
Charters School

Behaviour Policy

Updated November 2011

Behaviour Policy

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**CHARTERS SCHOOL
POLICIES**

CHANGE CONTROL REGISTER (BEHAVIOUR POLICY)				
Revision	Description	By	Approved	Date
A	Page 6 Recording Behavioural Incidents (Second Paragraph) 'Internal Suspension' amended to 'School Detention or Internal Suspension, depending upon the nature of behavioural incidents'. (Fifth sentence) After 'Additional' added 'sanctions including internal suspensions'	RP		
A	Page 8 Toilets Deleted 'Where possible, toilets will be situated close to the Head of Year's office in order that they monitor their proper use.'	RP		
A	Page 8 Dining Hall and Picnic Areas Bullet point 3 deleted 'place bags in the cages'	RP		
A	Page 9 Support for Parents Insert in the last sentence after 'Via' – 'the Headteachers' Weekly Update and Chartersnews.'	RP		
A	Page 10 Smoking First sentence amend 'cigarette lighters and matches' to read 'cigarette lighters or matches'.	RP		
A	Page 13 Weapons given new main heading (removed from Drugs section) In first sentence after 'Any weapon or implement' insert 'including Laser Pens'. Last sentence delete – 'in accordance with school procedures and sanctions on the breaching of school rules' and insert – 'ranging from School Detention to Exclusion, particularly if the offence is repeated.'	RP		
A	Page 16 Uniform Second paragraph, last sentence amended to read: 'Black shoes only should be worn. White, grey or black socks are acceptable. Alternatively, black, grey or skin-coloured tights are permitted but these shall be plain not patterned. Socks may not be worn in addition to tights.'	RP		
A	Page 17 'Use of Mobile Phones' this section has been deleted and replaced with the current: Mobile Phone and Electronic Devices Policy December 2011			

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INTRODUCTION

Purpose of the Policy

The purpose of this policy is to provide a framework for positive behaviour within the school. This policy sets out the expected high standards of conduct required by all who use the school. Central to this is the positive reinforcement of good behaviour and promotion of what is acceptable at all times. Setting clear expectations will be the means by which the policy is implemented, namely:

- respect for the individual, recognising strengths and caring for self and others.
- good manners, courteous and polite behaviour.
- pride in themselves, others and their environment.
- self-discipline.
- responsibility to others.
- unwillingness to accept intolerance towards others and/or anti-social behaviour.
- honesty and integrity in relationships with others.
- tolerance, sensitivity and compassion towards others.

Aims

The school policy has been designed with the following aims in mind:-

- to provide a framework which encourages and promotes positive behaviour.
- to set agreed standards of behaviour which are known and understood by pupils and staff.
- to empower all staff to take responsibility for good conduct around the school.
- to provide a consistent approach over disciplinary matters across the school.
- to promote a safe, secure, learning environment for all.
- to foster positive attitudes of courtesy and respect.
- to promote self discipline.
- to maintain personal dignity through confronting the 'act' not the 'person'.

BEHAVIOUR IN LESSONS

Introduction

The good behaviour of pupils in the classroom or on the playing fields is most important and is expected by staff. In return, teachers have a responsibility to create a positive learning environment, where pupils are stimulated, interested and focused on their work. Well-planned and delivered lessons, in which staff recognise the need for differentiation, will aid pupils in making good progress. When pupils are challenged at the appropriate levels, they should become confident in their own ability and experience the feeling of success. This reduces the opportunity or desire for poor behaviour.

Classroom Practice

In any class, individuals or groups of pupils must not be allowed to disturb the education of the other class members. If the behavioural problems of pupils persist, action must be taken to deal with the pupil. Teaching strategies in the classroom should also be reviewed. Teachers should ensure they give clear instructions and guidance to pupils on how they wish them to behave and how they wish the lesson to be managed. Teachers must set the highest standards and expectations in terms of academic achievement. Pupils feel secure when they are set clear boundaries for acceptable behaviour and staff are consistent in their implementation of these standards. Inconsistency in the behavioural management of pupils can lead to mixed messages and confusion.

Teachers in the classroom are encouraged to focus on the positive behaviour of pupils and to build constructive working relationships with all members of the class. Teachers should aim to achieve a ratio of at least 4:1 positive to negative comments. As a school, we are tolerant and caring and pupils must be given opportunities to succeed. These achievements should be celebrated through verbal congratulations and/or the awarding of merits and departmental certificates. We are not all the same in terms of the way we react to criticism or praise. Teachers should know their pupils' abilities and focus on their strengths rather than continually highlighting their weaknesses. Praise and

encouragement, clear guidelines on acceptable behaviour and a supportive approach to their learning are all features of an environment in which pupils make good progress and good classroom behaviour exists.

Classroom Procedures

To ensure a prompt start and no disturbance, pupils should arrive to all lessons punctually and fully equipped, and should line up outside the room in an orderly manner. Pupils must enter quietly and stand behind chairs, waiting to sit when invited to do so. A register should be taken at every lesson.

Permission to visit the toilet will not normally be given except in the case of an emergency.

If a pupil needs medical assistance, another pupil will escort them to the Medical Room. If a pupil has a scheduled medical appointment or other reason for leaving the lesson after it has started, they will be required to provide the teacher with a note from their parents.

Any pupil arriving late to a lesson will have a note from a teacher explaining where they have been or they can expect to face punishment for lateness. Pupils should not finish working in the lesson until the very end. They will be dismissed by the teacher, but not until the bell for the change of lesson has rung.

