

Fairlands Middle School

Behaviour policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including peer on peer abuse.
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Negative behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to lessons
- Damage to property
- Refusal to follow instructions
- Swearing/foul language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or peer on peer abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying and Peer on Peer Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy (Appendix 1)

5. Roles and responsibilities

5.1 The Governing Body

The Mendip Edge Federation governing body is responsible for reviewing and approving the Governors' Statement of Behaviour Principles (Appendix 2).

The Mendip Edge Federation governing body also reviews this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Mendip Edge Federation governing body giving due consideration to the school's Governors' Statement of Behaviour Principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see SIMS for a behaviour log)

The school leadership group will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Home School Agreement (Appendix 3)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

6. Pupil code of conduct

Pupils are expected to abide by the Fairlands Standard (Appendix 4) and home school agreement

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Note in the planner

- House points
- Positive Referrals
- House badges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of expectations as set out in Fairlands Standard
- Sending the pupil out of the class to reflect on their behaviour
- Letter, note in planner or phone call home to parents
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime with subject teacher for incomplete work or disruption
- Detention at break or lunchtime with Curriculum Leader or Year Leader for ongoing disruption within the classroom
- Three detentions result in a Head of Year detention
- After school detention
- Tracker card overseen by tutor, Head of Year, School Leadership Group
- Referring the pupil to a senior member of staff
- Internal exclusion
- External exclusion

Staff should not ask for a whole class to return for a detention.

Staff should record all incidents, including any action from the above list or SIMS.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Fairlands Standard
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding each lesson positively and starting the next lesson afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on SIMS

8.3 Confiscation

Any items that distract pupils or others from their learning may be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school life. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Mendip Edge Federation governing body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the governing body annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying policy

Appendix 1

Anti-Bullying Policy and Peer on Peer Abuse

Rationale.

Some of our core values, central to our Aims and objectives, are:

'We will make the most of the opportunity to teach children who are moving towards adolescence and coming to terms with their own growing up. Fairlands Middle School will support its pupils at this vulnerable time of their lives by developing their sense of security and belonging to family, school and society as a whole'. This is further developed as a key objective 'keeping the children safe from bullying, harassment and discrimination'. Our brochure/prospectus clarifies 'Bullying is never tolerated and every reported incident is investigated, often dealt with through restorative approaches and always managed in an emotionally intelligent manner'. However, we accept that bullying happens in all institutions including Fairlands Middle School.

There are many links between this policy and other aspects of our work and associated policies; most notably: Child Protection and Safeguarding, Single Equalities Scheme, SEND and our Behaviour Policy. Fairlands Middle School pupils, together with others in the Mendip Edge Federation, have created their own 'Anti-Bullying Charter' which is clearly displayed around the school and is regularly referred to in assemblies and by tutors. The text of the charter is included at the end of this policy. Our Home-School Agreement also requires parents to *'let the school know about concerns or problems'*, we are certain that this will make things better for children, not make matters worse and we acknowledge that this is sometimes the fear of some people.

Definition

We adopt the definition produced by pupils as part of the Somerset UK Youth Parliament:

Bullying: A physical, psychological, or verbal attack on a person or a group of people, by a person or a group, causing harm to the victim. The bully is usually aware of the harm they are causing and often repeats their actions.

Some examples may include:

- Physical – hitting, offensive or threatening gestures, theft or interference with personal belongings
- Verbal/messaging – name calling, cyberbullying
- Indirect – spreading rumours, excluding someone from social groups

