



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY

Agreed by the Governing Body Curriculum Committee  
To be reviewed  
(*reviewed every 2 years*)

Spring 2021  
Spring 2023

To be monitored by Deputy Head Pastoral, the Pastoral Team and the Senior Leadership Team (SLT)

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## Aim:

At Dame Alice Owen's School, we want to maintain the positive environment we have in which everyone fulfils their individual potential and develops their self-esteem. We want high quality teaching and learning in lessons, high quality relationships and high quality surroundings. The purpose of this policy is to support the aims of the school community and to ensure that the conduct of all members of the school community is consistent with the values the school holds. We welcome and actively seek the support of parents/carers in educating students to behave in a responsible manner.

Our behavioural expectations can be summed up in three words:

1. **Ready.** Students are expected to attend school ready to learn. This means they should attend with all equipment and work required for each lesson and should display outstanding behaviour in class to allow optimum learning.
2. **Respectful.** To treat all others and the environment with respect. To wear the uniform with respect.
3. **Safe.** Ensure that behaviour, on and off line, keeps others and themselves safe.

A fundamental requirement for achieving the above is the on-going maintenance of good discipline and tone in the school. This process is helped by:

- The quality of teaching and learning.
- Courteous relationships between staff and students.
- Clarity about what conduct is/is not approved.
- A just system of rewards and sanctions, which is effectively adhered to and operated by the whole staff.
- The involvement of students in extra-curricular activities.
- The support of parents/carers.

### **Rights and responsibilities of the School, students and parents/carers in ensuring an orderly climate for learning**

Schools have the authority to discipline students for breaches of the school code of conduct, failure to follow instructions or other unacceptable behaviour. All teachers and other staff in charge of students have the power to sanction.

Schools have the authority to apply sanctions to the behaviour of students when off school premises and not supervised by school staff. This includes anytime the student is representative of the school i.e. in school uniform or where this behaviour brings the school's name into disrepute or impacts on school life e.g. cyberbullying.

We aim to encourage all staff, students, parents and carers to adopt appropriate positive behaviour through a common responsibility for maintaining good discipline and promoting and implementing the School's Code of Conduct (below) and Home School Agreement (see Appendix 1). The Code of Conduct is the guiding document for establishing good behaviour in the School. The Home School Agreement is the basis for the establishment of a three-way partnership between student, parent/carer and the School. All students and their parents/carers will be asked to read and sign the Home-School Agreement at the beginning of Year 7.

### **Code of Conduct**

The Code of Conduct is based on our expectation that students are ready, respectful and safe.

**At school I will be:**

**Ready by:**

- Attending school with all expected equipment and completed work;

- Having collected all books from my locker at registration, break or at the beginning and end of lunch time, as appropriate, and not between lessons;
- Entering classrooms in a respectful and orderly way, and waiting in an appropriate manner for the teacher to arrive/lesson to start;
- Allowing both the teacher to teach and other students to learn through my exemplary behaviour; and
- Coming to class on time. If I am late I will report the reason to the teacher in an appropriate manner, at an appropriate time.

**Respectful by:**

- Treating and respecting others as I would like to be treated and respected, this includes listening to the teacher whilst instructions are being given and listening to others when it is their turn to speak;
- Not using terms of abuse, disrespect or rude language;
- Not insulting or deliberately provoking others;
- Wearing my school uniform correctly and being tidy in appearance;
- Looking after the school buildings and its equipment/resources, this includes eating and drinking only in areas set aside for this and not using chewing or bubble gum;
- Looking after the school environment both inside and outside by not creating litter and picking it up and putting it in the dustbin if I see it on the floor; and
- Being courteous towards others and aware of all users of the school when moving around.

**Safe by:**

- Not insulting or provoking others or entering into verbal or physical conflict;
- Not using my phone or other IT in ways which could harm me, or harm or upset others, in any way;
- Adhering, in full, to the ICT code of conduct;
- Not bringing into school, using, sharing or attempting to pass on, in any way, any harmful substance including alcohol, cigarettes or other drugs or similar substances which could be used in such a manner. Please also see the Substance (Drugs) Misuse policy which can be found here.

