



## ELIZABETH GARRETT ANDERSON SCHOOL

### **BEHAVIOUR FOR LEARNING / ANTI BULLYING POLICY**

#### **1. Introduction**

1.1 This policy is based on a foundation of the rights of all members of the school community to work and learn in a safe, supportive environment. These rights are clearly linked to the responsibilities of both students and staff.

1.2 A central aim of our policy is to encourage an environment where everyone can flourish and everyone is respected.

1.3 We need to be absolutely clear about our expectations in terms of behaviour and what constitutes unacceptable behaviour. As with all policies, the effectiveness of this policy will be ensured by all members of staff working consistently in line with expectations and procedures.

#### **2. Expectations**

2.1 At EGA, students are expected to behave in a way which allows everyone to achieve to the best of her ability. This means that everyone should be treated with respect and the needs of all members of the community be acknowledged.

2.2

- We expect girls to come to school every day on time
- We expect girls to be wearing the correct school uniform
- We expect girls to be on time for lesson and have the correct books and equipment
- We expect that everyone should be spoken to politely
- We expect girls to co-operate when asked to do something by a member of staff
- We expect girls to actively participate in lessons and show commitment to their learning and that of others
- We expect girls to resolve conflicts through discussion
- We expect girls to work with all members of the class and support each other

#### **3. Unacceptable Behaviour**

3.1 All behaviour which disrupts the learning of others or which infringes on the rights, safety or learning of any member of the school community is unacceptable. Bullying is a form of unacceptable behaviour which must always be treated seriously. It is addressed in a separate section of this policy. Infringing the routines regarding uniform, equipment, attendance and punctuality is also a form of unacceptable behaviour, as is damage to the physical environment of the school or local area.

3.2 In particular, it is unacceptable

- To be rude to a member of the school community
- To refuse to co-operate with a reasonable request
- To push past another member of the school community
- To shout loudly as this affects others
- To use violence or physical force
- To carry anything in school which could be used to hurt others
- To use mobile phones / MP3 players during school hours

#### **4. Strategies for Encouraging Acceptable Behaviour**

- A consistent, fair approach by all staff which helps students to understand the consequences of their behaviour
- Modelling the behaviour we expect

- A well planned and delivered curriculum which takes account of individual needs
- Seating plans in all classrooms
- Finding opportunities to praise and reward students for their efforts and achievement using the school and faculty rewards structure
- The expectation of the highest standards of student behaviour, both in the classroom and beyond the classroom
- Departmental policies outlined in departmental handbooks, which support staff in employing clear, consistent behaviour management strategies in lesson delivery
- Regular communication between staff to consider methods to meet individual learning, emotional or behavioural needs
- Humour and a sense of perspective
- Regular contact with parents/carers to alert them to any concerns and promote positive achievement and progress

## **5. Procedures for responding to unacceptable behaviour**

5.1 Incidents of unacceptable behaviour should be followed up as fully as possible. Managing behaviour is most successful where students know that there will be a consequence if their behaviour is unacceptable. It is crucial, therefore, that all staff are clear about procedures and feel supported in responding to unacceptable behaviour.

5.2 As professionals, we are all involved in dealing with incidents of unacceptable behaviour. Some incidents will be dealt with by the teacher concerned. Restorative processes are to be encouraged in moving on from a difficult situation and we should all seek to help the students to find a way out. It is important that for anything other than a minor infringement of the code of conduct, information is recorded in SIMs and an e-mail account and sent to relevant staff and file. This information is essential in negotiating specific strategies to support pupil behaviour.

5.3 Incidents should be logged by the teacher in SIMS as soon as possible after the event. Please note recording in SIMS or sending a statement is not in itself action. The situation still needs resolution. Colleagues will be supported in effecting resolution.

5.4 Where support is needed in dealing with misbehaviour, the chain of referral is detailed in **Appendix 1**. In most cases, initial support is sought from the class teacher's Head of Department/Faculty. In emergencies, the "on call" procedure is used.

5.5 Depending on the situation, the subject teacher should decide on the appropriate chain of referral.

5.6 In dealing with unacceptable behaviour out of lessons, colleagues should seek the support of the senior member of staff on duty at break or lunchtime and at other times refer to the Tutor or HOY as appropriate.

5.7 Colleagues need to keep parents informed of concerns and progress and/or behaviour/engagement with learning at as early a stage as possible. Contact can be by phone or by letter.

## **6. Sanctions**

6.1 There are a number of strategies which can be used to manage unacceptable behaviour. Sanctions are most effective when applied fairly and calmly so that students know what behaviour is unacceptable and why. Sanctions which demean students and whole class punishment should be avoided. Underlying all sanctions should be the expectation that students will accept responsibility for their behaviour and improvement.

