This policy has taken guidance from:

Preventing and tackling bullying October 2014

DFeS 006412000 – “Don’t Suffer in Silence”

It refers to:

The Equality Act 2010

Education Act 2011

Revised Ofsted framework January 2012 guidance for behaviour and safety

**Behaviour Management and Anti Bullying Policy**

At The Tutorial Foundation we feel it is essential that education takes place in a disciplined atmosphere, whilst still providing a safe and secure environment for both staff and students to allow teaching and learning to take place.

The Tutorial Foundation is committed to providing an environment where all people can feel safe, happy, accepted and integrated. In order for this to happen, it is important that an orderly framework exists within which effective teaching and learning can take place. We are also a community where every person respects and co-operates with others. We aim to foster each student’s sense of worth and his or her respect for each other and to make it is self-evident that bullying of any kind is unacceptable. We also work hard to pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).

Supporting students to communicate effectively is an important part of enabling students to behave appropriately. We encourage all staff to consider what may be the underlying issues that drive or trigger challenging behaviour in students, and to think about ways of responding to this behaviour in a non-judgemental and supportive fashion. All tutors are committed to developing their practice; our commitment to peer support, reflective practice and mentoring improves professional competence and performance.

The School also holds an important position in the broader community, educating the young people of tomorrow in a way that will ensure that they take a positive and proactive role within their communities. It is therefore essential that our students develop high self-esteem and confidence through effective teaching and learning and a high quality learning environment that is underpinned by a clear and consistent system of rewards and sanctions. It is the expectation of the School that the behaviour of our students will be of a very high standard at all times.

“Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help students manage their behaviour.” Sir Alan Steer, DCSF Learning Behaviour, February 2009.

Pupils must NEVER … use abusive or aggressive actions to others; introduce or promote the use of drugs, alcohol or any kind of offensive weapons; damage or steal property; bully any one in any way.

Our Student Rewards System aims to reward positive aspects of student work and behaviour in a climate of mutual respect rather than confrontation between students and staff

We believe in encouraging students to reach their potential academically, socially and emotionally.

1. Staff are encouraged to use a variety of rewards to encourage and motivate pupils to achieve success and to enjoy school life and activities to the maximum.
2. Staff must use monitor behaviour sheets to ensure that the most effective methods of encouraging pupils is used and continue to pursue a variety of methods to continually motivate pupils.

**Aim**

We aim to provide a supportive and familial environment in which there is acceptable behaviour throughout and where children learn to respect themselves, other people and their environment in school and outside of school.

**Rewards**

We believe that young people want to behave well and for good behaviour to be recognised and acknowledged by adults and their peers. They are able to behave well when their needs are well met in school, at home and in the community.

We believe rewards encourage students to reach their potential academically, socially and emotionally.

**Recommendation for the use of Rewards to Motivate Students.**

Key Stages 1, 2, 3, 4 and Post 16

Student earn points for:

* + - Punctuality
		- Attendance
		- Good behaviour
		- Attitude
		- Productivity,
		- Staying on task
		- Politeness

Depending on points, students can bank a financial reward to be used towards a trip, outing or gift of their choice.

Extra rewards can be awarded for exceptional effort and achievement

Tutors are encouraged to verbally praise positive behaviour as soon as it is witnessed and Assistant Head teachers regularly make positive phone-calls home to parents/carers to acknowledge the efforts students make towards their own personal goals.

When unacceptable behaviour has occurred, the student is encouraged firstly to put right the wrong - apologise verbally, or where serious breach of behaviour has occurred, accept the sanction imposed.

We believe that students should be given the opportunity for reparation. Unresolved difficulties can make students feel anxious and cause behaviour o escalate or become habitual.

**Behaviour management**

**Discipline Steps for Disruptive Behaviour**

Should a student break any of the school rules the following steps will be taken:

1. Informed that behaviour is unacceptable.
2. If behaviour continues the student will be given a 1st verbal warning for that incident and separated from any other students involved.
3. If behaviour still continues alert the person parking.
4. 2nd warning given.
5. Call home to parent/carer.
6. 3rd warning results in a 1 or 2 day exclusion.

