

Behaviour and Anti-Bullying Policy

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1. Objective

The objective and purpose of this policy is:

- To encourage a purposeful and orderly teaching and learning atmosphere within the school.
- To foster positive caring attitudes towards everyone.
- To promote, among pupils, self discipline and proper regard for authority.
- To celebrate value and acknowledge achievements at all levels.
- To have a consistent approach to the management of behaviour throughout the school with parental cooperation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To provide a hierarchical range of responses for those who do not act in an acceptable way and to promote positive behaviour at all levels.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

2. Culture and values

Our purpose at Southborough High School is **“To make the difference for all of our students”**

We believe that in order to make a difference, good behaviour in all aspects of school life is essential. This is underpinned by our values:

- Support
- Challenge
- Respect
- Responsibility
- Resilience
- Relationships

All members of the Southborough Community are expected to behave in accordance with these values.

These values underpin the **4 R's - Southborough's Golden Rules;**

1. **R**espect yourself and others
2. Nurture excellent **R**elationships
3. Take **R**esponsibility
4. Be **R**esilient

When we all behave in this way, we will achieve **Southborough's 'ACE' vision.**

Aspiration - everyone at Southborough High School should aim high in terms of academic and personal development

Commitment - to achieve our best we need to commit 100% to our work, our school and our community

Excellence - when we aim high and give 100%, the result is that we achieve our very best.

3. Legislative framework

This policy reflects Government legislation and statutory guidelines as represented in:

[The Human Rights Act 1998](#)

[The Education Act 2002](#)

[The Education and Inspection Act 2006](#)

[The Education Regulations 2007](#)

[The Equality Act 2010](#)

[DfE Special educational needs and disability guidance \(2013\)](#)

[DfE Use of reasonable force in schools \(2013\)](#)

[DfE Supporting students at school with medical needs \(2014\)](#)

[DfE Exclusion from Maintained Schools, Academies and Student Referral Units in England \(2017\)](#)

[DfE Searching, screening and confiscation in schools \(2022\)](#)

[Keeping Children Safe in Education \(2022\)](#)

4. Code of conduct

We have a code of conduct which makes clear how we should behave in our community. It has the following aims:

- To allow all students to learn in safety and security.
- To support teaching and learning in the classroom.
- To foster respect for others, for property and the environment.
- To encourage honesty, trust, fairness, tolerance and compassion.
- To encourage and develop self-discipline and self-respect.

If you follow our Code you will be helping to create a positive and supportive learning environment in which everyone can be successful and have their achievements recognised and rewarded.

If you break our Code you should be prepared to accept the consequences.

a. Lesson Conduct

Students have the right to learn and teachers have the right to teach. All students must respect the rights of others and follow these simple routines and rules:

- Arrive on time.
- Enter/Leave classrooms calmly and quietly.
- Take out equipment and be ready to learn.
- Bags not to remain on the desk.
- Follow instructions without question.
- Allow teachers to teach without distraction.
- Allow others to learn without distraction.

b. School Conduct

All students and staff have the right to learn and work in a clean and tidy environment where everyone feels safe and secure.

All students should follow these rules and demonstrate courtesy and respect to others at all times.

- Keep to the left on stairs and in corridors.
- Walk, don't run.
- Coats are not to be worn in the building - placed in lockers or in bags.
- Smoking is not permitted on-site or on journeys to or from school.
- Chewing gum is not to be brought to school.
- Food may only be eaten in designated eating areas.
- No jewellery is to be worn at all in school.
- Dangerous or offensive articles or substances must not be brought to school.
- Extremist/radicalised behaviour is prohibited anywhere within the school or our community.
- Mobile phones are not to be seen out at any time in the school day. Although mobile phones are not banned from being brought into school they are only allowed to be used at the discretion of the teacher. Staff have the right to confiscate a mobile phone or any other device at any time if necessary.
- All staff will adhere to the guidance given in [DfE Searching, screening and confiscation in schools \(2022\)](#) in relation to searching, screening and the confiscation of a student's belongings. This includes a mobile phone/electronic device and all the prohibited items listed in section 3 of the DfE Searching, screening and confiscation in schools (2022) guidance.

