



# BEHAVIOUR MANAGEMENT POLICY

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2023	A French	D Pilling	1 October 2021	October 2021
October 2023				

## REVISION HISTORY

Issue No	Date	Description
4	May 2021	Appendix 1 – Specific Defined Incidents: Added 'serious violence' under fighting. Added a section on mobile phones.
5	October 2021	Included specific reference to bullying

Issue No:	5	Quality Document Type:	Policy
Date reviewed:	30/09/2021	Ref:	TSSF/PASTORALBEHAVIOURPOLICY
Date Approved by HoS:	01/10/2021	Originator of this document is:	J Barker

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## 1. Introduction

Teesdale School and Sixth Form is part of the North East Learning Trust (NELT) and dedicated to ensuring that our school supports the learning and wellbeing of students and staff. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe environment where students feel included in every aspect of school life.

The school aims to encourage students to accept responsibility for their own behaviour. Promoting respect for others and highlighting the basic values of honesty, fairness, tolerance, and politeness are important aspects of school life. The establishment and maintenance of good order allows effective learning to take place and promote a positive ethos in the school. Good behaviour and self-discipline are key to effective learning.

This policy outlines the expectations we have for students in terms of their behaviour.

The patterns of behaviour that we want in our school must be taught just as thoroughly and as consistently as the rest of the curriculum.

**Teesdale School and Sixth Form has clear expectations about the conduct of students.** Developing an excellent climate for learning is underpinned by four main principles:



## 2. Responsibilities

All members of the school have certain responsibilities to developing the ideal climate for learning.

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Staff	Students	Parents/Carers
<p>To lead by example and be enthusiastic about your love for learning. Model the positive behaviour you expect to see in students and colleagues</p> <p>To show calm, consistent, respectful adult behaviour</p> <p>To establish class routines</p> <p>To encourage the aims and values of the school among the students</p> <p>To have high expectations of the students and praise students doing the right thing</p> <p>To meet the educational, social and behavioural needs of the students</p> <p>Praise good behaviour and celebrate success</p> <p>To give feedback to parents about their child's success and behaviour - let them know about the good days as well as the bad ones (Class Charts)</p>	<p>To be ready to learn</p> <p>To respect themselves and others</p> <p>To conduct themselves so that they and others are safe</p> <p>To work hard all the time and take responsibility for their actions</p> <p>To support and care for each other and to treat others fairly and with respect</p> <p>To respect each other's property and work</p> <p>To listen to others, respect their opinions and recognise their efforts</p> <p>To behave in a way that allows other students to learn</p> <p>To do as instructed by all members of staff</p> <p>To observe the four main school rules</p> <p>Walk around school in an orderly manner</p>	<p>To be aware of, support and promote the school's values and expectations</p> <p>To ensure that students arrive on time each day in full school uniform and with the necessary equipment</p> <p>To communicate to the school any necessary information that will help to support the education of their child</p> <p>To build positive relationships with the school, by working together to improve behaviour difficulties</p> <p>To provide an environment to do their homework</p>

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### 3. Code of conduct for students

At Teesdale School and Sixth Form we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm, and safe environment. To help us achieve this aim, we expect our students to:

- Show respect for others by working sensibly in lessons and not disrupting the learning of other students.
- Show consideration for others by moving around the school quietly and carefully. This means:
  - Keeping to the left side of the corridor.
  - Opening doors for others.
  - Walking down the corridor, not running.
  - Entering and leaving school by the correct doors.
- Come prepared for the day wearing the appropriate uniform and bringing the necessary equipment. This means:
  - Bringing to school a pen, pencil, ruler and scientific calculator and their student planner and a bag large enough to carry an A4 file. Tutors will carry out an equipment check each morning.
  - Following the school uniform code.
  - Not bringing valuable items to school.
  - Not bringing to school anything which could injure/harm another student. This includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, and any article that could be used to commit an offence, cause personal injury or damage to property.
- If you bring a mobile phone to school, it MUST be switched off and in your bag. You must not use it at all whilst on site. If you need to make a call for any reason, please see Mr French and he will authorise the call.
- Attend school regularly and arrive in plenty of time for the start of lessons. This means:
  - Being punctual for registration and lessons. If you arrive late this will be recorded in the register.
  - Bringing a parental note to school following an absence to be handed to the office.
  - Seeking permission from school if you are taking a holiday during term time.
  - Making certain you sign out at the office if you are leaving the school premises for a medical appointment.