**General Behaviour**

Pupils of The Tutorial Foundation should, at all times, in and out of school, act with consideration and courtesy towards others and never speak to staff or others in an insolent, offensive or abusive manner.

**Entrances/Exits**

Pupils must use the entrances and exits prescribed to them.

**Absence**

The Tutorial Foundation should be informed by telephone or in writing as soon as possible.

**Punctuality**

Punctuality must be observed at all times. Any pupil arriving after their set time must report to the LA Office. Lateness without reasonable cause incurs a warning.

**Electronic Equipment- please see separate policies**

No electronic equipment of any sort: e.g. radio/personal stereo, mobile phone, pager, camera, mp3 players or other electrical equipment is to be used in lesson time unless officially authorised by a member of staff.

**Money or Valuables**

The Tutorial Foundation takes no responsibility for money or valuables. These should be kept on the person or entrusted to a member of staff for safe keeping.

**Discipline and Physical Contact – please see separate comments on restraint**

Although tutors can restrain pupils where it’s necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption, we feel it is best in most cases to ask the pupils to leave to the building and return home. However when a pupil leaves the premises, The Tutorial Foundation holds no responsibility for each pupil’s actions or own safety.

**Confiscation of Property Policy**

Should there be an occasion when a student is found in possession of an article which contravenes the school rules, e.g. weapons, alcohol, illegal substance etc, a member of staff may confiscate anything that they consider undesirable. Items will never be disposed of or destroyed. If the student refuses to hand over property the matter must be referred to Julia Low and the police.

No matter how valueless the item may appear, it is and always will remain the student's property. Items will be labelled with the name of student, date and time and returned to the student at an agreed day and time.

If more serious article is found- e.g. knives, alcohol, drugs, cigarettes etc. we will inform the student that parents/carers, and possibly the police will be informed. The item will be again passed to Julia Low.

**Smoking**

Smoking is not permitted outside on school grounds except in exceptional circumstances and is absolutely prohibited inside the school building. It is an offence to smoke anywhere inside The Tutorial Foundation.

**Drugs**

The use of any illegal substance is completely prohibited. Any suspicion of a student using or carrying any illegal substance will be asked to leave The Tutorial Foundation for the remainder of that day, and parent / carer will also be informed. Should a student be asked to leave on more than three separate occasions they will then be excluded.

**Damage or Theft to Property of The Tutorial Foundation**

All pupils are expected to take pride in maintaining a high standard of tidiness and cleanliness in and around The Tutorial Foundation premises, and have respect for the building and equipment. Any vandalism will be treated as a serious offence and appropriate action taken.

Should a pupil steal or cause any form of damage to the school or to property of The Tutorial Foundation, parents or carers will be asked to make a contribution to the cost of the replacement or repair to the damage.

**Behaviour Outside of The Tutorial Foundation Policy**

We would like to remind all parents and carers that when pupils are entering and leaving The Tutorial Foundation they are representing The Tutorial Foundation. Our aim is to encourage courteous and responsible behaviour both inside and outside of school. We ask that pupils avoid all private premises and The Village Store is strictly forbidden and will lead to the pupil being excluded.

**Bullying**

Bullying is verbal, mental or physical intimidation of others by a group or an individual. This can involve name-calling (verbally or using e-communication), physical attacks, teasing, isolating individuals or any denial of a student’s general rights as an equal member of the school community.

Additionally bullying of specific groups may arise as a reflection of negative attitudes towards particular groups

There is a responsibility to report bullying - whether a victim of bullying or a witness to it, or simply concerned about the behaviour of another student (either being bullied or bullying). They must talk to a member of staff about any incidence of bullying. Ignoring the bullying of others is viewed as collusion.

Teachers and all other staff must deal immediately with any reported or witnessed incident of bullying. Whether the incident is reported to or discovered by a teacher, the same teacher must respond to it. If the incident is minor, the teacher who becomes aware of the incident will deal with the student(s) involved, but if it is more serious he/she must refer the student(s) to the head teacher.

