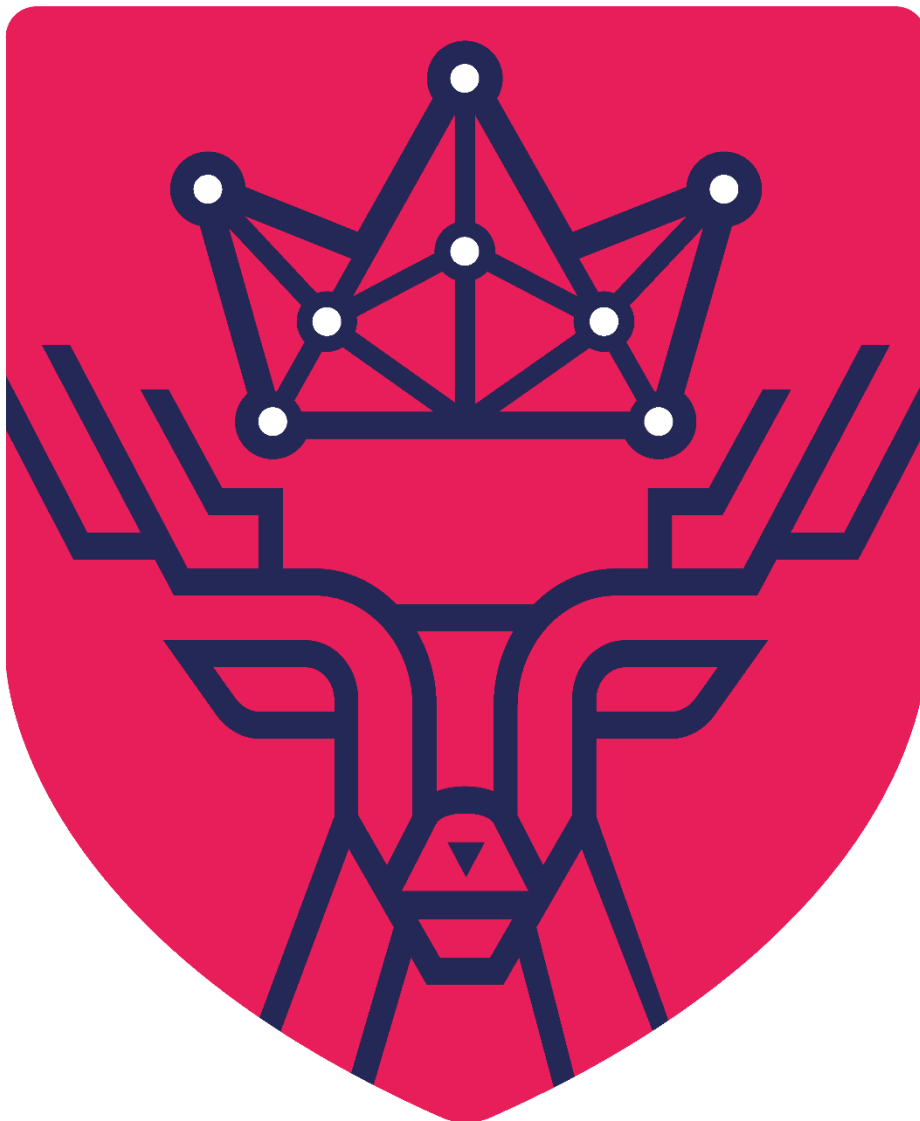




Fairlands Middle School

We Collaborate, Achieve & Belong

Relationships and Anti-Bullying Policy



Last Reviewed: November 2023

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Contents

1. Aims	Error! Bookmark not defined.
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	5
5. Roles and responsibilities	5
6. Pupil code of conduct	6
7. Rewards and sanctions	6
8. Behaviour management	7
9. Monitoring arrangements	9
10. Links with other policies	9
Appendix 1: Anti-bullying Charter and Child on Child Abuse.....	10
Appendix 2: Anti-bullying Charter	12
Appendix 3: Fairlands Standard	13
Appendix 4: Behaviour Consequences.....	14
Appendix 5: Restart Room	15
Appendix 6: Building Relationships	16

1. Aims

1.1 This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including child on child abuse.
- 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

2.1 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.

