

# ROMAN FIELDS'

## BEHAVIOUR FOR LEARNING

&

## ANTI-BULLYING POLICY



**THIS IS A STATUTORY POLICY** which must be published on the school website and shared annually with parents/carers.

This policy was revised in January 2017 in consultation with staff, young people, parents and the Management Committee.

It was ratified by the Management Committee on 6<sup>th</sup> February 2017

**REVIEW:** This policy will be reviewed annually

*This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and our behaviour statement which applies to all members of our community.*

At Roman Fields we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the curriculum, promote the attitudes and values necessary for individual young people to contribute positively to their own personal development and so to that of the provision. This policy uses the '10 key aspects of school practice' as identified in the Dfe guidance **'Behaviour and discipline in schools' February 2014**

#### **A School Behaviour Policy in maintained schools.**

##### **What the law says:**

1. The head teacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work; and which
  - Regulate the conduct of pupils.
2. When deciding what these measures should be, the head teacher must take account of the Management Committees statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - Pastoral care for staff accused of misconduct.
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

***From Behaviour and discipline in schools. A guide for head teachers and school staff Dfe January 2016.***

#### **1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT**

- 1.1 For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the young person. This helps to encourage mutual respect and foster self-responsibility in the young person; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.
- 1.2. The 'rules' that have been set out are matters of common sense to ensure the safety of our young people.

- 1.3. The emphasis at Roman Fields is to praise positive behaviour, attitude and effort and to increase the young person's awareness of the need to make a positive contribution to our community.
- 1.4. The Herts STEPS process is followed and used throughout Roman Fields as a starting point for Behaviour for Learning. We have a Behaviour Policy that is consistently applied by all adults who work at Roman Fields and is outlined below:

#### Values and Beliefs

In order to enable effective teaching and learning to take place, desired behaviour in all aspects of life at Roman Fields is necessary. We seek to promote an inclusive and caring learning environment.

A strong emphasis is placed on creativity to ensure that Roman Fields is an enjoyable place to learn. Young people's programmes are personalised to reflect their strengths and interests and they are encouraged to attempt areas they feel less confident in.

#### Aims:

- We will strive to create a positive climate in which the young person's self-esteem is nurtured.
- All people in the provision and the Roman Fields community will be valued, respected and kept safe.
- Roman Fields is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage and reward good behaviour.
- Opportunities will be developed to model appropriate behaviours.
- All members of staff will use their experience and skills to focus on early intervention.
- We will work closely with other agencies to ensure that young people with complex needs and difficulties, and their families are given appropriate support.

Young people will be consulted fully when rules are being decided and will be expected to observe them.

#### Dealing with inappropriate behaviour

Our ethos is one of RESPECT

- RESPECT for myself
- RESPECT for peers
- RESPECT for the Roman Fields community
- RESPECT for the premises

Minor rule breaking will be monitored. Members of staff will provide attention to those who are behaving correctly. When young people have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the young person back on task as soon as possible. The inappropriate behaviour will be criticised, not the young person.

All adults at Roman Fields will keep in mind that EACH DAY IS A FRESH START.

Main ECM outcomes: Be healthy; enjoy and achieve

## **2. STRONG SCHOOL LEADERSHIP**

Roman Fields Management Committee is committed to supporting high standards of behaviour. The young people will be able to voice their opinions about behaviour in school and help to create the policy. The Head teacher will have a high profile amongst the young people and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teacher will support all staff in maintaining good discipline and will keep staff, parents and Management Committee members up to date with the DfE and local guidance relating to schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that young people and staff well-being is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and Safeguarding procedures.

## **3. CLASSROOM MANAGEMENT**

Classroom Management is key to promoting good behaviour. At Roman Fields we expect all classrooms to have:

- A positive classroom tone
- Clear expectations about work that is set at the appropriate level for the young person.
- An attractive, tidy, well-cared or environment
- A well-planned environment where young people can move easily, find resources, property respected, etc.
- Strategic seating arrangements when young people are working in groups.

