Officer
- Mr Metcalf – Second Master, Designated Child Protection Officer

#### Student Code of Conduct

- Students will be diligent and will act responsibly at all times
  - Students will 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 in a neat and tidy state
  - All will be smart and clean in appearance. Students will wear the school uniform
  - All will be punctual to registration, class and other school commitments
  - All will act safely and responsibly
  - All students and staff will adhere to the ICT and internet access policy
  - All forms of abuse or teasing, intimidation, isolation, violence or threats of violence are totally unacceptable
  - All will 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 behaviour and attainment
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## 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/ cards 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
- 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
- High Attendance and Punctuality commendation
- House Colours for sporting and other success
- House 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:
  - Lunchtime detentions set by subject teachers
  - An after school detention on a Tuesday (set by subject teachers)
  - A Head of Year/Head of Department Detention (after school on a Thursday)
  - A Headmaster's Detention (on a Saturday morning)
- Dismissal from class to the Exclusion Room (at present the School Office)
- Internal exclusion
- Temporary (fixed period) exclusion from school
- Managed move to another school, by mutual agreement
- Permanent exclusion
- A formal meeting with the student and parent(s)/guardian

Where the Headmaster or Second Master deem it appropriate, particularly in incidents involving aggression towards another student or member of staff, a student may not be

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permitted to return to normal lessons until a meeting with parent(s)/guardian(s) and the student has taken place. In this instance, alternative provision will be made for the student's education and appropriate work will be set.

In the event of an exclusion, appropriate work will be set for the student by the school. Any exclusion will be notified to parents in writing, in line with KCC guidance, and will detail the support and advice available to parents.

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
  - Heads of Year can action daily or weekly reports that help students focus upon areas in need of improvement.
  - A school counsellor is available to meet with students on a weekly basis.
  - 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 Headmaster and Head of Sixth Form to Sixth Form students who have been identified as under achieving.
  - A student who has been excluded will attend a re-admissions interview with the Headmaster or Second Master on their return to school.
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## 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 Headmaster, Deputy Head (Pastoral) and Director of Studies are available to support teachers with classroom management issues.
- 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.
- 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 so incidents can be recorded and actioned.
- Report any possible child protection issue at once to Designated Child Protection Officers (Julian Metcalf, Second Master is the DSL; Edward Wesson, Headmaster, and James Coltella, are the Deputy DSLs.). A written note will be put in the student's file and the policies in The Skinners' School Safeguarding policy will be followed.

### 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
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- 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 conducts surveys of students' views about bullying and recognises that control of bullying is a vitally important subject.

### What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

On entrance to the school all pupils (and their parents) are made aware of and sign the 'Acceptable ICT Use' statement. This statement is reviewed and updated on an annual basis. All pupils receive training in safe and responsible use of technology as part of the ICT curriculum.

Excellent behaviour and mutual respect is seen as the 'norm' for students at The Skinners' School. A *Safeguarding & Code of Conduct* poster is displayed in all teaching rooms to act as reminder to all members of the school. Where evidence of bullying comes to light then staff will investigate, sensitively and thoroughly, and apply disciplinary measures according to the severity of the bullying incident. Any complaint about bullying at the school is taken seriously and acted upon with parents and pupils kept informed of the process. We will react to bullying wherever it takes place.

Educating the students about bullying/ mutual respect issues is an important aspect of the wider education of Skinners' students. Heads of Year construct pastoral programmes and assembly schedules that are specific to the needs of individual year groups and also support the PSHCE programme in the school.

### 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
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- reinforce the School 'Statement of Values'

Strategies to combat bullying might include:

- befriending
- circle of friends
- mediation by adult
- mediation by peers
- assertiveness training groups
- designated 'Safe at Skinners' programme led by a student committee

### **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. Restorative techniques are used by Heads of Year and the senior staff.

### **Mediation by Peers (Safe at Skinners' anti-bullying ambassadors)**

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
- provide an additional opportunity for students to report or discuss their concerns

### **Assertiveness Training Groups**

In assertiveness training, bullied pupils can talk about their experiences and learn and practise 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
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- 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 / Deputy Headmaster 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**

The School has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 allows the Head Teacher to regulate students' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff.

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.

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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 Headmaster / senior member of staff from another school whose pupils are bullying off the school premises (including cyber bullying)
- Talk to the transport company about bullying on buses and trains
- Talk to the local police/ community support officer 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 annually, with random year group reviewed to gauge the effectiveness of its policy and procedures. In 2010/11 Year 10 were given this opportunity.

