Kings' Schools

Positive Behaviour and Anti-Bullying Policy

Primary Schools - Contents

Secondary Schools - Contents

Kings' Primary Schools

*Positive Behaviour and
Anti-Bullying Policy*

Introduction

This policy was developed from consultation with staff and children. The policy principally relates to our children but it is important to note that the principles set out here also apply to adults within our community, including parents and staff.

Our Aims and Values

Our aims and values, strong relationships and a culture of respect form the foundations of teaching and learning. We are a caring community with mutual trust and respect for all.

At the start of each academic year, each child contributes to a class discussion where rules are decided for their particular class. These rules and expectations are then signed by all members of that class (including the relevant adults) and put on display. The main aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed), ie there are always different behavioural options (we don't accept/expect that some children will always behave in such a way) and;
- It avoids labelling children – instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Roles, Rights and Responsibilities

Refer to Equal Opportunities section, below: these statements are integral to all the responsibilities set out here. See also Appendices.

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and establishing and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- Listen carefully and follow instructions
- Keep hands, feet and objects to themselves
- Use positive language (including body language)

Following instructions can include '3-2-1-Stop'; in our school, this means three things:

- Silent voices
- Empty hands – not relevant for all our children
- Eyes on the speaker

Class Teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following class rules) and positive relationships - 'catching' pupils behaving well is vital, explaining to a pupil how they have behaved and not becoming complacent

From Phase 1 we use house points to reward children, ranging from 1 to 3 house points. 3 for exceptionally positive behaviour and accomplishments.

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken sharing with parents as appropriate.
- display in the classroom the consequences of their choices - this can help when you explain why you are praising / warning. For example, using a traffic light system/smiley faces? Different yet equally effective methods and strategies are used in individual year groups and should be displayed.
- be consistent with all consequences and keep a teachers log to track patterns.
- treat each child fairly and with respect and understanding.
- apply these principles, roles and responsibilities with their own class and around school with other classes during transition times, break duties and assemblies.
- be a positive role model by demonstrating positive relationships with everyone in school.
- where repeated behaviour is demonstrated and having followed regular procedures and consequences, seek help and advice from a colleague (eg Year Leader, Phase Leader, Ass/Deputy Head, Headteacher).
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships, using communication books, email and face to face meetings where necessary.

Support Staff

It is the responsibility of learning assistants, office staff, specialist teachers and all other adults in school to support the Headteacher and class teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school and class rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Leadership Team

In addition to the above, it is the responsibility of the PLT to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested.
- ensure the health, safety and welfare of all children in the school
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term internal and/or external suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may ask a family to find another school for their child; both these actions are only taken after the CEO has been involved.

Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour - this includes if a child receives three warnings or if there is a pattern of regularly receiving warnings.

We expect parents to:

- be aware that we have school and class rules and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident/ issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader who will consult with the Headteacher and relevant leadership teams, should this be necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Rewards

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the rewards for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- Golden Time in Phase 2
- House points are given to children for good choices; good relationships, politeness, co-operation or acts of kindness in school - the house with the most points in each class is awarded a coin which is added to a school 'coin cup' each Thursday after whole school assemblies. At the end of the school year the house group with the most coins is awarded the Coin Cup.

- Foundation stage: Children use gems or coins in the pot to celebrate good choices or significant achievements. Foundation Stage one collect gems as a whole class and count them at the end of the day. Foundation Stage 2 collect coins in house colours (red, green, yellow and blue) and the winning house/colour at the end of the week puts a gem into the whole school vase. These are then counted up at the end of the term and the winning house/colour across the school wins the coin cup.

Assemblies, particularly our Phase Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and celebrate using Star of the Week Awards and Magic Moments. Our Thursday assemblies are to share some of the good work the children have been producing and we have The Gold Book for exceptional learning. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. We give termly certificates for full attendance and 100% attendance is celebrated and praised during our formal end of year celebrations.