2.2 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

Positive behaviour is defined as:

- Working well
- Being kind
- Showing perseverance
- Being respectful
- Equipment- being prepared
- Being friendly
- Making good progress
- Helpful

- Completing homework
- Making a positive contribution
- Wearing uniform correctly

Negative 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
- Lateness to lessons
- Damage to property
- Refusal to follow instructions
- Swearing/foul language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or child on child abuse
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Sexual assault
- Vandalism/graffiti
- Arson
- Theft
- Fighting
- Smoking/vaping
- 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
- Vapes/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 and Child on Child Abuse

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
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy

(Appendix 1)

5. Roles and responsibilities

5.1 The Governing Body

The local governing body reviews this relationships policy in conjunction with the Headteacher and monitors the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this relationships policy in conjunction with the local governing body. The Headteacher will also approve this policy.

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 relationships policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Class Charts)

The School Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the relationships policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

6. Pupil code of conduct

Pupils are expected to abide by the Fairlands Standard (See Appendix 3)

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Good news phone call/email home
- House points
- Certificates
- Lanyards

- Positive Referrals
- House badges
- Headteacher badge

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Tracker card overseen by tutor, Head of Year, School Leadership Team.
- A verbal reminder of expectations as set out in the Fairlands Standard
- Sending the pupil out of the class to reflect on their behaviour
- Letter, email, or phone call home to parents/carers
- Expecting work to be completed at home, or at break or lunchtime
- Teacher set detention at break or lunchtime with subject teacher for incomplete work, lateness to lesson, lack of equipment.
- Detention at break or lunchtime with Faculty Leader or Year Leader for ongoing behavioural concerns
- Teacher awards a C1, C2 or C3 for disruptive behaviour within lessons.
- C3 will result in a 20 minute lunchtime detention in RESTART
- SLT afterschool detention (Fridays)
- Referring the pupil to a senior member of staff
- Internal exclusion
- External suspension
- Permanent exclusion

Staff should not ask for a whole class to return for a detention.

Staff should record all incidents, including any action from the above list on Class Charts.

7.2 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 or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management (See Also Appendices 4, 5, & 6)

8.1 Classroom management

Principles for Behaviour

The school aims to achieve this culture through establishing high expectations and clear principles for staff and pupils in its approach to behaviour. Key to these are the following:

- School has a **'team approach'** and staff are visibly consistent (shared language)
- Investment in building and maintaining **'positive relationships'**
- When applying behaviour management, **certainty** is emphasised over **severity**
- Pupils taught, supported and encouraged to **make positive choices & understand consequences**
- School adopts an approach where staff **reduce emotional heat** and **model assertive positive behaviours**

Classroom routines and expectations

- Teachers **'meet and greet'** pupils outside the room – pupils quiet and calm.
- Pupils must be seated according to the **seating plan** so that their individual needs are met (fluid)
- **Whiteboards** out on desks
- Begin with **'Do Now'** - accessible to all pupils – 5/10 mins and retrieval based
- Staff to use **positive reinforcing language** as early as possible
- Registers taken every lesson (class charts)
- Strong **'Exit'** – supports corridor behaviour and next colleague

Classroom Behaviour System

Within all lessons pupils will adhere to the Fairlands Standard and comply with the classroom expectations and routines that their teacher sets. All staff will follow the school behaviour system to manage and log all positive and negative behaviours.

