NORTHFIELD SCHOOL BEHAVIOUR AND DISCIPLINE POLICY (INCORPORATING EXCLUSION AND ANTI BULLYING)

Date adopted	**June 2017**
Signed by chair of teaching and learning committee	
Member of staff responsible for monitoring	**Assistant Headteacher**
Review frequency	**Biennial**

Date	Changes made	Agreed by	Authorised for use by	Date of review

INTRODUCTION

This document sets out the Behaviour Policy for Northfield School. It is a working document that will be subject to review. This document is a guideline and it will only work if each member of staff implements it in a consistent way that is supportive of both staff and students. The behaviour of students we teach is the responsibility of every member of staff, and it is the responsibility of each of us to support each other when things begin to get difficult. The aims of the school's behaviour policy are consistent with the school's mission statement and seek to enhance the overall aims of Northfield School. The school has a Code of Conduct that is applicable to both staff and students. Staff are the major adult role models and therefore need to be acutely aware of their own behaviour and how to use it to provide opportunities for pupils to learn.

TYPES OF BEHAVIOUR

Prior to responding to adolescents' behaviour, it is important that all staff learn to discriminate among several categories of behaviour.

For Appropriate Behaviour there is a wide range of procedures available as staff responses, mainly focused on forms of positive reinforcement, positive social interaction and the privilege system.

For Inappropriate Behaviour there are some behaviours which will require a low level response and others which would require a high level response. The procedures are designed to allow a graduation of response to these categories. The majority of inappropriate behaviour should initially be dealt with using low level interventions and only if the behaviour escalates should the response increase accordingly.

It is crucial that staff remain calm when dealing with students who are not behaving as we would wish.

LOW LEVEL RESPONSES TO BEHAVIOUR

- Positive attention is a way to increase a child's desirable behaviours by giving recognition, feedback and praise when he/she does the things you would like to see more often.
- Introducing a new activity is a way of changing behaviour by altering the stimulus conditions or context in which it occurs.
- Engaging children in conversation is one way of delivering positive attention for desirable behaviour.
- Granting polite and reasonable requests can demonstrate the correct way to ask for things.
- Offering rewards is a means of increasing desirable behaviours.
- Give simple and clear instructions.
- Positive attention for alternative behaviour is a means of reducing a mildly undesirable behaviour.
- Deliberate ignoring is a way to decrease mild undesirable behaviour which appears to be maintained by adult social attention.
- Natural and logical consequences are a way of decreasing undesirable behaviour by removing objects or activities from a child
- Verbal reprimands are clear, unambiguous instructions to children to stop engaging in some undesirable behaviour.

HIGH LEVEL RESPONSES TO BEHAVIOUR

If a student continues with high level inappropriate behaviour then staff should adopt a common language in dealing with the student and follow the 4 step response below

1.   I am asking you to stop………….
2.   If you don't stop………..you will lose points for behaviour.
3.   If you do not stop………..you will be removed from class.
4.   Call for support and the student is removed.

Students behaviour may require them to be withdrawn from a classroom situation and spend time out working in a separate room with a member of staff. When it is felt the student is exhibiting an acceptable level of behaviour they will be returned to class.

Students may be kept in at break time or lunchtime to complete unfinished work or make amends for poor behaviour.

Students may be given after school detentions but parents MUST be informed 24 hours in advance that a student is required in detention and taxis or other transport re-arranged unless the parent gives permission for the student to stay that day.

EXCLUSION

It will occasionally be necessary to exclude a student from school (see Appendix 1).

PHYSICAL MANAGEMENT

Occasionally a teacher or other member of staff may need to use a physical intervention to prevent a student from injuring him/herself, injuring another student or damaging property or to remove a student who is persistently causing a disruption. Its purpose must be to avert immediate danger, and the element of force involved must not be more than is reasonably necessary in the circumstances. (See Positive Handling Policy). All such incidents will be recorded on the schools intranet site. The Physical Management write-up may be used as evidence in a case where a student or parent feels that the Physical Management was inappropriate and/or unnecessary and therefore all entries should be professional. Staff will have annual training in the proper use of Physical Management led by members of the General Services Association (GSA).