## **EVERYONE HAS THE RIGHT TO LEARN BUT NO-ONE HAS THE RIGHT TO STOP OTHERS FROM LEARNING.**

### **Behaviour for Learning (inside the classroom)**

Lower level problems are dealt with by class teachers and their Heads of Departments (HoDs), while the more serious (including those occurring across a number of subjects) are dealt with by the Pastoral Team. The most serious issues are referred to SLT.

Both teachers and students have a responsibility for maintaining a positive learning climate for learning in the classroom. Teachers are expected to:

- Deal with an issue as it occurs.
- Take account of individual needs, age, understanding and circumstance.
- Log the incident on SIMS if appropriate, ensuring that the student is aware of the action and why it is being recorded.
- Make clear they are sanctioning behaviour, rather than making a judgement about the person.
- Avoid early escalation to severe sanctions, reserving these for the most serious or persistent misbehaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Never issue a sanction that is purposefully humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Any incident that prevents the learning of others should receive an SLT callout.
- Encourage students to reflect on the effects of misbehaviour on others in the school community as part of everyday teaching and through the restorative opportunities provided.

### **Social Behaviour**

It is the responsibility of all staff to ensure that this policy is consistently applied.

This responsibility applies before school, between lessons, during morning break, lunch and after school. Students on their way to school from home or on their way back home from school, as well as on school journeys, are ambassadors of the school. Students are representing the school and are responsible for the reputation of the school at all times. Poor behaviour during any of these times will be challenged and appropriate sanction issued.

Any of the following sanctions may be used by the school as appropriate for misbehaviour inside or outside the classroom (this list is not exhaustive):

- Verbal reprimand or warning.
- A SIMS entry as soon as possible, if appropriate.
- Detentions at break, lunchtime or after school.
- Withdrawal of privilege.
- Any serious incident will include the involvement of SLT or duty team.
- Internal exclusion.
- Being placed on report in lessons and/or social times.
- Fixed term exclusion.
- Permanent exclusion.

### **Investigation**

When we need to investigate an incident:

- Statements from all parties will be taken at the first opportunity.
- In order to ensure accuracy, occasionally students may need to be removed from lessons whilst an investigation is being completed. During removal the rules that apply to 'internal exclusion' apply to ensure the integrity of the statements.

### **Sanctions**

Sanctions are necessary for students who behave inappropriately and choose not to follow the School Code of Conduct. We believe that it is our responsibility to both sanction and support those students so that they can make better behavioural choices in the future. As such, all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour. There is an onus on all members of the school community to be responsible for their own behaviour; this applies to school staff who we expect to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students. On deciding the appropriate sanction, the school needs to:

- Take account of all sides in issues between students;
- Take into account any mitigating factors/reasonable adjustments which the student believes need to be made;

- Act on the balance of probabilities as to what has happened;
- Apply the principles of restorative justice where possible and appropriate;
- Apply the best sanctions to obtain the desired outcome; and
- Recognise the need to make adjustments based on specific needs and circumstances of an individual when deciding the most appropriate sanction.

Students are expected to be able to display appropriate and respectful behaviour to all members of the school at all times. Sanctions for inappropriate or poor behaviour may include, but are not limited to, the following;