Sanctions

Staff at Kings' Dubai employ consistently and clearly a hierarchy of sanctions (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules which underpin our school's positive and purposeful ethos. These rules are fundamental and are consistently adhered to by all staff.

- We keep hands, feet and objects to ourselves
- We listen to and follow instructions
- We use positive language

We have a series of consequences if someone breaks a rule:

In Phase 1
- A traffic light system used in each classroom. All children begin on the green traffic light (pictures or names) and when they make a wrong choice they are moved to the amber traffic light. Following this if they make another wrong choice they are moved to the red traffic light.
- All children are encouraged to use friendly hands and feet if they choose not to do so on a number of occasions they spend a period of time with the Year or Phase Leader to think about what they have done and how to make it better.
- Parents are regularly communicated with as part of our emphasis on them being partners in their children's learning. If we see deterioration in a child's behaviour we would discuss this with the parent initially to find out if there are any underlying causes and to decide on next steps.
- Next steps may include a reward chart with specific targets or a communication book that can be used as way of monitoring and celebrating a child's choices at home and at school.

In Phase 2
- Child receives a warning
- After the 2nd warning, child loses Golden Time (if happening repeatedly parents are informed)
- If time out is required child should be sent to Year Leader. Parents must be informed via Communication Book. Child may miss their breaktime.

- If a child has already been sent to a Year Leader regarding negative choices they should be sent to the Phase Leader. Child may miss their breaktime. Parents must be informed. Where a child is repeatedly making the wrong choice the PL may suggest an Individual Behaviour Plan (IBP) to be designed in consultation with teacher, child and parents.
- Where an IBP is not successful, problem is escalated to Headteacher.

  - A reminder about behaviour and choices
  - Discussion and reinforcement of above by Year Leader with note in communication book-
  - Time with Phase Leader with time out of class and missed break – parents are informed via communication book-
  - Pupil sees Headteacher and parents are informed-
  - Parents called to meet with Headteacher and student

In Phase 3 / 4
- Child receives a warning
- After the 2nd warning, time out may be required. In this case, the child should be sent to the Year Leader. Parents must be informed via the Communication Book. Child may miss their break time.
- If a child has already been sent to a Year Leader regarding negative choices, they should be sent to the Phase Leader. Child may miss their break time. Parents must be informed. Where a child is repeatedly making the wrong choice, the PL may suggest an Individual Behaviour Plan (IBP) to be designed in consultation with teacher, child and parents.
- Where an IBP is not successful, problem is escalated to Headteacher.

  - A reminder about behaviour and choices
  - Discussion and reinforcement of above by Year Leader with note in Communication Book
  - Time with Phase Leader with time out of class and maybe missed break time (parents informed)
  - Pupil sees Headteacher and parents are informed
  - Parents called to meet with Headteacher and student

*   Serious misbehaviour (eg swearing, disrespect to staff, fighting) is very rare at Kings' Dubai. Such behaviour would mean warnings are automatically by-passed to Level 4/5. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. This is part of our commitment to working in partnership with parents.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This consistent approach reinforces the importance and expectations of our school rules and ensures that the children see that they are treated fairly and equally.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti Bullying Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with UK government guidelines on the restraint of children.

Monitoring

The Headteacher and Leadership Team monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Anti-Bullying Policy

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). All allegations of bullying are investigated.

Aims and objectives
- To develop a school environment that is both safe and secure for all pupils
- To have in place established systems that will deal with incidents of bullying
- To develop confident children who will notify staff of any incident of bullying
- To inform everyone connected with the school of the school's anti-bullying policy

Role of the Governing Body

The Governing Body will not condone any bullying and has:
- appointed a member(s) of staff to be responsible for promoting positive pupil behaviour
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying and to keep records of all incidents of bullying
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher
The Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headteacher will:
- implement this policy through key leaders;
- ensure that all school personnel are aware of the policy;

- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure that all pupils understand that bullying is wrong through PSHE and school assemblies;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying;
- keep records of all incidents of bullying;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

The role of teachers and other staff in school
All staff must:
- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying through PSHE;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