RECORDING

All incidents of misbehaviour are recorded in the schools intranet system. Misdemeanors recorded here are discussed at the end of each day and may be dealt with by either the tutor or class teacher reporting the misbehaviour. Exceptionally, such incidents may be dealt with by SLT.

WITHDRAWAL / TIME OUT

WITHDRAWAL which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. If a student cannot suitably behave in this room they will be taken to time out. When they are ready to work they return to withdrawal and ultimately to class.

THE PRIVILEGE SYSTEM

The school reward system is based around a daily report that is found for each student on the schools intranet system. Students can achieve a maximum of 500 points for the week.

Points are calculated for the week and a level is recorded for each student based on points accrued for the week. Students are rewarded with an enrichment activity on Friday afternoon that is dependent on the level of success for the week.

STUDENTS SHOULD BE CONSTANTLY REMINDED OF THE EFFECTS THEIR BEHAVIOUR MAY HAVE ON THEIR POINTS IN EVERY LESSON BOTH POSITIVE AND NEGATIVE.

THE WHOLE POLICY RELIES ON ALL STAFF ADOPTING A CONSISTENT APPROACH TO BEHAVIOUR.

APPENDIX 1 NORTHFIELD SCHOOL EXCLUSION POLICY

Northfield School has a system of rewards and sanctions in place including a whole school privilege system. This is necessary in order for the school to help define acceptable boundaries within which students and teachers can work, thus helping students to reach their full academic and social potential.

It may be necessary on occasions for the Headteacher to exclude a student and he/she reserves the right to do so. This decision is never taken lightly but will be the result of a far reaching assessment of the situation.

Actions which **may** result in either a fixed term or permanent exclusion may include:
- Carrying, threatening or use of a weapon
- acts of violence
- acts endangering the safety of self and/or others
- bullying
- vandalism
- drug related activity.
- persistent refusal to comply with school rules

Northfield School aims to work with parents/guardians in a partnership in order to support the young people on roll. In the event of a student being excluded an attempt is made to inform parents/guardians by telephone or personally if possible.

A letter of exclusion is sent by post to:

Parents/Guardians
The Schools Education Officer
The Chair of the Governors of the school
The Education Social Work department
Any other involved agencies where appropriate e.g. Social Services

Included in the exclusion letter is an explanation of the parents/guardians right to appeal either through the Education Officer or Chair of Governors.

Before a student is re-admitted into school following a fixed term exclusion parents/guardians may be invited to attend, with the student, a meeting to discuss a programme of re-integration, outlining expectations so that this happens within a positive, and supportive framework.

The Governors and SLT recognise that excluding a child from school, whether it be fixed term or permanent, is a last resort and all other options will have been explored and tried before exclusion is an outcome.

APPENDIX 2 ANTI BULLYING POLICY

The primary purpose of this policy is to protect the victim and support the bully by ensuring that bullying stops

DEFINITION
There are almost as many definitions of bullying as there are incidents.

According to the Department for Education publication "Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies" the definition of bullying is:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

GUIDING PRINCIPLES

- All pupils in our school have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to speak if bullying occurs
- All complaints of bullying will be treated seriously and will be acted upon
- No complaint of bullying will be regarded as "telling tales."
- We will act promptly when bullying occurs and records will be kept of significant incidents regarding bullying.
- Wherever possible and when appropriate we will develop pupils' understanding of bullying through the academic curriculum, the personal, social and health education programme and through the spiritual and moral education programme.
- All members of the school community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them.
- The policy will be monitored and reviewed annually and appropriate changes will be made when necessary before the start of the Autumn term.
- We are aware that adults can be bullies without realising it. We will guard against being bullies ourselves.