Classroom Rules

Good classroom discipline brings clarity, good order and purpose to the whole school. The discipline in a classroom revolves around agreed classroom rules and procedures. These cover:- having the right equipment, treating people and property with respect and following the teacher's instructions.

These are the rules as given to pupils:

- Arrive on time for lessons and enter the room quietly.
- Remain in your seat unless asked to move.
- Come to lessons properly equipped.
- Listen to and follow instructions first time.
- Raise your hand before answering or speaking.
- Treat others, their work and equipment with respect.

Addressing Poor Behaviour

As members of the teaching staff we have a responsibility to one another not to allow poor behaviour in the classroom to go without comment or further action if necessary. A consistent approach from all staff is required giving the pupils a clear message of what we expect in terms of good behaviour. This approach will support new and inexperienced teachers when they join the staff. When disciplining pupils, staff should try to avoid punishing whole groups when only a few have misbehaved. This can lead to a sense of injustice and a lack of good will. It is important that staff set school standards and are consistent in their implementation. Staff should tackle small misdemeanours and not allow them to build up only to over-react at a later stage. The practice of withdrawing pupils from lessons to stand outside should be a final option rather than a first reaction and is not encouraged. If it is necessary, steps should be taken as quickly as possible to talk to the pupil and reintroduce them into the lesson.

Recording Behavioural Incidents

Full advantage is made of the electronic recording of behavioural incidents via the School's Management Information System. Staff can enter details and students and parents can see the outcomes in terms of sanctions awarded but not the details of the incident. This approach strengthens the monitoring role of the tutor, who is pivotal in promoting positive behaviour.

Specific behavioural events attract a point score which is visible on the Learning Gateway. Points have a "shelf-life" of twelve weeks which means that, with good conduct, students can decrease their score. If points exceed 30, school detention or internal suspension, depending upon the nature of behavioural incidents follows and the points are set to zero. Additional sanctions including internal suspensions will be served for each additional 30 points awarded. Should this take place three times within two terms, a one-day exclusion will be served. Heads of Year have discretion to use alternative sanctions such as school detention; this would depend on the nature of the incidents.

Each Faculty operates an after-school detention every two weeks. School Detention runs every two weeks for a key stage; Week1 - Lower School; Week2 – Upper School. School Detentions take place on Friday 3.15 – 4.30 staffed by a

Headteacher or Deputy Headteacher. A late bus at 4.30pm is available every day for detainees. Litter detentions run weekly, staffed on a rota basis.

24 hours notification of after school detentions to be recorded in record books. Detention slips may be used if no record book is available.

Staff responsible for awarding sanctions will enter the details on the system.

Points System

Each behavioural incident attracts a point score. In many cases, the member of staff will want to use their judgement and award a detention following an incident. In some cases e.g. smoking, this is mandatory. Where an additional detention or exclusion is not specified, the award of a detention is discretionary. However staff must not award a detention without first having logged a behaviour incident. Detentions themselves do not attract points. A student who misses a detention moves on to a higher level detention and receives points. They should not repeat the original detention as well as the new one.

Tutors, who carry out academic tutoring and are the first point of contact for parents, must exercise their professional judgement in deciding when the frequency or nature of the behavioural incidents require them to involve the Head of Year. A rough benchmark if the nature of incidents would require a meeting with parents; in such an instance it would seem appropriate to involve the Head of Year.

BEHAVIOUR OUT OF LESSONS

Movement Between Lessons

Corridors and stairs are often very crowded places. In the interests of safety, ease of movement and general thoughtfulness to others, the following guidelines need to be observed:-

- always walk purposefully to lessons and on the left of corridors or stairs.
- always walk at a sensible speed being aware of the safety of others.
- hold doors open for those approaching or following, as appropriate.
- use the exit and entrance doors as denoted.
- be aware of the danger to others of bags held, without care, at shoulder level.
- line up in single file outside classrooms placing bags on the floor against the wall.
- be particularly aware of the needs of visitors and those who have more difficulty in moving around.

School Bounds

Pupils may not go out of bounds without permission from a member of staff. Pupils who have medical appointments or who have to leave school due to family commitments during the school day will require a letter of explanation, signed by a parent or guardian. This written permission must be shown to their tutor and the school office before the pupil leaves the site.

Before School

The usual thoughtfulness for others will be expected. For their own safety pupils should not enter any school buildings except the Dining Hall before 8.20am unless supervised and after that time are not allowed in tutor rooms unless supervised by a member of staff.

Assembly

On allotted assembly days, pupils should:-

- arrive promptly at 8.30am at the double doors to the hall.
- remove coats before entering.
- enter and leave the assembly in an orderly manner.

Non-eating Breaks

Pupils should take the opportunity to relax and enjoy themselves but remember to:-

- go to the correct area, according to the weather.
- make appropriate use of the facilities provided.

Toilets

The school will provide and maintain toilets which offer proper facilities including lockable cubicles, hot water, soap and drying facilities. In order to encourage responsibility and care, each year group has been allocated exclusive use of its own toilets. It follows that any damage must be reported immediately to a member of staff or the main school office. Toilets will be locked on occasions if they are misused. If pupils are aware of pupils from other years using their toilet, they should inform a member of staff on duty immediately. Any pupils who abuse these facilities will be punished in accordance with the sanctions laid down within this policy document.

