



Service Excellence Virtues Aspirations

Behaviour and Anti-Bullying Policy 2022-23

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Agreed by Governors	Mr N.Melvyn
Shared with staff	Annually
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Seva School gives students clearly defined guidelines for acceptable behaviour and attitudes. We aim to promote self-reflection that is reinforced by a curriculum that supports students to make positive and well-informed choices that serve to ensure their safety and that of others.

Our expectations are underpinned by:

- A systemic and consistent approach to behaviour across all phases
- Equal and fair processes for all

- Early, effective intervention
- A safe and engaging learning environment
- Preparing our students to be respectful and educated citizens

Ethos:

Seva School promotes the 5 P's as our guide to successful behaviour and attitudes to support positive learning outcomes

The 5 P's are as follows:

- To be PUNCTUAL – I am on time
- To be POLITE – I am respectful to myself and others
- To be PREPARED – I am organised and think ahead
- To be PRESENTABLE – I wear the correct school uniform and with pride
- To be POSITIVE – I learn from my successes and from my mistakes

The UN Convention on the Rights of the Child is at the heart of our ethos and curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind (article 1,2).
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration (article 3).
- All children have the right to survival and development (article 6).
- Children have the right to express their views in all matters affecting them (article 12).

Seva School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work.

Who's job is it to manage behaviour?

Behaviour management is a collective responsibility.

All staff are expected to teach, model and reinforce to pupils a standard of behaviour that ensures both discipline and a positive learning environment.

Pupils are expected to behave appropriately and follow school rules, at all times.

Staff should consider themselves responsible for maintaining good behaviour within sight and sound of them at all times and will be supported by the senior leadership team in carrying out this responsibility in all areas of the school or when off site with pupils representing the school.

The following behaviour management practices should be consistently upheld:

- All students and staff should be valued equally, respect the needs of others and promote a positive climate for learning.
- All staff at Seva School will work towards creating an atmosphere in which effective teaching and learning can take place. Key to this is the establishment of appropriate and positive relationships between staff and pupils. Staff will take the lead on this. If staff act in a consistent and positive way, so will the vast majority of students.
- Seva School expects its staff to act as friendly adults, willing to show and demonstrate to students where the boundaries of acceptable behaviour lie.

Behaviour Blueprint Flowchart: What do we expect from staff?

Staff are expected to undertake the duties printed on the Behaviour Blueprint (situated in Appendix of this document), which will be displayed in every classroom, next to the behaviour flowchart:

1. 'Meet and greet' – stand at your door EVERY transition – greet all pupils at the door warmly and positively. Use PRAISE wherever possible.
2. Start/end of lesson – starter activity ready on arrival. End lesson with a calm exit in single file.
3. Challenge EVERY pupil you walk past who is not in correct behaving as expected – or out of lesson, incorrect uniform, using poor language, chewing.
4. Be consistent when applying rules and the consequences of not meeting them.
5. Avoid shouting. Model calmness, patience and positive behaviour yourself.
6. Use rewards and praise for those who go 'above and beyond'.
7. On duty – actively monitor pupils and challenge behaviours, having safeguarding at the forefront of our thinking

Positive Behaviour - Rewards Policy:

Reward	Description	Who	Value	Awarding
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Seva Star	<p>5 P's:</p> <ul style="list-style-type: none"> • Punctual • Polite • Presentable • Prepared ☐ <p>Positive Virtues:</p> <ul style="list-style-type: none"> • Kindness • Courage • Honesty • Tolerance • Respect • Responsibility <p>SEVA standards:</p> <ul style="list-style-type: none"> • Service • Excellence • Virtues • Aspirations 	Pupil	5 House Points	All staff
Seva Quick Star (Instant Rewards)	Immediate paper reward, which pupils post into a tube. One name picked out of the tube per week in assembly to receive a prize	Pupil	n/a	All Staff
Praise Postcard	Persistently showing SEVA in or out of lessons.	Pupil	20 House Points	All staff
Form Star	Showing Seva Values to form tutor	Pupil	20 points	Form Tutors
Progress/ Attainment in a subject certificate	Acknowledgement of pupils who have made outstanding progress / attainment in lessons.	Pupil & House	20 House Points	Teachers
100% Attendance across a term	Acknowledgement of pupils who achieve 100% attendance across a term.	Pupil & House	20 House Points	Mrs Alcock (Attendance Officer)
Charity donation	Each house picks a charity to support throughout the year – fund raising donations will be given to the winning house's chosen charity each half term.	Charity	Fixed sum of money raised by school	All staff