c. Out of School Conduct

All students represent Southborough High School and this includes their conduct outside of the school and therefore must follow these rules:

- To behave sensibly when travelling to and from school
- To behave sensibly when on a school educational trips
- To behave sensibly when on any sports or extra-curricular trip

Southborough High School can issue any sanction that is appropriate if the behaviour is deemed unacceptable outside of the school.

d. Staff Conduct

- Staff at all times will adhere to the expectations within the school's Staff Code of Conduct policy
- Staff will formally provide written confirmation to the DSL and headteacher that they have read and fully understand their code of conduct as staff members of Southborough High School
- Staff have the right to search a student for offensive weapons, where there is a reasonable suspicion that the weapon is being concealed - Reasonable force may be used if necessary. Staff can also search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there is a reasonable suspicion that such items are concealed. In such cases, the school is likely to call the police. We do have the right to confiscate. All staff will adhere to the guidance given in [DfE Searching, screening and confiscation in schools \(2018\)](#) in relation to searching, screening or confiscating in regard to our students.
- Staff have a legal power to restrain a student, using reasonable force if they are committing an offence, causing personal injury to themselves or others, damaging property or doing something that obstructs the discipline of the school. All staff will also follow the guidance outlined in [DfE Use of reasonable force in schools \(2013\)](#) whenever this is necessary.

5. Responsibility and practice

This section focuses on the management of pupil behaviour. It describes roles, responsibilities and appropriate responses.

a. Staff

All staff are responsible for good behaviour in and around the school. To this end, all teachers will use and follow the procedures stated below:

Recording and monitoring behaviour incidence

Class Charts (CC) is Southborough High School's behaviour tracking system. All positive and negative incidents of behaviour must be logged onto CC by staff. When setting any school sanctions it must be logged on CC.

Prep

Failure to complete homework will result in homework detention which is known as prep on the very same day. Prep will be for 45 minutes. Prep takes place in the Computer Science classroom where computer access to the internet and printing is available. All prep sessions are fully supervised by teaching staff.

Zehrs

Failing to meet the School's Code of Conduct or follow our 4Rs will result in a Zehr (formerly detentions) which the issuing teacher decides when and where the zehr will take place.

Restorative Justice

Zehrs are named after the American professor you created. The concept of a restorative justice approach to improving student's behaviour is the most effective strategy.

In all incidents, Staff are expected to carry out a Zehr, focusing on a restorative approach and ensuring they discuss the following:

- The reason for the Zehr being issued
- Why that is not the expectation of the teacher and indeed the school
- What they could have done in that situation differently
- Ways to deal with the situation differently if it occurs again
- Using this RJ discussion to build on positive relationships between the teacher and student moving forward

b. Parents / Carers

Same Day Sanctions – Zehrs / Prep

Any student who receives a Zehr or prep within school in any one school day can be kept behind in school for up to 45 minutes on the very same day.

Parents/carers are informed immediately of any zeh, either before school, break/lunchtime or after school through our school communication system, Class Charts.

This will inform parents immediately of when, where and why a zehr or prep is taking place. No student will stay behind for a zehr or prep on the very same day of issue for longer than 45 minutes without prior communication with parents/carers that day.

Same Day Sanctions - WRM (internal exclusions and isolation)

For any serious breaches of the school behaviour policy then the school will place a student within the WRM, under full teacher supervision whilst they still have access to their learning. This means students will not have full access to their school lessons, breaks and lunchtimes but instead remain in our WRM facilities for a set period of time the school regards suitable for the incident/incidents resulting in this breach of this behaviour policy. The school can place a student into the WRM with immediate effect and will always inform the parents/carers either, before, during or after the students placement within the WRM.