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## 4. Guidance for students

Classroom expectations are important so that staff and students can work successfully, safely, and enjoy their learning. An excellent climate for learning is underpinned by strong classroom routines:

1. At the start of the lesson students should get themselves ready to learn:
  - a) Teachers should meet and greet students welcoming them to their lesson.
  - b) In quickly and quietly.
  - c) Books and equipment out. (Pen, pencil, ruler, scientific calculator).
  - d) Begin working on the review task immediately.
  - e) Remain silent during the register (except when your name is called)
  
2. During the lesson:
  - a) Silence when the teacher is talking.
  - b) Work hard on the assigned tasks and start them immediately.
  - c) Be respectful of resources provided by the teacher.
  - d) Ask permission before moving around (except in practical subjects where movement is organised).
  - e) Ask permission to leave the room to visit the toilet. Generally, manage breaks so that toilet visits are not needed in lessons.
  - f) Keep mobile phones switched off in bags.
  - g) Eating and chewing are not allowed. If you are chewing you will be asked to put gum in the bin and will hand in any other food, if you want to drink water from your own bottle, you may do this at the start of end of the lesson, but bottles need to be put away during the lesson.
  
3. At the end of the lesson students should:
  - a) Only pack away when directed.
  - b) Ensure that all loaned equipment has been returned and that the classroom is tidy.
  - c) Stand behind their desks and what to be dismissed in small groups in a calm and purposeful way.
  - d) Move quickly to their next lesson.

## 5. Rewards

At Teesdale School and Sixth Form we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all our students. Students will be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour, and attendance. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate students' successes, but to also inspire

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and motivate young people to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance.

Rewards can be given by a variety of methods:

- Class Charts
- Stamps (Key Stage 3)
- Postcards home
- Lapels (Subject pins)

### 5.1 Stamps

Students will be awarded stamps for a variety of reasons including when the quality of a student’s work/performance is exceptional, when they have worked hard and with real effort and when they have made a strong contribution to the school community. The stamps will be collated in their planners. When they gain enough stamps, students will be awarded certificates to celebrate their achievements.

The student from each year group who collects the most stamps over the year, will win a trophy for their house.

### 5.2 Subject pins

Heads of Departments award Subject Pins every half term to two students in each year group for each subject area (1 male & 1 female) for exceptional contributions. These will be worn on their blazer. They will be awarded in the following areas.

<b>KS3 (7-9)</b>	English	Maths	Science	Geography	History	French	Art	Computing	DT	Games	Music	RE	Food	
<b>KS4 (10-11)</b>	English	Maths	Science	Geography	History	MFL	Computing	Art	Business	HSC	Music	PE	Health & Social care	Food

### 5.3 Department and form specific awards

Departments and form tutors can supplement the whole school award system with their own rewards as required; for example, teachers may wish to issue postcards to celebrate individual successes.

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## 6. Legal basis for management of poor behaviour

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and other school staff to discipline students. Subject to the school's Behaviour Policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way, identifiable as a student from the school.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so adversely affecting the reputation of the school.

All staff have the right to impose a range of sanctions in accordance with the policy although only the Executive Headteacher and/or Head of School can exclude a student, either for a fixed-term or permanent exclusion.

In accordance with the Education and Inspections Act 2006, the school reserves the right to impose sanctions, if warranted, on a student who is misbehaving while not on the school premises but who is under the charge of a member or members of staff. For example, a student who is misbehaving on a school trip. If it was felt that a student's behaviour warranted a more serious sanction, the supervising teacher should discuss the matter with a member of senior management. All sanctions would take place on the student's return to school.

The Department of Education (GOV.UK) states that the rules for Detention are: 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. At Teesdale School and Sixth Form, due to the rural setting of the school we will always contact parents before issuing an after-school detention.'

## 7. Sanctions and consequences

Teesdale School and Sixth Form aims to encourage students to accept responsibility for their own behaviour. Promoting respect for others and highlighting the basic values of honesty, fairness, tolerance, and politeness are important aspects of school life. The establishment and maintenance of good order allow effective learning to take place and promote a positive ethos in school. Students 'should have a clear sense of what is important, what is valued, and what will not be tolerated' (DfE Circular).

