

TELFORD LANGLEY SCHOOL



BEHAVIOUR AND DISCIPLINE POLICY

Executive Headteacher	Mr S Carter	
Chair of Governors	Mr M Rogers	
Date adopted by the Local Governing Body	November 2018	
	Signed	
	Date	
Date for policy review	November 2020	

Behaviour and Discipline Policy (including Code of Conduct and Anti-Bullying Policy)

1. INTRODUCTION

To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Telford Langley School. It includes our *Code of Conduct for Students* and our *Anti - Bullying Policy* which outline the rules and guidance which we expect everyone to follow. It concludes by summarising the rewards and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



2. CODE OF CONDUCT FOR STUDENTS

At The Telford Langley School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Telford Langley School, including on the way to and from school, whether walking, cycling or using the bus.

In Class

- Arrive at lessons punctually and enter the room in an orderly way using the 4 to enter procedure.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions.
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views.
- Work to the best of your ability and aim to complete all the tasks you have been set.
- Take a pride in the appearance of your work.
- Ask for help if you do not understand or if you are not sure what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and co-operate with fellow students.
- Complete and hand in all your homework and Independent Learning Projects on time.
- Be aware of the targets your teachers have set to improve your performance and push yourself to achieve them.
- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a pleasant atmosphere for learning.

Around School and in the Community

- Enter and leave school sensibly; do not run out of the drive.
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road.
- Walk on the left in corridors and especially on stairways.
- Leave toilet areas clean and tidy and encourage others to do the same.

- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- Finish eating and drinking before going to lessons. You may drink bottled water during lessons, except in areas such as Science labs and computer rooms. No chewing gum is allowed on the school premises.
- Smoking is not allowed on school premises or buses. Students should not smoke on the way to and from school. Smoking materials will be disposed of if found in school.

Personal Appearance and Property

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school.
- Follow the guidelines on jewellery in the school Dress Code and avoid extreme hairstyles etc. If you are not sure what will be acceptable, ask your Head of House.
- Outdoor coats, scarves or gloves should not be worn around school.
- Look after your own belongings and respect those of other people.
- You may choose to bring items to school for your personal convenience or recreational use at break or lunchtime - e.g. pagers, phones, MP3/CD players or electronic games. You must ensure that these never disturb a lesson. These devices should be switched off in lessons and should not be visible. Failure to do this may result in confiscation. Remember that these are valuable items and keep them with you. The school will not take responsibility for damaged or stolen property.
- Do not bring dangerous items to school, such as matches, knives or fireworks. Bringing these or any other items to school which are dangerous could result in a fixed term or permanent exclusion from school.

Use of Social Media

- Always be polite when communicating with other students.
- Consider the impact of using abusive or strong language towards others, which may be humiliating and hurtful. Remember that Cyber-bullying can escalate and is potentially damaging to all involved.
- Do not post or distribute images or videos of others without their permission.
- Do not post or send inappropriate images or videos of yourself or others to anyone.
- Do not post offensive or inappropriate comments about the school or members of staff.
- Report any instances where you come across any information or images, which you find upsetting.
- Do not meet with anyone you have met online without first checking with your parents. If they agree to the meeting, make sure it is in a public place and do not go alone, ideally taking a parent with you.

If you bring medication to school, hand it in to the Main School Reception. Remember that the office can only give you medicine, such as painkillers if they have first received written permission from a parent/guardian. These forms can be obtained from the schools main office.

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3. REWARDS

We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Telford Langley School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school.
- Give positive encouragement to students to succeed and to contribute.
- Enhance staff-student relationships within the school.
- Improve students' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

Verbal praise

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

Student of the Week

Every Friday our Heads of House will select a pupil from each house to receive the student of the week award. This includes a meeting and refreshments with the headteacher and having their photograph displayed on twitter.

Praise Postcard

Each Friday all teaching staff nominate a pupil to receive a praise postcard during their next house assembly. Praise postcards are awarded for outstanding and exceptional progress made in the chosen subject.