School Visits

No pupil will be permitted to leave the site on a school visit without written parental consent and medical forms. Staff reserve the right not to take pupils whose work or behaviour in school is unacceptable. Pupils have a responsibility to support the member of staff during the visit with appropriate behaviour and a commitment to completing any task set. All instructions given by a member of staff must be obeyed. Any pupil misbehaving on a school trip will be subject to normal school sanctions on their return. If a pupil's behaviour puts an off-site visit under strain, the school will consider sending them home. This decision will be made in consultation between the visit leader and SLT emergency contact.

Dining Hall and Picnic Areas

The aim should be to make lunch times as relaxing and pleasant for everyone as possible within the time allowed. The large number of pupils eating in these areas make it important that people conduct themselves in the appropriate manner, having regard for the health and safety of others. All pupils when dining need to:-

- eat at their allocated break times.
- walk into the dining areas in an orderly manner.
- queue up in a sensible way.
- remove outdoor clothing before sitting.
- sit sensibly without overcrowding (up to six people at a table is comfortable).
- eat in a manner that will not cause offence – using cutlery and observing good table manners.
- only talk with people at their own table.
- respond quickly to the requests of all adult supervisors.
- be polite to all adults and peers.
- clear away after they have finished eating.

Pupils who wish to use these facilities must be prepared to follow these guidelines. Those who do not behave appropriately will, in the interest of the majority, risk being banned. Parents will be informed by letter so that other arrangements can be made.

Coaches

Many pupils come to and from school on coaches provided by the Local Authority. **The discipline of the school applies to all pupils between home and school.** Provision of transport may be withdrawn if pupils offend against standards of good behaviour. Specifically, attention is drawn to the fact that pupils should:

- wait on the pavement area at school prior to boarding coaches.
- wait at pick-up points in a way which brings credit to themselves and to the school.
- show proper courtesy to others when boarding coaches.
- extend to the drivers of all coaches proper courtesy and respect, and act upon all reasonable requests promptly.
- abide by the school rules concerning smoking, eating, language and general behaviour.
- treat the coach with proper regard to property.
- only travel by the correct number coach.
- wait until the coach is stationary before boarding or leaving.

The coach drivers have a responsibility to report misbehaviour to the senior member of staff responsible for transport or the Headteacher. They are authorised to refuse to let pupils on the coach without the appropriate pass or if pupil behaviour is unsatisfactory.

Staff Training

Annual training is run on classroom behaviour management. All new teaching staff, including GTP and student teachers, as well as teaching assistants and cover supervisors receive this training. Additional one to one training is provided where extra support is needed in specific targeted areas.

Support for Pupils

The primary transition programme involves the Behaviour Support Co-ordinator working with targeted pupils whose behaviour is a cause for concern and whom we can identify will benefit from a transition behaviour support programme. The Behaviour Support Co-ordinator continues the support of these students when they come into the school during years 7 and 8 and where appropriate in year 9. This provides continuity as there is an established trust with these pupils. The East to West Youth Team offer individual and group support to pupils who have issues around self esteem and anger management. The school also have a direct link with the local authority behaviour support team; pupil's needs are assessed and a support programme put in place. Through the RBWM Hub, the school has accessibility to other organisations where the issues for students are based around emotional and mental instability. The school also operates a mentoring programme that provides one to one support for pupils whose behaviour places them at risk of serious underachievement or exclusion from school.

Support for Parents

As a result of the primary transition programme, the Behaviour Support Co-ordinator works with the parents of the pupils targeted for support. Parents are able to work with the Behaviour Support Co-ordinator on an ongoing basis via meetings and telephone contact. All the parents of pupils on this programme who are coming into year 7 are seen by the Behaviour Support Co-ordinator before they come in so that they are aware of the ongoing support available. The Behaviour Support Co-ordinator manages the work of our Parent Support Adviser who works directly with families who need support in resolving behavioural issues with their children. Through the extended schools programme, parents have the opportunity to attend evening sessions on topics linked to behaviour in order to improve their knowledge and understanding, such as drugs and alcohol, social networking sites and on-line games. Via the Headteachers' Weekly Update and Chartersnews, the parents are also made aware of local groups and national organisations that can provide guidance and support.

EATING AND LITTER POLICY

We all need to take action to ensure that litter does not deface the school site and does not become a health hazard. Pupils and staff are reminded of the details of the following policy:-

- it is the responsibility of every child to ensure that no litter is dropped anywhere on the site. Any pupil found deliberately dropping litter will be placed in an after-school detention, which will take the form of clearing litter from the school site under the direction of a member of staff.
- pupils should eat or drink only during the designated breaks and not at other times.
- pupils are not allowed to eat, drink or chew anywhere inside any school building (except the dining hall) and pupils should not openly carry food or drink inside any other building. Any pupils who do not comply with this rule will be placed in an after-school detention.
- pupils who buy hot food or drink in the Dining Hall and Sixth Form Common Room should consume them there or in the picnic area.
- eating outside should be confined to the picnic area, the central garden area and the central area of the school where it is possible for pupils to sit down.
- pupils should **NOT** eat walking around the site.
- pupils may have clear water bottles in lessons

The co-operation of all pupils and staff is sought to ensure that the school site remains a clean, tidy and pleasant one in which to work.

SMOKING AND ALCOHOL POLICY

Smoking

Charters has a no smoking policy for all members of the school.