Isolation in the WRM, under normal circumstances, is generally to ensure a student's safety during a particular incident or the procedure in place whilst a particular incident needs further investigation by the school.

c. Governors

School Governors have a responsibility to ensure good behaviour of all students by:

- Being updated on the school's behaviour profile.
- Being involved if pupils are referred to a behaviour contract.
- Reviewing the actions of the Headteachers sanctions.

6. Targeted Student Behaviours (TSB)

The school has identified four Targeted Student Behaviours (TSB) that are consistently monitored, logged and analysed for trends to help assist with targeted individuals, groups, classes or year groups in need of intervention.

The four Targeted Student Behaviours (TSB) are:

- a. Bullying
- b. Racism
- c. Harmful Sexual Behaviour
- d. Extremist and radicalised behaviours

The school has a **ZERO TOLERANCE** behaviour policy for any type or form of TSB. Every TSB incident is dealt with promptly and by the initial member of staff. At all times, school procedures are followed by issuing a sanction or restorative conversation if deemed necessary and ensuring the correct communications are made to key members of staff through the appropriate channels (raising an alert or safeguarding referral). Communication is essential and the school's policy to raise an alert or a safeguarding referral will immediately inform the necessary key professionals and pastoral leads, who have clear oversight of all incidents and are therefore able to analyse and take action on any concerning trends or patterns that uphold. Through such a whole school coherent tracking and monitoring system, targeted and bespoke actions can be made at the earliest opportunity and ensure the whole school is challenged and eradicate all types of TSB.

a. Bullying

Bullying behaviour is not tolerated at our school. Our understanding of bullying behaviour is that it is a deliberately hurtful and repeated attempt to undermine someone. It is difficult for the victim to defend themselves.

This can take many forms:

Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute physical bullying.

Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Cyber – any type of bullying that is carried out by electronic medium such as:

- Text message bullying, picture/video clip bullying via mobile phone cameras
- Email bullying, bullying through Instant Messaging (IM) and Social Networking sites
- Chat-room bullying

As well as these four main types of bullying there are other forms of bullying of certain targeted groups which need to be recognised. These include:

Racist bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

Faith-Based bullying –physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on differences of religion

Sexual bullying (bullying that has a specific sexual dynamic) unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual.

Gender bullying (bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender) – use of sexist language, negative stereotyping based on gender.

Transphobic bullying - Stems from a hatred or fear of people who are transgender. Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Physical, verbal, written social exclusion, on-line or text abuse or ridicule another person perhaps for their behaviour, clothing or appearance.

Homophobic bullying (bullying motivated by prejudice against lesbian, gay or bisexual people LGB or those perceived to be LGB) – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on sexual orientation.

SEN/Disability bullying – physical, verbal, written, social exclusion, on-line or text abuse or ridicule based on disability or learning difficulties.

b. Racism

Racist behaviour is not tolerated at our school. Our understanding of racist behaviour is that it is a deliberately hurtful and repeated attempt to undermine someone. We have zero tolerance on racism and the school has a clear and transparent referral system to ensure all incidents of racism are dealt with promptly and appropriately.

c. Harmful Sexual Behaviours

Harmful Sexual Behaviour is not tolerated at our school. Our understanding of HSB behaviour is that it is a deliberately hurtful and repeated attempt to undermine someone.

Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. As such the school adopts the Hackett continuum approach in dealing with all HSB incidents:



We have zero tolerance on HSB and the school has a clear and transparent referral system to ensure all incidents of HSB are dealt with promptly and appropriately.

d. Extremist and radicalised behaviours

Extremist and radicalised behaviour is not tolerated at our school. Our understanding of this behaviour is that it is a deliberately hurtful and repeated attempt to undermine someone. We have zero tolerance on extremist and radicalised behaviours and the school has a clear and transparent referral system to ensure all incidents of racism are dealt with promptly and appropriately.