Student Rewards - Points-Based Online System

We operate a points-based online rewards system. Teachers award students points (electronic points) for a range of commendable reasons such as:

- Being helpful
- Excellent effort, homework or progress
- Good behaviour
- Good attendance

- Positive contributions in lessons
- Extra-curricular involvement
- Meeting deadlines
- Attending out of lesson sessions
- Positive attitude
- Improved literacy
- Positive community participation
- Positive contribution to school life
- Representing the school

Students save their points and receive high street vouchers when they get to each milestone of 500 points. Staff are given a budget to award each week and they aim to use their full weekly budget allocation, sharing them out between students in all year groups. If staff require more points in a particular week, they may contact the co-ordinator, who can temporarily increase their budget, if appropriate.

Assemblies

- Heads of House should use the weekly year group assembly to celebrate individual and/ or group achievements/ successes/ positive activities.
- Heads of House should review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week.
- Attendance certificates should be awarded half - termly to those students with 100% attendance.

Display of students achievements

- Classroom displays - students' work should be praised and displayed to their class at time of completion. All staff should display students' work in their classroom area.
- Newspaper coverage - outstanding or unusual achievements should be referred the Headteachers P.A, in order that local newspaper can be invited to cover the story, to acknowledge the achievement of individuals and to reinforce the positive profile of Telford Langley School.

Annual Celebration Evening

Students achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join in our Celebration Evening in the Summer Term. Curriculum leaders are asked to nominate high achieving students in each year group to receive prizes - two achievement prizes per subject per year group (one boy and one girl). Heads of House / SLT will nominate one boy and one girl for the 'Student of the Year Award'.

Annual Presentation Evening

This is held in November when former students are invited to school to celebrate all of their successes during their time at The Telford Langley School and to receive their GCSE Certificates. Prizes are awarded on this occasion to students for their academic, creative, social and sporting achievements throughout their time at The Telford Langley School and also to those students who have made a significant contribution to the school community. All staff are invited to contribute nominations for these prizes.

4. CONSEQUENCE SYSTEM

In all classrooms we aim for praise to outweigh consequences. There should be at least an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

When students behave inappropriately staff will provide a cool, mechanical, emotionless response. Save emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately

Setting the scene for positive behaviour is key.

Staff will always use their Professional Best by:

- Implementing the assertive discipline policy
- Implementing agreed school routines.
- Being consistent in the context of an understanding of the students' emotional and social backgrounds
- Building positive relationships with young people and be relentlessly optimistic
- Appreciating that one professional's actions can impact on the work of others - positively or negatively
 - Use the 'lighthouse effect'/eyes in back of head, remaining vigilant and knowing what students are doing all of the time
 - Take direct and prompt action on inappropriate behaviours in line with discipline policy
 - Insist on courtesy and politeness and model this
 - Keep things in perspective
 - Do not back children physically or figuratively into corners.
 - Contribute to ensuring the highest standards of behaviour and manners outside lessons
 - Practise and encourage mutual respect, fairness and friendliness
 - Always take opportunities to challenge prejudice
 - Never hold grudges
- Modelling our expectations
- Being a role model on duty and use this time as an opportunity to praise good behaviour and reinforce expectations
- Applying school policies fairly and consistently

Staff will:

Positive role model - smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere.

Giving Achievements and Praise - apply achievements and praise with care - be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate - making sure that incidents have been dealt with from prior lessons. (Please clean your consequence boards at the end of the day). Students should be spoken to in the consequence detention.

Be consistent - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe

behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1”. Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The Consequence system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequence system is not used because Ensuring Excellence is lived by us all.

Our Professional Best exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequence system.

Consequence/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;">Warning - Rule Reminder</p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Swinging on furniture • Shouting out • General ‘carrying on’ <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work and not working to their full potential 	<p style="text-align: center;">“Philip you are talking, what is the rule about talking? If you choose to keep talking that is a C1”</p> <p style="text-align: center;">State what is happening and give rule reminders.</p> <p style="text-align: center;">Try and identify behaviour that is proactive/positive.</p> <p style="text-align: center;">Staff do not have to write the student’s name on the board at this point.</p>
<p style="text-align: center;">C1- First negative behaviour</p> <p>The student’s name must be written on the board at this point.</p>	<p style="text-align: center;">“Philip you have continued to talk across the classroom” “Philip you are now on a C1”</p> <p style="text-align: center;">Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;">C2 - Second negative behaviour</p>	<p style="text-align: center;">“Philip you have again continued to talk you have now moved to a C2”</p> <p style="text-align: center;">When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>
<p style="text-align: center;">C3 - Third negative behaviour</p>	<p style="text-align: center;">“Philip you are on the verge of leaving the lesson because you are not behaving reasonably.”</p>