Pupils are not allowed to have tobacco products, cigarette lighters or matches on school premises. Pupils are not allowed to smoke at Charters and those caught smoking or being with smokers will be subject to school sanctions. Parents will be notified. Smoking is unhealthy, anti-social and dangerous. Smoking is not allowed anywhere on the school premises, on any school visits or at any time pupils are under the jurisdiction of the school – that includes on the way to and from school and on the coaches. If you are caught smoking the following punishments will apply:

1st Offence: 10 behaviour points and School detention.

2nd Offence: 10 behaviour points, School detention, letter home and removal of breaks for an agreed period

3rd Offence: School detention, letter home inviting parents to school and an internal suspension.

Further offences will lead to an extension of internal suspension and may lead to exclusion.

Alcohol

The possession of alcohol on school premises is not allowed. Pupils who bring alcohol onto the school site or appear to be under the influence of alcohol will be subject to school sanctions and parents will be contacted to take their son/daughter home immediately.

DRUGS POLICY

Drugs in School

The Governors and Staff of Charters School have a clear policy for pupils in all matters relating to drugs and other illegal substances. **The possession or use of prohibited substances on our site is absolutely forbidden.**

Any student who is found either in possession of drugs or solvents or under their influence will be excluded from school for a fixed term pending further investigation and a serious punishment will be given. Permanent exclusion will occur when a student is found to be supplying drugs to other students.

Students who are caught associating with such a student may also face permanent exclusion. This approach applies to any situation – on school premises, during school visits or off-site events, for instance, where students are regarded as being in our care. Any drug related incident will be reported to the police. We take the matter of prohibited substances and their abuse very seriously indeed. We recognise that society imposes many pressures and temptations upon young people, and that parents and teachers must work together to help pupils cope with them. In order to do this, we have developed a full programme of drugs education in school and, in common with many other schools, hold awareness evenings for parents who feel that they need information about drugs. We have written this clear policy because we believe that our parents wish us to continue to take this firm stance. It is our duty to protect pupils, so far as possible, from these pressures and temptations in school, but we will always need the active support from home in order to make our policies successful.

Aims

The aims are to provide all pupils at Charters School with:-

- knowledge and understanding of the effects of drugs on the body and the effects of drugs on behaviour and their use in society.
- knowledge and understanding of the law relating to the use and misuse of drugs.
- an opportunity to explore the attitudes which result in drugs and solvent misuse.
- educational opportunities for young people to acquire such knowledge and skills to enable them to resist social and peer pressures.
- a school environment where such pressures are minimised as far as possible.

The Education and Prevention Programme

Education for prevention will be delivered through:-

- Citizenship lessons.
- Curriculum Enrichment Days
- drugs awareness evenings.
- assemblies.

The people who will deliver this information are:-

- specialist teachers within the Citizenship Team and other willing staff from curriculum areas
- outside agencies such as T2 and Theatre ADAD
- police Liaison Officers.
- Senior Staff through assemblies.

As part of their personal and social development programme, pupils will experience a drugs education course in which they will have the opportunity:-

- to increase their factual knowledge about drugs including the legal implications of abuse.
- to understand more about the dangers and risks of drug abuse.
- to consider factors that influence drug users.
- to develop strategies for coping when facing external pressures.

Assemblies and Tutorial Work

The assembly programme will be used to support the Drugs Awareness Programme. Every year, pupils will have the opportunity to consider the Drugs Policy and Prevention Education Programme.

Drugs Awareness For Parents

Special events for parents will be held on a regular basis to inform them and give them an opportunity to be aware of drugs and their effects.

Partnership with Parents

Parents will be informed of the Governors' drugs policy through the school prospectus/on admission, to ensure all new parents are fully aware of the school's attitude towards drugs. Information and advice evenings for parents will be arranged from time to time in conjunction with other agencies. Parents will be invited to share confidential concerns or information with senior members of staff as any needs arise. Reference to the school's policy on drugs will be made in the Pupils' Handbook and Sixth Form Contract, which is distributed to all pupils each year.

Staff Training

Staff and Governor training will be provided at appropriate intervals when staff will have the opportunity:-

- to increase their factual knowledge about prohibited substances and their effects.
- to understand more about current local practice.
- to consider strategies to use with young people in their care.
- to share information and good practice with colleagues from Charters and other agencies.
- to reinforce the need for constant vigilance.

ICTS (UK) Limited

The school retains the services of ICTS (UK) Limited which provides training for staff, information assemblies for pupils and unannounced visits to the school with dogs trained in drug detection.

Action to be taken

If a member of staff has reasonable cause to believe that a pupil is in possession of class A, B or C drugs, they should immediately contact a member of the Senior Leadership Team.

In order to gain the voluntary production of one of the above substances, it may be necessary to ask pupils to empty their belongings from about their person and their locker. This will be carried out in the presence of two members of staff. The pupil should not be touched. The Senior member of staff will contact, in the following order:-

- the Headteacher and Head of Year
- the parents
- the police

Parents will be requested to attend school in order to collect their child. This will also provide the opportunity for the school to make parents aware of all the facts and the intended action. The police will be informed of any substances found. They will analyse the substance and take necessary action. Following any action taken by the Headteacher, the Chairman of Governors will be informed.

The 'Misuse of Drugs Act' allows an appropriate member of the school's staff to take possession of an illegal substance in order to prevent someone else committing an offence, provided it is handed over to the police or is destroyed.

