

# Walton Priory Middle School



Beacon for Life

## Behaviour Policy

1. Rationale
2. Aims
3. Punishing poor behaviour
4. Sanctions
5. Pupils' conduct outside of the school gate
6. Detentions
7. Confiscation of inappropriate items
8. Absconding from school
9. Power to use reasonable force
10. Seclusion/Isolation and investigation
11. Exclusion
12. Managing allegations from pupils against other pupils
13. Managing allegations from pupils against staff
14. Expectations of students
15. General expectations of staff
16. Responsibilities of support staff
17. Responsibilities of teaching staff
18. Responsibilities of Form Tutors
19. Responsibilities of SEN support
20. Responsibilities of Faculty Leaders
21. Responsibilities of Pastoral Leaders
22. Responsibilities of the Senior Leadership Team
23. Responsibilities of the Governing Body
24. Expectations of Parents
25. Behaviour expectations

## **Appendix**

1. Behaviour monitoring –Recording via the class register
2. The Sanctions Ladder
3. After school detention letter/email
4. Behaviour referral letter/email
5. Handling unreasonably persistent, harassing, vexatious, unreasonable or abusive complaints and actions.



# Walton Priory Middle School

## Positive Behaviour Management and Exclusion Policy Guidance 2019



### **POSITIVE BEHAVIOUR MANAGEMENT AND EXCLUSION POLICY**

This policy will be reviewed at regular intervals to reflect changes regarding advice within education and following analysis of behaviour trends within Walton Priory Middle School. The policy and guidance will be reviewed by the Senior Leadership Team and the Governors' Committee.

Walton Priory Middle School has a member of the Senior Leadership Team who is the lead for behaviour, Assistant Headteacher Mark Townsend.

#### **1.0 Rationale:**

1.1 Walton Priory Middle School wants their pupils to be able to make a positive contribution within the society that they live. We recognise that pupils will make decisions that may not have positive outcomes. The Policy at Walton Priory Middle School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

1.2 Effective behaviour management is essential for the smooth running of Walton Priory Middle School. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

1.3 All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

1.4 This policy should be read in conjunction with the school's policies and guidance documents on SEND, Anti-Bullying, Attendance, Safeguarding, and Drugs. Walton Priory Middle School acknowledges their legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

1.5 As part of the statutory duty Walton Priory Middle School promotes pupils' wellbeing, we have a clear role to play in the management of student's behaviour. To support this, the Government's [Education and Inspections Act 2006](#), ensures that school staff have the information, advice and power to:

)]Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the [Education and Inspections Act 2006](#)).

)]The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

)]Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

)]Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

)]Impose detention outside school hours.

)]Confiscate pupils' property.

1.6 Walton Priory Middle School has a safeguarding duty, in respect of all of its pupils, regarding appropriate behaviour as per the [Keeping Children Safe in Education](#) statutory guidance. The school will share relevant data to the Local Authority and other relevant professionals as required. Please read this policy alongside the school's Anti-bullying, Health and Safety, Supporting Pupils with Medical Conditions and Safeguarding policies.

1.4 This policy has been written with reference to national and LA guidelines and been informed by relevant research data.

## **2.0 Aims:**

2.1 To establish a common approach to the behaviour management of all students which will support staff and students in getting the most from their education through a persistent and consistent approach.

2.2 The overarching aims are:

1. To enable effective teaching and learning, including ensuring pupils complete assigned work;
2. To promote good behaviour, self-discipline and respect;
3. To encourage achievement;
4. To create a safe and secure environment for pupils and staff, and prevent bullying;
5. To teach pupils to understand, accept and tolerate differences in individuals;
6. To regulate conduct of pupils.

2.3 Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils. Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are essential components of this teamwork.

2.4 Successful implementation depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

2.5 Definition: Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection. "Praise me more, criticise me less, I'm still learning" is a phrase, which epitomises Walton Priory Middle School's approach to positive behaviour.

## 2.6 Behaviour Monitoring – Recording via the Class Register (Appendix 1)

We use a point system to promote individual and class behaviour (see Appendix 1). All pupils will be awarded a 2 at the start of a lesson, this indicates that they are present in the lesson and are expected to meet the expectations of the teacher. The number will change if the pupil displays behaviours which impact upon learning during each lesson. Points are awarded as follows: -

- 1 - Has exceeded the expectations of the teacher
- 2 - Has met the expectations of the teacher
- 3 - Has displayed "off task" behaviours/not met expectations of the teacher
- 4 - Persistent poor behaviour that is disrupting the learning of others (removal from the class)

The form tutor monitors points achieved on a daily basis and pupils will be rewarded for positive behaviour.

Pupils are expected to achieve a minimum of 5 2's in a day; if this target is not met the form tutor will apply the appropriate sanction at the end of each day. If a member of the Leadership team has had to remove a child from the class (4 points), an automatic after school detention will apply.

