

Student Behaviour, Discipline & Anti-Bullying Policy

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Kesteven and Grantham Girls' School

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1. General Statement

The school is very clear about its function. It is a place for learning. Students are expected to behave in a responsible and supportive manner at all times.

“The feature that marked those schools with sustained improvements in behaviour, attendance and attainment was the consistency with which staff, having agreed a policy, applied it.

Students benefit if they know that the consequences of (good behaviour and) misbehaviour are the same whenever or wherever it takes place, that attendance and punctuality are expected by all teachers, and that the concentration, effort and high standards of presentation are required in all classes.” – Ofsted

2. Aims

The importance of good behaviour and discipline is fundamental to many of our school aims. Students are only able to achieve their full potential in an environment that respects the need for order, honesty, trust and fairness. One of the important aims of this policy and of the School as a whole is to promote and develop a self-discipline that will remain with each student throughout their lives. The school aims to promote a respect of others: this policy sets out to underpin that aim. This policy aims not only to promote a set of values for the School, but a set of values that our students will take into the community both whilst they are at school and after they leave.

Values

An orderly environment is essential for the School if it is to achieve its aims, but it is the intention that this policy will do far more than to simply maintain order. Throughout the curriculum we promote as important the spiritual, moral, social and cultural development of the students in our care. Schools can and should play an important part in providing students with a set of values. These include:

- ◆ Honesty
- ◆ Trust
- ◆ Fairness
- ◆ Tolerance
- ◆ Compassion
- ◆ A need for self-discipline
- ◆ An awareness of the needs of others

Code of Conduct

In pursuit of the values outlined above the school has developed a set of KGGS Student Basic Expectations to promote good behaviour. The Basic Expectations are displayed on form notice boards and are included in the Tutor Handbook and Student Planner. The attention of both students and staff is drawn to these expectations when the need arises. Staff, are required to read the Staff and Tutor Handbooks in preparation for each new school year. These Basic Expectations are reviewed each year and alterations made as necessary. For students in the Sixth Form, additional guidance can be found in the Sixth Form Contract.

Students and staff recognise that by working together they can achieve most. The excellent behaviour demonstrated by the vast majority of our students is to be rewarded and celebrated.

Poor and inappropriate behaviour will be challenged. For example, restorative justice style meeting where students are encouraged to resolve issues between themselves under the guidance of a member of staff

Students are encouraged to...

- Show consideration to others
- Be polite at all times
- Act in a responsible manner at all times
- Dress smartly and to adhere to the school's uniform code
- Complete all the work set to the best of their ability
- Show respect for other people's property
- Support each other and staff
- Be punctual to school and lessons
- Arrive at school properly equipped and ready for work

Students are encouraged to avoid...

- Doing anything that may harm or be offensive to others
- Using offensive language
- Being loud or running inside the buildings

Rewards and Sanctions

The very good behaviour that is displayed by the majority of our students is rewarded by

- Praise from staff
- Comments in planners
- The awarding of merits and merit awards
- Displays of work
- Letters/messages home to parents
- Involvement in school trips

For the small minority of students who do misbehave from time to time, the following sanctions are available:

Minor offences, such as not handing in homework, talking in class at the wrong time, dropping litter, repeatedly forgetting kit, late to lessons are the responsibility of the classroom teacher. The steps of intervention are:

- Expression of teacher's displeasure
- Note in the Planner to Parents
- Faculty detention
- Communication with Parents
- Referral to Head of Subject/Faculty
- If appropriate, inform the Head of Year

For more serious offences such as bullying, disrupting lessons, fighting, vandalism, theft, abusive behaviour towards staff, serious misuse of mobile phone for recording within school, leaving the school site either without permission and/or without signing out, some of the sanctions below may be appropriate. It is worth making clear that this last offence is considered extremely serious as it has significant implications for the safety and safeguarding of other members of the school community, and the wider public.

Any member of staff could issue a sanction but usually this will be the Heads of Year, Deputy Headteacher, Assistant Headteachers or Headteacher will decide on the most appropriate sanction, these could include;

- Withdrawal of privileges (breaks and lunchtimes)
- Detention
- Removal from timetable (parents notified by phone)
- The issue of a monitoring card which will inform a monitoring meeting with the Head of Year/Deputy Headteacher
- Student and parent interview
- Exclusion 1-15 days (parents have a right to make representation to governors or request a meeting with governors if the number of days excluded in one term exceeds 5 days)
- Permanent exclusion (parents have a right to make representation to governors and the right to make an independent appeal)
- Withdrawing participation in any school trip or sports events that are not an essential part of the curriculum.
- Involvement of the Police

Only the Headteacher has the authority to exclude students.