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 1 - 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
- School refusal

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 form tutor or other adult in school
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- 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
- Support the school through attendance at appropriate meetings to reinforce the school's Behaviour Policy

## **Appendix 2 - Support for Parents**

The following KCC website contains information and links to support parents and victims of bullying:

[http://www.kent.gov.uk/education\\_and\\_learning/school\\_attendance\\_behaviour/bullying.aspx](http://www.kent.gov.uk/education_and_learning/school_attendance_behaviour/bullying.aspx)

### **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. Information and support can be found on the following webpage:

[http://www.kent.gov.uk/education\\_and\\_learning/special\\_additional\\_education/partnership\\_with\\_parents.aspx](http://www.kent.gov.uk/education_and_learning/special_additional_education/partnership_with_parents.aspx)

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## Appendix 3

### The Skinners' School Disciplinary Framework

*The overarching aim should always be to prevent poor behaviour and academic underachievement. It is good practice to offer students a warning in the first instance, with an opportunity to modify or correct their actions before moving to this framework. It should also be noted that this Framework is for guidance and should be used as such.*

Behaviour	Response	Level	Response	Academic
Poor behaviour around school after being warned. eg. Uniform infringement, chewing gum.	<b>Member of staff</b> to issue an appropriate sanction (eg. Signature or Lunchtime detention)	<b>1</b>	<b>Class teacher</b> gives an appropriate sanction (eg signature or lunchtime detention)	Poor homework, failure to meet deadlines or prepare sufficiently for tests. Low-level misbehaviour in class after being warned.
Repeated instance of L1, or minor misdemeanours.	<b>Member of staff</b> to issue After School Detention – Tuesdays. (Notification: email home)	<b>2</b>	<b>Class teacher</b> gives an after-school Subject Detention – Tuesdays (Notification: Email home)	Repeated instance of L1, or failure to attend Subject Detention.
Repeated failure to abide by School Rules. Name-calling or unpleasant behaviour towards another student.	<b>HoY Detention – Thursdays.</b> Pastoral support strategy put in place and parents contacted. (Notification: Emailed letter)	<b>3</b>	<b>HoD/HoY Detention – Thursdays.</b> Academic support strategy put in place and parents contacted. (Notification: Emailed letter)	Continued failure to complete work to a satisfactory standard in one or more subjects or disruption of lessons.
		<b>3b</b>	<b>Sixth Form Work Detention</b> (Fridays, 3.30 – 4.30pm) (Notification: email home/ emailed letter home)	Repeated failure to complete work. Set by subject teacher/HOD/HOY
A more serious infringement of school rules e.g. Fighting with no injury, rudeness to staff, minor vandalism. Repeated L3 offence. Truancy. Persistent refusal to modify behaviour.	<b>Headmaster's Detention</b> issued by member of Leadership Group (Notification: Letter). Pastoral support strategy reviewed and parents invited in to meet HoY, Written warning, if necessary from Deputy Head.	<b>4</b>	<b>Headmaster's Detention</b> issued by member of Leadership Group. (Notification: Letter). Academic support strategy reviewed and parents invited in to meet HoD/HoY. Written warning, if necessary from Deputy Head.	Failure to make significant improvements at L3. Failure to respond to academic support and/or accumulation of incomplete work. A persistent failure to focus in class. Also absenteeism from lessons in the Sixth Form.
A serious breach of the School rules eg. Fight resulting in injury, serious bullying, theft.	Fixed Period Exclusion (1-2 days) and a <b>written warning from the Headmaster</b> , usually following a meeting with parents.	<b>5</b>	Fixed Period Exclusion (1-2 days) and a <b>written warning from the Headmaster</b> , usually following a meeting with parents.	Refusal to make progress in catching up work, improving effort, or focusing in class. Repetition of L4 offences.
A more serious incident eg. serious theft (first offence), possession of alcohol or a second L5 offence.	Fixed Period Exclusion (more than 2 days) and there is likely to be a <b>final written warning from the Headmaster</b> following a meeting with parents	<b>6</b>	Fixed Period Exclusion (more than 2 days) and there is likely to be a <b>final written warning from the Headmaster</b> following a meeting with parents	Despite academic support, the student has made no improvements and has repeated L5 actions.
A second L6 offence. Or, an extremely serious infringement of school rules eg. a criminal offence such as selling drugs.	Withdrawal/expulsion from school. This could involve a Managed Move	<b>7</b>	Withdrawal/expulsion from school This could involve a Managed Move	Continued refusal to complete work, or behaviour that is so persistently disruptive in lessons that others cannot learn.

All actions should be recorded on SIMS and tutors must be kept informed.

## **School detentions system:**

**Standards Card detentions:** Tuesday evening (30 minutes)

After school Homework Club to act as Work Detention when appropriate.

### **Tuesday Detentions**

1. Standards Card Detention
2. Other detentions: subject teachers to inform Fiona Perry (completed Detention Referral Form/email.)

### **Thursday Detentions (Head of Year/Head of Department detentions)**

HOY/HOD to inform Theresa Luckhurst. Letter emailed home in the name of the HOY/HOD. Incident to be recorded on SIMS

### **Friday Detentions (Sixth Form)**

Subject teachers to email Teresa Luckhurst with the information having recorded the incident on SIMS

### **Saturday Detentions (Headmaster's Detention)**

Sanctioned by the Headmaster or Second Master. Written letter posted home from the Headmaster. Incident to be recorded on SIMS

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