IDENTIFYING BULLYING

Pupils often do not report bullying when it happens to them. It is, therefore, very important for all adults to be alert to some of the factors that might indicate that bullying has or is occurring. The following indicators are not foolproof and further investigation, sensitively handled, may be necessary.
- Sudden patterns of absence when school attendance has not been a problem previously.
- Unexplained changes in a pupil's personality e.g. a normally outgoing pupil becomes sullen or morose. Some pupils respond to bullying by becoming uncharacteristically aggressive themselves.
- Passive acceptance of inappropriate behaviour and/or language toward them.
- Pupils' possessions go missing or work is defaced.
- A decrease in a pupil's progress and levels of achievement which are not easily explained.
- A pupil who stops doing a favourite activity previously enjoyed.
- A pupil who takes a long time eating his/her lunch and an unwillingness to go out at lunch time.
- Pupils who stay close to members of staff at lunch time when this has not been the case previously.

This list is not exhaustive, neither is it always complete evidence that bullying is taking place. Staff should use their professional judgment when making a decision to take matters further.

TYPES OF BULLYING

There are various types of bullying that we need to be aware of. Some of these are:
• Non-verbal gestures which are meant to threaten and intimidate.
• Verbal bullying e.g. name calling and teasing. This can be racial, personal or cultural and often causes deep distress.
• Physical bullying which is sometimes dismissed as playing.
• Making demands on another pupil for money or other items e.g. calculators, pens etc.
• Excluding pupils from games and other activities e.g. sending friends "to Coventry" or other kinds of isolation.

GUIDELINES FOR STAFF

When dealing with incidents of bullying make frequent references to the school's anti bullying policy:
- continue to deal with all anti-social behaviour when it is reported or observed in accordance with agreed practice;
- supervise pupils positively making frequent reference to their good social behaviour;
- act as a role model for pupils in your interactions with others around the school;
- use the personal, social and health education programme to discus feelings and emotions with pupils;
- challenge all racist, sexist or inappropriate language directed at an individual;
- listen to pupils and act promptly on what they say;
- be firm and consistent.

Northfield School recognises that there is no such thing as an innocent bystander. Pupils found to have been encouraging, goading, cheering, supporting or simply observing the behaviours described within this policy will be treated with equal severity to that of the perpetrator.

GUIDELINES FOR PUPILS

If you are being bullied here are some things you might want to try.

1. Most important of all is to tell someone you trust.
2. Get together with some friends and say something like " can't you hear me telling you to go away." This is not easy and you may need to practice it first.
3. If possible, avoid being alone in those places where you are more likely to be bullied.
4. Practise walking quickly and confidently.
5. Keep telling yourself that it is not your fault and you do not deserve it.

GUIDELINES FOR PARENTS

If you are concerned that your child is being bullied the following may help.

1. In the first instance parents should contact the school and talk to a member of staff.
2. Encourage your child to talk about it but be patient.
3. Stay calm.
4. Try not to dwell on the sensitive issues.
5. Reassure them that you understand and will support them.
6. Discuss with your child the kinds of things that he/she would like to happen now.

If the bullying is violent and constitutes an assault then other measures, in line with school policy, should be taken and pupils should be warned that this will be the case. This may include contact

with the school police officer who may initiate further action. This action could range from a restorative conference to arrest if an offence has been committed. Further information is available from the following DFEs link below:

https://www.education.gov.uk/publications/eOrderingDownload/preventing%20and%20tackling%20bullying.pdf

CYBERBULLYING

This policy was written after consulting with 'Cyberbullying, A whole-school community issue' which is produced by the Department for Children, Schools and Families (DCSF) Guidance for schools on preventing and responding to cyberbullying, which was written in conjunction with Childnet International and published in September 2007.

For further details please reference the access to ICT Policy.

What is Cyberbulling?
Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.
The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

Preventing Cyberbullying

The best way to deal with cyberbullying is to prevent it happening in the first place. The key first step is deciding who within the school community will take responsibility for the coordination and implementation of cyberbullying prevention and response strategies. It's best if this person is a member of the school's senior management team and/or the staff member responsible for coordinating overall anti-bullying activity. This person will need to have experience of making sure the whole school community contribute to, and are included in, activities.