The role of children
Pupils must:
- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

The role of parents
Parents must:
- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

When a bullying incident is raised:

- The Headteacher will report the initiation of the process to the CEO and, subsequently, the outcomes
- The case will be investigated
- The family of the alleged bully will be informed of the investigation within 24 hours of the allegation being made
- The family will be informed of what action is to be taken
- If a child is found guilty of bullying they may be permanently excluded from the school
- Records will be kept of all incidents and their outcomes

Cyberbullying

Our children are technically knowledgeable, but many lack the social responsibility to use the internet (in particular social networking sites) responsibly. Some parents are less technically savvy than their children so this is not always monitored.

ICT specialist teachers cover an 'E-Safety' topic in great depth prior to students gaining school email accounts or using online storage facilities. To make the topic engaging and meaningful to students it involves a range of techniques from role playing to interactive websites and online video analysis. At the end of the topic students have ownership of creating their own set of rules and advice on how to stay safe online.

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSN (Microsoft Messenger) or Yahoo Chat (although there are others)
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:
- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies - age / size is not an issue
- Cyberbullying incidents can be used as evidence

- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy - 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL - Tell You Later); this makes it difficult for adults to recognise potential threats.

At Kings' Dubai, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils
Adapted from DCSF guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use:
- Always respect others - think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone whose behaviour causes you concern
- Do not retaliate or reply
- Save the evidence - text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust, the service provider eg website, mobile phone company, school or police
- If you see cyberbullying take place then support the victim and report the bullying

Key advice for parents / carers
Adapted from DCSF guidance, the following points are frequently communicated to parents / carers in newsletters:
- Be alert to your child being upset after using the internet / phones - they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone

Kings' Secondary Schools

Positive Behaviour and Anti-Bullying Policy

Our Aims and Values

We endeavour to reward achievement, effort and service and to identify excellent and positive contributions to school life. We need also, to give clear guidance on what we view as appropriate behaviour and what constitutes inappropriate or unacceptable behaviour.

The collective 'culture' that evolves within a school, is made up of the contributing, behaviour, attitude and actions of each individual in the school. This being the case we aim to elicit the best possible investment from every student towards a progressive, successful, and happy environment. From this our collective 'culture' will evolve positively and as one to be deeply proud of.

Our students will be fully supported in the journey they make as an individual, in order to achieve the quality of progress and success that leads to the best possible outcome for them. We don't want our students to behave in exactly the same way; if we have an ideal it is to celebrate the fact that we are all different whilst equal. We do however maintain, that certain behaviours, actions, conduct and decisions, cannot be accepted as part of school life at Kings'. With this in mind, our 'Behaviour for Learning Policy' will inform the fair processes of guidance and behavioural support given to students at this school.

At the heart of our learning programme is The RSA Opening Minds Competence Curriculum. This features five categories of competences:

- Learning
- Citizenship
- Relating to people
- Managing situations
- Managing information

Focusing on competences means that Opening Minds teaching emphasises the ability to understand and to do, rather than just the transmission of knowledge.

Students reflect regularly on their use of the Competences to support them in being personally happy; responsible global citizens; and successful learners.

The Competences Learner Approach to School

I am:
- organised
- prepared
- punctual
- smart in appearance
- equipped

The Competences Learner Approach to Study

I am:
- progress driven towards individual targets
- pro-active
- proud of the presentation and quality of my work
- passionate, enquiring and interested
- independent in my learning

The Competences Learner Approach to Life

I will:
- act with integrity and always be honest
- demonstrate emotional intelligence
- Show kindness respect and regard to others and myself
- be a positive force in all relationships
- contribute and always go the 'extra mile'
- have interests and passions outside of formal lessons

At Kings' secondary schools we will endeavour to ensure that

All **staff and students** have the right to work in an environment which is conducive to high standards of teaching and learning i.e. safe, orderly and supportive, free from distraction and where they feel respected and valued.

It is the role of the **staff** to encourage **students** to become more responsible for their actions, attitudes and values and accept the consequences of their actions.