## **4. REWARDS AND SANCTIONS**

### **Rewards**

An ethos of encouragement is central to Roman Fields. This can have a number of elements such as praise, the awarding of certificates, trips out or tangible rewards such as gift vouchers. The reward system is administered using SIMS and allows the young people to collect points. The rationale for the awarding of SIMS points is as follows;

- Up to three points can be awarded per lesson and recorded on SIMS.
- One star for achieving the aims of the lesson.
- One star linked to a mentoring goal agreed between mentor and mentee.
- A third star can be awarded for exceptional performance. This means it will not generally be awarded on a regular basis.

Rewards relating to points are handed out termly, however each week there is also the chance to receive a head teachers award; gold, silver and bronze. The bronze and Silver are for the top two individuals who have had exceptional behaviour and worked hard all week. A number of Bronze awards are handed out who also have had an exceptional week and scored above the 20 point threshold.

### **Sanctions**

In the event of undesirable behaviour and the need for sanctions, these will be applied in accordance with Roman Fields procedures (see Appendix 1). Sanctions can take a range of different forms including fixed term or permanent exclusions.

## **5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)**

5.1 Strategies are put in place to tackle low level distraction in class which are matched to the young person's particular circumstances. These are usually short-term, positive strategies which take into account the young person's view point. Through our PSHE curriculum and student council young people have the opportunity to discuss issues and voice concerns.

5.2 We have a clear code of conduct and the following will not be tolerated:

- Racism.
- The use of drugs, including bringing drugs on to site.
- Bullying.
- Unruly behaviour of any sort is not acceptable.

5.3 Lunchtimes

Our young people are taught in 1:1 or small groups. At lunchtimes our young people are able to come together and share a social lunch and use the games room. During this time there is always a member from SLT, teachers and tutors in these areas to monitor behaviour.

5.4 Values and Beliefs

- All young people and staff have the right to feel happy, safe and included.
- Young people and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying of any sort is unacceptable.
- Young people who experience bullying will be supported.
- Roman Fields recognises the effects that bullying can have on young people's feelings of worth, as well as on their work. We actively promote an anti-bullying environment.

5.5 Aims

- To express our belief that all young people should be included fully in the life of Roman Fields.
- To provide a learning environment free from any threat or fear, this is conducive to the achievement of individual's aspirations.
- To reduce and eradicate wherever possible, instances in which young people are subject to any form of bullying.
- To establish a means of dealing with bullying and of providing support to young people who have been bullied.
- To ensure that all young people and staff are aware of the policy and they fulfil their obligations to it.
- To meet any legal obligations which rest with Roman Fields

5.6 Roles and Responsibilities

Everyone at Roman Fields

- Act in a respectful and supportive way towards one another.
- Adhere to and promote the objectives of this policy.

Young People

- Report all instances of bullying.
- Report suspected incidents that victims may be afraid to report.
- Support each other and seek help to ensure everyone feels safe.

#### Parents/carers

- Support our anti-bullying policy and procedures.
- Encourage their children to be positive members of the Roman Fields community.
- Discuss with their son/daughter's mentor any concerns that he/she may be experiencing.
- Help to establish an anti-bullying culture outside of Roman Fields.

#### 5.7 Definition of Bullying

Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking, taking or damaging belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email or social networking sites.
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within Roman Fields we pay particular attention to:

- Racist harassment and racist bullying.
- Bullying because of young people's religious beliefs.
- Sexual bullying.
- Bullying because of young people's sexual orientation (including the use of homophobic language).
- Bullying of young people who have special educational needs or disabilities.

#### 5.8 Creating an Anti-Bullying Environment at Roman Fields

This policy explains how we promote positive behaviour to create an environment where young people behave well.

Our Mentoring Programme is used to:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- To teach young people how to constructively manage their relationships with others.

Bullying will not be tolerated. Posters on notice boards are used to remind young people that bullying is not acceptable and periodic poster campaigns are used.

Working in small groups, supervision of young people enables staff to deal quickly and efficiently with any instances of potential bullying.