- Class teacher detention at break or lunchtime. Students who are subject to a lunchtime detention must be allowed the last 15 minutes of lunch to get or eat their food.
- Class teacher after school detention. When issuing this detention, the parent/carer will be given 24 hours' notice of the detention. This sanction must be logged on SIMS.
- Department after school detention issued by HoD. When issuing this detention, the parent/carer will be given 24 hours' notice of the detention. This sanction must be logged on SIMS.
- Department lesson internal exclusion. Issued by HoD. A the parent/ carer will receive an email home informing them of this sanction and its duration. Student to sit in allocated place, decided on by HoD, during the time of the normal lesson.
- School detentions. These are set by Pastoral Directors or a member of SLT and will be held on a Friday after school for the following misdemeanours. Parents/carers will receive 24 hours notice of these detentions
  - Uniform and punctuality - 45 minutes.
  - Missing a departmental detention - 1 hour.
  - More serious offences such as fighting, bullying, theft - 1 hour 15 minutes.
- SLT detention. 2 hours. Takes place on a Wednesday after school. This is issued if the student does not attend a School detention without a valid reason. It may also be used for repeated poor behaviour. Parents/carers will receive 24 hours notice of these detentions;
- Students may be required to attend school on an INSET day; 24 hours' warning will be given.

- Schools can include confiscation of students' property as a disciplinary sanction.

### **Missing a Sanction**

There will be an escalation of an applied sanction if the student fails to complete the initial sanction, unless a reasonable reason is offered by the parent/carer, in which case it can be rescheduled. The ladder of escalation is as below:

- Social time detention (break or lunchtime).
- Teacher set after school detention.
- Department detention.
- Friday night school detention.
- Wednesday night SLT detention.

### **SLT Callout**

SLT call out should be used when a students' behaviour is preventing others from learning, when a student is persistent in their refusal to follow an instruction or when an incident is deemed too serious to be dealt with by an individual teacher. Reception should be informed and they will then inform the Senior Staff responsible.

- The student should be removed by a member of SLT/Senior Member of Staff.
- The student would not normally be allowed to return to the lesson but would be supervised by the member of staff doing the callout.
- The student should then write a statement detailing their actions and then complete any appropriate work.
- The student will not have access to any electronic device, unless it is specifically needed to complete any work.
- The teacher who requested the callout will complete a statement at their first possible opportunity.
- The student would normally be allowed to return to the subsequent lessons, on the judgement of the senior staff involved.
- The appropriate sanction will be applied by the Deputy Headteacher/Pastoral Director. Parents will be informed of the sanction as below.
- The teacher and HoD will be informed of the sanction.

## **Internal Exclusion**

This is set by a Pastoral Director or a member of SLT. When the decision has been made to internally exclude a student then an email will be sent home detailing the reason for the internal exclusion. Internal exclusions can be set for part days or for one or more days. When on internal exclusion students are expected to:

- Report to the Pastoral Office.
- Hand over all electronic devices for safe keeping.
- A member of Pastoral team or SLT will direct the student where to sit and work for the rest of the day.
- The student must remain under the direction of Pastoral/SLT until the end of the day.
- Appropriate work will be set and completed by the student.

Failure to follow instructions will be seen as a serious breach of discipline and will result in further internal exclusions or in a fixed term exclusion.

## **Fixed Term Exclusion**

The Headteacher (Deputy Headteacher in their absence) may choose to exclude. Individual letters are prepared by the Head - copies of which are on file and also sent to the Chair of Governors. Work should be sent home by the school for exclusions of five days, it is the role of the Local Authority to provide education from and including the 6th day of exclusion, this may include the student being sent to a Pupil Referral Unit (PRU).

## **Permanent Exclusion**

In very serious breaches of conduct or persistent cases of misconduct, the Headteacher may issue a permanent exclusion of a student. Permanent exclusion is, however, very rarely considered and used only as a last resort. Strategies to avoid permanent exclusion may include, but are not limited to, the following;

- Use of mentor
- Outreach worker
- School counsellor
- Report cards
- EHCP review (where appropriate)

- Pupil Support Programme (PSP)

### **First or one off offences which could lead to permanent exclusion.**

The following list is indicative but not exhaustive:

- Serious actual or threatened violence;
- Sexual assault;
- Supplying, giving, using or bringing drugs, mind altering or intoxicating substances onto the school site;
- Carrying an offensive weapon.

The School pays close attention to all equality considerations when considering permanent exclusion.