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Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of the Behaviour Policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may well reduce the need for sanctions. Any sanction applied will be issued in accordance with Behaviour Policy. These are known as ‘consequences’.

Teachers should use a range of behaviour management techniques before using the “C system”. **These are designed to “keep the learning flowing” and as such should be as non-invasive as possible.** Examples include:

1. Making eye-contact with students and giving appropriate non-verbal prompts. E.g. when students should be writing, and a student is clearly not – a teacher could do some imaginary writing with their hand
2. Whilst giving instructions or explaining an idea you notice a student is talking or fidgeting. Move to be close to them and place your hand on their desk to indicate that they need to stop.
3. Draw attention to the positive behaviours you want as prompt to all to respond. “I can see lots of eyes on me, thank you – just two more sets to go” / “Good! Lots have begun the activity, just a couple more to settle down now...”
4. If non-invasive techniques are not effective, then the least invasive alternative should be used. “Dan, eyes on me please”. These should be short, sharp neutral commands – the intention is to keep the lesson flowing. Functionally, rhetorical questions need to be avoided – they could prolong the interruption. Avoid, “Dan, why aren’t you paying attention?”

If these techniques are not effective and disruption continues then sanctions should be used. It is equally important again that conversations regarding sanctions model the behaviour we expect to see in students – calm and consistent.

Sanction	Use when...	Recording	Opportunities to de-escalate
C1	The techniques outlined above have not been successful.	None	<ul style="list-style-type: none"> <li>• Remind students using the four rules of how we want them to behave.</li> <li>• This is the last chance to adjust their behaviour</li> </ul>
C2	<p>If behaviours continue after a final reminder has taken place.</p> <p>Student MUST discuss behaviour with the teacher at an arranged</p>	Class charts will be used to record the details factually	<ul style="list-style-type: none"> <li>• Offer a one-minute time-out.</li> <li>• Speak to students about how their behaviour is affecting their own and others’ learning using the four rules.</li> </ul>

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	time. They may require the student to attend a detention at breaktime.	and neutrally.	<ul style="list-style-type: none"> <li>• Move the student to a different seat if this might help their focus.</li> <li>• Call SLT to have a further discussion.</li> <li>• Remind students that the next step is a C3 which involves a lunchtime detention.</li> </ul>
C3	<p>The de-escalation strategies for C2 above do not have an impact.</p> <p>30 min lunchtime detention will be arranged.</p> <p><u>Attendance</u> or when students are late 4 times to lessons in a week</p>	Class charts – to record the details factually and neutrally including what de-escalation techniques were used.	<ul style="list-style-type: none"> <li>• Call for SLT to have a further discussion.</li> <li>• SLT discuss with class teacher if it might be appropriate at this stage for the student to work elsewhere for the remainder of the lesson.</li> <li>• This is the final chance to modify behaviour before possible removal from the lesson.</li> </ul>
C4	<p>When all C3 strategies have been used and undesirable behaviours continue.</p> <p>1 hour after-school detentions will be arranged.</p> <p>If appropriate and as an alternative, restorative activities will be arranged in school. This will involve 3 lunch times</p> <ul style="list-style-type: none"> <li>• Picking up litter</li> <li>• Helping in the dining hall cleaning tables/trays.</li> </ul>	<p>Class charts – to record the details factually and neutrally including what de-escalation techniques were used.</p> <p>HoY / SLT will call home to discuss with parents / carers.</p>	<ul style="list-style-type: none"> <li>• SLT may remove the student and discuss the implications of their behaviour.</li> <li>• HoD may want to organise a “phased return” back into lessons which must be accompanied with a conversation outlining how students must behave.</li> <li>• All conversations should be focused around the four rules.</li> <li>• <u>Uniform</u> – avoid confrontation. Simply explain what the issue is and that the recording of points will take place until it is resolved. Remind students that 5 points leads to an after-school detention</li> </ul>