3. Roles and Responsibilities

Classroom Teacher / Form Tutor

Classroom teachers and form tutors are responsible for maintaining and monitoring the standards of behaviour of students in their charge.

They will achieve this by:

- Providing support for students in helping them to avoid a sanction.
- Using the rewards system to reinforce good behaviour, work, effort, attitude and attendance from students and celebrate success.
- Using the sanctions available as set out in the policy to change and improve unacceptable behaviour.
- Applying sanctions consistently.
- Supporting students by monitoring through the School Planner.
- Being responsible to both the Heads of Faculty and Heads of Year for aspects of behaviour within the faculty, form rooms and around the school

Heads of Year

Heads of Year will promote, maintain, and monitor standards across the Year.

They will achieve this by:

- Ensuring that staff are aware of their responsibilities as form tutors and subject teachers and that there is a consistency of approach.
- Supporting staff by monitoring students and applying the various rewards and sanctions appropriately.
- Providing form tutors and the Pastoral teams with updates through regular meetings.
- Providing a system of support for form tutors and classroom teachers by maintaining the system of agreed sanctions and rewards.
- Praising and rewarding good attendance, individually and collectively.

Heads of Year will monitor attendance and punctuality.

Students can expect other students to:

- **Be pleasant, friendly and supportive**
Students should never feel threatened, insulted or tormented or be physically harmed
- **Be sympathetic towards the feelings of others**
Students should never feel they are ignored or ridiculed or that their feelings are unimportant
- **Treat others fairly and as individuals**
Students should never be victimised because of their looks, colour, family background or ability
- **Respect others' beliefs, customs, opinions and tastes**
Students should never be made to feel unhappy or uncomfortable because of these differences
- **Treat everyone's property with respect**
Students should never have their possessions stolen or damaged in any way

Students can expect their teachers to:

- Treat them fairly
- Plan effective and interesting lessons
- Mark work and give constructive feedback (assessment for learning)
- Listen to students (at appropriate times)
- Be punctual

4. Being a KGGS Student - Basic Expectations

We expect all students and staff to respect and maintain the environment and ethos that makes KGGS special.

- Students should be supportive of one another and the school and should encourage their friends to act in the same way
- Students' behaviour should be respectful at all times
- Students should wear their uniform correctly at all times during the school day, including to and from school
- Students should be attentive at all times during lessons, and be silent when requested by staff
- Students should note their homework in their planners, complete it, and hand it in on time
- Students should help to keep their school clean and tidy by placing any rubbish in the bins provided
- Students should not bring chewing gum into school
- Students should go and talk to a member of staff if they have any worries or concerns about themselves or a friend
- Students should bring the correct equipment to lessons
- Students' mobile phones should be switched off and not used during the school day (between 8.50 and 3.40),

We are a large community. We have a responsibility to one another and the wider community. Remember that you are being judged at all times when you are wearing your uniform. Our enviable reputation can easily be spoiled by a small number of thoughtless individuals. The school's reputation will serve you well in the future in many ways so we must all work to maintain it, for our benefit and for those who will join KGGS in the future.

Remember that you earned your place at KGGS. Your family and friends are proud of you. Be proud of yourself.

Routines and expectations with regard to student attitude and behaviour aim to be applied consistently. Every student is valued equally and has equality of opportunity. The Race Relations Act 2002 states schools' statutory duty to promote race equality. Racial harassment will not be tolerated and any instances are dealt with by the Deputy Headteacher. Parents of the victim and the offender are always informed. The police may be called in, depending on the incident. Exclusion is usually the sanction imposed. Education of students regarding this issue takes place in form time, RE and Guidance lessons. The school keeps a log of all racially motivated incidents.

Each day will present opportunities for students to show responsibility, sensitivity, honesty and good behaviour in their dealings with others. Our school council gives all year groups a voice and genuine participation in decision making.

Tutor time, assemblies and curriculum time also provide opportunities for students to develop their social, emotional and behaviour skills, and consider the effects of absence or poor behaviour on others.

Our programme includes work with many professionals including Careers Advisors, the Police and Health Education staff.

Within the ICT curriculum, students are taught about safe use of the internet to reduce the likelihood of bullying.

Success

The key to success of the Behaviour and Anti-Bullying Policy is consistency. By consistent application of our policies, positive attitudes to learning are promoted and celebrated. We aim to maintain a culture which rewards and celebrates achievement.