7. Preventing Targeted Student Behaviours (TSB) and other behaviour issues

To ensure all targeted behaviours are robustly monitored with accurate intervention, a transparent ***whole school communication alerts*** system is embedded into our everyday procedures.

[Targeted Student Behaviour \(TSB\) whole school procedures](#)

As a result of these TSB alerts (and safeguarding referrals), the school regularly monitors and analyses the issues that stem from four Targeted Student Behaviours. Termly trends and analysis take place in order for the school leaders and governors to pinpoint where additional intervention and support is needed.

First and foremost, the promotion of the school's values into everyday school culture is the whole school's primary objective in preventing any TSB. Therefore any of these TSB will be addressed through early intervention naturally built into our daily routines and expectations of ourselves and each other. Our culture and values can be seen below:

[Our Culture and Values](#)

Secondly, the school has intentionally, since September 2019, embedded a thorough whole school student Personal Development curriculum as a rolling 50-minute lesson every week for every student.

The main aims of Personal Development Time (PDT) are to encourage each student to reflect on and make informed decisions about many of the challenging ethical and personal issues that they will face in the modern world. We endeavour to equip students with knowledge of the world around them and to provide a forum in which they can develop insight and good decision-making skills. Personal Development involves a variety of teaching and learning styles, including independent research, small group and whole class discussions, role-play, demonstrations, DVD clips, practical activities and outside speakers. This enables the students to explore relevant issues in a way that suits all learning styles and enhances the student's learning experience. Personal Development is when the school combines PSHE (Personal, Social, Health Education), Citizenship, Careers and Learning to make sure we achieve our aim of promoting the spiritual, moral, social, cultural, mental and physical development of all students.

Educating children on how to treat one another and for them to learn valuable life skills and become respectful and resilient young men is fundamental to the whole curriculum. By covering challenging and sometimes difficult topics and just a few listed below:

- Bullying
- Racism
- Relationships, Sex, Health Education (RSHE)
- Equality, diversity and inclusivity
- Mental health
- Online safety
- British values

Below you will find our Personal Development Curriculum overview which highlighted

[Student Personal Development Curriculum Overview.pdf](#)

Below provides even more of the spiral curriculum details for each year group, when and how they are covered with what our learning objectives are for each weekly personal development lesson (PDT).

[Year 7 PDT curriculum.pdfYear 8 PDT curriculum.pdfYear 9 PDT curriculum.pdf](#)

[Year 10 PDT curriculum.pdfYear 11 PDT curriculum.pdf](#)

As seen from the curriculum overview, Targeted Student Behaviours are directly educated to all students. alongside that, the school delivers and promotes fundamental British values through our personal development curriculum. Other important provisions the school implements to promote and educate the behaviours and attitudes of our students can be seen below:

[Student Personal Development Workshops.pdf](#)

[Pastoral Care and Support.pdf](#)

Additionally, to ensure our students are behaving to the standards expected of them, below are further strategies, procedures and clear duties that are in place to help the school address, challenge and eradicate certain TSB:

Prevent Duty 2022/23

Online Safeguarding Strategy

Harmful Sexual Behaviour - Hackett Continuum

Therefore, our students are taught the importance of being open minded and respectful to those with differing opinions and inclusive culture is created across all sites.

Students learn about mental health and the importance of looking after your own and being mindful of the impact you could have on someone else's.

Students are taught about how to communicate and behave appropriately online and through work around the Acceptable Use Agreement document for school, computers learn how what they share online can be traced.

