

**Behaviour Policy (includes Discipline & Bullying)**

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| Name of Unit/Premises/Centre/School | The Toynbee School |
| Date of Policy Issue/Review | January 2019 / November 2019 |
| Name of Responsible Manager/Headteacher | Assistant Headteacher |
| Governors' Sub-Committee | Welfare & Guidance |

RATIONALE

Acceptance of rules and the development of self-discipline are vital aspects of life in society; in a civilised democratic society we expect such rules to be capable of explanation, to be clearly equitable and to enjoy the support and consent of members of the society. Responsibility for training in this regard is shared by the parents, the staff and the school pupils.

AIMS

1. To provide an orderly environment in which pupil's learning is not impeded by their own lack of discipline or by the poor behaviour of others.
2. Promoting the development of self discipline and personal responsibility for one's own actions and their consequences.

FRAMEWORK

1. Communities depend on the quality of relationships within them, they must be based on mutual respect and regard. The highest standards of courtesy should be expected from and offered to everyone within the school.
2. Positive support for good behaviour as well as reference to bad is important. It should be clear that good behaviour is expected, noticed and commended. Encouragement for what has been well done can be the best context for reference to what has not. It must be equally clear that poor behaviour will not be tolerated.
3. Pupils should be given positive, clear guidelines. What is expected should be coherent and fully explained. The school code must be agreed by all and Heads of Departments are responsible for guidelines specific to their subject area.
4. Rules should be reasonable; in many areas an element of consultation and negotiation with pupils and/or School Council is fair and helpful.
5. It is important to aim at consistency so that all teachers are fully involved in securing adherence to the conduct expected and agreed by all.



6. Discipline is achieved most effectively when pupils know that misdemeanours are quickly checked, incidents thoroughly investigated and culprits identified. This is often time consuming work but it bears important dividends.
7. Staff and pupils are made aware of sanctions (The Toynbee Discipline Chain is in staff handbooks and on display in teaching rooms – see Appendix A)
8. In dealing with poor behaviour the context of it should always be taken into account and pupils listened to. Some flexibility must always be available in the use of sanctions and the teacher's judgement used.
9. Pupils should be encouraged to explain and analyse their own mistakes and take responsibility for trying to make amends. They must take personal responsibility and contribute to the resolution of the problems.
10. Staff will maintain consistent discipline strategies and penalties in accordance with The Toynbee Discipline Chain (Appendix A) and the DfE Behaviour and Discipline in Schools Document advice document (January 2016).

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

11. It is the responsibility of all staff to monitor and record both positive and negative behaviours as appropriate. Furthermore, all staff should inform parents and Guidance Managers as necessary.
12. The school operates within the principles of fairness and natural justice. The school will follow DfE and Local Authority guidance on Exclusions.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017_0831_Exclusion_Stat_guidance_Web_version.pdf

Where appropriate, the school will liaise with the Local Authority Inclusions Officer to ensure that due process has been followed.

13. Records of both positive and negative behaviour must be kept. This is the responsibility of Guidance Managers to co-ordinate who will also keep parents informed as necessary.
14. The school follows DfE advice on restraint and the use of reasonable force. Similarly DfE advice is followed with respect to searching, screening and confiscation.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

15. The Discipline Policy re the Use of Digital Devices is covered in the ICT Acceptable Use Policy and the E-Safety Policy.



CONCLUSION

If staff work well together, the discipline structure provided will be successful for most pupils. For a small number, problems will persist but they will be contained. There may however be one or two pupils in a year group who will not conform to the acceptable minimum standards of behaviour expected at Toynbee. This does not mean that the system is inadequate but for these pupils the help of outside agencies and in some cases alternative arrangements or provision will be sought.

Toynbee School will always work hard to achieve success with all pupils and give poorly motivated and badly behaved young people every reasonable chance to improve. However our overall responsibility to ensure the educational progress of all pupils must never be forgotten and the needs of the individual must sometimes be balanced against our accountability for the achievement of that central purpose.



GUIDELINES

The arrangements and sanctions of the Disciplinary Structure should be followed bearing in mind these guidelines.