Planning lesson structure and adopting appropriate teaching and learning strategies are key to achieving effective learning, encouraging good behaviour and attendance.

All students should be aware that

- Good behaviour has its rewards
- Poor behaviour has unpleasant consequences

Students who misbehave are choosing to do so. They could and should choose to behave well.

5. Bullying

• The principles by which we work:

- Everyone has the right to work and to learn in an atmosphere that is free from victimisation and fear;
- All of us have a responsibility to ensure that we do not abuse or bully others;
- Students should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously;
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- All forms of bullying are unacceptable and will not be tolerated

Definitions of Bullying

- Bullying can take many different forms. All of them are wrong.
- Someone who is being bullied will feel unable to stop it happening. It may be carried out by a group or by one person. The person or people doing the bullying may be the same age, or older, or younger than their victim. Both sexes bully and are bullied.
- Bullies may need help just as much as those being bullied. A few students can also, by their attitudes or their actions, get others into trouble.
- It is important to remember these points as bullying happens in many ways and can appear in many forms.
- Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim, a power not always recognisable to the teacher.
- There are many definitions of bullying, but most have three things in common: it is deliberately hurtful, it is repeated, often over a period of time and it is difficult for those being bullied to defend themselves.
- Bullying can manifest itself in many forms but these can usually be categorised into one of the following groups:
 - physical** - hitting, kicking, taking belongings
 - verbal** - name-calling, insulting, racist, sexist or homophobic remarks
 - emotional/indirect** - spreading nasty stories about someone, excluding someone from social groups
- In racist bullying, a student is targeted for representing a group and attacking the individual sends a message to that group. Racist bullying is, therefore, likely to hurt not only the victim, but also other students from the same group and their families. It may take the form of:
 - Verbal abuse by name calling, racist jokes and offensive mimicry.
 - Wearing of provocative badges or insignia.
 - Bringing in racist leaflets, comics or magazines.
 - Inciting others to behave in a racist way.
 - Racist graffiti or other written insults – even against food, music, dress or customs.
 - Sexual bullying impacts on both genders.

In general, sexual bullying is characterised by:

- Abusive name calling
 - Looks and comments about appearance, attractiveness, emerging puberty
 - Inappropriate and uninvited touching
 - Sexual innuendoes and propositions
 - Pornographic material, graffiti with sexual content
 - In its most extreme form, sexual assault or rape
- Sexual bullying can also be related to sexual orientation. Students do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different can be enough.

- Students with special educational needs, or disabilities, are often at greater risk of being bullied, both directly or indirectly and usually about their specific difficulties or disabilities.
- Bullying can take place by text messages on mobile phones, on the internet, or through social media.

- **Reasons for challenging bullying behaviour**

There are a number of very important reasons for challenging bullying behaviour in schools:

The safety and happiness of students

- When students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem. Some may blame themselves for 'inviting' the bullying behaviour.

Educational achievement

- The unhappiness of bullied students is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.

Providing a model for helpful behaviour

- If they observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

Developing a reputation as an effective, caring school

- No school can claim with absolute confidence that "there is no bullying here". Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be reassured by a school which demonstrates both through policy and action, that it will respond positively and effectively to bullying.

Bullies

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- Bullies tend to lack empathy; they cannot imagine what the victim feels, bullies tend to lack guilt, they rationalise that the victim somehow 'deserves' the bullying treatment. Bullies can be of any age, sex or gender and act individually or in gangs.

Victims

- Children can go to very great lengths to hide from adults the fact that they are being bullied.
- They may be afraid that they will be seen as cowardly or weak. They may not want to tell tales on others in their class.
- They may even be afraid that talking to an adult will lead to even more problems, or more trouble for them, or that the adult will be unable or unwilling to help them.

- **Procedures to Follow**

- Never ignore suspected bullying
- Don't make premature assumptions

- Listen carefully to all accounts - several students telling the same story does not necessarily mean they are telling the truth
- Adopt a problem-solving approach, which moves students on from justifying themselves
- All reports or incidents of bullying should be recorded. The record is to be completed by the person to whom the bullying incident is reported.
- The completed form should be passed on to the Year Head who will deal with the incident.
- Copies of all forms will be kept by the Year Head to enable regular evaluation of the policy, identify areas in the school where bullying is more likely to happen and identify and evidence persistent bullies.
- **Any incident of bullying will be dealt with and recorded on the bullying log by the relevant Head of Year/Assistant or Deputy Headteacher.**

- **Actions**

- **The Victim and the Bully**

They will be seen by the Year Head as soon as possible after the incident has been reported. The appropriate course of action will then be decided.