## 3.0 Punishing Poor Behaviour:

3.1 Should a pupil behave in a way that is less than is expected through misbehaviour, breaking a school rule, or fails to follow a reasonable instruction from a teacher, then the teacher can impose a punishment on the pupil.

3.2 Walton Priory Middle School will ensure that when assigning a punishment:

1. The decision to punish is made by a paid member of school staff or someone authorised to do so by the Headteacher.
  2. The decision to punish and the punishment itself are made on the school premises or while the pupil are under the charge of a member of staff.
  3. The punishment will not breach any legislation (e.g. respect for disability, SEN, race, or any other human rights) and will be reasonable.
- 3.3 Walton Priory Middle School will ensure that the punishment is proportionate and reasonable as per the terms of section 91 of the [Education and Inspections Act 2006](#), which states that the 'penalty must be reasonable' and that account must be taken of the pupil's age, SEN or disability, and any religious requirements affecting them.

3.4 Walton Priory Middle School will, if the behaviour indicates that a child is suffering or is likely to suffer significant harm, ensure that Safeguarding Policy and procedures are followed. Should a pupil continue to demonstrate disruptive behaviour then consideration will be given to if there is an unmet educational or other need. An Early Help Assessment may then be undertaken.

#### **4.0 Sanctions (Appendix 2)**

4.1 Walton Priory Middle School will ensure that the staff, pupils and parents, are clear of the high expectations required of pupils at all times. The policy will be supported by all.

4.2 Walton Priory Middle School has procedures in place regarding positive behaviour expectations and sanctions. These will be implemented consistently and fairly. Details of these can be found in the school procedures section later in this document.

Sanctions can be varied and include verbal reprimand, extra work being set, loss of privileges, missing free time, detentions (including after school), school based community service (including litter picking, clearing up, removing graffiti), regular reporting to staff, and temporary or permanent exclusion. It must be noted that parents do not have a right to be informed of another pupil's sanction. Any such request will be denied.

#### **5.0 Pupils' Conduct Outside of the School Gate**

5.1 Walton Priory Middle School and the staff, have the power to discipline pupils' for misbehaving outside of the school premises "to an extent as is reasonable".

This includes:

- ) For misbehaviour when the pupil is:
  - ) Taking part in a school-organised or school related activity; or
  - ) Travelling to or from school; or
  - ) Wearing school uniform; or
  - ) Is identifiable by any other means as a pupil of a Walton Priory Middle School.
- ) For misbehaviour at any time that:
  - ) Could have repercussions for the orderly running of the school; or
  - ) Poses a threat to another pupil or member of the public; or
  - ) Could adversely affect the reputation of Walton Priory Middle School.

5.2 Walton Priory Middle School will respond to non-criminal behaviour and bullying which occurs off the school site but is witnessed by a member of staff or reported to us, in line with the school's behaviour procedures. Criminal behaviour, including cyber-bullying, should be passed to the appropriate authorities.

#### **6.0 Detentions**

6.1 Detentions can be set during the school day, and outside of normal hours. This can include any day when the pupil does not have permission to be absent and on staff training days.

6.2 Parental consent is not required for the setting of detentions. However, Walton Priory Middle School will advise parents of when the detention is set should it be outside of the normal school day. It is the parent's responsibility to ensure that the pupil can travel home at the end of the detention and be transported to the detention should one be set for a staff training day.

## **7.0 Confiscation of Inappropriate Items**

7.1 Walton Priory Middle School staff have the right to, and will, confiscate items due to:

1. The general right to discipline. Staff has the right to confiscate, retain or dispose of a pupil's property as a punishment, if reasonable. From Section 9 of the [Education and Inspections Act 2006](#). The law protects staff from liability for damage or loss of a confiscated item provided the member of staff has acted lawfully.
2. The power to search without consent for "prohibited items" which include:
  - ) Knives and weapons
  - ) Alcohol
  - ) Illegal drugs
  - ) Stolen items
  - ) Tobacco and cigarette papers
  - ) Fireworks
  - ) Pornographic images
  - ) Anything that has been or could be used to commit an offences, cause personal injury or damage to property
  - ) Any item banned by the Walton Priory Middle School rules.

7.2 Walton Priory Middle School staff have a duty to always hand over weapons and knives, and extreme or child pornography to the police. For all other items, it will be based on the discretion of the Senior Staff of the school.

7.3 Should a search be necessary, Walton Priory Middle School staff are not required to inform parents before a search takes place or to seek parental consent to search a pupil. Whilst there is no legal requirement to make or keep a record of a search, Walton Priory Middle School staff will do so on a secure system.

7.4 Walton Priory Middle School staff will normally inform the individual's parents or guardians where a "prohibited item" is found, unless that could place the student in significant harm. If that is the case, then the Safeguarding policy will be followed.

7.5 Complaints about searching can be done through the normal school complaints procedure.

7.6 Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. Action will be taken to ensure the pupil comes to no serious harm if this is considered a risk. Regarding disclosures, school staff need to carefully define and communicate the boundaries of confidentiality offered.