### **Mobile Phones**

The School allows the use of mobile phones at appropriate times and in specified places. This means high levels of maturity are expected with their use. Allowance of a mobile phone is a privilege that can be withdrawn at any time. Positive ways in which a phone can be used in school are:

- As a learning tool: Students can access online resources for use in and out of class;
- Use of camera to capture information in class.

Inappropriate use includes:

- Students contacting home. If a student feels unwell during the school day, they should visit Matron who will decide if a parent/carer should be contacted.
- Filming, taking pictures or recording of people without their consent;
- Any kind of activity which can be seen as cyber-bullying;
- Phones must not be out during Form or lesson time without the specific instruction from the teacher;
- Phones must be placed out of sight during lesson times and in phone free areas and can only be used at the direction of the teacher

## **Sanctions**

The phone may be confiscated for a specific amount of time if it has been found to have been used inappropriately, at an inappropriate time, or in an inappropriate area.

## **Homework**

Non-completion of homework will result in a SIMS log and an automated email to parents/carers. Staff will apply appropriate sanctions.

## **Damage to Property**

If a student damages school property, or property belonging to another student, the School will ask the parents/carers for a contribution towards the cost of the replacement. An appropriate school sanction will also be applied.

## **Bullying**

We view any kind of bullying as totally unacceptable and believe that all staff, parents and students should be affronted by such behaviour. Bullying diminishes the whole community not just the victim.

**Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.**

Bullying can be manifested in a physical, verbal, cyber direct and indirect manner.

Indirect bullying would include spreading rumours and social exclusion. Also, when the use of 'jokes' or 'banter' is used to demean a student.

We recognise one of the obstacles in tackling bullying is the use of terms as 'snake' or 'snitch' which can act as a barrier to students reporting bullying or providing support to a victim. We recognise that the use of these terms is an act of intimidation in itself and we will treat all students using this kind of terminology with the appropriate sanction.

We aim to empower students to 'do the right thing' and to ensure that they understand the important role they can have in offering support to their peers as well as the importance of not being a bystander.

The strategies for reducing instances of bullying include but are not limited to:

Address bullying in PSHE, discussing bullying in tutor time and through assemblies;

- Raising awareness through anti-bullying week;
- Consulting the School Council;

- Monitoring of vulnerable areas of the School during duties.
- Use of notnice@damealiceowens.hers.sch.uk email address to allow students to report incidents.

The whole school plays a role when bullying occurs. This can include the involvement of the Pastoral Team who:

- Discuss best course of action for all parties;
- Involve of parents/carers;
- Give students multiple opportunities and strategies for reporting and dealing with bullying
- Check with all parties, at a suitable frequency, to ensure the bullying has stopped. Take appropriate action if it has been repeated; and
- Record incident in the bullying file on the Pastoral shared area in sufficient depth for analysis, action and evaluation.
- With regard to cyber bullying, referrals are made to service providers where possible/online protection agency where appropriate.

Students can also be offered:

- Peer support;
- Active listening and use of the school counsellor

**All staff are expected to:**

- Be alert on duty - especially around play areas, toilets and corridors;
- Model the key values and appropriate conduct expected of all members of the school community;
- Give students multiple opportunities for reporting bullying; and
- Be vigilant in lessons for possible signs of bullying.

**Students are expected to:**

- Report bullying concerns in an appropriate way;
- Model the key values and appropriate conduct expected of all members of the school community;

- Not to use intimidatory language like ‘snake’ and ‘snitch’; and
- Support those who may have been victim of unkind behaviours.

**Parents/Carers can support the school by:**

- Discouraging their child from using bullying behaviour at home or elsewhere;
- Watch out for signs that their child is being bullied or is bullying others (families are often the first to notice changes in behaviour); and
- Contact the school (Form tutor &/or member of Pastoral Team) if there is concern that their child is bullying or being bullied.

