Ullswater Community College

BEHAVIOUR AND ANTI-BULLYING POLICY

Last revised: September 2017

Signed: Alan Davis (Chair of Governors):

To be reviewed: September 2020

Contents

1. Aims

At UCC we believe that good behaviour is a prerequisite if students are to achieve their full potential. Underpinning our behaviour policy is the core principle that the behaviour of students is directly related to their enjoyment of learning and ensuring that teaching and learning at UCC is active, engaging and enjoyable is crucial in setting and maintaining high standards of behaviour.
This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) Code of Practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
    - knives or weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers and e-cigarettes
    - fireworks
    - pornographic images
    - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying will not be tolerated at Ullswater Community College. All members of Ullswater Community College are valued with equity and all College members have a duty to show respect and consideration for others.

Bullying is addressed frequently by the Pastoral Team in a variety of ways:

- In Year Group Assemblies and by Form Tutors in form time
- By the School Council by raising any concerns of the student body about bullying
- As part of the PSHCE curriculum
- By Heads of Year who conduct Student Voice each term to investigate bullying and act upon findings

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic or gender-related	Any action, physical or verbal which relates to sexuality and / or gender identity.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Note: A difficult issue for pastoral staff is genuine "falling out among friends". Often this is temporary and can be addressed in the first instance by the Form Tutor or Head of Year. Such situations require a more subtle response than instances of bullying.

It is doubtful that any school exists where no bullying ever takes place. If bullying occurs, UCC is committed to treating all incidents seriously and responding quickly.

Any student who is bullied should report this to a member of staff with whom they feel comfortable, ideally the Form Tutor or Head of Year.

Students who witness others being bullied should report this to a member of staff.

Any member of staff who receives a report of bullying should pass on the information to the appropriate Head of Year.

All reports of bullying will be taken seriously and the following action taken:

- Provide support to the victim of bullying
- Listen to the student who feels bullied
- Interview any other student(s) involved separately and take statements
- Ascertain as far as possible the relevant facts and agree a course of action with the victim of bullying and the bully.
- Approaches to dealing with bullying will depend upon individual circumstances but may involve meeting students together to attempt reparations, sanctions being imposed and / or parental meetings.
- In instances of serious bullying, the Governors may choose to exclude a student.

Where parents of the victim of bullying wish to involve the police, the College will provide information and support with any investigation.

Although schools are not directly responsible for bullying that occurs off school premises, UCC will provide support to any student who experiences bullying outside school and assist as far as possible in resolving problems.

The Governors reserve the right to exclude a student for behaviour which constitutes bullying outside College.

5. Roles and responsibilities

5.1 The Governors

The Governors are responsible for reviewing and approving this policy document.

The Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to our expectations for behaviour at UCC.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with their child's Form Tutor or Head of Year.
- Support College standards and expectations by making arrangements for their child to attend after school detentions as required.

6. Pupil code of conduct

Students of UCC are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

In addition, students' Attitude to Learning (AtL) will be graded each half-term in accordance with the UCC Attitude to Learning Criteria (see Appendix 1).

Students should aim to improve their ATLs in all subjects throughout each academic year. Students should aim for an average AtL of 3 or less.

7. Rewards and sanctions

Recognising students' achievements and celebrating success play a huge part in the life of UCC. All students are encouraged to succeed academically and to take part in extra-curricular activities.

7.1 Rewards at UCC

Positive behaviour will be rewarded with:

- **Praise**: at UCC we believe that the power of praise cannot be underestimated and subject teachers, form tutors, Heads of Year and Senior Leaders make giving praising to students part of everyday conversation.
- **Merits and Badges**: students can achieve merits through good attendance, demonstrating a positive Attitude to Learning and by playing a positive part in school life. Students can achieve Bronze, Silver, Gold, Platinum and Diamond merit awards. Certificates recognising these awards will be sent home and Merit Badges awarded in assemblies. Students are encouraged to feel proud of these awards and to wear their Merit Badges with pride.
- **Learner of the Week**: subject teachers will nominate students each week for a Learner of the Week Award for excellent effort in their subject area. Heads of Year recognise this achievement in the weekly Rewards Assembly.