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	<p><u>Uniform</u> 5 uniform incidents have been accrued in a half term.</p>	<p><u>Uniform – Form Tutors</u> Record on class charts.</p>	
C5	<p>A C5 carries a minimum of a two hour after school detention.</p> <p>It should be used for constant and serious disruption to the learning of others.</p> <p>It should be used for extreme events (for example, a student assaulting another student / a student swearing directly at a teacher)</p> <p>Arguing with or disobeying the Executive Headteacher and/or Head of School will result in a C5 or higher sanction.</p> <p>If appropriate and as an alternative, restorative activities will be arranged in school.</p> <p>This will involve 5 lunch times</p> <ul style="list-style-type: none"> <li>• Picking up litter</li> <li>• Clearing tables in the dining hall</li> </ul>	<p>Record on class charts.</p> <p>Letter home informing parents of events</p> <p>or</p> <p>HoY / SLT will call home to discuss with parents / carers.</p>	<ul style="list-style-type: none"> <li>• All conversations should model calm and consistent classroom behaviours.</li> <li>• For extreme events SLT MUST be called.</li> </ul>

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## 8. Class charts

Class Charts is an onscreen live reporting system on which parents / carers are able to see daily behavioural information as well as homework that has been set: ([www.classcharts.com](http://www.classcharts.com)).

Regarding homework, class charts will show what has been issued and deadlines to be handed in. It will show the subject, the issue and due date and the estimated completion time. It will show the teacher who set the homework, the title of homework and instructions on what to do for the homework. Class charts will also show any negative behaviour points using codes.

### 8.1 Behaviour Codes on Class Charts

Behaviour Codes	Possible Causes
<b>Uniform</b> <b>Lack of equipment</b>	<ul style="list-style-type: none"> <li>• <b>Incorrect Uniform</b></li> <li>• <b>Lack of Equipment/planner/books/pen/pencil/calculator</b></li> </ul>
<b>C2</b> (Conversation with staff member. Possible 15-minute detention)	<ul style="list-style-type: none"> <li>• <b>Disruption</b></li> <li>• <b>Failure to complete satisfactory work</b></li> <li>• <b>Not following instructions</b></li> <li>• <b>General</b></li> </ul>
<b>C3</b> (30-minute detention)	<ul style="list-style-type: none"> <li>• <b>Persistent disruption</b></li> <li>• <b>Failure to work appropriately</b></li> <li>• <b>Failure to complete satisfactory work</b></li> <li>• <b>Swearing</b></li> <li>• <b>Not following instructions</b></li> <li>• <b>Poor conduct</b></li> <li>• <b>Repeatedly incorrect PE kit or none</b></li> <li>• <b>Late to lesson 4 times in a week</b></li> </ul>
<b>C4</b> (1 hour after school detention)	<ul style="list-style-type: none"> <li>• <b>Constant, persistent disruption</b></li> <li>• <b>Failure and refusal to work</b></li> <li>• <b>Constantly not following instructions</b></li> <li>• <b>Serious incident</b></li> </ul>
<b>C5</b> (2 hours after school)	<ul style="list-style-type: none"> <li>• <b>Serious levels of persistent disruptions</b></li> <li>• <b>Serious incidents</b></li> </ul>

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## 9. Failure to arrive at a detention

- Any student who fails to attend a C3 detention will be placed by the senior staff in a C4 detention.
- Any student who fails to attend a C4 detention will be placed by the senior staff in a C5 detention.
- Any student who fails to attend a C5 detention will be required to attend the next two C5 detentions.
- Repeated failure to attend C5 detentions will result in Fixed-Term Exclusion.

## 10. Six Step Behavioural Procedure

Teesdale School and Sixth Form operates a six-step behaviour procedure:

<b>STEP 1</b>
All students are on STEP 1, which entails the monitoring of every student's behaviour throughout the year
<b>STEP 2</b>
If a student begins to accrue a number of behaviour points from the consequence system, he/she will be moved on to STEP 2. At this stage the student's parents/carers will be contacted to express the school's concern and the child's behaviour will come under closer scrutiny. The student concerned will be placed on a report, which we will ask parents to sign each day.
<b>STEP 3</b>
If a student continues to disrupt lesson, he/she will be moved on to STEP 3. This move will result in the student being referred to the school's Pastoral Liaison Group. If there are any indications that a student may have any unmet special education need, then this will be fully explored by the SENCo. The Pastoral Liaison Group may refer a student to other outside agencies, such as the Behaviour Support Service, One Point, Educational Welfare, or Social Services. The group may also recommend statutory assessment by the school's educational psychologist. Parents/carers are invited to the meeting when their child is to be discussed. Where a referral has been made because of a student's poor behaviour, the group will establish a Behaviour Support Plan (BSP) for the student. The student will be set several behavioural targets, will be placed on report and the plan will run for approximately twelve school weeks. A review will take place after approximately six weeks. Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages.