Sanctions related to Smoking, Alcohol, Solvents and Drugs

Incident	1 st Occasion	2 nd Occasion	3 rd Occasion	4 th Occasion
Possession of Class C Drugs	5-10 days fixed term exclusion. Behaviour assessment; further risk assessment for school (e.g. to ensure curriculum/pastoral programmes address issues raised). Incident logged. Parents and student understand legal position from Headteacher. Consequences of 2 nd offence made clear. Police notified.	Permanent Exclusion.		
Possession of Alcohol or Solvents	Alcohol confiscated. Parents phoned and letter home. Incident logged. Fixed term exclusion.	Substance confiscated. Parents called to collect student; Post 5 day fixed term exclusion. Risk assessment for student and school. Possible behaviour/ health intervention. Contractual agreement with parents. Governors Disciplinary.	Further risk assessment and behaviour assessment. Continued disregard for school rules/ intervention programme. Permanent exclusion.	
Possession of cigarettes	Items confiscated. Parents notified.	Items confiscated. Parents notified.	Items confiscated.	Items confiscated.

	10 Behaviour Points + school detention.	10 behaviour points + School detention, letter home and removal of breaks for an agreed period	Parents notified. School detention, letter home inviting parents to school and an internal suspension	Parents notified. Further offences will lead to an extension of internal suspension and may lead to exclusion.
Possession of suspected Class A or B Drug	Substance confiscated. Parents and Police contacted. Fixed term exclusion whilst substance verified / pastoral intervention negotiated. Substance verified: fixed term or permanent exclusion.	Permanent exclusion.		
Social Supply Illegal Drug	Substance confiscated. Parents contacted and Police. Risk assessment for student(s) and others in school. Investigation into any network of illegal drug use. 10-15 day fixed term exclusion. Possible permanent exclusion after assessment and investigation. Review process: reassessment of risk <i>after</i> intervention.	Permanent exclusion.		
Dealing for profit	Substance confiscated. Parents and Police contacted. Permanent exclusion.			

WEAPONS

Any weapon or implement, including Laser Pens, likely to cause damage or injury, will be immediately confiscated from the pupil and held in a safe place. Parents will be contacted and asked to collect the weapon or implement. Depending on the nature of the problem, and the lethality of the weapon, the school will take action ranging from School Detention to exclusion, particularly if the offence is repeated.

ANTI-BULLYING POLICY

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in Charters School and will not be tolerated under any circumstances. Our ideal is to make Charters School a bully-free zone.

The school also recognises that it must take note of bullying perpetrated outside school which spills over into school.

The school will do what is reasonably practicable to eliminate any such bullying and aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions'. In so doing, we hope to prevent bullying in the first instance rather than dealing with its consequences. The school acknowledges the important role of Tutors in early detection of bullying. The school will participate in activities relating to national initiatives such as anti-bullying week.

The school therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. It can cause deep distress, to the extent of victims refusing to attend school or even, in extreme circumstances self-harming.

Aims and Objectives

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when feeling vulnerable.

Definition of Bullying

Bullying is persistent repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Four main types of bullying can be identified:

Physical: hitting, kicking, taking or hiding belongings

Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

Emotional: being unfriendly, excluding, tormenting looks, spreading rumours.

Cyber: email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Whilst we are utterly opposed to the notion of bullying, the school recognises that children do have disagreements with each other and friends fall out for a time. This is not usually bullying.

Cyber Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Some features of cyber bullying are different from other forms of bullying:

- Invasion of home/personal space that has previously been regarded as safe
- The audience can be very large and reached rapidly. Forwarded content is hard to control and worry of resurfacing makes it hard for targeted children to move on
- The bullies can often remain anonymous which is very distressing for victims
- Bystanders can easily become accessories to the bullying by, for example, passing on a humiliating image
- Some instances of cyber bullying are known to be unintentional, for example saying something negative online about another student or teacher which is not expected to be passed on or viewed outside the immediate friendship group
- The school will regularly raise the issue of cyber bullying via the curriculum, the assembly programme and in key stage council meetings.

School Procedures for Bullying

The school would wish to emphasise that all forms of bullying are unacceptable as they are inconsistent with the school's overall aims.

All pupils should be responsible for bringing bullying to the attention of any adult on the staff.

Staff will act on the information given and will take the appropriate action. It will be the professional judgement of senior staff to determine the nature of the problem and the appropriate level of response and course of action. The school has a specific protocol for action in cases of cyber bullying as this usually involves activities outside of the immediate vicinity of the school. If necessary, the school will involve external agencies such as the police in addressing bullying incidents of any type.

If any pupil experiences any form of bullying, or if another pupil witnesses bullying, he/she should inform a teacher immediately. This would usually be the tutor or Head of Year. In the first instance the teacher would listen to the pupil and ask for a written account of the incident. If a third party, mentioned in the account, witnessed the incident they would be spoken to by the teacher (independently) and asked to put their account in writing. The anonymity of the witness is paramount and should be protected at all times. The witness' name, for example, should not be given to the suspected bully or his/her parents. The accused, at this point, would be seen by the teacher and asked to write out their own account of the incident.

When the teacher had consulted colleagues and the school is satisfied that the truth had been told by all concerned, the bully will be issued with a punishment. It is much better if the bully admits the offence and credit can then be given for truthfulness.

Many strategies can be used to reintroduce the bully with the victim after an incident. For instance, the bully and the victim would meet under the supervision of a member of staff. The bully would apologise for his/her action and it would be explained to them just how the victim felt during and after the ordeal. In other cases, a letter of apology can be sent to the victim. However, in some instances, the bully is left in no doubt that they should not interfere, or have any communication, with the victim in the future. The victim may not want any immediate contact and this should be respected.