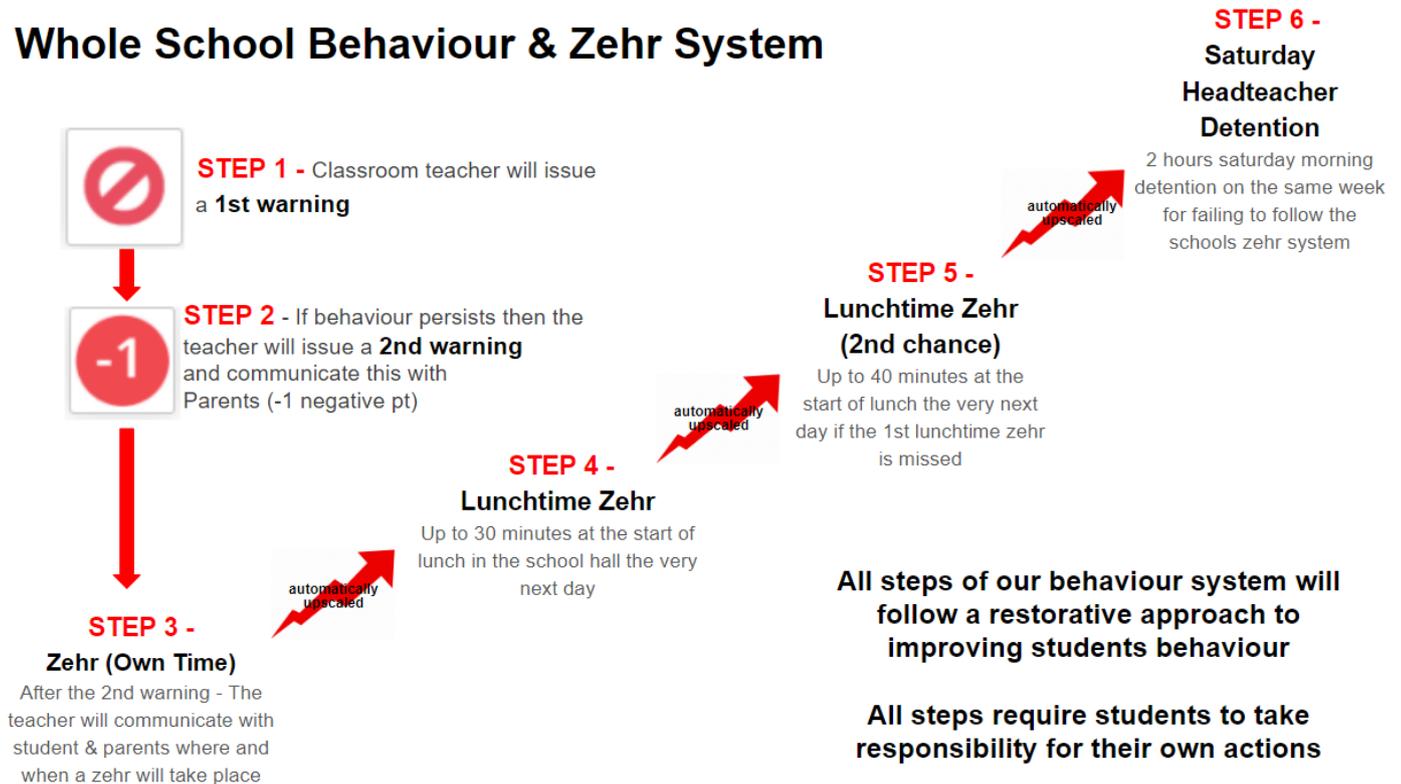
These strands of the PDT curriculum arm students with the knowledge and understanding of the importance of treating those around them in the way they would wish to be treated and the repercussions for not doing this.

Information, support, guidance and Strategies for preventing bullying, racism, prevent and HSB are taking place weekly during PDT and are very much in keeping with our school values of creating an environment that allows our students to be successful.