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<b>STEP 4</b>
If the Behaviour Support Plan (BSP) is unsuccessful in terms of improving the student's behaviour, then the student will be moved on to STEP 4. The student will again be referred to the Pastoral Liaison Group who will evaluate, review, and amend the BSP. The student will be set targets and his/her behaviour will be monitored over a further twelve-week period. Parents/carers will be invited to the meeting and will receive copies of the new plan. Referrals to outside agencies will also be considered. At Step 4 the school will assess the need for early help intervention through the Single Assessment Procedures.
<b>STEP 5</b>
If the BSP fails to bring about an improvement in behaviour, the student will be moved on to STEP 5. The BSP will be reviewed and amended. Referral to outside agencies including early help intervention will again be considered.
<b>STEP 6</b>
If the student's behaviour continues to cause concern, they will be moved on to STEP 6, the final step in the procedure. A student on STEP 6 will receive a Final Warning from the Executive Headteacher and Headteacher. Parents/carers will be informed that the warning has been given and will be invited to contact school should any further clarification be needed. A new BSP may be established. If a student who has been given a Final Warning continues to misbehave on a regular basis, then the school will consider a recommendation of permanent exclusion.

*The school may bypass any steps should a student's behaviour warrant such action. It may also be appropriate to move a student to a higher step if behaviour is escalating and the additional focus is needed.*

*This could mean recommending a student's permanent exclusion in response to a single, serious breach of the school rules. For example, dealing drugs on the school premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place.*

## **11. Pastoral Liaison Group**

The group meets regularly to deal with students who are experiencing problems within school. The group is also used to establish and monitor Pastoral Support Plans (PSPs). This group comprises of Assistant Head Teachers of Pastoral Care, Head of Year and the SENCo.

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## 12. Behaviour Support Plans (BSP)

Behaviour Support Plans will identify precise and realistic behaviour outcomes. In most cases BSP's will run for a period of approximately twelve weeks but this may be longer where appropriate.

BSP's will be set up for a student who has had several exclusions, internal or fixed term, or who has been identified as being 'at risk' of failure at school through disaffection. A BSB will be established for any student who reaches Step 3 on the school's disciplinary procedure.

BSP's do not replace any Special Educational Needs assessment procedures.

BSP's are shared with parents/carers, who are also informed regarding their child's progress.

To this end, parents/carers will be invited to a meeting with one of the Assistant Head Teachers for Pastoral Care.

In drawing up a BSP's, the school will:

- Review any learning difficulties, particularly literacy skills and, if necessary, put in place a remedial programme.
- Consider dis-applying the National Curriculum.
- Consider changing the student's set or class.
- Consider, with the agreement of the student's parents/carers, a managed move to another school.
- Consider whether specialist support is appropriate.

## 13. Bullying

**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 can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

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## 13.1 Types of Bullying

**Different forms of bullying all involve repetitive, intentional harming of one person or group another person or group, where the relationship involves an imbalance of power. Bullying impacts the safety and emotional health of another person or a group. Unkind behaviours, when repeated towards the same person are bullying behaviours will not be tolerated.**

Cyber bullying: through e-mail, instant messaging, internet chat rooms and electronic gadgets such as camera cell phones, cyber bullies forward and spread hurtful messages and/or images. Bullies can use this technology to harass victims at all hours.

Emotional bullying: this can be subtler and can involve isolating or excluding a child from activities. For example, shunning the victim at lunchtime or on a school outing. This type of bullying is especially common among girls.

Physical bullying: this form of bullying can accompany verbal bullying and involves such things as kicking, hitting, biting, pinching, hair pulling, or the threat of physical bullying.

Racist bullying: this form of bullying involves racial jokes, racial name-calling, offensive gestures, or inappropriate comments.