#### 5.9 Responding to incidents when they occur

Young people who have been bullied should inform their mentor or other trusted member of staff. Young people who see others being bullied should report this to their mentor or other trusted member of staff. Members of staff who receive reports or witness a young person being bullied should inform the Senior Teacher as soon as possible and log the incident on SIMs. All reports of bullying will be taken seriously and will be followed up by the Senior Teacher or another member of Senior Leadership.

Work with young people who have been victims of bullying may include some or all of the following:

- Providing support to young people who are being bullied.
- Reassurance that they do not deserve to be bullied and it is not their fault.
- Encouraging them to talk about how they feel.
- Ascertaining the extent of the problem.
- Engaging them in making choices about how the matter may be resolved.
- Ensuring that they feel safe.
- Discussing strategies for being safe and staying safe.
- Asking them to report immediately any further incidents to staff.
- Affirming that bullying can be stopped and that Roman Fields will persist with intervention until it does.

5.10 Work with young people who have been the perpetrators of bullying may include some or all of the following:

- Interviewing the young person involved in bullying separately.
- Listening to their version of events.
- Talking to anyone else who may have witnessed the bullying.
- Reinforcing the message that bullying is not acceptable and that we expect the bullying to stop.
- Seeking a commitment to this end.
- Affirming that it is right for pupils to let us know when they are being bullied.
- Considering sanctions under Roman Fields Behaviour Policy.
- Advising perpetrators that we will be checking to ensure bullying stops.
- Ensuring that those involved know we have done so.
- Working with the perpetrator to ascertain the type of support they themselves need.
- Contacting the parents/carers of the young person at an early stage.

Roman Fields will keep record of incidents and how we have responded to them. We will follow up within two weeks and within the following half term to ensure that bullying has not started again.

5.11 Bullying outside Roman Fields premises

Roman Fields policy extends outside of the premises and particularly where young people share transport.

## 6. STAFF DEVELOPMENT AND SUPPORT

### 6.1 Development

- Part of the process of annually reviewing this policy involves the staff being reminded about practices and principles of promoting good behaviour while being able to contribute ideas to improving practice.
- The Head Teacher will ensure that the teachers are kept up to date with DfE publications and guidance.
- The provision will provide training for staff around specific needs of pupils with continual behaviour problems. This will form part of our package for support and intervention for that young person, usually organised by our SENCo.

### 6.2 Support

- It is the Management Committee and Head Teachers responsibility to support staff, particularly when there is a young person with challenging behaviour in class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health well-being.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend staff. The Management Committee should instruct the Head Teacher to draw on the advice in the DfE '**dealing with allegations of abuse against teachers and other staff**' guidance when setting out

the pastoral support staff can expect to receive if they are accused of misusing their powers.

## **7. PUPIL SUPPORT SYSTEMS**

7.1 At Roman Fields we understand that how a young person behaves may be a sign of an underlying issue. Staff are trained to look for changes in behaviour which may include:

- A young person being withdrawn
- Unable to concentrate
- Become aggressive or disruptive.

7.2 In such cases any emotional/behavioural difficulties should be determined. Young people will be given the opportunity to express their thoughts and feelings with a chosen adult. We may also take the decision to refer to an outside agency for additional emotional support.

## **8. LIASION WITH PARENTS AND OTHER AGENCIES**

8.1 Working with parents/carers is an important part of supporting young people with their behaviour. At Roman Fields we make sure that parents/carers are informed of incidents involving their son/daughter especially where this behaviour has been of a serious or continuous low-level nature.

8.2 Parents/carers are actively encouraged to be involved in the young person's education at all times. They have a major influence over the development of their young person's personality and behaviour. The provision acknowledges the importance of home school partnerships.

8.3 We have a number of agencies which are available to support young people and families either at home, or school, or both.

8.4 Any parent can work with our family support workers or can arrange for an informal chat.

## **9. MANAGING PUPIL TRANSITION**

9.1 Young people are initially visited by a member of staff

9.2 Arrangements are made for the young people to be assessed.

9.3 Individuals are timetabled for a couple of days and then gradually built on. This varies dependant on individual needs.