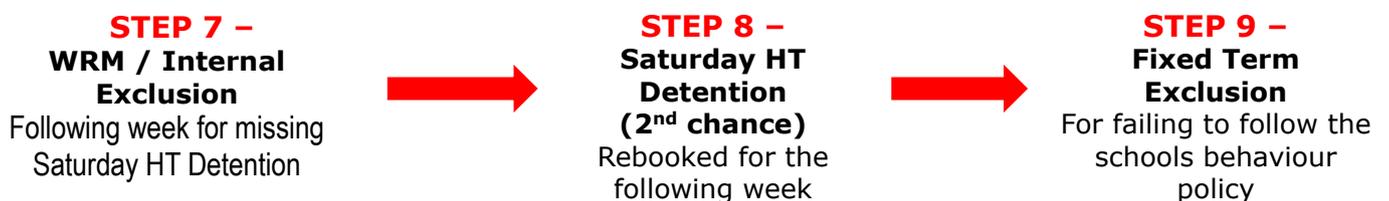
8. Sanctions procedures

The vast majority of our students behave well and want to learn. However, at times it is necessary to impose a sanction on a student who has breached the expectations within this behaviour policy. Most incidents of misbehaviour, which prevent learning from taking place, should be dealt with at a class teacher or form tutor level. All students are representative of our school and our community. Sanctions can still be imposed for misbehaviour outside of school hours.

Whole School Behaviour & Zehr System



If students fail from **Step 1 to Step 6** on the school behaviour policy outlined above, then the following procedures are in place -



9. Issuing Sanctions

As already stated in the legislative framework on page one, this policy and all steps and procedures are compliant with the Department for Education statutory guidance on the Equality Act (2010), Behaviour and discipline in school (2016) and Exclusions from maintained schools, academies, pupil referral units in England (2017).

With reference to the Exclusions from maintained schools, academies, pupil referral units in England (2017). Two key areas to highlight:

Section 3.4 states – The behaviour of a pupil outside of school can be considered grounds for exclusion. This includes fixed term or permanent exclusions.

Section 3.8 states – When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof; i.e. **'on the balance of probabilities'** it is more likely than not that a fact is true, rather than a criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than it did not happen.

Therefore, the school will issue any level of sanction (including a fixed term exclusion or permanent exclusion) that they deem necessary in response to the severity to which this behaviour policy has been breached.

Under the Equality Act (2010) Southborough High School does not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

The headteacher and governing board will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice. Therefore the headteacher will try, as far as possible, to avoid permanently excluding any pupil with an EHC plan or a Looked After Child.

Sanctions Guidelines

The below details and sanction procedures are general guidelines that the school will follow for escalating/upscaling ongoing behaviour concerns or responding to a one off serious breach of this behaviour policy.

Low-level behaviour sanctions

Zehr - Own Time

- Low level disruptive behaviour in lessons or inappropriate behaviour around school

Zehr - Lunchtimes

- Failing to attend a zehr (own time)

Moderate level behaviour sanctions

Saturday Zehr

- Automatic upscaling when failing to attend a lunchtime zehr and a 2nd chance lunchtime zehr (therefore failing to follow this behaviour policy)

Saturday Headteacher Detention

- For physical and/or verbal aggression
- For persistent disruptive behaviour
- For persistent lateness
- For smoking (including e-cigarettes)
- For jeopardising student safety by walking across the road and not at the traffic lights

WRM/Internal Exclusion

- For physical and/or verbal aggression towards students/staff
- For persistent disruptive behaviour
- For any incident of bullying/Racism

High-level behaviour sanctions

School 2 School Exclusion (S2S)

When the actions of a student/s whose behaviour is deemed at a **high level** of severity for breaching this behaviour policy. This includes –

- Physical assault towards another student or adult, verbal abuse towards another student or adult, racism, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour.
- Where a student's actions can bring the school name and reputation into serious disrepute.