- **Tutee of the Week**: Form Tutors will nominate a member of their Form Group each week for making an excellent contribution to the tutor group. Heads of Year will recognise this achievement in the weekly Rewards Assembly.
- **UCC Pledges**: All students are encouraged to achieve their 9 UCC Pledges. There are 9 UCC Pledges:
  - support charities
  - participate in clubs
  - engage with the community
  - take part in events
  - present to others
  - engage internationally
  - help the environment
  - represent our school
  - challenge ourselves

  The UCC Pledges recognise students' involvement in enrichment opportunities, their contributions to the College and to the wider community and their achievement of personal challenges.

- **Prize Day**: The annual Prize Day recognises the most impressive achievements of students during the previous academic year. Students are awarded prizes for:
  - academic achievement
  - sporting, musical and drama prizes
  - progress
  - attitude and service to the college

7.2 Sanctions at UCC

In managing poor behaviour, one or more of the following sanctions may be used:

- Students whose behaviour is poor will be issued with a behaviour log.
- Accruing behaviour logs will trigger a student being put on Behaviour Report. A student on Green Report will be monitored by their Form Tutor. A student on Amber Report will be monitored by the Head of Year and students on Red Report will report to the Assistant Headteacher – Pastoral.
- Students on behaviour report will be graded according to the Attitude to Learning Criteria for each lesson. Students who receive grades 4 or 5 may be given detentions.
- Where behaviour is not acceptable during lessons a verbal reprimand or reminder of expectations for good behaviour will be given. Teachers will refer to the Attitude to Learning Criteria to illustrate good behaviour.
- Teachers will make use of the Consequence Board to show a student when they have had a warning about poor behaviour.
- A student who does not respond to warnings on the Consequence Board may be moved to another classroom to work with a "good neighbour" in the department.
- Where the "good neighbour" approach is not appropriate, students who do not respond to warnings on the Consequence Board may be removed from the classroom by a member of senior staff on Active Patrol.
- Where a student is removed from a lesson by Active Patrol, they will be excluded from lessons and placed in the Internal Exclusion Unit (IEU). The Head of Year or member of staff on Active Patrol will decide on the duration of time a student may be detained in the IEU.
- Attendance and Student Support will notify parents that their child has been detained in the IEU.

- Detention in the IEU may also be used as a sanction for students who are involved in any serious misbehaviour.
- Detentions may be given as a sanction for poor behaviour and may take place during the school day at lunchtime or break time. The College may require attendance at detention after school. Parents will be notified of any after school detention at least 24 hours beforehand.
- For incidents of serious misbehaviour, the Governors may decide to exclude a student, either for a fixed period or in very serious cases, with permanent effect.

At UCC we believe that establishing strong home-school communication is a vital part of supporting students in behaving well. If there are issues with behaviour, Form Tutors and the Head of Year will contact parents to inform them of issues and discuss ways to address them.

7.3 Exclusion

Official exclusion is a direct responsibility of the Headteacher. It is worth noting that the DfE expects exclusion to be kept to a minimum, in frequency and length, and that permanent exclusion is to be used as a "last resort", although in exceptional circumstances it can be used as a "one off". Each case will be looked at individually, including reference to the current legislation, but in general the following guidelines will apply:

Fixed-term exclusion of one day

Appropriate for:	Less serious/first incidents of verbal abuse, swearing or blatant defiance; bullying; fighting; damage, theft, repeated smoking.
Return meeting:	HoY + parent + student + Headteacher (+ teacher involved if appropriate)
	Agreed targets set

Fixed-term exclusion of 2–5 days

Appropriate for:	More serious/second incidents of verbal abuse, swearing or blatant defiance; bullying; fighting (taking the form of an unprovoked assault); damage; theft
Return meeting:	HoY + parent + student + Headteacher (+ teacher involved if appropriate)
	Agreed targets set

Fixed-term exclusion of more than 5 days

Appropriate for:	Several/more severe incidents as above; possession of illegal or dangerous substances
Return meeting:	HoY + parent + student + Headteacher + Governor(s)
	Agreed targets set

Fixed-term exclusion of more than 15 days in one term

Appropriate for:	Offences where Headteacher needs time to organise complex provision before the safe return of the student can be affected
Return meeting:	Governors Discipline Committee + Headteacher + HoY + parents + Reintegration Officer

Permanent exclusions

Appropriate for: Violent and unprovoked behaviour causing significant injury; assaults of a sexual nature; selling or distributing illegal or dangerous substances; persistent and serious misbehaviour which the college has made every effort to manage over an extended period of time; a severe "one off" offence that threatens the discipline and well-being of the college community.