Implementation of Policy

- Our school acknowledges that sometimes the worst aspect of bullying may be the fear of bullying and what might happen next. It is essential therefore that as far as possible the bullied pupil, and sometimes others too, understand that standing up to bullying by 'telling someone' is the right thing to do and will lessen the risk of bullying rather than make matters worse. We expect to have the reputation of being a 'telling' school.
- All staff must be alert to the signs of bullying and act promptly and consistently in line with this policy.
- To minimise bullying, pupils will be actively taught what bullying is and that it is unacceptable; through assemblies, tutor time, Cross curricular work such as 'Health Education' and within the taught curriculum of subjects such as English, citizenship, PE and humanities. During November every year we have a particular focus week on Anti-Bullying as part of 'Anti-bullying Week', this particularly impacts on the children as a result of their drama work.
- We will also teach the role bystanders play in actively but safely tackling bullying.
- Pupils are regularly referred to the Anti-Bullying Charter which is displayed clearly around the school. The key expectation of the pupils' Anti-Bullying Charter is *'Tell someone'* both if a pupil has experienced or seen bullying.
- Information about bullying must be shared with Year Heads and DSL.

- Parents should inform the school of any concerns about bullying especially where there is information they feel we may be unaware of. The school will scrutinise the Parents' Questionnaire as a way of identifying the extent to which bullying is an issue.
- Where Governors are informed of a bullying incident it is important that full details are shared with the school. As with child protection/safeguarding issues it would not be appropriate to keep a confidence if this may lead to continued bullying.
- Policy into Practice

The school:

- Will investigate all incidents of alleged bullying with urgency
- Will ensure that clear accounts/statements will be recorded
- Will ensure that Year heads and Tutors are fully informed
- Will ensure that wherever possible parents are fully informed. This is especially urgent where a child may be returning home in a distressed state.
- Will deal with incidents professionally, with sensitivity and consultation with appropriate staff.
- Will use anonymous surveys to establish the pupils' perceptions of bullying at least annually. This may include involvement in the national 'Pass' surveys.

Those who are bullied:

- Are often those in a position where it is difficult for them to defend themselves. They will be supported with strategies and advice that will help them be part of the solution.
- Will be supported, often by the member of staff who discovered or to whom the bullying was first reported by the child.
- Will be given reassurance to restore confidence and raise self-esteem. They will be shown respect for their courage in confronting the bullying.
- May need advice about how to minimise the risk of bullying in future life

Those who have bullied:

- Will be listened to
- Will be given a clear link between unwanted behaviour, outcomes for others (including both victims and bystanders) and sanctions
- Will have their parents fully informed in order for subsequent sanctions to be managed in partnership with families. Parents are expected to play a positive part in supporting this policy as part of our home-school agreement
- Strategies/Sanctions which may be used include:
 - Official warnings involving parents
 - Restorative justice conferencing
 - Restriction of certain activity such as break and lunchtime
 - Detention during or after school
 - Formal fixed-term exclusion (internal or external)
 - Permanent exclusion
- Will also be given strategies to enable them to develop more responsible attitudes and leave behind negative reputations.

Anti-Bullying Charter

**Staff, pupils and parents at
Fairlands Middle School are working together to
create a school community where bullying is not
tolerated.**

We agree to:

**Respect other
people**

**Think before
we act**

**Tell someone if
we are being
bullied**

**Tell someone
if we see
bullying**



Cheddar



Fairlands

Be a Buddy Not a Bully

Appendix 2



Mendip Edge Federation

Governors' Statement of Behaviour Principles

Rationale

The governors and staff of the Mendip Edge Federation believe that the promotion of good behaviour, the development of self-respect and of respect for others and their surroundings is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially, spiritually and morally.

As a Federation we have high expectations of our pupils and to this end we encourage the development of pupils' understanding of positive behaviours/attitude for learning, together with independent learning and how to 'get unstuck'.

No school can be successful unless there is a clearly defined policy on behaviour and discipline. It is vital that everyone (both adult and child) is aware of what is expected of him or her ensuring that children are free to learn and teachers to teach in a calm, orderly atmosphere.

The Governors of the Mendip Edge Federation have produced the following set of principles to guide the Head teachers in determining the behaviour policy for the school and to ensure that teachers can teach and children can learn in an atmosphere of trust, respect and security.