**Anti-Bullying Procedure:**

Dealing with incidents of bullying:

The Head teacher will monitor minor bullying incidents reported to him/her, and take action on repeated incidents. On more serious incidents, the Head teacher will liaise with parents, carers and other parties (including outside agencies) as appropriate. Action taken will follow the guidelines in this Behaviour Policy. Teachers must record bullying incidents in the Bullying Log.

Minor incidents of bullying (e.g. casual name-calling, pushing, taking possessions without agreement) should be identified and dealt with straight away by the nearest member of staff. In order to give the Head teacher a good overview of student behaviour the incident should be recorded. For repeated or more serious incidents of bullying (for examples, see below), the students involved should be interviewed by an Assistant Head teacher and should write down their perceptions of what happened. Discussion would then be focused on developing strategies to ensure that the incident was not repeated. A key aim is to bring the students (whether bullying or bullied) to a point of mutual reconciliation. This may involve working with the victim and/or bully. A follow-up discussion at a later date is essential to review whether or not the solution agreed in discussion has been effective; again Assistant Head teachers will be involved. The Head teacher should contact all the parents involved to inform them about the incident and the School’s response. If discussion proves to be ineffective, extra measures need to be taken. These could include: supervising a bullying student at break and lunchtimes for an appropriate length of time; interviewing parents in School; referring the bullying student the Head teacher or exclusion.

 Examples of this kind of behaviour are:

 \* When a student has been persistently name-called over a period of time (verbally or using e-communication)

 \* When malicious rumours have been deliberately spread about a student (verbally or using e-communication)

\* When a student is ostracised and not allowed to join in group activities;

 \* When a student is persistently pushed, jostled or tripped but does not suffer physical injury

 \* When a student is chased around the School by groups of students

 \* For severe incidents of bullying which result in injury to the person or to property (for examples see below): following initial response by the teacher, there should be an immediate referral to the head teacher. Parents will be interviewed at an early stage, and exclusion may be considered.

**e-Safety and Cyber Bullying**

Any form of Cyber Bullying is unacceptable.

This includes the use of any Information Communication Technology to communicate rude, offensive and anti social messages or material to another party or parties. With regards to how infringements will be handled, reference can be made to the e-Safety Policy, where continued sending of emails or MSN messages regarded as harassment or of a bullying nature after being warned is and the sanctions are:

 Referral to Headteacher / contact with parents / possible exclusion / removal of equipment / refer to Community Police Officer.

 All students sign an acceptable use policy. Sections related to cyber bullying include: ‘The messages I send, or information I upload, will always be polite and sensible’ and ‘If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher/responsible adult’. Students are not allowed to take photographs/videos of staff or other students without their permission. Students are not allowed to take photographs/videos of members of staff or other students and upload them onto the internet.

Pupils and staff know how to deal with any Cyber Bullying incidents. Pupils know about the national agencies, such as Child Exploitation Online Protection (CEOP), http://www.ceop.gov.uk/ – so that in an extreme case, they know how to report abuse. Pupils and staff need to know appropriate netiquette in their general communications, as a result e-Safety is built into schemes of work as appropriate to ensure pupils are taught safe behaviours and practice.

Assemblies cover Cyber Bullying and it is part of the PSHE programme.

**Pupil Strategies – “Do not suffer in Silence”**

Staff, in discussion with pupils, may wish to raise the importance of strategies in dealing with bullies. These are suggestions:

* ignore the bully
* Always try to be in company, never alone
* Tell an adult, i.e. a parent or a teacher

**Students are encouraged to identify a member of staff with whom they would be able to discuss bullying issues should they arise. It is the key worker’s responsibility to ensure that students are able to do this.**

Websites used for staff and student guidance on anti-bullying strategies include:

* [Anti-Bullying Alliance](http://www.anti-bullyingalliance.org.uk/)
* [Bullying UK](http://www.bullying.co.uk/)
* [Childline](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx)
* [The Diana Award](http://diana-award.org.uk/)
* [Internet Matters](https://www.internetmatters.org/issues/cyberbullying/)
* [Kidscape](http://www.kidscape.org.uk/)
* [The UK Safer Internet Centre](http://www.saferinternet.org.uk/)
* [UK Council for Child Internet Safety (UKCCIS)](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

**Serious Incident**

**Pupils Must NEVER:**

* Bring into The Tutorial Foundation or take on a School visit a knife, a gun or any other implement which has the potential to cause harm to others.
* Introduce drugs or alcohol to The Tutorial Foundation community or promote or sell these things within The Tutorial Foundation.
* Use any abusive or aggressive actions towards others.
* Damage property.
* Steal from The Tutorial Foundation or others.
* Bully others in any way.

**Should a student break any of the above rules they will be excluded.**

**Exclusion**

In the event that a student's behaviour is deemed too difficult to manage on site on any occasion, the student will be sent home and parents/carers informed of return date and time, allowing enough time for the student to reflect and behave more appropriately on return. This might include: physical abuse towards another person and serious damage to property; possession or being under the influence of drugs or alcohol; possession of a lethal weapon; serious verbal abuse, including emotional and racial abuse towards another person.

It is not our policy to permanently exclude students. Only in extreme circumstances will a student be permanently excluded.

We have sought to reduce the rate of our fixed term exclusions by several means.

Restorative justice training for all staff and adopting restorative practice within school has been the main thrust of our initiative. Alongside this, we have introduced home/school contact books providing daily personalised feedback to parents on their child’s behaviour & attitude to learning where a pattern of persistent low level disruption is identified.

Other methods of communication include:-amber/red report cards to signal to students that their behaviour is under formalised scrutiny; behaviour contracts signed by students on re-integration after exclusions; timetabled tutor time to increase pastoral care of students; time-out cards to allow students the opportunity to remove themselves from a classroom until they are able to calmly re-integrate with the lesson.

**Permanent Exclusion**

A decision to exclude a student permanently is a serious one and will be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and it will normally be used as a last resort.

There will, however, be exceptional circumstances where it is appropriate to permanently exclude a child for a first or ‘one off’ offence. These might include:

* Serious actual or threatened violence against another pupil or member of staff
* Sexual assault or abuse
* Supplying an illegal drug
* Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of all students at The Tutorial Foundation.

**Permanent Exclusion Procedure**

We will never permanently exclude a student in the heat of the moment unless there is an immediate threat to the safety of students and staff of The Tutorial Foundation. Before deciding to permanently exclude a student, we will:

* Ensure that an appropriate investigation has been carried out
* Consider all the evidence available to support the evidence
* Allow the student to give his/her version of events
* Check whether the incident may have been provoked e.g. by bullying, racial or sexual harassment

If satisfied that on balance of probabilities, the student did what he or she is alleged to have done, we may take the decision to permanently exclude the student.

**Sanctions**

Staff must not feel isolated in dealing with discipline and sanctions. Open discussion with colleagues is essential. There are several measures to avoid sanctions being imposed: positive reinforcements, time out procedures and discussions with head teacher to diffuse situations/prevent incidents.

1. The discipline and good behaviour of students is the direct responsibility of all staff at The Tutorial Foundation.
2. All staff will respond to misbehaviour immediately.
3. An atmosphere conducive to learning will be achieved from student reward rather than punishment.
4. The high standards expected should be made known to all staff, parents/carers and all persons concerned with The Tutorial Foundation.
5. Staff must give students the respect they deserve as individuals.
6. Staff must be firm, consistent and fair in dealing with rewards, discipline and sanctions.
7. Staff should be aware that some of our students will be resistant to rules and expectations which others accept quite readily.

**Staff must work together to reduce resistant behaviour by:**

1. Being well prepared for each teaching session so that students can immediately get down to work.
2. Creating a calm, settled and disciplined environment conducive to good work habits.
3. Encouraging punctuality.
4. Establishing a positive relationship with the students.
5. Allowing students to see that you are concerned about them, their interests, lives and general well being.
6. Identifying specific behaviour objectives for each student.