Fixed Term Exclusion (FTE)

For any reason of the above S2S guidelines that is deemed at an even **higher level** of severity for breaching this behaviour policy. This sanction now also includes -

- Threatening behaviour towards a member of staff

Permanent Exclusion (PEX)

For any reason of the above FTE guidelines that is deemed at the **most serious level** of severity for breaching this behaviour policy. This sanction now also includes and will take into consideration –

- Placement of the student at Southborough High School will jeopardise the well-being and safety of this individual, other students and/or staff
- Where persistent disruptive behaviour will jeopardise the learning and progress of other students within the school
- Carrying or use of an offensive weapon
- Carrying, using or supplying illegal substances in or around school
- Any other serious incident which, in the view of the Headteacher, warrants a permanent exclusion
- This sanction being imposed as a very last resort (i.e. there is no other reasonable alternative)

On all levels of issuing these sanctions, the staff and ultimately the Headteacher will ensure that every decision made on a school sanction for our student's behaviour is compliant to being:

- **lawful**
- **rational**
- **reasonable**
- **fair**
- **proportionate**

To ensure the school complies with this legislative framework, all high-level sanctions are investigated through a Serious Incident Form (SIF) by two members of the Senior Leadership Team before consultation with the headteacher.

10. Rewards

Students can be issued up to 5 positive points, a student of the lesson (+2pts) and/or a student of the week nomination (+2pts)



The points are reward for the following behaviour types



Staff are encouraged to issue at least 3 separate positive points a lesson and a student of the lesson. At least once a week they should be nominating a student of the week.

Below is the schools **Rewards Store** where you can cash in your positive points for any of the rewards listed below. The reward store is open everyday after school in the library for students to collect your reward.

<p>25 POINTS</p>  <p>Charitable donation</p> <p>The Grace Dear Trust is a local charity that helps promote positive mental health at Southborough High School</p>	<p>50 POINTS</p>  <p>Queue Jump Pass</p> <p>This pass allows students to go straight to the front of the canteen queue at break time and/or lunch time for a whole week.</p>
<p>100 POINTS</p>  <p>Pencil case and school equipment</p> <p>For this reward students will receive a pencil case full with important equipment you need for everyday in school.</p>	<p>200 POINTS</p>  <p>Football</p> <p>For this reward students will receive a brand new football</p>
<p>250 POINTS</p>  <p>Basketball</p> <p>A brand new basketball to be used in school or at home</p>	<p>300 POINTS</p>  <p>£5 Amazon Voucher</p> <p>An Amazon Voucher rewarded for 300 points</p>
<p>500 POINTS</p>  <p>Queue Jump & Free Lunch Pass</p> <p>Jump to the front of the queue and also receive a free lunch each day of your choice (main meal, drink and a dessert) for a week</p>	<p>600 POINTS</p>  <p>Nando's Voucher</p> <p>For this reward students will receive a £10 gift card to spend in any Nando's</p>
<p>700 POINTS</p>  <p>£10 Amazon Voucher</p> <p>For this reward pupils will receive a £10 gift card to spend online with Amazon</p>	<p>1200 POINTS</p>  <p>Bike</p> <p>For the student that aims for the top and receives 800 points will be reward with a brand new bike</p>

11. Issuing rewards

The powers of affirmation and reward have a greater impact than sanctions on improving a student's attitude towards learning. All learners are encouraged to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than to impose sanctions. With our students we want to '**catch them being good**' and promote it.

Student of the lesson

For each lesson a 'student of the lesson' must be awarded at the very least.

Student of the week

Each week a student of the week is announced in Year assemblies, as the HOY will pick one winner from the 'student of the week nominations made by staff'. This will also go in the celebrations page of the Griffin newsletter.

Positive Points of the week

Each week a student with the most positive points of the week is announced in Year assemblies, staff briefings and the Griffin newsletter

Student of the term - 'ACE' Awards

The award is given **at the end of each full term** after consultation within individual year teams for the winners for each of our whole school vision – Aspiration, Commitment, Excellence.

Policy Review

This policy will be reviewed by the Governor's Committee on an annual basis.
The policy was last reviewed and agreed by governors as below:

September 2022

It is due for review 12 months from the above