There is no single solution to the problem of cyberbullying. These are the five key areas the school need to address together to put in place a comprehensive and effective prevention plan:

1. *Understanding and talking about cyberbullying*
The whole school community needs a shared, agreed definition of cyberbullying. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying. Young people and their parents should be made aware of pupils' responsibilities in their use of ICT, and what the sanctions are for misuse. Students and parents should know that the school can provide them with support if cyberbullying takes place out of school.

2. *Updating existing policies and practices*
Review and update the school's anti-bullying policy plus other relevant policies – for example, policies on behaviour, pastoral care and e-learning strategies. Review your existing Acceptable

Use Policies (AUPs) – the rules that students have to agree to follow in order to use ICT in school – and publicise them to parents and students. Keep good records of any incidents of cyberbullying. Be able to conduct searches of internet use records at school. Knowing that the school is taking such steps may act as a disincentive for bullies to misuse school equipment and systems.

3*. Making reporting cyberbullying easier*
No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be really hard for the person being bullied and for bystanders. Provide and publicise different ways of reporting cyberbullying in schools – for instance, a student council taskforce, peer reporting, anonymous reporting – and provide information about contacting service providers directly.

4. *Promoting the positive use of technology*
Technology is successfully being used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Explore safe ways of using technology with learners to support self-esteem, assertiveness, participation and to develop friendships. Promote and discuss 'netiquette', e-safety and digital literacy. Show learners that the adults in the school understand the technologies they use – or get the students to teach them!

5. *Evaluating the impact of prevention activities*
Regular reviews are vital to make sure that antibullying policies are working and are up-to-date. Consider conducting an annual survey of pupils' experiences of bullying, including cyberbullying, and a parent satisfaction survey. Publicise progress and activities to the whole-school community – keep cyberbullying a live issue and celebrate your successes!

Responding to Cyberbulling
Cyberbullying is a form of bullying, and therefore the school is already equipped to deal with the majority of cases through it's existing anti-bullying policies and procedures. This section outlines key steps to take when responding to cyberbullying.

Supporting the person being bullied
Give reassurance that the person has done the right thing by telling someone and inform parents.
Advise on next steps:
- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.

Take action to contain the incident when content has been circulated:
- If you know who the person responsible is, ask them to remove the content;
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Investigating incidents

All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter and can constitute a criminal offence. In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.

- Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.
- Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

Working with the bully and sanctions
Once the person bullying is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

Factors to consider when determining the appropriate sanctions include:
- The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile into school.

Key Safety Advice
The whole school community has a part to play in ensuring cyber safety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people
1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile
4. number or personal website address to trusted friends.
5. Block the bully – learn how to block or report someone who is behaving badly.
6. Don't retaliate or reply!
7. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell:
- an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
- the provider of the service; check the service provider's website to see where to report incidents;
- your school – your teacher or the anti-bullying coordinator can help you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

For parents and carers
1. Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.

3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyberbullying:

Contact your child's school if it involves another pupil, so that they can take appropriate action.
Contact the service provider.
If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

When and How to Contact the Service Provider:
Mobile phones:
All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

Video-hosting sites:
It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service.

Instant Messenger (e.g., Windows Live Messenger or MSN Messenger):
It is good practice for Instant Messenger (IM) providers to have visible and easy-to-access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations, and most IM providers allow the user to record all messages.

Social networking sites (e.g., Facebook, twitter, Instagram, MySpace, Bebo, Piczo):
It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They can delete the accounts of those who have broken the rules.

Chatrooms, individual website owners / forums, message board hosts:
It is good practice for chat providers to have a clear and prominent reporting mechanism to enable the user to contact the service provider. Users that abuse the service can have their account deleted. Some services may be moderated, and the moderators will warn users posting abusive comments or take down content that breaks their terms of use.

Conclusion
Technology is great and offers fantastic opportunities for children. However, the technology can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyberbullying. Adults need to help children and young people prepare for the hazards whilst promoting the many learning and social opportunities available.
Tackling cyberbullying will be an ongoing process as technology continues to develop. If you would like the full guidance produced by the DCSF and Childnet, see:
www.teachernet.gov.uk/publications
www.digizen.org