Likewise **students** should want and choose to behave appropriately rather than do so by instruction.

Every member of the Kings' secondary schools community should always be respectful and polite, which are tangible characteristics of the school's atmosphere.

Role of the Form Tutor

The form tutor plays a key role as they will be a twice daily point of contact, bringing the form group together. The form group provides a context of belonging and affiliation; whilst form groups are separated for some lessons they are brought back together for others and always for morning and afternoon form time. This gives the form tutor the time to understand the nature and personality of each student in that form group and this knowledge becomes a powerful tool for motivation, problem solving, conflict resolution and of course the monitoring of students' progress.

Where the student is supported well at home and by their form tutor together with their own sense of purpose, they will be better placed to fit the Competences Learner to achieve their full potential.

We encourage parents to look at the profile and ascertain their own role in ensuring the best for the student. As the first point of call for parents, form tutors are expected to be vigilant in flagging up areas of concern, targets for improvement and shortfalls in organisation. Importantly form tutors will be interested and involved in ensuring that the students' emotional wellbeing is on a positive keel and that they are personally happy and content.

Role of the Subject Teacher

All secondary staff at Kings' secondary schools have high expectations of students in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices to reinforce good behaviour and positive relationships. Merit points are used to reward student for exceptionally positive behaviour and accomplishments.

With these principles in mind, specific responsibilities of the class/support

teacher are to:

- praise student on individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken and sharing with parents as appropriate.
- all incidents must be recorded onto Engage, our management information system
- display in the classroom the consequences of their choices - this can help when you explain why you are praising/warning. Different yet equally effective methods and strategies are used in individual year groups and should be displayed.
- be consistent with all consequences and keep a teachers log to track patterns.
- treat each child fairly and with respect and understanding.
- apply these principles, roles and responsibilities with their own class and around school with other classes during transition times, break duties and assemblies.
- be a positive role model by demonstrating positive relationships with everyone in school.
- report to parents about their child's social and emotional well-being, including behaviour and relationships, using student planners, email and face to face meetings, where necessary.
- issue C1 And C2 sanctions according to this policy for acts of misbehaviour and for repeated acts of anti-social behaviour. Serious acts must be reported and referred to the relevant middle leader.

Role of the Middle Leader

It is the responsibility of the middle leaders (Heads of Department and Heads of Year) to:

- support staff by implementing the policy, including the above objectives.
- Record reported incidents on Engage, including any follow up action.
- issue C3 sanctions and when required, escalate to the senior leadership team.
- report to parents about their child's social and emotional wellbeing, including behaviour and relationships, using email and face to face meetings, where necessary.
- implement this policy consistently throughout the school, and to report to senior leadership team, when requested.

Role of the Leadership Team

In addition to the above, it is the responsibility of the SLT to:

- support staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested.
- ensure the health, safety and welfare of all student in the school
- maintain records of all reported serious incidents of misbehaviour

- issue fixed-term internal and/or external suspensions to individual student for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may ask a family to find another school for their child; both these actions are only taken after the CEO has been involved.
- For a permanent exclusion the following stages would have been followed:
  First written warning: by the Headteacher. It must be signed by the parents. Until received, the student will not be allowed to return to school.
  Second written warning: by the Headteacher. It must be signed by the parents. Until received, the student will not be allowed to return to school.
  An Undertaking letter: signed by the parents. Until received, the student will not be allowed to return to school.
  A **letter** from the school to KHDA explaining the situation and asking for a permission to exclude the student (copy of the warnings and undertaking letter must be attached)

Role of the Parents

At Kings' secondary schools we aspire to develop our learners towards their absolute potential and we recognise that a partnership with parents is essential in that aim.

We expect parents to:

- fully support school and class rules and to support them
- co-operate with the school
- engage with their child's learning
- support the school's decision when applying consequences to deal with any specific incident/ issue

A clear and frequent line of communication between home and school is maintained through various mediums including letters, parent portal, communicator etc. The strengthening of the more specific 'three way partnership' between individual students, their parents and school staff can be managed largely through good use of the students' school planner.