	<p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats - if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour. • Ask the student if there are any pastoral support strategies they would like to use to prevent a further escalation e.g. think and return card.
<p style="text-align: center;">C4 - Fourth negative behaviour</p>	<p>“Philip you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the <i>DEPT RM which is in ...</i>”</p> <p>At this point the student must leave the room to the <i>IDENTIFIED DEPT</i> room. The student needs to leave with the consequence sheet filled in. STUDENTS WILL ALSO RECEIVE A ONE HOUR DEPT DETENTION AFTER SCHOOL AS SOON AS POSSIBLE AFTER THE INCIDENT.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>If a student does not attend a detention because they are ill the student must rearrange the detention when they return.</p>

<p style="text-align: center;">C5- Fifth negative behaviour or immediate C5 for:</p> <ul style="list-style-type: none"> Health and Safety Violence or threatening behaviour towards others Walking away from a member of staff Refusing to hand over items which are not allowed in the school Swearing Smoking C4/5 Escalation Incorrect School Uniform Truancy Rudeness Not attending a C4/C4 OTHER detention Intentional disruption to other pupils learning 	<p>Fifth misbehaviour (in THE DEPT RM or when returned to room) or an immediate C5 means that the student is sent to the Consequence room for 5 sessions including 1 break and 1 lunch.</p> <p>An SMS message will be sent at the end of the day to inform parents of the C5. The Gatekeeper will arrange a one hour detention in addition to the day in the consequence room when a C5 has been issued.</p>
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C6 referral	A C6 can only be given when a student has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term exclusion will be issued.
The Consequence Room	<p>Staff will be emailed a list of all pupils who are in the consequence room the following day. This will be received by 8am.</p> <p>The rule, when in detention and in the Consequence room, is OCCUPY AND IGNORE desk. They must sit up.</p> <p>Staff should provide work and send it directly to the Consequence room</p>

<p>C4 OTHER</p> <p>C4 OTHER detentions are to be given in your own subject area, not to the designated detention room.</p> <p>Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the reporting protocol, unless repetitive.</p>	<p>Reasons for a C4 OTHER:</p> <ul style="list-style-type: none"> Smoking by association Using a mobile phone, or any smart technology without permission Out of bounds Inappropriate behaviour in the canteen Being late to the lesson (3 minutes) Uniform issues Make-up/Nail Polish Jewellery Behaviour in the canteen and between lessons Eating in a lesson Using ICT inappropriately - games etc. Graffiti in pupils exercise books
C5 Truancy	<p>This is given for a student not attending your lesson even though they are in school. Please ensure lesson-to-lesson registration is accurate and completed timely.</p> <p>Check your registers to identify whether absent students have been absent all day. They can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be.</p>
Re-integration meeting	<p>Reintegration meetings are held between the Head of School and/or a member of SLT, any other pastoral staff as appropriate, the student and the parent/carer when a student returns from exclusion. At this meeting the student's behaviour will be discussed and ways to modify this behaviour will be explored.</p>

Guidance for staff regarding pupils who refuse to follow instructions- refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C5, but they are asked twice to comply:

“Philip, can you please ...”

“Philip, are you refusing to follow a reasonable request to ...”

“Philip, you have refused to follow a reasonable request, this has resulted in a C5.”

5. DETENTIONS

The majority of students complete their schools careers without ever receiving an after school detention. However, if a student is sanctioned with a C4 or C5 a one hour after school detention will be issued. Students will be supervised and given an occupy and ignore task to complete. Students will either be issued a department detention or an SLT detention. SLT detentions are on the evening following the misbehaviour and departments have a rota system for detentions which is outlined below. All detentions must be completed. If a student is absent on the day of the detention it will be rearranged. If a student fails to attend an after school detention they will be in the consequence room the next day. Parents will be notified of the detention via the school SMS service.