House Competitions	House competitions; winning teams recognised on school displays / school social media / on school website and in school newsletter.	Pupil & House	Depends on competition	Teaching staff
Termly Celebration Assemblies	Extended assembly to celebrate the success of pupils and each house.	Pupil	See above	Mr Sturmey Mrs Bains
Amazon voucher	The 3 pupils in each year-group who achieves the most house points to be awarded an Amazon voucher at the end of the year.	Pupil	£20 each	SLT

The 6 virtues are linked to each half term as follows:

Autumn 1	Kindness
Autumn 2	Courage
Spring 1	Honesty
Spring 2	Tolerance
Summer 1	Respect
Summer 2	Responsibility

Negative Behaviours

Serious Incidents: (refer to behaviour flowchart)

Below is a list of examples of serious behaviours.

This list is not exhaustive.

Other behaviours may exist that are not listed.

1	Verbal or Physical abuse towards others (staff, pupils, visitors)
2	Causing emotional distress towards others
3	Coercion to insight hate or violence
4	Possession or intake of vapes, alcohol, tobacco or drugs on site
5	Possession of dangerous items e.g. matches/lighters, knives, solvents, aerosols
6	Maliciously setting the fire alarm off
7	Deliberately damaging school property (vandalism)
9	Committing bullying or a Hate Crime in person or on social media towards others
10	Truancy and absconding
11	Making malicious unfounded allegations against a member of staff
12	Failing to declare possession of a mobile phone on site to a member of staff
13	Bullying (sexual, homophobic, racism, online, physical, verbal etc)
14.	Sexual harassment of a peer
15.	Child on child abuse
16.	Committing a criminal act (e.g theft, drug related)
17.	Inappropriate use of technology

Possible sanctions or outcomes:

- Restorative conversation
- Parent meeting
- Pastoral support programme
- Early Help assessment
- Break/lunch detention and/or after school detention
- On report (positive report, normal report, form tutor report)

- Removal to another classroom
- Removal to Reflection Room
- Internal exclusion
- Fixed term external exclusion
- Referral to Police – if appropriate
- Referral to social services
- Permanent exclusion

Investigations are carried out by pastoral leaders.

Evidence is gathered in various ways, to try and make an informed decision when deciding upon a sanction.

A focus on restorative conversation is used to repair relationships.

All incidents have a context and a reason for happening. These will always be considered when dealing with any behavioural incident.

All exclusions are decided by The Principal of Seva School.

Searching and Confiscation of items:

Please read this national government guidance (January 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Searching

1. School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors).
2. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs □ stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phone, which should have been handed in

- 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 pupil).
3. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Positive behaviour management:

Good behaviour has to be taught and regularly reinforced.

A positive and patient approach is necessary in order to develop a good working relationship with pupils that will lead to positive responses.

There will still be occasions, however, when pupils do not demonstrate an acceptable standard of behaviour. When this is the case negative consequences, or sanctions, may need to be applied in order to address and correct the concern and achieve the desired standard of behaviour.