Student planners should be looked at weekly by parents and signed so that the student's form tutor is aware that parents have had the opportunity to monitor the planner. The planner will show positive comments and notifications of rewards but it will also serve to alert parents to any concerns which may have been raised by the tutor or subject teachers. Tutors will check weekly that the students have had their planner monitored and signed at home. Concerns too comprehensive to note in the planner can be discussed on the telephone or emailed to tutors or subject teachers. Where concerns are felt to be founded, a meeting at the earliest mutually convenient time will be arranged. Serious behavioural concerns would of course be communicated verbally to parents in a phone call or a requested meeting.

Rewards

The use of rewards and praise is actively used by staff to nurture positive relationships, celebrate achievement and promote the **Competences Learner**.

The reward system at Kings' adheres to the following principles:

• linked to clear expectations

• varied to maintain students' interest

• used regularly

• celebrate achievements amongst different groups: individual/ tutor/ year/ house

Rewards Category Type

Rewards	R1 Point	R2 Point
Attitude towards learning	Work produced **above the expected standard**	Work produced to an **exceptional standard**
Extra-Curricular	A performance **above the expected standard**	A performance of an **exceptional standard**
Spirit of Kings'	An act of kindness **above the expected standard** that embodies the spirit of Kings' as a competences learner	An **exceptional act** of kindness that embodies the spirit of Kings' as a competences learner

R points are recorded on Engage and contribute to rewards that are used to celebrate positive behaviour across the school.

Behaviour Category Types

Staff employ consistently and clearly a hierarchy of sanctions if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

C1: Minor Behaviour	C2: Moderate Behaviour	C3: Serious Behaviour	C4: Critical Behaviour
Arriving late to registration or a lesson without a note	Repeatedly arriving late to school or lessons	On-site truancy	Off-site truancy
Littering with absent mindedness Eating in an undesignated area Disrupting learning through low level behavior, such as being loud	Littering consciously Chewing gum Low level use of inappropriate language Low level inappropriate use of phone / technology Disrupting learning after being warned by the teacher	Damaging the property of school Using unacceptable and offensive language Bringing the Kings' secondary schools name into disrepute Deliberately ignoring specific instructions from a staff member	Blatant Vandalism Possession of sexually explicit materials Filming or photographing a member of staff /student without their knowledge/consent Involvement in substance abuse, including smoking, alcohol or narcotics Refusing to follow instructions from a staff member Involvement in criminal or illegal activity
Failing to bring the correct kit, books or equipment	Work not completed to an acceptable standard	Repeatedly not completing work to an acceptable standard	Plagiarism/ collusion/academic malpractice
Uniform is untidy	Deliberate infringements of uniform dress code/hair/jewelry/	Wearing inappropriate clothing	Wearing inappropriate clothing that reveals parts of the body that

	footwear/make-up		contravenes local customs and culture
	Being unpleasant towards another person	Being aggressive towards another person Disrespecting somebody else's culture, religion or faith	Serious or repeatedly bullying Making racist/ cruel/personal/ homophobic comments Possession of weapons/ dangerous items Assaulting another person

Sanctions

The table below identifies the sanction taken for each type of behaviour. Where a student is in breach of a sanction, i.e. not attending a set detention, the consequence will automatically escalate to the next stage.

	Stage 1:	Stage 2:	Stage 3:	Stage 4:
C1 Minor Behaviour	Verbal Warning			
C2 Moderate Behaviour		Subject Teacher / Form Tutor Detention		
C3 Serious Behaviour			HOD/HOY Department /Year Detention	
C4 Critical Behaviour				SLT

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Students. Staff would only need to intervene physically to restrain a student or to prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with UK government guidelines on the restraint of a student.

Monitoring and Reports

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

We also keep records of all incidents of behaviour with reference to the sanctions on Engage.

Behaviour incidents are constantly reviewed and where a student has hit a threshold, within a term, will be put onto report in which they will be closely monitored and supervised.