After each case, it is most important that the victim feels safe and is as comfortable as possible over the next few days. However, it may be necessary for the victim's own behaviour leading up to the incident to be discussed with him/her.

Positive steps must be taken with the bully to encourage improved behaviour, making it clear that truthfulness and a cessation of unsocial behaviour can lead to a fresh start.

The punishment given to the bully may vary from break or school detentions to internal or even external exclusions. The professional judgement of the Head of Year or member of SLT will determine the severity of the punishment .

In cases of internal or short term external exclusion, parents will be contacted by letter and asked to meet with senior staff. The purpose of the meeting will be to gain support from the parents and assurances from the pupil that this type of behaviour will not be repeated. The authority to issue internal suspensions is at the discretion of the Head of Year, Assistant Head, Deputy Head or Headteacher. When a pupil is externally excluded this decision will be taken by the Headteacher.

If any pupil continues to bully others, after repeated warnings and punishments, the Headteacher may have no other alternative than to consider permanent exclusion.

In all matters it is important to support the victim and punish the bully at the appropriate level. In school it is the pupils who still have to work and live together. Their future relationship in school is the important issue and for this reason clear guidelines have been established.

UNIFORM

We have a school uniform to set high standards of dress, ensure consistency for all pupils and to show that pupils belong to Charters School. Uniform must be worn from the moment of leaving home in the morning until the return home in the evening.

Girls wear a black crested blazer with badge, a plain dark grey box-pleated skirt or narrow grey trousers (only available from the school shop). A plain white school blouse and school tie must also be worn; during the summer term only there is the option of wearing a reverse crested white blouse. There is also the option of wearing an appropriate coloured school jumper which incorporates a badge. Black shoes only should be worn. White, grey or black socks are acceptable. Alternatively, black, grey or skin-coloured tights are permitted but these shall be plain not patterned. Socks may not be worn in addition to tights.

Boys wear a black blazer with a badge, dark grey trousers, white shirt, school tie with black shoes and dark socks. During the summer term only boys may wear a crested polo shirt without a jumper and/or blazer. However, pupils must not, in the summer term, wear an outdoor coat over a blouse or polo shirt; in such circumstances a jumper and/or blazer must be worn before an outdoor coat is used. There is also the option of wearing an appropriate coloured school jumper of the same design as the girls. Therefore, normal winter uniform means that jumpers are optional. Summer uniform means that jumpers and blazers are optional.

Haircut extremes are not allowed, permitted jewellery is a single stud in the lower part of each ear and no other jewellery at all. Make-up is not allowed before Year 10 and then only light make-up is permitted. No nail varnish is allowed. No visible body-piercing is permitted.

The Sixth Form does not require uniform but requests that students dress appropriately for working in a formal situation. All students are prefects and role models for the lower school pupils and should set the tone and standards in dress as well as behaviour.

It is a part of the responsibility of form tutors and subject teachers to make sure that all pupils are appropriately dressed

Any pupil not in full uniform should have a note written by their parents explaining the situation. This should be available for all staff during the day.

If a pupil continually disregards the school uniform the following procedures apply:

- pupils will be spoken to by the tutor or the subject teacher and asked to correct the uniform. Pupils who fail to correct their uniform after one chance will accrue two points on their behaviour log
- girls repeatedly not in box pleated skirts or school approved trousers will be sent to the Headteacher who will issue a skirt for the day.
- pupils without a tie will be sent to the Head of Year to collect a replacement.
- pupils repeatedly not wearing correct uniform will be spoken to and parents will be contacted by the Head of Year or tutor e.g. inappropriate shoes, jumpers etc.
- if the pupil continues to disregard the school rules on uniform, they will be placed in a school detention.
- if the pupil continues, following the school detention, to disregard the school rules the parents will be asked into school to discuss the matter with the Head of Year.
- Non-uniform Days: all pupils who wear non-uniform on these days will be expected to wear sensible clothes conducive to the learning environment. If they are wearing clothing which is in any way inappropriate, the students should be sent by the teacher/tutor to the Head of Year, or in their absence a member of SLT. The student will be required to change into alternative appropriate items of clothing and parents will be informed.

MOBILE PHONE AND ELECTRONIC DEVICES POLICY (NOVEMBER 2011)

It is policy at Charters School that mobile phones and other devices that can be used to record and communicate electronically are not used in school by students in Years 7-11. Issues regarding security and student well-being are often compromised when mobile phones are allowed within a school environment, and the school is committed into ensuring the very best education and care for all students. The school takes no responsibility for mobile phones or other electronic communication devices (such as iPods/MP3 Players) lost or stolen whilst students are on the premises or on off-site visits.

If a student is caught using a mobile phone then all staff have the authority to confiscate the phone. Confiscated phones, without exception, should then be taken at the very earliest opportunity to the Main School Office where they will be stored safely. Similarly to other school policies sanctions given follow a hierarchy in terms of the punishment given:

1st offence – Student given 5 points by the school office. Text sent to parents with standard template to inform them of the confiscation. Student collects their phone at the end of the school day.

2nd offence – Student given a further 5 points and also given a School Detention. HOY informed and a letter sent home. Student collects their phone at the end of the school day.

3rd offence – Student given a further 5 points but also taken out of school for a day in the Internal Suspension Room. Device retained by school until parents come in to meeting with student and HOY.