This might include some of the following:

- Interview with the Year Head (and Deputy Headteacher when appropriate). – this could lead to an appropriate conversation/warning.
- Letter or phone call to parents.
- Reassurance (victim)/Sanction (bully)
Setting up of a support package e.g. pastoral support programme.
- **Where students do not respond to preventive strategies to combat bullying, the school will take tougher action to deal with persistent and violent bullying. As part of this policy, the school has a sufficient range of sanctions to deal with all types of bullying. The school community is to be aware of what sanctions are available and how they are likely to be applied. Sanctions (as on pages 4 and 5) will be fairly and consistently applied.**

Parents of bullies, or even suspected bullies, will be informed at a very early stage, in order that they have the opportunity to work with the school in resolving any issues.

Where other strategies do not resolve a problem, permanent exclusion may be justified.

Serious violence by a student will lead to permanent exclusion.

Follow up

- Victims will be encouraged to notify the school immediately if the problem recurs, either from the original bully or their peers.
- All incidents will be followed up to check that bullying has not started again.

Awareness and Intervention
The curriculum will:

- Raise awareness about bullying and the school's anti bullying policy.
- Increase understanding, and help build an anti-bullying ethos.
- Teach students how to constructively manage their relationships with others.

- Explore why people bully each other, effects of bullying on the bullied, on bullies and on bystanders.

These issues will be addressed through a variety of subjects e.g. PSHME, RE, History, English

Other strategies that the Pastoral Team may employ include;

- Peer Listening/Mentoring
- Counselling
- Anger management
- Assertiveness training

- **Monitoring**

Monitoring should have regard to information about incidents of bullying and how they were resolved, both immediately and over the longer term.

Monitoring procedures will be used for two purposes:

(1) To enable the school to follow up and record progress

Individual incidents, which, on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. Monitoring will help the school to identify such patterns. We will take account of facts such as:

- Who was involved (or alleged to be involved)?
 - Where and when it happened?
 - What happened?
 - What action was taken?
- The monitoring systems may involve teaching, non-teaching staff and students where it is felt appropriate. They will link in with the disciplinary procedures for dealing with bullying situations. All individual records will be based on fact and not speculation.
 - All systems used will comply with regulations under the Data Protection Act. The Deputy Headteacher will have responsibility for reviewing records and trends.

(2) To identify whether or not the anti-bullying policy is being effective

- Records of incidents, held by Heads of Year, will show whether bullying is becoming less frequent or changing in nature. The results will be used in evaluating the policy and provide insight into ways in which practice, resulting from the policy (or the policy itself), will need adapting or changing.
- The Policy will be reviewed every two years.

- **Working with Parents**

- We believe that parental support is the key to success or failure in anti-bullying initiatives. We believe that parental approval is important to young people of all ages.
- Consultation will help to create an atmosphere in which positive behaviour is encouraged and bullying is considered unacceptable.
- Parents are encouraged to contact the school if they are concerned that their child is being bullied. These concerns will always be taken seriously and incidents will be investigated thoroughly.
- All referrals will be followed up and parents will be informed of the outcome.

Bullying is a very emotive issue and it is often difficult for parents of bullies to accept that their child is bullying. Good schools are well used to dealing with bullying effectively and will make every effort to obtain a balanced view.

Parents should be aware that schools are not courts of law and are not required to prove beyond reasonable doubt.

Schools are required to act reasonably, based on the balance of evidence available. The school will always strive to achieve fairness and justice.

6. Configuration History

Version:	Date:	Author	Contributors
1.0	January 2010	Assistant Headteachers Pastoral (Learners and Learning)	G Burks/ J. Tyler/ J. Lennie
1.1	February 2010		G Burks/ J. Tyler/ J. Lennie
2.0	January 2012		J. Tyler/ J. Lennie
3.0	January 2014		J. Lennie and D. Scott
4.0	January 2016		J. Lennie and D. Scott
5.0	January 2018		Mrs J Lennie & Mr D Scott
6.0	June 2018		Mr D Scott
7.0	January 2020	Assistant Headteachers	
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Audit trail of change

Version	Date	Reason for Change
1.0	January 2010	
1.1	February 2010	Reformatting as part of review process
2.0	January 2012	Policy Combination and Review
3.0	January 2014	Policy Review
4.0	January 2016	Policy Review
5.0	January 2018	Policy Review
6.0	June 2018	Amendment to Section 2
7.0	January 2020	Policy Review
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Authorisation

Name	Date	Signature
Mrs A Dorkes	February 2022	