Threshold of Behaviour Incidents	Pastoral Report
5	Form Tutor Report
10	Head of Year Report
15	Senior Leader Report

Bullying can happen in any school. At Kings' secondary schools, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be physical or emotional. All are treated extremely seriously at Kings' secondary schools.

Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages student's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of student

Students should:

- know that hurting someone (physically or emotionally) is wrong and that bullying will not be tolerated
- tell any adult (school staff or parent) if they are being bullied, or if they think they might be
- have a voice and be given regular opportunities for feedback i.e. weekly SEAL (Social and Emotional Aspects of Learning) sessions and School Council meetings. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff in school

All staff take all forms of bullying seriously; they aim to ensure bullying is not tolerated at Kings' secondary schools. Teachers and learning assistants should communicate to student the message that hurting someone (physically or emotionally) is wrong and that bullying is unacceptable.

- If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Middle Leadership Team is informed) or refer it to the Senior Leadership Team directly.
- Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health - this will usually be by the Form Tutor, but other adults will monitor the child's well-being. The child's parents will be consulted.
- They also aim to stop the problem: for the child who has bullied, the consequences are clearly outlined. Some time is spent with the student who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the Form Tutor or Head of Year, but other adults will be vigilant about monitoring the child's choices and well-

being.

- All teachers and learning assistants must follow PSHCE (Personal, Social, Health and Citizenship Educations), SEAL activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school.
- They should follow the principles set out in this policy in order to continue our school climate of mutual support and praise, so making bullying less likely: when student feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The role of the Senior Leadership Team

The Senior Leadership Team ensure all principles, roles and actions set out are implemented. The effectiveness of this policy is regularly monitored and reviewed and findings are reported to the Governing Body upon request.

The role of parents

- Parents have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents concerned about bullying should contact their child's form tutor in the first instance. Form Tutors will than inform the Head of Year and if necessary will make subject teachers aware. Parents should also contact school if they suspect their child may be bullying someone else.

Cyberbullying

Students are expected to use all forms of technology or social networking site appropriately by complying with the BYOD policy.

At Kings' secondary schools our programme of study covers 'E-Safety' to ensure that all students stay safe online.

Definition

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone.

There are many types of cyberbullying. Although there may be some of which we are unaware. Here are some of the more common forms:

- Text messages that are threatening or cause discomfort
- Picture / video-clips via mobile phone in which images are sent to others to make the victim feel threatened or embarrassed
- Mobile phone calls used to harass others, such as silent calls or abusive messages
- Threatening or bullying emails, often sent using a pseudonym or somebody else's name
- Instant messaging which is unpleasant and conducted in real-time conversations, using platforms such as WhatsApp, Snapchat and BBM
- Bullying via websites such as defamatory blogs, personal websites and social networking sites such as Facebook and Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses technology to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies - age / size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy - 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (i.e. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL - Tell You Later); this makes it difficult for adults to recognise potential threats.

At Kings' secondary schools, we take this form of bullying as seriously as all other types of bullying and, therefore, will deal with it in exactly the same way. In some cases, an incident may be reported to the police.

Key advice to students

Adapted from DFE guidance, the following points are taught to students on a regular basis, especially when teaching about internet use:

- Always respect others - think about what you say online and what images you send / post / upload
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Do not share your password with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly
- Don't retaliate or reply.
- Save the evidence - text messages, online conversation, pictures etc.
- If you're worried, always make sure you tell an adult you trust
- If you see cyberbullying take place then support the victim and report the bullying

There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org, www.thinkyouknow.co.uk and www.wiredsafety.org have some useful tips.

Key advice for parents

Adapted from DFE guidance, the following points are frequently communicated to parents / carers in newsletters:

- Be alert to your child being upset after using the internet / phones - they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone.

Equal Opportunities

- The school expects every member of the school community to behave in a considerate way towards others. We treat all students' fairly and apply this policy without prejudice in a consistent, non-judgemental way.