## 8.0 Absconding from school

**To abscond is to 'leave without permission'.**

8.1 Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

**8.2 Where a pupil, present at registration, is found to be absent from school without authorisation the following procedures should be followed:**

- ) Member of staff to inform Head Teacher / or most senior member of staff in charge that day and the main office.
- ) Head Teacher / member of SLT organises search of buildings and known places that the pupil may have gone to.
- ) If the pupil is not found then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds. This search must not exceed 10 minutes.
- ) The Head Teacher / Assistant Head will instruct the School office to phone the police when the child is not found after 10 minutes. The school office will contact parents/carers and inform them of the situation.
- ) Staff members **will not** leave the school grounds whilst searching for a child.

**8.3 Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:**

- ) Staff must follow the student to the perimeter fence or gate and using appropriate de-escalation skills to support the child to remain in school. They **must not** follow the child or pursue them out of the school grounds.
- ) If the student has left the immediate vicinity of the school the Head teacher/ member of the SLT and the school office must be contacted immediately and the lead person will direct the course of action.
- ) The SLT lead will contact the student's parents/carers.
- ) The office will be instructed to contact the police.
- ) If the young person returns of their own volition, parents/carers and the police will be informed as soon as possible.
- ) When the young person returns to school, and when the pupil is ready, a repair and reflection must take place to reinforce and remind the pupil of keeping safe, their rights and their responsibilities and the reasons for absconding.
- ) If a RA is not in place then the relevant paper work must be completed, parents informed and a written report must be filed on the incident on CPOMS.

**8.4 Where a pupil is deemed to be at risk of attempting to abscond either on arrival or when departing school then the following procedures should be followed:**

- ) RA in place
- ) PSP/BP in place if necessary



- ) Familiar member of staff will be ready and waiting for the pupil to arrive. (The appropriate number of staff will escort the pupil depending on the risk assessment)
- ) Familiar member of staff will greet the pupil and escort the young person safely into school.
- ) Familiar member of staff will escort the pupil to their transport at the end of the school day.

*If staff become aware of any risk to a certain pupil absconding or risk of danger then the Head Teacher must be informed immediately so that procedures can be planned and implemented. Where necessary this policy will be amended and resubmitted to the Governing Body for approval.*

## **9.0 Power to Use Reasonable Force**

9.1 Walton Priory Middle School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

9.2 Walton Priory Middle School Senior staff, alongside other authorised staff, can use reasonable force depending on the circumstances when conducting a search without consent, if it is regarding any items listed in 7.1, point 2.

**Reasonable Force** is defined as:

The amount of **force** necessary to protect oneself or one's property. **Reasonable force** is a term associated with defending one's person or property from a violent attack, theft, or other type of unlawful aggression.

Under section 93 of the Education and Inspections Act 2006, all school teachers were granted the power to use "reasonable force" in order to:

- ) Maintain discipline in schools
- ) Prevent criminal offences from taking place
- ) Prevent children and others from sustaining injury

## **10.0 Seclusion/Isolation and Investigation**

10.1 Walton Priory Middle School will isolate a student from their peers either through using other classrooms, offices, or an isolation room when investigating an incident or a student behaves in a disruptive way, as stated in the behaviour procedures within this document. This does not prejudice the outcome of any investigation and is a means of investigating the matter fairly, robustly and in a timely manner.

10.2 The staff in Walton Priory Middle School will determine the length of time for the seclusion or isolation. The school will also determine what pupils may and may not do during the time there. Where possible and appropriate, work will be

provided in line with the pupil's lessons to ensure there is a limitation regarding any potential loss of learning. Pupils will be able to eat in the room and will have access to toilet facilities.

10.3 Where parents choose to refer an event that has happened during school time to the police the matter will become a criminal investigation and the school will fully cooperate with that process. The school will not determine the outcome of the criminal investigation and may not apply sanctions until the police have resolved the matter.

## **11.0 Exclusion**

11.1 Where possible Walton Priory Middle School will look to avoid excluding a student, however there are times when this is the only option due to either the need to escalate a consequence due to continued poor or disruptive behaviour, or the behaviour is significant.

Examples of reasons to use exclusion can be found later in this document, but the list is not exhaustive but is specific to the school.

11.2 There are two types of exclusion:

- ) Fixed term exclusion: a pupil is temporarily excluded (suspended) from school. A pupil can be fixed term excluded for a maximum of 45 days in one school year. A fixed term exclusion of up to 5 days requires Walton Priory Middle School to provide work for the pupil. Should the fixed term exclusion be longer than 5 days, then Walton Priory Middle School will arrange suitable full-time education from the sixth day. This is likely to be through the local Short Stay School.
- ) Permanent exclusion: a pupil is expelled. From the sixth day, the Local Authority will arrange full time education for the pupil.

11.3 If the decision is made to exclude a pupil, the parent will be informed as soon as possible. This will be followed by a letter to inform parents of how long the exclusion is for, the reason, and how to challenge the exclusion.