In issuing negative consequences to correct unacceptable behaviour - the following guidelines must be observed:

- Use a staged approach (using the flowchart within this policy) so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements
- Adopt a positive approach, praise and positive language so that appropriate behaviour is taught, reinforced and understood by the pupil
- Allow pupils the opportunity to review and explain their actions (restorative conversation) as part of the process of improving their understanding of appropriate and acceptable behaviour
- Make sure that negative consequences are not escalated until the early stage sanctions have been applied
- Accept responsibility for the issue and follow through of sanctions
- Seek support if required but never relinquish your own responsibility to resolve the incident
- Make sure that negative consequences are appropriate, fair, consistent and followed through
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well
- Avoid confrontation
- Avoid blanket or whole class sanctions

Inappropriate sanctions / consequences:

The actions listed below are inappropriate and unacceptable - and should not be employed as negative sanction / consequences:

- Corporal punishment or physical reprimand.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage sanctions have been explored/issued.
- Moving through the consequence system at an inappropriate speed, without attempting alternative de-escalation strategies, to try and re-engage the pupil(s).
- Whole class punishment should be avoided unless every pupil in the class has behaved unacceptably– otherwise innocent and well behaved pupils can be demotivated. Only issue negative consequences to pupils who you are certain have behaved inappropriately.

- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety.

Stages and processes for incident referral and resolution:

Appendix 1 shows a flowchart explaining how staff should aim to deal with any poor behaviour that occurs in their classroom. It is a tiered approach that allows the teacher to exercise common sense in addition to various strategies in an attempt to defuse a situation calmly and consistently before it escalates.

Recording of behaviour incidents:

Seva School uses the ‘SIMS’ data tracking system to record and analyse behaviour related data. Staff are requested to complete the relevant areas online whenever they have a behavioural concern regarding a pupil or pupils that involves a sanction or additional intervention i.e. a restorative conversation. Staff must complete all required fields including a brief description of the incident. This allows the school to produce behaviour reports and keep accurate records on pupil behaviour.

Reflection Room:

- The Reflection Room can be used by SLT or Behaviour Mentors when they view it to be necessary, given the context and situation.
- If pupils do not attend a break/lunchtime detention, they must serve a 45 minute detention in the Reflection Room the following lunchtime.
- A pupil may be escorted to the Reflection Room if (after being parked in another classroom with a different teacher) they are still causing significant disruption.
- If a pupil is escorted to the reflection room it is the class teachers’ responsibility to ensure they make themselves available at the earliest opportunity to take part in a restorative conversation with that pupil, this will be supported by AHT if requested.
- Refer to the Behaviour flowchart for further information.

Report Cards – on SIMS (online)

These are issued by SLT – following weekly monitoring of the generated B4L data. Reports are delivered to the students during P1 of an agreed day.

- Positive behaviour report – teaching staff to report on positive behaviours, with the aim of raising aspirations/confidence of pupils who receive little praise, usually because of their behaviours, attitude or lack of work.
- Normal behaviour report – staff (above) to choose 3 targets from the card, which teaching staff will report on.
- The report cards are completed by the teachers at the end of each lesson and shared with the tutor at tutorial time and HoY at the end of the day.

- Failure to complete the report card successfully results in a longer time on report, along with parental contact/meeting, if required.

Reasonable force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a pupil under control”

(Use of reasonable force - advice for head teachers, staff and governing bodies, Department for Education, July 2013, pg 4)

The School can use reasonable force to:

- Remove disruptive children from the classroom where they are posing risk of harm to themselves or others
- Prevent a pupil behaving in a dangerous way that causes disruption and harm to self or others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil who is at risk of harming themselves.

Informing parents when reasonable force has been used on their child

We will contact parents about any serious incidents which has involved restraining a child or the use of reasonable force. A record of such incidents will be kept to show that correct practise is adhered to. This should also be recorded on SIMS.

Anti-Bullying – Identification and Support:

Any form of bullying will not be tolerated at Seva School.

What is Bullying?