Before a 'Consequence' action is given, teachers will use their behaviour management strategies to set-up, support and manage pupil behaviour . This can include:

- Focus on positive language
- Re-emphasis of the classroom expectations – what you want to see

- Non-verbal cueing & communication
- Seating plan adjustment
- Focussing on primary not secondary behaviours
- 'Thanks' not 'please'
- Proximity – standing close by them for 2-3 mins
- Quiet word with pupils
- Short term aim's 'In next 5 mins I want you to ...'
- Brief cooling off time – outside room – quiet 1 to 1 chat
- Scaffolded/adapted work
- Other strategies within pupil Passport/ILP/IEP eg: timeout

Consequence Escalation:

Failure to attend or poor behaviour in the initial 20 mins detention will see the following escalations

- A 40mins detention the following lunchtime 12.15 – 12.55pm

Failure to attend or poor behaviour in the 40 mins detention will see the following escalations

- A 60 mins Senior Leadership Team detention on Friday evening 3.35 – 4.35pm

Failure to attend or poor behaviour in the 60 mins SLT detention will see the following escalations

- A whole day Internal Exclusion on Monday in RESTART

Failure to attend or poor behaviour during Internal Exclusion will see the following escalations

- A Fixed Term Suspension

Multiple C3 Consequences: Repeated disruptive behaviour in multiple lessons

If a pupil receives four or more C3 referrals in a school week (Mon-Fri) they will be issued with a 60 mins Senior Leadership Team detention on a Friday evening 3.35 – 4.35pm.

Parents/carers will be notified of this via a phone call or email from the pupils Head of Year or member of the Senior Leadership Team.

If a pupil receives three C3's from a member of staff in a single term, the teacher will need to call home to discuss the repeated poor behaviour within their lesson.

C3 Teacher Comments on Class Charts:

Staff must ensure they follow guidance below when writing all C3 comments on Class Charts

- These comments will now be seen by parents/carers on Class Charts.
- Must be objective
- Short precise factual points
- Must not include other pupil names

Example of teacher comment for C3:

C1 awarded for repeatedly talking when teacher was addressing the class

C2 awarded for turning around and distracting other pupils

C3 awarded for behaving disrespectful towards me when I was talking to them about their continued poor behavior. Argumentative and rude.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others

Incidents of physical restraint must:

Always be used as a last resort. De-escalation used in the first instance

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 in the Red Bound and Numbered Book in PA Office

Contact family

8.3 Confiscation

Any items that distract pupils or others from their learning may be confiscated. We will also confiscate any item which is harmful or detrimental to school life. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate, at the end of the day.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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 (SENDCo) 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.

9. Monitoring arrangements

This relationships policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher.

10. Links with other policies

This relationships policy is linked to the following policies:

Exclusions policy

Safeguarding (Child Protection) policy

Appendix 1

Anti-Bullying Policy and Child on Child Abuse

Rationale.

Some of our core values, central to our Aims and objectives, are:

'We will make the most of the opportunity to teach children who are moving towards adolescence and coming to terms with their own growing up. Fairlands Middle School will support its pupils at this vulnerable time of their lives by developing their sense of security and belonging to family, school and society as a whole'. This is further developed as a key objective 'keeping the children safe from bullying, harassment and discrimination'. Our brochure/prospectus clarifies 'Bullying is never tolerated and every reported incident is investigated, often dealt with through restorative approaches and always managed in an emotionally intelligent manner'. However, we accept that bullying happens in all institutions including Fairlands Middle School.

There are many links between this policy and other aspects of our work and associated policies; most notably: Safeguarding (Child Protection), SEND and our Relationships and Anti-bullying policy. Fairlands Middle School pupils have created their own 'Anti-Bullying Charter' which is clearly displayed around the school and is regularly referred to in assemblies and by tutors. The text of the charter is included at the end of this policy.

Definition

We adopt the definition produced by pupils as part of the Somerset UK Youth Parliament:

Bullying: A physical, psychological, or verbal attack on a person or a group of people, by a person or a group, causing harm to the victim. The bully is usually aware of the harm they are causing and often repeats their actions.