**Opportunities presented in line with those of Restorative Justice**

We seek to work with students to help them take responsibility for their actions and that the action taken by the school to incidents of infringement of our behaviour policy should be tailored to fit the incident itself rather than a ‘one size fits all approach’. We use the principles associated with ‘restorative justice’ that lead the perpetrator towards understanding and accepting the consequences of their actions where it is considered to be beneficial and there is consent from all parties to do so. This normally takes the form of a mediated meeting and will normally involve an apology from the perpetrator towards the victim.

When the behaviour relates to damage/theft of school or personal property, we will ask for a contribution towards the replacement of the property and/or restoring the damage.

**COVID -19 and Safety within School**

The COVID-19 virus poses a serious risk to all people in the school community. It is essential that all members of the school community behave in the appropriate way to minimise the risk to themselves and to others.

We expect students to behave in a sensible and safe way on their journey to and from school, as well as within the school grounds.

The behaviours we expect include:

- Ensuring a safe distance between themselves and others as much as possible.
- Washing hands/using sanitizer frequently.
- Coughing and sneezing in the prescribed way - into a tissue, or crux of elbow; tissues then need to be disposed of in the appropriate bin.
- To follow the instructions of adults in relation to ensuring safety.

Any student who fails to follow these behaviours (or who exhibits any behaviour that can be seen as putting or threatening to put the safety of others at risk) may be sanctioned by the school using the full range of sanctions available. The sanction will be dependent on the seriousness of the breach, and can include permanent exclusion for the most serious offences.

## Appendix 1



Dame Alice Owen's School  
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# HOME-SCHOOL AGREEMENT

Name of student \_\_\_\_\_

The success of Dame Alice Owen's School is due in part to our sense of belonging to a community with shared values. Our Home-School Agreement is a more formal way in which we can cement our sense of belonging. Together we can forge a confident and effective partnership based on a clarification of the roles and duties of everyone who makes up our community and aspires to the highest educational and personal standards. Therefore, all are invited to read very carefully and then sign it to make their commitment.

## The School

### We will do our utmost to:

- ensure your child's safety and happiness
- ensure that your child achieves their full potential as a valued member of the school community
- provide a balanced curriculum and meet the individual needs of your child subject to the requirements of the National Curriculum
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility and duty
- contact parents if there is a problem with attendance, punctuality homework or equipment
- let parents know of any concerns or problems that affect their child's work or behaviour
- report regularly to parents
- set, mark and monitor homework
- arrange Parents' Evenings during which progress will be discussed

- keep parents informed about school activities through InTouch, the school website, newsletters and notices about special events.

### **The Parents/Carers**

#### **I will/We will do our utmost to:**

- see that my/our child attends every school session on time and properly dressed and equipped
- avoid taking my/our child out of school during term-time without the School's express consent
- make the School aware of any concerns or problems that might affect my/our child's work or behaviour
- support the School's policies, guidelines for behaviour and sanctions \*
- support the School's policies and guidelines for homework including adherence to the School's curriculum expectations at every Key Stage
- attend Parents' Evenings and discussions about my/our child's progress
- get to know about my/our child's life at the school.

### **The Student**

#### **I will do my utmost to:**

- Respect the school rules of ready, respectful, safe
- Attend school with all expected equipment and completed work
- Allow both the teacher to teach and other students to learn through my exemplary behaviour
- Treat and respect others as I would like to be treated and respected both in my physical and verbal behaviour
- Wear my school uniform correctly and being tidy in appearance
- Look after the school buildings and its equipment/resources
- Only eat in designated areas
- Not use chewing or bubble gum

- Look after the school environment both inside and outside by not creating litter
- Be courteous towards others and aware of all users of the school when moving around
- Not using my phone or other IT in ways that could harm me, or others, in any way
- Respect the rules regarding electronic devices\*
- Attend school regularly and on time
- Contribute generally to school life

Signed \_\_\_\_\_ Student

Dated \_\_\_\_\_

Signed \_\_\_\_\_ Parent/Carer

Dated \_\_\_\_\_

Signed  Headteacher

**\* Copies of School Policies are available on the Dame Alice Owen's School website**