Charters School appreciates the fact that there are different circumstances for students who travel off-site for day visits or residential trips. In each case student possession and use of mobile phones is made clear in the planning and preparation of each trip, and students/parents are made aware of what is required. Similarly, there are clear guidelines for mobile phone use for all students sitting examinations which is outlined in the schools policy on exam conduct and is made clear to all students during school examinations.

The school mobile phone policy does not extend to the Sixth Form where students are permitted to use their phones in the Sixth Form Common Room and if directed to do so in a lesson. However, to support the policy in place for Year 7-11 Sixth Form students using their mobile phones around the school site or in lessons when not permitted can be given appropriate sanctions, as detailed in the Sixth Form Sanctions Policy.

THE REWARD SYSTEM

At the heart of the Behavioural Policy is an effective Reward System that encourages and motivates all pupils to achieve their best. The School operates well structured systems for recognising pupil achievement at Key Stage 3, Key Stage 4 and in the Sixth Form. This system recognises the need to modify the rewards and styles of rewarding as the pupils move through the School. In the Lower School, Years 7 to 9, a merit point system is employed. At Key Stage 4, a 'P' for praise is awarded to pupils during their academic review for excellent effort or attainment. In Sixth Form the reward system is further developed using cards and departmental letters to recognise pupil achievement. These systems are available to all pupils and staff are encouraged to make full use of this system, the details of which can be found below.

Achievements Log

Merit point certificates, Well Done postcards, Head of Year good news, Headteacher commendation, attendance and achievement prizes are recorded on the pupil's achievement log.

Headteachers' Certificate of Achievement

A Certificate of Achievement may be awarded to any pupil in Years 7 to 13 for an outstanding single piece of work, excellent long term projects or maintaining a consistently high standard. This will be awarded by the Headteacher. Any recommendations should be made by the subject teacher to the Headteacher.

All certificates will be presented on stage during the Year assembly or in the Headteachers' office. The Head of Year will keep a record for pupils' files and will arrange publicity via the Headteachers' weekly email to parents..

Presentation Evening

The school's Presentation Evening, held in December of each year, recognises the academic achievements of pupils in the previous Year 13. The awards include special recognition for non-curriculum achievements.

Celebration of Achievement Evening

This evening is arranged for September/October. This will give the School the opportunity to recognise the achievements of those pupils in Years 7, 8, 9, 10 and 12. This evening will recognise the work, effort and personal achievements of our pupils. Two prizes will be awarded in each tutor group, one for effort and the other for attainment. The award winners will be recommended by the tutors and Head of Year. Subject prizes are presented to students in Year 10 and 12.

Year 11 GCSE Certificate Presentation

The school's presentation event occurs in the November of each year. Students are presented with their GCSE certificates. It also recognises specific academic and non-curriculum achievements.

SANCTIONS

Maintaining School Discipline

Pupils should, at all times, be encouraged in self-discipline. They should feel that the school expects them to behave in a polite and sensible manner and that the responsibility for doing so is theirs. It is important that the staff work as a team as it can be undermining if individuals do "their own thing" or exhibit "conscious blindness". Staff unity is obvious to pupils and is a key factor in maintaining high morale amongst colleagues.

Teachers should act in such a way that confrontation can normally be avoided, whilst maintaining school rules at all times. However, there are times when controlled anger must be shown whilst on other occasions a quiet, calm approach is required. Whatever the problem, whatever the agreed response, it is essential that all staff play their part in a concerted effort to produce a consistent approach to managing behaviour.

It is not always necessary to impose sanctions, however, the following order of available sanctions, the first mentioned being the least severe, should provide for a uniform approach.

Report Cards

In consultation with the tutor and Head of Year, a pupil may be placed 'on report' in order to monitor work and behaviour in all classes. The pupil will be responsible for making sure that the Report Card is collected, completed and returned. Parents are asked to read and sign the Report Card each evening. Individual subject report cards may also be issued in response to specific subject concerns.

Internal Suspension

The Head of Year, independently or in consultation with the Deputy Head, may, in certain instances, use the sanction of an 'internal suspension'. This strategy involves the suspension of a pupil from the year group for a fixed period of time. In such cases, a pupil will remain in school but may be withdrawn from the year's break times and from lessons.

If the SLT considers the internal suspension supervised in the classroom to be inappropriate, the pupil can be placed in the exclusion room.. On the day the child is withdrawn, every effort will be made to notify the parents that their child has been internally suspended. The internal suspension is recorded on the pupil's behaviour log.

Departmental withdrawal of pupils

If an isolated behavioural problem occurs, the Head of Department may withdraw a pupil from their lesson to work alone under their supervision. This is not seen as a long term solution and the Head of Year should be notified. Parents must also be notified by the Head of Department if the withdrawal is more than two lessons.

Fixed or Permanent Exclusion

Fixed term exclusions from school are sanctions, which are used sparingly in response to serious breaches of school policy or the law. Before any pupil is excluded, a member of SLT and Head of Year will ensure that all reasonable prior steps have been taken. If, however, a pupil is excluded, this will be the decision of the Headteacher and parents will be informed immediately. The letter to parents will state the period of exclusion, an explanation of reasons for the exclusion and the work to be completed. Parents will also be informed of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion. Copies of this letter will be sent to relevant staff, the LEA and the Chairman of Governors. On the occasions the school requests a case conference, due to the regularity of exclusions, the severity of the problem or more than five days exclusion in one term, the case conference must be arranged within ten days and school work should be provided. The Education Welfare Officer is required to visit the family if a case conference is needed. With any exclusion, the parents have the right to appeal to the Chairman of Governors. Any further written information in preparation for a case conference or appeal should be circulated to all parties prior to the meeting.