Some examples may include:

- Physical – hitting, offensive or threatening gestures, theft or interference with personal belongings
- Verbal/messaging – name calling, cyberbullying
- Indirect – spreading rumours, excluding someone from social groups

Implementation of Policy

- Our school acknowledges that sometimes the worst aspect of bullying may be the fear of bullying and what might happen next. It is essential therefore that as far as possible the bullied pupil, and sometimes others too, understand that standing up to bullying by 'telling someone' is the right thing to do and will lessen the risk of bullying rather than make matters worse. We expect to have the reputation of being a 'telling' school.
- All staff must be alert to the signs of bullying and act promptly and consistently in line with this policy.
- To minimise bullying, pupils will be actively taught what bullying is and that it is unacceptable; through assemblies, tutor time, Cross curricular work such as 'Health Education' and within the taught curriculum of subjects such as English, citizenship, PE and humanities. During November every year we have a particular focus week on Anti-Bullying as part of 'Anti-bullying Week'.

- We will also teach the role bystanders play in actively but safely tackling bullying.
- Pupils are regularly referred to the Anti-Bullying Charter which is displayed clearly around the school. The key expectation of the pupils' Anti-Bullying Charter is '*Tell someone*' both if a pupil has experienced or seen bullying.
- Information about bullying must be shared with Year Heads and DSL/DDSLs.
- Parents should inform the school of any concerns about bullying especially where there is information they feel we may be unaware of. The school will scrutinise the Parents' Questionnaire as a way of identifying the extent to which bullying is an issue.
- Where Governors are informed of a bullying incident it is important that full details are shared with the school. As with child protection/safeguarding issues it would not be appropriate to keep a confidence if this may lead to continued bullying.

Policy into Practice

The school:

- Will investigate all incidents of alleged bullying with urgency
- Will ensure that clear accounts/statements will be recorded
- Will ensure that Year Heads and Tutors are fully informed
- Will ensure that wherever possible parents are fully informed. This is especially urgent where a child may be returning home in a distressed state
- Will deal with incidents professionally, with sensitivity and consultation with appropriate staff
- Will use anonymous surveys to establish the pupils' perceptions of bullying at least annually. This may include involvement in the national 'Pass' surveys

Those who are bullied:

- Are often those in a position where it is difficult for them to defend themselves. They will be supported with strategies and advice that will help them be part of the solution.
- Will be supported, often by the member of staff who discovered or to whom the bullying was first reported by the child. They will receive daily check-ins for a minimum of two weeks
- Will be given reassurance to restore confidence and raise self-esteem. They will be shown respect for their courage in confronting the bullying
- May need advice about how to minimise the risk of bullying in future life

Those who have bullied:

- Will be listened to
- Will be given a clear link between unwanted behaviour, outcomes for others (including both victims and bystanders) and sanctions
- Will receive daily check-ins for a minimum of two weeks
- Will have their parents fully informed in order for subsequent sanctions to be managed in partnership with families. Parents are expected to play a positive part in supporting this policy. Strategies/Sanctions which may be used include:
 - Official warnings involving parents

- Restorative justice conferencing
- Restriction of certain activity such as break and lunchtime
- Detention during or after school
- Internal exclusion
- Fixed term suspension
- Will also be given strategies to enable them to develop more responsible attitudes and leave behind negative reputations.

Appendix 2

Staff, pupils and parents at Fairlands Middle School are working together to create a school community where bullying is not tolerated.



We agree to:
Anti-Bullying Charter

1 Think before we
act

2 Respect other
people

3 Tell someone if we
see bullying

4 Tell someone if
we are being
bullied

Be a buddy not a bully!

Appendix 2

The Fairlands Standard

Ready for Learning

We always try our best

We listen carefully and follow instructions

We always have the correct equipment

Respect

We allow others to learn

We are polite, respect ourselves and differences in others

We care for other people's property as well as our own

Around our school

We wear our uniform correctly and with pride

We move around our school sensibly and keep ourselves safe

We look after our school



Appendix 4

Behaviour 'Consequences'

Consequence 1 (C1): Low level disruptive/disrespectful behaviour

The behavior is affecting their own and others learning eg: repeatedly talking, off task

Staff to use behaviour management strategies before C1 awarded.