11.4 Should a parent wish to challenge the exclusion, a Governing Body meeting will be convened. The meeting will include representatives from the Governing Body, the Headteacher and parent/s of the pupil.

The Governing Body will request written evidence in advance of the meeting, circulate any written evidence at least 5 days before the meeting to all parties, allow parents and pupils to be accompanied by a friend or representative, and identify the steps to enable the pupil to attend the meeting and/or communicate whilst taking into consideration their age and understanding.

The Governing Body will consider:

1. The interests and circumstances of the excluded pupil
2. The circumstances in which the pupil was excluded
3. The interests of other pupils and people working at the school.

The Governing Body will look to establish the facts, 'on the balance of probability'.

They will decide whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of the Head teacher's legal duties. The Governing Body will write to all parties, with their decision to either:

1. Uphold an exclusion, or
2. Direct reinstatement of the pupil immediately or on a particular date.

Following this, parents have the right to request an Independent Review Panel review the decision. Parents must lodge their application for review within 15 days of notice being given to the parents by the Governing Body of their decision to uphold a permanent exclusion.

- 11.5 If the pupil is excluded, for the first 5 days, it is the parent's responsibility to ensure that their child is not in a public place during normal school hours, without a valid reason. If the pupil is found in a public place, it can lead to the parent being prosecuted.

## **12 Managing Allegations from Pupils Against Other Pupils**

12.1 The '[Keeping Children Safe in Education, 2016](#) document states that *'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'* (page 19).

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, *'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best interests of the child at their heart.**'*

- 12.2 At Walton Priory Middle School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and wellbeing.

### **12.3 Purpose and Aim**

Children and young people may be harmful to one another in a number of ways, which would be classified as peer on peer abuse. The purpose of this section of the policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues we have the following policies in place that should be read in conjunction with the Safeguarding Policy.

### **12.4 Framework and Legislation**

This policy is supported by the key principles of the [Children's Act, 1989](#) that the child's welfare is paramount. Another key document that focuses adult thinking

towards the views of the child is [Working Together, 2015](#), highlighting that every assessment of a child, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services*'. (Working Together, 2015:23) This is clearly echoed by [Keeping Children Safe in Education, 2016/2018](#) through ensuring procedures are in place in schools and settings to hear the voice of the child.

### **12.5 Introduction to abuse and harmful behaviour**

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

### **12.6 Expected action taken from all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of peer-on-peer abuse it is necessary that all staff be trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Should staff be concerned that this is becoming a safeguarding concern, they should follow the process for referral. i.e. complete the online CPOMS form and flag to the Designated Safeguard Lead (DSL) or one of the Deputy Designated Safeguarding Leads (DDSL). The DSL/DDSL will then gather the facts, consider the intent and decide on the next course of action. This may require getting the police involved.

### **12.8 Informing parents**

Parents will be informed of any concerns, if relevant, and following advice from relevant agencies. Staff will always advise students to inform parents as a matter of course.

### **12.9 Next Steps**

Once the outcome of the incident(s) has been established, Walton Priory Middle School will consider any necessary next steps regarding relevant intervention and support. This could involve one or more of the interventions below:

- Support via the school Wellbeing Support Centre.

- Referral to the Local Support Team, or other relevant agency.
- Restorative Justice work between relevant students.
- Targeted work with a class, group, year group regarding the issue.
- A risk assessment being undertaken.
- An Early Help Assessment Plan.
- A consequence (internal, fixed term or permanent exclusion) may be appropriate.

## 12.10 Prevention

At Walton Priory Middle School we will minimise the risk of allegations against other pupils by:

- ⌋ Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe;
- ⌋ Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- ⌋ Using Early Help systems to identify at risk students;
- ⌋ Ensuring adequate communication with other relevant agencies as appropriate;
- ⌋ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk;
- ⌋ Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

## 13 Managing Allegations from Pupils Against Staff

13.1 Walton Priory Middle School will wish to establish a quick resolution should an allegation be made against a member of staff. This will be in the best interests of all concerned.

13.2 In response to the allegation, staff suspension will not be the default position.

13.3 Any allegation should be reported straight away to the Headteacher, unless the allegation is about them. If that is the case, the allegation should be reported to the Chair of Governors. The Walton Priory Middle School designated member of staff will contact the Local Authority Designated Officer (LADO), as required.

13.4 A thorough investigation of the incident will be undertaken by the designated member of staff, following advice from the LADO. Support will be offered for the victim.

13.5 Should the accusation be deemed malicious or unfounded, the pupil will have breached the school rules and it will be deemed a significant incident. This could lead to a fixed term exclusion, a permanent exclusion, and/or police involvement. The LADO will refer the matter to Children's Services.

### Types of abuse:

There are many forms of abuse that may occur between peers and this list is not Exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

**Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

**Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another or sexual assault/abuse.

**Bullying (physical, name calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

**Cyber bullying**

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the [Malicious Communications Act 1988](#) under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the [Communications Act 2003](#), Section 127 which states that electronic communications

which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the

[Sexual Offences Act 2003](#). Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law as stated as these are offences under the [Sexual Offences Act 2003](#).