Department Detention Timetable

Monday	Science, Art
Tuesday	English, Technology and Music
Wednesday	Geography, History, ICT and Business
Thursday	Maths, MFL and Drama
Friday	PE

6. CONSEQUENCE ROOM

The consequence room is used when a C5 sanction is issued. A student who is in the consequence room will report immediately to the consequence room upon the sounding of the first bell at 8.20am and will work in isolation, supervised by designated staff, throughout the school day. Their class teachers will be asked to send appropriate work to them which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way in which to move forward. Students will be allowed comfort breaks but will not be allowed to have a break at the same time as the other students. Students will be supervised throughout lunchtime. Students will be given a choice of cold meal deals to order for their lunch. No hot food can be consumed in the consequence room. Students will spend a minimum of 5 sessions which includes one break and one lunchtime in the consequence room. This can be extended via the Strategic Leadership Team. Parents will be notified at the end of the day if their child has been in the consequence room via the SMS service. If a student misbehaves in or refuses to attend the consequence room then a C6 will be issued and the time in the consequence room will start upon their return.

7. MANAGED MOVE

In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

8. FIXED TERM EXCLUSION

The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in School.

A student can be excluded from the school for a maximum of 45 days in any one school year. In any pupil receives 15 days exclusion within a term a Pupil Discipline Committee meeting will be held.

Parents will be expected to attend a meeting at the school, usually with the Head of House or SLT, on the day of the pupil being readmitted.

Where possible, work will be set for students to complete at home during the exclusion period. Heads of House are expected to co-ordinate this, liaising with curriculum teachers.

Any student considered to be at risk of permanent exclusion will be referred to the Head of House, who will review support strategies, including initiating a Common Assessment Framework; parents will be invited to contribute to this process.

9. PERMANENT EXCLUSIONS

This is the most severe sanction available to a school. As such it is very rarely used at The Telford Langley School and is reserved for the most grave or repeated breaches of discipline, where the Executive Head of School feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Head of School`s decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The Governing Body has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

This policy should be read in conjunction with the Exclusion Policy.

10. PUPIL TRANSFER WITHIN THE ACADEMY TRUST

To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within the Community Academies Trust. If this is agreed between the school and the parent the student will move to the new school immediately.

11. POOR BEHAVIOUR OUTSIDE OF SCHOOL

When dealing with an 'out of school' incident, the House team will investigate and consult the Deputy Headteacher (relationships) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at The Telford Langley School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

12. HOME AND SCHOOL COMMUNICATION

The huge majority of our students receive rewards throughout their time at The Telford Langley School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage we can usually sort out the problem.

13. MOBILE PHONE POLICY

Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons and ease of contact. We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, unless the class teacher specifically gives permission for them to do otherwise.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher.

If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the student will have to collect it from Reception at the end of the school day. This sanction will be recorded on the student's school behaviour record and a C4 other will be issued.

14. PEER ON PEER ABUSE

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence and sexual harassment;
4. sexting (also known as youth produced sexual imagery); and
5. initiation/hazing type violence and rituals.

15. COMBATTING BULLYING

Bullying can be defined as ‘a persistent, deliberate attempt to hurt or humiliate someone’. At The Telford Langley School we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy which can be found at the end of this document.

16. SOLVING PROBLEMS

We believe that by working together, we can solve the majority of problems related to behaviour and discipline. If you feel there is such a problem, please contact us immediately; don't wait and hope that it will sort itself out. If you have concerns about under-achievement, misbehaviour, bullying or reluctance to come to school, please let us know. If you are a student, talk to a member of staff - your tutor, Head of House, or whomever you feel most comfortable. If you are a parent, please ring us and ask for the Head of House or, if subject related, the appropriate Head of Department. Bottling up a problem will only make it worse than it is - talk to us, and together we will find a way to put things right.

17. EQUALITY

At Telford Langley we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding all students, irrespective of sex, race, disability, religion, sexual orientation or gender reassignment. We also recognise our legal duties in respect to ensuring ‘reasonable adjustments’ are made for students with Special Educational Needs. Close liaison with the Inclusion Team will always occur where a student with SEND is exhibiting serious behavioural issues or where a student exhibits new or extreme negative behaviours. In these circumstances appropriate assessments will be made and interventions will be put in place, as required.