## **10. ORGANISATION AND FACILITIES**

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the young person or bringing them back to a more rational state. Spaces include:

- Sensory room
- Head Teacher office
- Intervention Specialist room
- Offsite (classroom with a teacher/tutor at YOT)

## **11. PHYSICAL INTERVENTION**

Roman Fields does not restrain. Physical Intervention would only be used if there was severe risk to another young person, staff member or themselves. The parent/carer would be informed immediately.

## **12. SCREENING AND SEARCHING**

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE Screening, Searching and confiscation – Advice for Head teachers, staff and Governing bodies, 2012. ([www.education.gov.uk](http://www.education.gov.uk))**

## **13. CYBER BULLYING**

E-Safety is an important element of our core and extended curriculum. However, occasionally issues around cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive, rather than a punitive approach to managing such concerns.

At Roman Fields, when incidents of cyber or text bullying are brought to the schools attention, the following steps are put in place:

- 1) Evidence is presented to the Head Teacher
- 2) The parents of all involved are informed.
- 3) Head teacher speaks to the victim(s) and perpetrator(s) individually or grouped, as appropriate. Key messages are reinforced.
- 4) Class teacher further reinforces key messages that week.

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use. From DCSF 'Cyber-Bullying – a whole school community issue'

## **14. MONITORING AND EVALUATION**

14.1 The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to the Management Committee on its impact. He or she will:

- Inform the young person's parent(s) or carer(s) of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
- Delegate the investigation of the incident(s) to identify the reasons for the exclusion.
- Advise the parent/carer that they may make representations about the exclusion to the management committee.
- Advise the parent/carer how representations may be made, that they are responsible to ensure their child is safe whilst not attending school, and on what alternative education will be provided.
- Notify both the local authority and the management committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

14.2 The Management Committee will evaluate the impact of this policy by receiving data from the Head teacher analysed by age, gender and ethnicity on:

- The total and range of SIMS reward points for good behaviour each term.
- The total and number of SIMS behaviour incidents, fixed term and permanent exclusions each term.

- Incidents of bullying and racist incidents, as reported on returns to the Local Authority

#### 15 Related Policies

Our behaviour policy links to a number of other Roman Fields policies and agreements i.e.

- Equal Opportunities
- Behaviour Contract
- Behaviour Code

APPENDIX 1

Stage / Behaviour Type:	Action(s) / Sanction(s):
<b>Stage 1 (isolated / one-off incident)</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Littering</li> <li>• Offensive Language</li> <li>• Spitting</li> </ul>	<p>Tutor reminds young person of appropriate behaviour. Tutor explains the consequences if behaviour persists. Tutor gives young person an opportunity to make amends.</p>
<b>Stage 2 (persistent incident(s) / escalation of behaviour)</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Persistent stage 1 incidents</li> <li>• Unnecessary physical contact</li> <li>• Absconding from staff</li> <li>• Lack of co-operation</li> <li>• Inappropriate behaviour (see appendix 1a)</li> </ul>	<p>Tutor raises the concern(s) in staff debrief. Tutor logs the incident onto SIMS SLT advises on next course of action which could include: - Young person makes up lost learning time during enrichment session, if they have not already done so. - Tutor /mentor phones home to parent /carer - Young person's mentor asked to discuss issue</p>
<b>Stage 3 (Serious incident(s) / escalation of behaviour)</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Persistent stage 2 incidents</li> <li>• Bullying</li> <li>• Deliberately damaging property</li> <li>• Absconding off site</li> <li>• Discriminatory behaviour</li> </ul>	<p>Tutor follows absconding response (see appendix 1b) Tutor raises the concern(s) in staff debrief Tutor logs the incident onto SIMS SLT advises on next course of action which could include: - Mentor makes contact with parent / carers. - Young person makes up lost learning time during enrichment session, if they have not already done so - Exclusion from enrichment sessions - Young person attends a weekend catch up session</p>
<b>Stage 4 (Very serious incident(s) / escalation of behaviour)</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Persistent stage 3 incidents</li> <li>• Serious behaviour incident</li> <li>• Deliberately hurting other young person or adult</li> <li>• Causing serious deliberate damage to property</li> <li>• Behaving dangerously</li> <li>• Stealing</li> <li>• Drugs / alcohol related</li> </ul>	<p>Tutor follows serious incident response (see appendix 1c) Tutor make SLT aware of the incident as soon as possible Tutor raises the concern(s) in staff debrief. A member of SLT will log the incident(s) on SIMS SLT will take the next course of action which could include: - Request for parent / carer attend a meeting at school - Reduced timetable and plan for re-integration - Fixed Term Exclusion and plan for re-integration - Change in the time of the school day for young person - Involvement of outside agencies for support - Other appropriate action(s)</p>
<b>Stage 5 (Extremely serious incident(s) / escalation of behaviour)</b>	
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Persistently hurting other young person or adult</li> <li>• Persistently causing serious deliberate damage to property</li> <li>• Persistently behaviour dangerously</li> <li>• Persistent stealing</li> <li>• Persistent incidents which are drugs / alcohol related</li> </ul>	<p>Tutor make SLT aware of the incident as soon as possible The concern(s) raised in staff debrief. A member of SLT will log the incident(s) on SIMS  Headteacher will take the next course of action which could include: - Alternative provision provided - Home tuition - After hours tuition on site - Permanent exclusion - Other appropriate action</p>