The Head of Year and SLT member responsible will usually readmit pupils excluded from school. This meeting with the pupil and parents is arranged to ensure parents clearly understand the school policy and future expectations. Furthermore, the school will wish to gain full assurances from the pupil that this type of unacceptable behaviour will not be repeated.

The school will provide full-time education from the sixth day of any period of fixed term exclusion of six days or longer. Such education might be provided in another school or shared unit, a PRU, or educational provision made by a private or voluntary sector provider. Where a Looked After Child is excluded this education will be provided from the first day of exclusion.

For any long periods of exclusion, such as 15 days, the governors will be required to meet to consider whether to uphold the Headteacher's decision to exclude. If upheld, the governors should consider whether additional support is required for the pupil in preparation for reintegration.

In the case of permanent exclusion, the same procedures apply. However, if the parents do not appeal against the exclusion, the LEA will be required to arrange suitable alternative education for the pupil from day 6 of the exclusion. The permanent exclusion of a pupil is the responsibility of the Headteacher and will not be entered into lightly.

Physical Intervention

Our policy on physical intervention by staff complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' November 2007. This policy states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to themselves or another person.

CODE OF CONDUCT

This is a code of conduct for pupils and staff at Charters School.

- To be punctual at all times.
- To display appropriate behaviour displayed in class to enhance learning.
- To demonstrate a commitment to regular attendance.
- To treat all members of the school community with respect.
- To show respect towards and pride in the school environment.
- To be prepared and organised for the school day.
- To comply with the uniform and dress code.
- To be aware of the health and safety policy.
- To endeavour to maintain a sense of humour and to show tolerance when appropriate.
- To ensure that there should be no inappropriate physical contact.

Only in exceptional circumstances should there be physical contact between a teacher and a pupil.

If it is believed that there is a threat to the wellbeing of any pupil or member of staff, then reasonable force may be used to prevent physical damage.

EQUAL OPPORTUNITIES

Charters School fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability. Respect for others by all members of the school community will be paramount. This responsibility covers all aspects of the life of the school and will be the basis of our practice. Key areas where good practice will need to be established and monitored are as follows:-

- Access to learning.
- Access to resources.
- Written and spoken language.
- Recording of achievement.
- Career guidance.
- Rewards and Sanctions.
- Avoidance of expectations based on stereotypes/awareness of the significance of role models.
- Interpersonal relationships – pupil/teacher and peer group.
- Realisation of individual potential.

Principles in Practice

In order to create a climate which provides opportunities for all pupils to succeed, the school will ensure that all school policies and administrative arrangements reflect the promotion of equal opportunities. The school will provide a curriculum which is broad, balanced and differentiated, developing skills and understanding in all pupils through learning programmes which are appropriate to their ages and abilities and supported by the resources necessary, irrespective of their gender, race, religion or disability.

The curriculum and culture of the school, including the highest teacher expectations, will develop pupils' perceptions of their own abilities, widen their ambitions and outlook on the world to ensure that achievement is totally unrestricted. The fair distribution of rewards and sanctions will support this principle. Care will be taken to avoid the representation or reinforcement of stereotypical role models in society to the detriment of any individual. Active steps will be taken to challenge such negative expectations. Careers education and guidance will promote for all, an awareness of individual potential and of the opportunities available, irrespective of gender, race, religion and disability.

All members of the school community will enjoy parity of esteem. As far as possible, vigilance will prevent the occurrence of harassment, victimisation and expressions of prejudice based on gender, race, religion or disability in any form. If such acts occur they will be directly challenged as a matter of priority.

The spirit of the Equal Opportunities statement will apply in all aspects of the implementation of the Anti-Bullying Policy.

MONITORING THE BEHAVIOURAL POLICY

If the policy is working successfully, the school will have a positive and caring atmosphere. There will be purposeful interaction between all members of the school and it will be a place where staff and pupils will want to be. This success will manifest itself in the way in which the school is treated by those using it and how it is regarded by visitors.

The process of monitoring the policy will allow for the collection of data and evidence in order to promote discussion, feedback and response on a yearly basis.

The monitoring and evaluation processes will include:

- the collation of Key Stage 3 results
- the collation of GCSE results
- the number of school detentions
- number of pupils receiving internal suspensions and number of days
- number of pupils receiving fixed-term exclusions and number of days
- number of pupils permanently excluded
- number of pupils receiving school detentions for smoking
- number of pupils who receive a letter home for smoking
- SLT spot-checks on number of pupils out of class
- SLT spot-checks on number of pupils on task in classrooms
- the number of positive and negative comments made by staff during SLT observation of departments
- SLT spot-checks on school uniform and hairstyles in school assemblies during one week
- check the departmental boxes at the back of the Record Book for the number of merit points pupils have achieved
- an annual discussion with the School Council and Year Representatives on the reward system and selected elements from the Behavioural Policy

This will be analysed by defined groups including pupils who have EAL, are on the SEN register, are eligible for FSM, by ethnicity and gender.

The policy is reviewed each year by the SLT and Governing Body and a major evaluation and review is conducted on a regular basis as part of the school's monitoring and evaluation cycle. These findings of these reviews are reported to the Governing Body.