Bullying is behaviour that hurts someone else, physically, mentally or emotionally. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Bullying can take different forms. It can include:

- Physical bullying: hitting, slapping or pushing someone
- Verbal bullying: name calling, gossiping or threatening someone
- Intimidation: physical, verbal
- Cyber: inappropriate use of social media or technology – e.g. to humiliate, bully or embarrass, fraud, threaten, blackmail someone. See next paragraph.
- Non-verbal abuse: hand signs or text messages
- Emotional abuse: threatening, intimidating or humiliating someone
- Exclusion: ignoring or isolating someone
- Undermining, constant criticism or spreading rumours

- Controlling or manipulating someone
- Making silent, hoax or abusive calls
- Racial, sexual or homophobic bullying
- Bullying someone because they have a disability.

Cyberbullying:

Cyberbullying is bullying that takes place online (social networks, gaming and mobile phone, email).

Cyberbullying can include:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.
- Blackmailing children/peers into sending or circulating inappropriate images/material.

Signs of bullying:

- Belongings getting 'lost' or damaged
- Changes in emotional state, such as being withdrawn
- Tears, anger, emotional outbursts/mood swings
- Being aggressive or unreasonable
- Physical injuries, such as unexplained bruises
- Changes in sleep patterns
- Changes in eating patterns
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Online activity (monitor where possible)
- Asking for, or stealing, money (to give to whoever's bullying them)
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping Withdrawn from social activity
- Bullying others.
- Starts to stammer
- Continually 'loses' money or starts stealing
- Begins to target siblings
- Refuses to talk about what is wrong/problems
- School grades fall rapidly
- Scared of walking to school, getting the bus

Effects of bullying

The effects of bullying can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

- May develop mental health problems like depression and anxiety
- Sadness, loneliness
- Health complaints
- Have fewer friendships
- Aren't accepted by their peers
- Are wary and suspicious of others
- Can lose confidence and self-worth
- Have problems adjusting to school, and don't do as well.
- All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying.

What do pupils engage in?:

- NSPCC Programme of Speak Out
- Stay Safe
- SRE – Sex and Relationship Education (age appropriate)
- Jigsaw PHSE - Programme Taking care Protective Behaviours – Ann Seal Programme.
- Anti-bullying week
- PSHE KS3/4 – anti-bullying classwork which examines the cause and impact of bullying for victims and bullies
- Each form has an Anti-Bullying Ambassador
- Seva buddies encourages positive relationships and peer mentoring □ School Councillors meet half termly, who meet regularly with AHT/SLT.
- Seva encourages regular attendance through working walls - which value learning links from the day before and after
- Attendance awards to classes achieving the higher level of attendance in cohorts and a bronze, silver and gold award for 100% badges and certificates that are given out termly.
- Termly Celebration Assemblies – celebrating pupils that show evidence of Seva Virtues / 5 P's.

Behaviour Flow Charts and Blueprint: see Appendix (following pages)

Please refer to the following behavioural flow charts, for further clarification of how teachers will execute the behavioural system at Seva School:



SEVA Achievement Flowchart
SECONDARY

Quick Stars – 0 points
Paper ticket issued by staff. Student to post it in their corresponding year tube.

Seva Star = 5 POINTS
Issued for 5 Ps, Seva Virtues, Seva Standards
All staff can award and record on SIMS

PRAISE POSTCARD = 20 POINTS
Issued for persistently showing SEVA in or out of lessons.
All staff can award (collect from Reflection Room)

PROGRESS / SUBJECT CERTIFICATE = 20 POINTS
Acknowledgement of pupils who have made outstanding progress!
Teachers will name their top 3 pupils for each year group for that term – relate to 5 Ps / Virtues / Seva Standards. Given in a rewards assembly
(Termly Celebration Assemblies)

FORM STAR= 20 POINTS
Demonstrating SEVA Values / 5 Ps consistently. Chosen by Form Tutor

Zero negative points all term = 20 points

100% ATTENDANCE ACROSS A TERM = 20 POINTS
1 term = Bronze badge 2 terms = Silver badge 3 terms = Gold badge
Family and Attendance Officer