### **Initiation/Hazing**

Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials, which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **Peer-on-Peer abuse**

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation,

youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

## **POSITIVE BEHAVIOUR MANAGEMENT GUIDANCE FOR WALTON PRIORY MIDDLE SCHOOL**

### **14 Expectations of Students:**

- }) To be prepared to listen and learn.
- }) To control his/her own behaviour.
- }) To let others work and make progress.
- }) To sort out disagreements without resorting to physical/verbal aggression.
- }) To respect property. Not to damage, take or misuse the property of other people or the school.
- }) To accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background.
- }) To work to the best of their ability.
- }) To wear school uniform, properly.
- }) To follow school rules.

### **15 General Expectations of Staff:**

1. Respond sensitively but efficiently to the students they are dealing with;
2. Ensure all students receive rewards every time that they are earned;
3. Ensure all students receive a sanction every time a behaviour warrants one;
4. Follow the stages of the behaviour policy;
5. Log incidents of behaviour, positive and negative, on CPOMS;
6. Do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood so avoid dismissing the issue;
7. Consider each issue and each individual in their own right before taking action;
8. To respond appropriately to poor behaviour.

A consistent approach with a mutually respectful relationship between staff and student should ensure a positive environment in which to learn.

### **16 Responsibilities of Support Staff:**

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment. In dealing with matters of indiscipline or unacceptable behaviour, support staff should always:

- }) Act justly and fairly and be seen to do so.
- }) Establish a relationship of respect with pupils.
- }) Deal promptly and personally in matters of discipline.
- }) Apply a consistent approach.
- }) Maintain and support uniform dress code standards.
- }) Provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- }) Teach positive behaviour.
- }) Teach respect by treating pupils with fairness and consistency.
- }) Log incidents on CPOMS if appropriate.



}) Avoid shouting, confrontation, aggression, sarcasm, humiliation, and personal comments about pupils.

### **17 Responsibilities of Teaching Staff:**

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- }) Act justly and fairly and be seen to do so
- }) Establish a relationship of respect with pupils.
- }) Deal promptly and personally in matters of discipline and communicate minor infringements with home by way of the pupil planner.
- }) Apply a consistent approach.
- }) Maintain and support uniform dress code standards.
- }) Maintain and support the Traffic Light Monitoring system.
- }) Provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- }) Provide an environment in which students can learn.
- }) Teach positive behaviour and communicate praise to home by use of the planner.
- }) Plan and prepare stimulating lessons.
- }) Teach respect by treating pupils with fairness and consistency.
- }) Teach interpersonal skills by promoting positive supportive relationships within their teaching groups.
- }) Register pupils at the start of every lesson and utilise Lesson monitor 1-4 to monitor behaviour for learning in every lesson.
- }) Support the schools' policies and in particular, the Sanctions Behaviour System.
- }) Log incidents on CPOMS as required.
- }) Set up useful, interesting and relevant work if an absence from a lesson can be foreseen. This should not be practical work unless a suitably trained person is available to cover the absence.
- }) Avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about pupils and whole class punishments resulting from poor conduct of only some of the class.

### **18 Responsibilities of Form Tutors:**

- }) To teach interpersonal skills by promoting positive, supportive relationships within the form.
- }) To keep a record of attendance and to be aware of lateness and absence.
- }) To maintain and support uniform dress code standards.
- }) To monitor and support the Traffic Light Monitoring system.
- }) To maintain positive communications between home and school.
- }) To do all possible to ensure correct uniform and appropriate self-presentation.
- }) To provide guidance and assistance to individuals as necessary.
- }) To support the school's positive behaviour policy.

### **19 Responsibilities of SEN Support:**

- }) To support SEN students with regards to their behaviour within the classroom.
- }) To support departments with regard to pupil behaviour in the classroom.
- }) To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.

- )]To support the Traffic Light Monitoring System.
- )]To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.
- )]To consistently implement the schools' policies.

### **20 Responsibilities of Faculty Leaders:**

- )]To ensure that departmental schemes of work suggest activities designed to suit different learning styles.
- )]To ensure/co-ordinate a positive learning environment within the department for both staff and students.
- )]To ensure that the schools' policies are consistently implemented, in particular the Behaviour Sanctions System and the Traffic Light Monitoring system.
- )]To ensure that there is a climate of reward and praise within the department, which outweighs sanctions.
- )]To monitor the attendance, behaviour and learning of pupils within the department, logging on CPOMS as required.
- )]To agree and implement consistently, ways of entering and leaving the departmental classrooms and areas.
- )]To monitor the work set by absent colleagues and to liaise at the start of and at some point during, each lesson taught by a cover/cover supervisor/supply teacher wherever practically possible.