APPENDIX 1A – EXAMPLES OF INAPPROPRIATE BEHAVIOUR

- Sexually explicit statements or actions
- Drug related statements
- Excessive swearing
- Uncontrolled behaviour
- Taking property (not stealing)

- Play fighting
- Throwing food
- Racist comments (no malice / intent)
- Smoking outside designated area
- Damage to property (no malice / intent)

#### APPENDIX 1B – ABSCONDING RESPONSE

1. Young Person absconds off-site
2. Tutor informs office and gives a description of the young person and clothing worn
3. Office inform JG/AP/TO
4. Office phones parent/carers and explains that police will be called if the young person has not returned within 15 minutes
5. Office contact police if young person has not returned
6. Office contact parent/carers to inform that either young person has returned or police have been informed

#### APPENDIX 1C – IMMEDIATE SERIOUS INCIDENT RESPONSE

1. Young Person becomes aggressive, damages property, behaves dangerously etc.
2. One member of staff in the vicinity of the incident should offer assistance. All others should remove other young people and themselves.
3. If the tutor is unable to get an appropriate response from the young person they should ask the remaining member of staff to fetch the young person's 'go to' person and provide cover for them.
4. If the 'go to' person is unable to get an appropriate response then they should ask the tutor to fetch Julian Barrett or Jane George.
5. If the situation persists then Trevor Orchard should be asked to attend.

**APPENDIX 2 – BEHAVIOUR LOG**

Staff may be asked to follow up with a fuller report if deemed necessary.

Young Person's Name(s)

Date/Time:

Nature of Incident	Location	Others Involved	Please Tick
Physical aggression to staff			
Physical aggression to YP			
Verbal aggression to staff			
Verbal aggression to YP			
Physical bullying of staff			
Physical bullying of YP			
Verbal bullying of staff			
Verbal bullying of YP			
Absconding from staff			
Absconding off-site			
Drug/Alcohol related			
Lack of cooperation			
Racism			
Inappropriate behaviour			
Unsafe behaviour			
Theft			
Damage to property			
Smoking outside des. area			
Other			

**Please add more detail below (and over the page if necessary)**

**Please indicate what actions you took to deal with the situation and if you think any follow up is required:**

**Staff Signature:** \_\_\_\_\_

**Staff Name:** \_\_\_\_\_

**Information to be entered on SIMS**

**Action Taken by SLT:**

**SLT Signature:**

**Entered on Data Sheet by:**

**Date:**

**Date:**

## APPENDIX 3 - GUIDE TO THE 'STAGES OF BEHAVIOUR'