### **6.2 In class sanctions**

- Quiet reprimands
- Moving seats
- Short period outside the classroom
- Concern noted in homework diary
- Detention

### **6.3 Departmental/faculty sanctions**

- Subject Report
- Contact with home
- Planned removal from lesson for a fixed period

- Detention
- Contact with home

#### 6.4 **Whole school sanctions**

- Report to Tutor/HOY/SLT (see chain of referral, **Appendix 1**)
- Contact with home
- Removal from lessons by On Call in extreme or emergency cases. This is not a sanction in itself and should be followed up through the chain of referral.
- Loss of break/lunchtime
- Internal exclusion from lessons
- Fixed term exclusion from school
- Associate Headteacher /Executive Headteacher Disciplinary Panel
- Governors' warning as to the consequence of further unacceptable behaviour
- Permanent exclusion from school

#### 7.0 **Bullying**

7.1 Bullying is a form of unacceptable behaviour which may occur once or as is more frequently the case, over a prolonged period of time. Extreme distress is caused by bullying and we must be aware of the signs as well as treating any report of bullying as extremely serious.

7.2 Bullying may not always be physical but could be persistent name calling, ostracising a student or threatening so that the victim is afraid and vulnerable. It may be face to face or through electronic media.

7.3 We try to prevent bullying through the behaviour policy and by ensuring that it is discussed within the curriculum and within tutor groups. Students should be encouraged to tell a teacher if they are being bullied.

7.4 If bullying takes place it is important that the victim feels supported and empowered to deal with the situation. In many cases, it will be appropriate for all parties to meet with an adult so that the bullies are aware of the effects of their behaviour.

7.5 All staff have the responsibility to prevent, monitor, report and challenge bullying behaviour.

7.6 Student who bully also need support to change their behaviour.

7.7 Families should be kept informed of the situation. As in any extreme case of unacceptable behaviour, a student who is responsible for bullying others may face exclusion from school.

**Reviewed summer 2017**

**Next review due - summer 2018**

**To be read in conjunction with:            Rewards Policy  
   SEND Policy**

#### **APPENDICES: (SEE Staff share drive – behaviour)**

1. Procedures / Referral process
2. Statement Form
3. Letters to be sent after end of subject report

# EGA PROCEDURES FOR PROMOTING AND MANAGING BEHAVIOUR FOR LEARNING

## SUBJECT TEACHER

Conversation with form tutor      Detention

Knowing the student

Meet Parent/Carer

**Incident happens and resolution is attempted in class**

Contact home

Knowing the student

Giving a way out

Duty called for serious incidents  
HOH/SLT involvement.  
Sanctions as appropriate. It remains  
teacher's responsibility to follow up  
an incident even if support  
requested from duty

5 minutes outside

Individual talk

## HEAD OF HOUSE/FACULTY

- Remove from lesson for fixed time
- Detention
- Contact home
- Subject Report
- Meet parent/Carer

If problem only in one subject  
Line Manager of Faculty

## TUTOR / HEAD OF HOUSE

Community Service

- Form tutor report/ Detention
- Contact Home
- Head of Year report/ Detention
- Line Manager Discussion
- Meet parent/Carer
- PSP Referral

Additional support/ Sanctions as appropriate

## ASSOCIATE/ASSISTANT HEAD

- Monitoring
- External Exclusion
- Internal Exclusion
- Report/ Detention
- Meet Parents
- Governors' Warning

PRU Referral  
Managed Move

# EGA

## Statement

Name :	Tutor group:	Date:
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**My account of the incident:** ( Be honest and include as many names, times and other details as you can)

Please continue on the other side or ask for a second sheet if you need it.

Student signature:

Teacher name:

Teacher signature:

Dear Parent / Carer

Date:

Name: \_\_\_\_\_

House: \_\_\_\_\_

I am writing as your daughter's Tutor / Head of House.

I have some concerns about her approach to learning across the curriculum it is important that we meet to discuss this. I suggest the following time:

Day / Date: \_\_\_\_\_ Time: \_\_\_\_\_

Please confirm that you are able to attend by completing and returning the slip below. If you are unable to attend please contact the school to arrange another appointment with me.

Yours sincerely,

Tutor / Head of House

cc Tutor  
HOY  
File

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Student name: \_\_\_\_\_ Tutor Group/House:

\_\_\_\_\_

I will attend the meeting on \_\_\_\_\_ at \_\_\_\_\_ am/pm

Parent/ Carer name: \_\_\_\_\_ Signed: \_\_\_\_\_

Please ask your daughter to return this slip to her Tutor or Head of House.

**Dear Parent / Guardian**

**Date:**

**Name:** \_\_\_\_\_ **House:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

As you will be aware your daughter has been on subject report to encourage an improvement in her approach to learning. Please find the report enclosed.

We are pleased that she has shown a more positive approach recently and trust that she will make every effort to continue to do so in this subject area.

We will, of course, continue to inform you of your daughter's progress.

Yours sincerely

Head of \_\_\_\_\_

Enc. Report  
cc Tutor  
File  
Subject Teacher  
HOD