### **21 Responsibilities of Pastoral Leaders:**

- )]To liaise and communicate with parents and outside agencies regarding pupil needs.
- )]To manage closely troubled and challenging pupils with their line manager, Wellbeing Support and SENCO.
- )]To support individual pupils by:
  1. Tracking the pupil's behaviour/achievement;
  2. Meeting with parents and pupils to solve problems which interfere with their learning and the learning of others;
  3. Supporting the Traffic Light Monitoring System;
  4. Support positive pupil attendance and punctuality;
  5. Consistently implement, uphold and support the schools' policies.

### **22 Responsibilities of the Senior Leadership Team:**

- )]To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- )]To ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management.
- )]To ensure that INSET is provided for staff that develops the individual and supports school priorities as outlined in the School Improvement Plan.
- )]To ensure that the school regularly communicates with parents, carers and governors with regards to pastoral issues.
- )]To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- )]To provide clear leadership and support for the school's Positive Behaviour Policy and the Traffic Light Monitoring System.
- )]To provide a visible and dependable support to staff throughout the day.
- )]To ensure a curriculum is in place, which motivates the disaffected.

### **23 Responsibilities of the Governing Body:**

- )]To monitor the effectiveness of the school's Positive Behaviour Policy.
- )]To support the Headteacher and Leadership Team in the monitoring of attendance and exclusions of different groups of students.
- )]To have in place a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required.

### **24 Expectations of Parents:**

- )]To ensure their child's regular attendance and punctuality.
- )]To encourage their child to bring the right equipment and wear full school uniform as per the dress code.
- )]To co-operate with the school to ensure that their child follows the schools' policies and monitor the pupil planner for information on sanctions and rewards.
- )]To keep the Pastoral Leader/Form Tutor aware of any circumstances which may affect their child's learning and behaviour.
- )]To encourage and support their child in completion of homework.
  
- )]To support our detention system and the Traffic Light Monitoring System.
  
- )] To maintain regular contact with the school to monitor progress, attendance at parents' evenings, and, as appropriate, through planners, letters, e-mail, reports and telephone calls. (All of these communications must be made in a reasonable, proportionate and measured manner. Abuse will not be tolerated and may be dealt with by way of the Vexatious Actions and Complaints policy (Appendix 5) or by referral to the police).

### **25 BEHAVIOUR EXPECTATIONS**

All students are expected to give everyone the FAIR chance to learn by:

**F** Follow instructions first time

**A** Avoid disrupting

**I** Involve yourself fully to help each other learn

**R** Respect others & your environment

These are the basic expectations for all students. Going over and above these expectations will be recognised via our reward system. Falling short of these expectations will lead to behaviour incidents being logged in line with our behaviour management procedure.

### **REWARDS**

Encouragement, praise and reward are an essential part of positive behaviour. **Verbal praise and encouragement should be used often and in every lesson so that positive behaviour is constantly reinforced.** Aim to praise 4 times : 1 correction. The school supports a Merit signature system. Staff are expected to apply it consistently and according to the criteria and are recorded in the pupil planner. Signature merits should be given to any pupil who achieves **over and above basic expectations**. Signature merits feed into the certificate reward system and will be presented at school assembly time.

This achieves two things:

1. It gives the Pastoral Leader the opportunity to see evidence of high achievement and to further praise the pupil.
2. It ensures consistency of reward by limiting the number of merits given out at any one time.

For exceptional achievement, the Faculty Leader/Pastoral Leader can refer the pupil to the Leadership Team whereupon a Head teacher's award can be presented. The Senior Leadership Team and governing body reserve the right to reward exceptional attainment and progress as they see fit.

## **BEHAVIOUR**

Children will not always behave in the way we may wish and we will then implement sanctions, which are two-fold:

- }) To provide a consequence;
- }) To get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future – restorative justice.

Pupils at Walton Priory Middle School know our high expectations and we actively encourage students to:

- }) Work hard
- }) Respect each other
- }) Look after the environment

### **Late to school:**

All students need to be onsite by 08:30. Anyone late at the school gate will be monitored and if this is persistent a referral will be made to Attend (absence support). The lateness will be logged on CPOMS if this becomes a concern.

If a student turns up late to registration they will be recorded as 'L'. These students, along with those who fail to attend registration, will be spoken to as soon as possible and will also receive a detention and the lateness will be logged onto CPOMS.

### **Use of mobile phone:**

All mobile phones should be handed in to the Form Tutor at morning registration. Should a student be found in possession of their mobile phone the student will receive a lunchtime detention and the phone will be confiscated.

# APPENDIX

## 1.

### Behaviour Monitoring - Recording via the class register

Using a points system to promote positive individual and class behaviour

How it works

The present mark (/) is replaced by a number 1, 2,3,4,5

The initial default will be to the number 2. This number indicates that the child has met your expectations for the lesson.

If a child has exceeded your expectations then you move the child to a 1, conversely if a child has displayed off task behaviours, failed to complete homework /incorrect uniform/equipment or they have not met the teachers expectations then a 3 should be awarded.

If a child has been given a 3 it is the class room teacher's responsibility to manage the behaviour with an appropriate sanction and a note placed in the child's planner.