C1 point logged on Class Charts. This is their 'Final Warning' The C1 icon is:



Teacher must immediately inform the pupil a C1 has been awarded.

Pupils must get 'take up time' before C2 to be considered (focus on the Primary Behaviour)

If poor behaviour continues escalate to C2

Consequence 2 (C2): Continued Low level disruptive/disrespectful behaviour

The behavior continues to affect their own and others learning eg: distracting others

C2 point logged on Class Charts, with comment. A 'Negative Behaviour Point' is awarded

The C2 icon is:



Teacher must inform pupil a C2 has been awarded.

Pupils must get 'take up time' before C3 to be considered (focus on the Primary Behaviour)

If poor behavior continues escalate to C3

Consequence 3 (C3): Continued Low level disruptive behaviour or one off serious behaviour

The behavior is affecting the ability of staff to teach the lesson eg: repeated failure to meet expectations or a more serious one off behaviour (use of foul and abusive language)

The pupil will be referred to the 'RESTART ROOM' immediately.

(Use SLT call out for a pupil who refuses to leave)

C3 point logged on Class Charts, with detailed comment. The C3 icon is:

Process:

- Pupil to gather up their equipment and work
 - Quietly leave the classroom and immediately report to the RESTART ROOM
 - Enter RESTART ROOM quietly and calmly
 - Sit where the RESTART staff direct you
 - Pupil to complete their 'reflection sheet'
 - Then pupil to complete their work in RESTART ROOM
 - At the end of that lesson the pupil will return to normal lessons ready for a fresh start
 - Pupil to attend a 20 minute lunchtime detention in RESTART (12.15pm – 12.35pm)
- If pupil was sent to RESTART in Lesson 1, 2 or 3 they will attend detention on that day
If pupil was sent to RESTART in Lesson 4 or 5 they will attend detention the next day



- During lunchtime detention 'restorative justice' conversation will be held between pupil and teacher who referred them to RESTART
- Each referral to RESTART will merit a 20 mins detention
- Member of staff to attend lunchtime detention for 'Restorative Justice' discussion

Appendix 5

RESTART Room Expectations

Pupils:

- When awarded a C3 pupil goes immediately to RESTART (with work where possible)
- Pupil enters RESTART calmly and quietly – remains silent when in the room
- Pupil to sit where RESTART staff tell them
- Pupil to complete the 'Reflection' sheet first
- Pupil to hand in 'Reflection' sheet to RESTART staff
- Pupil to then complete work – where possible subject work or any work/read a book/etc.
- Pupil to face forward – no looking around room (non-verbal communication)
- Pupil to follow RESTART staff instructions
- Pupil to leave RESTART room calmly and quietly
- Pupil reminded when their lunchtime detention will be lunchtime – that day or next

RESTART Staff:

- Punctual to room
- Bring lap top with them
- Open Class Charts to monitor C3's (further instructions to follow on this)
- Welcome pupil when they arrive – positive/supportive/ tone (pupils may well be dysregulated from incident in classroom – this is there opportunity to reflect and RESTART before their next lesson)
- Direct the pupil to a seat
- Hand out a 'Reflection' sheet and explain to pupil what this is and how they respond – support them to do this if required
- Collect 'reflection' sheet and place in 'reflection' tray at front of room
- Provide pupil with some work to do – if possible subject specific otherwise anything including reading a book
- Monitor behaviour within the room – clarify expectations where required
- Log lunchtime detention on Class Charts (instructions to follow)
- Remind pupil of when their lunchtime detention will be and consequence of non-attendance
- Calm and quiet exit controlled by staff

Appendix 4



Building relationships

Disruption to learning
Refusal to follow instruction
Verbal confrontation