18. ANTI-BULLYING POLICY

The aim of the Telford Langley School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or community support officers.

What Should You Do If Bullying Is Taking Place?

If you are being bullied or you know of someone else being bullied - **TELL SOMEONE**. Don't blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust.

- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- Walk away from any dangerous situation and **GET HELP.**

As well as telling, you can help stop bullying by:-

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

FOR PARENTS

Things to look out for in victims of bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS BEING BULLIED

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so.

WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature.

Anti-bullying Procedures

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to house staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough

investigation. Therefore incidents of bullying should be referred to the appropriate House Team as quickly as possible.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant Head of House as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

House staff will investigate all reported incidents of bullying using the following procedure:

- Appropriate students will be interviewed by the relevant house staff and statements taken.
- If the investigation confirms a bullying incident has taken place house staff will enter the bullying incident on the bullying tracker
- Appropriate sanctions will be used for the perpetrator/s
- Parents of the victim and perpetrator will be notified immediately and support will be given by the student support officer. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations).

The Role of the Anti-Bullying Ambassadors

The trained ambassadors will often be the first point of contact for students who are the victims of bullying. Ambassadors will be easily identified around the School site by wearing an Anti - bullying Ambassador badge. A display of trained ambassadors can be found in the Science department.

The ambassadors will be able to:

- a) Listen to and provide support for fellow students
- b) Share concerns about vulnerable students with House staff/Anti bullying ambassador coordinator (always with a commitment to maintaining confidentiality whenever possible)
- c) Signpost students to other support services available
- d) Show commitment to the anti-bullying ambassador scheme and recruit new students to the scheme
- e) Be involved in regular monitoring of the scheme
- f) Work together with House Teams, staff and students in promoting good citizenship and inclusion throughout the school

The ambassadors will meet as a group with the designated Anti-bullying Co-ordinator every half term to reinforce their training, share experiences, feedback on the programme and make suggestions for improvements.

Recruitment and training of new mentors will take place annually in a programme Coordinated by the anti-bullying ambassador.

Sanctions

Bullying in any form will not be tolerated at The Telford Langley School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Internal exclusion
- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group
- In serious cases the school will consider a fixed term exclusion/permanent exclusion

Useful Websites

www.childline.org.uk

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.need2know.co.uk/beatbullying

www.diana-award.org.uk

Detention Task

To use detention time effectively, all students are expected to copy out the information below. This gives students the time to reflect on the reason for the detention to try and prevent this behaviour happening again.

Consequences of Behaviour – Code of Conduct

The 'Consequences of Behaviour' programme is central to the way our school operates. It helps all members of the school community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- 'Consequences of Behaviour' exists to allow teachers to teach and all students to learn.
- 'Consequences of Behaviour' is a consistent, fair and positive system which is applied in all lessons across all subjects.
- 'Consequences of Behaviour' means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Positive behaviours recognised by our praise system is the most important aspect of 'Consequences of Behaviour'. Students should try hard to gain praise points in all lessons and staff will always aim to award more praise points than consequences.
- Behaviour expectations are made clear before any consequences are issued.
- During lessons, students who receive consequences will have their names displayed on the consequences board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour, it will result in a C3, the final warning. By continuing their negative behaviour the student is given a C4. This means a removal from the lesson to another classroom in the department and a one hour detention.
- Failure to arrive promptly or further negative behaviour in the other classroom will result in a C5 being issued.
- Refusal to complete the detention task, or negative behaviour in detention will result in a C5 being issued.
- The Consequence Room is a place for students to reflect on the serious consequences of their behaviour. Work will be provided, but students will be expected to complete this in isolation.
- Students who are late to school will be issued a C4 and they will need to attend a detention. This helps prepare students for the world of work where punctuality is very important.
- C5s will be issued immediately for behaviour that has an extreme impact on learning or health and safety.
- Failure to follow the uniform expectations will result in removal to the Consequence Room until the uniform issue is resolved.

REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.