If the behaviour is not resolved then a 4 is awarded then a 10 minute detention is given.

If the behaviour continues following the issuing of a 4 then a 5 is to be given and a half hour detention. If the behaviour continues SLT are to be requested and the child is to be removed and an SLT sanction imposed. (The position of removing a child from the classroom should be a last resort and not a matter of course).

What's the point?

As a form tutor you will be able to see/track how your pupils have been behaving during each day, identifying any patterns being established.

It will give you and the Pastoral Lead the opportunity to monitor individual lessons and students.

Tutor time in the afternoon will be used to discuss the outcome of the day – pupils who have scored one's and two's all day will be allowed to leave first, pupils who have let themselves down should be given a consequence, (Stay behind, discussion about their behaviour etc.)

On the positive...

The form group with the most points at the end of the week will be awarded 'Star class of the week' which will be displayed on the entrance TV.

Rewards for this will be to sit on chairs during assembly and being allowed into dinner first (dinner passes will be given to form tutor).

The top 10% of pupils in each form will also be awarded a 'Headteacher' postcard.

For this to be successful you must take a register for Every Lesson. Am and PM registers cannot be replaced with a number; as being an official procedure – for these lessons we will assume all pupil have met your expectations (2) if you need to move a pupil up or down then you should record in the comments section (right click, add comments).

## 2.

### The Sanctions Ladder

<u>Expected Behaviour</u>	<u>Behaviour Prompts</u>	<u>Consequences</u>
Listening and follow instructions.	Verbal warning given	Blue Yellow – 10 min detention. Red – 30 min lunch detention.
Respect everyone in school	Verbal warning given	Detention after school. Parents contacted.
To speak to everyone in a respectful manner.	Verbal warning given	Detention after school. Parents contacted.
Homework must be completed on time.	Verbal warning given.	Homework detention given.
Mobile phones must be handed in at the start of the school day.		If the phone is found and has not been handed in a detention is given. Parents contacted.
Conduct during unstructured time must be respectful and responsible to all.	Verbal warning given	Form Tutor to be informed and detention is to be given.

3.

After school detention letter/email

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## WALTON PRIORY MIDDLE SCHOOL

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Beacon Rise, Walton, Stone, Staffordshire. ST15 0AL

Tel: 01785 814 930

Email: [office@waltonpriory.staffs.sch.uk](mailto:office@waltonpriory.staffs.sch.uk)

Web address: <http://www.waltonpriory.staffs.sch.uk>



Beacon for Life

**Date**

Dear.....

I am sorry to inform you that **(child's name)** has behaved inappropriately at school breaching the code of conduct by:

As a result of this behaviour it is necessary for **(child's name)** to attend an after school detention on **(date)**. This detention will be supervised by **(teacher's name)** and will conclude at 4.15pm so please ensure that arrangements are made to collect **(child's name)** at this time.

Thank you for supporting the school in addressing **(child's name)** poor behaviour and I trust that between us we may ensure that there will be no need for **him / her** to have to attend any future detentions.

Yours sincerely,

4.

Behaviour referral letter/email

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Web address: <http://www.waltonpriory.staffs.sch.uk>



Beacon for Life

Date

Dear

In order for your child to make the best progress possible at Walton Priory it is important that both school and home work together to promote the highest levels of concentration, attitude and good behaviour.

The Home / School agreement which you signed at the beginning of this academic year emphasised the importance of consistently positive behaviour and attitude and reassured you that any concerns which we may have about **(child's name)** would be passed on to you so that together we could address any issues before they became too serious.

Unfortunately **(child's name)** has not followed the school's Behaviour Policy and has had to be referred to a member of the Extended Leadership Team. On every occasion that such a referral is made parents / carers are routinely informed and the reason for this referral identified below.

**(Reason/circumstances)**

Yours sincerely,

Lindsay Taylor-Potts



Headteacher

5.

### HANDLING UNREASONABLY PERSISTENT, HARASSING, VEXATIOUS, UNREASONABLE OR ABUSIVE COMPLAINTS AND ACTIONS

The Headteacher Ms Taylor-Potts and governing body are committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns as quickly as possible. There is a procedure for parents/carers to use if they wish to make a formal complaint.

Sometimes, however, parents or carers pursuing complaints or other issues treat staff and others in a way that is unacceptable and or behave in an unacceptable manner. Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening, inappropriate or harassing behaviour.

The aim of this policy is to clarify the process for dealing with unreasonable complainants or parents who do not act appropriately.

What do we mean by 'an unreasonable complainant'?

An unreasonable complainant may be anyone who engages in unreasonable behaviour when making a complaint. This will include parents and carers who pursue complaints in an unreasonable manner and those who do not act in an appropriate manner towards staff at the school.