1. Communities depend on the quality of relationships within them; they must be based on mutual respect and regard. The highest standards of courtesy should be expected from and always offered to the young people we are educating.
2. The school understands that rewards can be more effective than punishment in motivating students. All staff are committed to promoting, rewarding and celebrating good behaviour through the Toynbee Reward System and via a number of other avenues.
3. Classroom discipline depends on lessons based on a curriculum suited to the needs of pupils in the group and on the professional standards maintained by the teacher delivering the lesson. All staff are aware of standards and strategies from an extensive INSET programme that is on-going and inclusive.
4. Young people respond to and should be given positive and clear guidelines. What is expected should be fully explained at the start of Term and at any other appropriate time.
5. Rules should be evidently reasonable and easily explained. In many areas an element of consultation and negotiation with pupils is fair and helpful.
6. Good discipline in schools must be the responsibility of all teachers at all times. If pupils are allowed to disregard rules, the authority of all is damaged, similarly if teachers over react to events it weakens the credibility of the system. Consistency in what we expect and require of young people is important and systems are designed with this prime objective in mind.
7. In dealing with poor behaviour however the context of it should always be considered and pupils listened to. Some flexibility must always be available in the use of sanctions and the teachers professional judgement sought.
8. Pupils should be encouraged to explain and analyse their own mistakes and take responsibility for trying to make amends. They have a right to be heard and to contribute to the resolution of the problem.
9. A careful record of incidents and strategies should be kept for children persistently offending. This is the responsibility of the Guidance Managers in conjunction with Progress Directors who require referrals via SIMS from other members of staff on matters causing concern.



Policy for Control of Bullying

Rationale:

Bullying is recognised as a potential cause of long-term damage to happiness and success. Our first aspiration at this school is prevention. Where incidents of bullying do occur, they will be dealt with sensitively, effectively and immediately. Anti-bullying strategies and tactics are jointly formulated, driven and implemented by pupils and staff. Parents are consulted and informed on matters concerning the control of bullying. Bullying is UNACCEPTABLE to the whole school community.

At Toynbee we expect consideration and courtesy in all relationships. If this is constantly remembered and emphasised, inappropriate behaviour is easily identified. This ethos must be clearly explained and promoted through the Tutor Programme, through Assemblies and *via* the School Council.

Guidelines for dealing with incidents of bullying:

Bullying is the intentional or unthinking infliction of harm or humiliation to an individual by another person or group of people. This behaviour is often repeated and habitual. It can be physical, verbal or emotional and can be part of very complicated relationships. Incidents may be sporadic, and will be part of an on-going situation in which the victim may appear to accept their role and does not always complain. Bullies rely on the reluctance of witnesses to become involved. It is important to establish a climate in which pupils feel able to confide their anxieties about themselves or others. Staff must be vigilant and swift to intervene if their suspicions are aroused.

Senior pupils can be supportive of younger pupils and should be encouraged to take collective responsibility for the wellbeing of potential victims. Peer mentors will be trained in Year 9 to form a body of pupils with specific responsibilities for monitoring and tackling bullying in younger years.

Transition strategies include peer-mentoring work with older pupils, Anti-Bullying Assemblies, extensive tutorial work and where necessary 1 to1 support for pupils.

- All complaints must be received sympathetically
- All cases must be investigated promptly and thoroughly to establish as far as possible exactly what has happened or is happening. Extensive enquiries may be necessary to establish the true facts and it may necessary to keep the pupils involved apart, until the investigation is complete.
- It must be made clear to bullies their behaviour is unacceptable and they must make amends to the victim.
- The victim should be helped to cope with the situation and given strategies to obviate future problems



- It can be useful to bring victim and aggressor together at some stage. A member of staff, who should not leave the meeting unless he/she is confident that the pupils are co-operating constructively, should control such restorative meetings.
- It is important that pupils who were aware of an incident, clearly understand that it has been dealt with effectively, that such behaviour is UNACCEPTABLE and that they should report any further incidents.

Follow-up work may include:

- Contact with parents. It is important that parents understand the School's policy on bullying and are encouraged to work in co-operation with us.
- Penalties for bullying groups or individuals may include loss of free time, letters home, detentions, exclusions or any other sanction in line with the school's discipline chain.
- In persistent cases a change of tutorial or teaching group may be considered.
- Work with victims. Sometimes their own behaviour is a contributory factor. They appear to be willing to accept their role as victim, and need help in building constructive relationships. The creation of a support group of friends can be helpful.
- Work with groups of pupils who intimidate others. Pupils who bully should be helped to understand why they intimidate or hurt others and to understand the consequences of their behaviour to their victims and to themselves.
- It may necessary to seek help from outside agencies if the school is unable to deal with a case.

Appendices to this document are:

Appendix A: The Toynbee Discipline Chain

Appendix B: The Toynbee School Anti-Bullying Policy: Guidance for Pupils and Parents

Appendix C: The Toynbee School Student Charter