Principles

In particular, the governors require that the policy and its underlying principles should:

- Reflect each school's mission statement and core values of The Federation.
- Be implemented in such a way that mutual trust and respect is at its core and adults demonstrate high levels of respect for children (whatever their background, ethnicity, gender, disability or religion), other adults and the environment.
- Actively promote behaviours for learning, helping to remove barriers to learning for individuals and raise standards for all.
- Reflect widespread agreement between pupils, staff and parents/carers about acceptable standards of behaviour.
- Be worded in such a way that every child has the right to learn and no child has the right to disrupt the learning of others.
- Be based on the principles of positive behaviour management, reflecting a balance between rewards and sanctions.
- Be worded in such a way that expectations of behaviour, rewards and sanctions, can be clearly explained to children of any age and level of attainment and their parents/carers.
- Promote consistency, whilst providing enough flexibility for staff to make a decision about the strategy to be used based on the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances.
- Ensure that vulnerable children receive sensitive and well-matched behavioural support commensurate to their needs.
- Involve pupils in developing rules and expectations, promote the development of self-discipline and encourage pupils to take responsibilities for their actions.
- Promote and support appropriate communications between the school, its children, parents/carers and other agencies on the behaviour of individual children.
- Give pupils strategies for coping with inappropriate behaviour, including bullying.
- Ensure there is a robust approach to bullying or discrimination of any kind.
- Be supported by appropriate professional development for staff

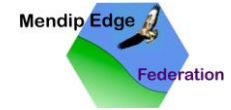
Appendix 3

The school will:-

- Provide a caring and safe environment for your child
- Teach all children in line with the National Curriculum, according to their individual needs
- Maintain high standards of behaviour according to the school's behaviour policy
- Be welcoming at all times and offer you opportunities to become involved in the daily life of the school
- Keep you informed about general school matters and about your child's progress, in particular
- Set, mark and monitor homework and or other home based learning according to the school's Homework Policy
- Contact parents if there are concerns regarding attendance or punctuality
- Respond to your concerns and questions as promptly as possible
- Provide opportunities for extra-curricular learning.

Signed:  (Headteacher)

Date: September 2018



Fairlands Middle School
A Mendip Edge Federation School

HOME SCHOOL AGREEMENT 2018/2019

This home school agreement is a statement explaining:

- The school's aims and values
- The school's responsibilities towards its pupils
- The responsibility of each pupil's parents
- What the school expects of its pupils

The Mendip Edge Federation Governors ask parents and pupils to sign the agreement to indicate that they understand and accept the contents.

As a parent/carer I will set a positive example by:-

- Ensuring that my child attends school on time and is properly equipped
- Keeping the school informed of any changes in circumstances which might affect my child's behaviour, attendance or learning
- Supporting the school policies, rules and code of conduct on behaviour
- Supporting the school about the use of modern technologies and social media
- Supporting my child's learning including the completion of any homework or reading tasks
- Attending parent's meetings and discussions about my child's progress
- Avoiding taking holidays in term time
- Being involved in my child's learning and progress through discussions with my child, the staff, reading newsletters and the school's website
- Encouraging my child to take part in extra-curricular activities.

Print Name: _____ (Parent/Carer)

Signed: _____

Date: _____

As a pupil I will:-

- Be ready for learning
 - Always try my best
 - Listen carefully and follow instructions
 - Always have the correct equipment
- Be respectful
 - Allow others to learn
 - Be polite
 - Respect myself and differences in others
 - Care for other people's property as well as my own
- Around my school and community
 - Wear my uniform correctly and with pride
 - Move around school sensibly and keep myself safe
 - Look after our school

Print Name: _____ (Pupil)

Signed: _____

Date: _____

The Fairlands Standard

Ready for Learning

We always try our best

We listen carefully and follow instructions

We always have the correct equipment

Respect

We allow others to learn

We are polite, respect ourselves and differences in others

We care for other people's property as well as our own

Around our school

We wear our uniform correctly and with pride

We move around our school sensibly and keep ourselves safe

We look after our school