Sexual bullying: this involves unwanted physical contact or sexually abusive comments. This includes homophobic bullying. This is bullying behaviour that has a specific sexual dimension or a sexual dynamic, and it may be physical, verbal, or non-verbal/psychological. It is also underpinned by sexual attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Behaviours may involve sexual comments or innuendo, including offensive comments about sexual reputation; or using language that is designed to subordinate, humiliate, or intimidate.

Sexist bullying: this is bullying based on sexual attitudes that when expressed demean, intimidate, or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Transphobic bullying: this bullying stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Verbal bullying: this usually involves name-calling, incessant mocking, and laughing at someone else's expense.

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## 13.2 Preventing Bullying

The Academy will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive ethos across the Academy.

Further details of the Academy’s approach to preventing and addressing bullying are set out in the Anti Bullying Strategy (a copy is published on the Academy website or a hard copy is available on request from the School Reception).

## 14. Procedures at the start of the new Academic Year

Unless there are exceptional circumstances, all students will begin each academic year with zero points. The points accumulated at the end of the previous year are part of the previous year’s history.

Again, in exceptional circumstances, if a student continues to behave in an inappropriate manner as seen the previous academic year, then their historical points will be re-instated, and the step system will resume as appropriate, where it was left at the end of the year.

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## Appendix 1

### Specific, Defined Incidents

#### **Deliberate Vandalism of School Property**

Any student who is found to have deliberately vandalised school property will receive an appropriate ranging from a detention (C3, C4 or C5) through to exclusion depending on the severity of the incident.

In all cases parents/carers will be billed for the cost of making good the damage.

#### **Alcohol**

Any student who brings alcohol on to the school premises will receive a fixed term exclusion.

If the student brings alcohol on to the school premises a second time, a recommendation of permanent exclusion will be made.

Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

Other participants in any of the events above will also face sanctions.

#### **Weapons**

A student bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the school premises, the police will be informed.

#### **Illicit Substances**

The priority in all incidents relating to the use of illicit substances will result in permanent exclusion.

In all cases the police and the student's parents/carers will be informed.

#### **Fighting**

Any students who are involved in any serious violence with other students will be excluded. This will be a fixed term or permanent exclusion depending on the circumstances.

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### **School transport**

Any student who is found to deliberately misbehaving on the school transport, will be sanctioned by the appropriate punishment from a detention (C3, C4 or C5), through to exclusion depending on the severity of the incident. The school has the right to, and will, remove a student's bus pass should the situation require such an action.

### **Mobile Phones**

Any student who is in breach of the Mobile Phone Policy (i.e. the phone is being used to photograph, record audio or visual and share the images) will receive a sanction. This may include after school detention(s), a fixed term exclusion or a permanent exclusion depending on severity of the incident.

## **Appendix 2**

### **Searching and confiscation**

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Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', school staff can search a student for **any item** if the student agrees.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. Searches will only be carried out for items on the prohibited list below. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

Head teachers and staff authorised by them (SLT) have a statutory power to search students or their possessions, **without consent**, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items that Teesdale School and Sixth Form will do searches for are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 student).

#### **Rules for searching without consent:**

The head teacher will be informed of the facts and told of the reasonable grounds for suspecting that the student may have a prohibited item on them. They will then sanction the search by SLT who are designated to do so by the Head teacher.

The staff member carrying out the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. The staff member can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where there are reasonable grounds to believe that there is a risk that serious harm will be

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caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

## **Confiscation**

### **What the law allows:**

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

### **Items found as a result of a 'without consent' search**

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

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

### **Statutory guidance for dealing with electronic devices**

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in

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question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

### **Informing parents and dealing with complaints**

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. At Teesdale School and Sixth Form we will inform parents whenever a search has been done
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

## **Sexing and Searching**

### **Sexing and Searching**

#### **Definition of 'sexting'**

There are a number of definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: **by** children under the age of 18, or **of** children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school, and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff

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should be familiar with this policy.

## Dealing with Incidents of Sexting

### STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

### STEP 2: Searching a device

In an Academy-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

However, the decision to view imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the child protection policy and procedures of the school.

**Imagery should never be viewed if the act of viewing will cause significant**

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## **distress or harm to the pupil.**

If a decision is made to view imagery the designated safeguarding lead would need to be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved?)
- is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print, or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to

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suggest that there is an immediate problem

- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
  - Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

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