Unreasonable behaviour may include:

- ) Actions which are
  - o Out of proportion to the nature of the complaint, or
  - o Persistent – even when the complaints procedure has been exhausted, or
  - o Personally harassing, or
  - o Unjustifiably repetitious or
  - o Obsessive, harassing, or prolific
- ) Prolific correspondence or excessive email or telephone contact about a concern or complaint.
- ) Repetitious complaints where the complainant has no view about what would satisfy him/her and/or no intention to resolve the complaint.
- ) Acting in a way not in line with the school aim of reaching a resolution and working with the school
- ) An insistence on
  - o Pursuing unjustified or unmeritorious complaints and/or
  - o Unrealistic outcomes to unjustified complaints

- o Pursuing justifiable complaints in an unreasonable manner e.g. using abusive or threatening language;
  - o Making complaints in public; or
  - o Refusing to attend appointments to discuss the complaint.

What is 'harassment'?

We regard harassment as the unreasonable pursuit of issues or complaints, particularly if the matter appears to be pursued in a way intended to cause personal distress rather than seek a resolution.

Behaviour will fall within the scope of this policy if:

- o It appears to be deliberately targeted over a significant period of time at one or more members of school staff or others.
  - o The way in which a complaint or other issues is pursued (as opposed to the complaint itself) causes ongoing distress to school staff or others;
  - o It has a significant and disproportionate adverse effect on the school community.
  - o Actions are pursued aggressively or in any manner not appropriate to an effective resolution

What can you expect from the school?

Anyone who raises informal or formal issues and complaints with the school can expect the school to:

- o Follow the School's complaints procedure
  - o Respond within a reasonable time;
  - o Be available for consultation within a reasonable time limit, bearing in mind the needs of pupils at the school and the nature of the complaint
  - o Respond with courtesy and respect;
  - o Attempt to resolve problems using reasonable means in line with the School's complaints procedure, other policies and practice and in line with guidance from Staffordshire County Council;
  - o Keep those involved informed of progress towards a resolution.

What the school expects of you

The school expects anyone who wishes to raise concerns with the school to:

- o Treat all staff with courtesy and respect
  - o Respect the needs of pupils and staff within the school;
  - o Never to use violence (including threats of violence) towards people or property;
  - o Recognise the time constraints under which members of staff in schools work and allow the school a reasonable time to respond to a complaint;

- ) Recognise that some problems may not be resolved in a short time;
- ) Follow the school's complaints procedure.
- ) Speak politely and respectfully using appropriate language and avoid any aggression or verbal abuse, including name-calling
- ) Raise concerns/complaints in an appropriate place and at an appropriate time (for example not in front of other parents or pupils and not in an open public space)
- ) To be prepared to work towards a resolution and in partnership with the school

School's responses to unreasonably persistent complaints, vexatious complainants, unreasonable complaints/actions or harassment

This policy is intended to be used in conjunction with the school's complaints procedure. Taken together, these documents set out how we will always seek to work with parents, carers and others with a legitimate complaint to resolve a difficulty and reach a resolution.

However, in cases of unreasonably persistent complaints or harassment, the school may take any or all of the following steps, as appropriate:

- ) Inform the complainant informally that his/her behaviour is now considered by the school to be unreasonable or unacceptable, and request a changed approach;
- ) Inform the complainant in writing that the school considers his/her behaviour to fall under the terms of the Unreasonably Persistent Complaints/Harassment Policy;
- ) Require all future meetings with a member of staff to be conducted with a third person present. In the interests of all parties, notes of these meetings may be taken;
- ) Inform the complainant that, except in emergencies, the school will respond only to written communication.
- ) Inform the complainant in writing that his/her behaviour is now considered to fall under the terms of this policy and that any complaint will not be investigated further until it is pursued in a manner the School considers to be reasonable
- ) Place restrictions on the individual's access to school and/or school staff.
- ) Cease all correspondence and communication with the complainant other than that necessary for the health and safety of any child/adult in school.
- ) Involve the policy
- ) Involve officers of the local authority

The school has a duty of care to staff and pupils and will take emergency measures should these become necessary in extreme cases.

## Physical or verbal aggression

The school, governing body and Staffordshire County Council will not tolerate any form of physical or verbal aggression or personal harassment against school staff. If staff are subject to this type of aggression the school may:

- ) Prohibit the individual from entering the school site, with immediate effect;
- ) Inform the individual that communication with them will cease other than in an emergency
- ) Request an Anti-Social Behaviour Order (ASBO);
- ) Prosecute under Anti-Harassment legislation.

## Time frame and Review

If a complainant's harassing/persistent behaviour is modified and is then resumed at a later date within a reasonable period of time, the school, may resume the process identified above.

If a complainant's harassing/persistent complaining behaviour is modified and the complaint still lies within the time limit specified within the Schools complaints policy, the School will use its discretion and may resume the investigation of the complaint. The School will review as appropriate, and at a minimum of once a year, any sanctions applied in the context of this policy

Legitimate new complaints, if not pursued in a harassing or unreasonable way, will still be considered, even if the person making them is (or has been) subject to the vexatious or persistent complaints policy. The school nevertheless reserves the right not to respond to communications from individuals subject to the policy.

Thanks to Sheffield County Council for the model policy on which this one is based.