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school or when in a public place wearing the UCC uniform.

8. Behaviour management

All members of staff are expected to manage behaviour in their classrooms and to play a part in modelling positive behaviour and relationships around College.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in their learning.
- Display the Attitude to Learning Criteria in classrooms and refer to the descriptors when setting expectations for behaviour.
- Develop and model positive relationships with pupils by:
  o greeting pupils in the morning/at the start of lessons
  o establishing clear routines
  o communicating expectations of behaviour in ways other than verbally
  o highlighting and promoting good behaviour
  o using positive reinforcement

8.2 Physical restraint

Corporal punishment is illegal but the Governors and Head teacher recognise that in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- **Always be used as a last resort and be reasonable and proportionate**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Staff have the right to search students if they are believed to possess prohibited items. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9. Mobile phones

UCC does not permit the use of mobile phones during the school day. If a student chooses to bring their phone to school they do so at their own risk and the College will not be responsible for any loss or damage.

During the school day, mobile phones should be switched off and kept in bags.

If a student is found to be using their mobile phone during the school day, the phone will be confiscated and taken to Student Support where it can be collected at the end of the day. If the phone is confiscated during the last lesson of the day, the phone may be retained overnight in a locked cabinet.

10. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governors every two years. At each review, the policy will be approved by the headteacher.

Appendix 1: UCC Attitude to Learning (ATL) Grade Criteria

Years 7-11

1	Is highly ambitious and enjoys challenge. There is evidence of active learning and revision. Uses initiative, is highly self-motivated and resilient.
2	Work is always done to the best of ability. Is fully engaged in lessons. Takes responsibility for own learning and behaviour. Develops learning outside the classroom.
3	Completes classwork and homework as requested. Works without distraction. Asks for help when needed. Sometimes contributes in lessons. Brings appropriate equipment. Treats others with respect. Wears correct uniform. Attendance is the best it can be.
4	Work is of a standard below the student's ability. Homework is sometimes handed in late. Can be distracted and require regular reminders to focus. Occasionally behaviour is disruptive. Does not always bring appropriate equipment. Is not always punctual to lessons. Is not always co-operative.
5	Work is of a standard well below the student's ability. Homework is rarely completed on time. Behaviour is often disruptive leading to Active Patrol. Is often without appropriate equipment. Is often unwilling to participate. Fails to act on feedback. Is frequently un-cooperative. Shows a lack of responsibility for own learning or behaviour.

To achieve Grade 2, a student must achieve Grades 2 and 3

To achieve Grade 1, a student must achieve Grades 1, 2 and 3

Sixth Form

1	Is an excellent role model for sixth form students. Shows passion for learning.
2	Is fully engaged in lessons. Does more than is asked, reads around the subject and takes the initiative. Actively seeks ways to improve their work. Makes use of enrichment opportunities to develop themselves. Contributes to tutor periods, assemblies and form time.
3	Attends every lesson. Hands in assignments and homework on time. Responds positively to feedback. Uses study time effectively and responsibly. Is organised and uses folders effectively. Contributes to the wider school by setting an example in terms of attitude, conduct and dress code.
4	Does not attend every lesson. Assignments or homework are not always handed in on time. Feedback is not always acted upon. Has to be directed to use study time effectively. Can be disorganised. Does not take responsibility for their own learning.
5	Attendance to lessons is poor. Is not prepared for lessons. Shows poor organisation. Does not prioritise sixth form study over other commitments. Homework and coursework are rarely completed. Does not respond to feedback.

To achieve Grade 2, a student must achieve Grades 2 and 3

To achieve Grade 1, a student must achieve Grades 1, 2 and 3