Situations are initially diverted by allowing the student to go home for a period of cooling off and reflection time. This is followed by a return to the centre for a fresh start or a sanction depending on the severity of the incident.

**In the event of a pupil offering profound behaviour difficulties e.g. refusing to work or not allowing other students to work, then the following sanctions will apply: -**

The Head Teacher or acting Head Teacher should be notified and the difficulty being experienced identified. Appropriate action including a verbal warning should then be agreed between the teachers and the student.

**(Verbal warning 1)**

When a student consistently fails to produce satisfactory behaviour and/or work, he/she may, after further discussion with the teachers, have sanctions brought against them including a second verbal warning.

**(Verbal Warning 2)**

These may include:

Point system suspended until agreed apology/resolving action has taken place or in the case of the younger children a sad face will be given.

Working in isolation within The Tutorial Foundation for an agreed given period of time.

If the applied sanction does not succeed in helping the student to conform to our expectations, a third verbal warning with be given and the following sanctions applied in the order outlined.

Call home and talk to parents/carers.

**(Verbal warning 3)**

Sent home for remainder of day or the following day.

**In exceptional circumstances (Written Warning)**

Work provided to do at a different period of time, followed by an agreed reintegration support programme.

It is important to note that it is only in the most difficult of circumstances that sanctions are applied, it is our policy to use rewards to prevent difficult behaviour.

**Corporal Punishment is Forbidden**

Under no circumstances should a student ever be struck or handled, unless there is a need for physical restraint for the safety of the student or others. See also guidance documents on Aggressive Behaviour.

Full details of all behaviour are kept on individual behaviour sheets. All incidents are recorded and logged in record books.

**Use of Reasonable Force**

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defence to any related prosecution or other legal action. ‘Reasonable’ means using no more force than is needed. The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

 In school, force may be used for two main purposes:

1. To control students

2. To restrain students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Control means either passive, physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.

Members of staff have the power to use reasonable force to prevent students from:

• Committing an offence

• Injuring themselves or others

• Damaging property and to maintain good order and discipline in the classroom

**The following must be taken into account when dealing with difficult behaviours**

* Why do Problems Occur?
* Psychology of individual student
* Insecure, unhappy environments
* Lack of respect for self, the teacher, the subject
* Irrelevant curriculum
* Lack of appropriate resources
* Inconsistent rule application
* Unknown expectations
* Medical problems

**Approaches to Aim to Improve Standards**

* Clear, concise standards of expected behaviour by all, developed by all.
* Reward rather than punish.
* Personal and social education (reinforced within all learning areas).
* "Good" models.
* Known targets, goals for the subject, session, term.
* Positive attitude towards good behaviour.
* Encourage self-discipline.
* Use of hierarchy (staff and sanctions).
* Parental carer involvement (not always negative involvement).
* Use of external agencies.

**Suggestions for Dealing with Disruptive Students**

* Opportunity to put matters right, immediately (apology encouraged)
* Behaviour modification, e.g. reward, punish, contract
* Causes realised-Time Out card displayed, student allowed 'time out' in pre-arranged location within the centre.
* An awareness of the peer group pressure
* Ignore behaviour within reason
* Increased attention
* Increased praise, private/public
* Change seating plan
* Reasoning
* Reprimand -private/public
* Reminder of rules
* Send for other staff outside agencies
* Teaching approach modified
* Point out others working well

**Julia Low has overall responsibility for issues concerning behaviour.**

**We require Julia Low to:**

* Keep herself up-to-date with legislation and research and thinking on handling children's behaviour.
* Access relevant sources of expertise on handling children's behaviour.
* Check that all staff are included in regular staff meeting discussions on how to deal with difficult behaviour

Policy Sign off and review

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| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 13.01.2016 |
| Reviewed by | Emma Clyde | 30.09.2019 |
| Next Review By | Julia Low | 31.10.2020 |