

Staff Lead: Charmian Jones
Governors Committee: FGB
Date of Issue: January 2014
Date of Review: July 2018
This version April 2018



Behaviour for Learning Policy

Policy Objective

The purpose of this policy is to clarify the expectations the school has for students' individual behaviour and conduct, and the roles and responsibilities of students, staff, parents and governors.

Positive behaviour and self discipline are valued and will be actively promoted and rewarded. Where behaviour infringes upon the safety and rights of others to learn, appropriate and agreed whole school sanctions will be used.

The policy continues to recognise the value of the five outcomes of the Every Child Matters agenda :

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- economic well-being

All lessons are planned to support these outcomes, which are further enhanced through planned tutorials, PSHE curriculum, assemblies, visits and extra-curricular activities.

We also operate within a Restorative way, ensuring that both parties in any conflict have their voice heard. Those involved are helped to find their own solutions in a mature and responsible fashion.

All members of the school community and their parents or carers share the responsibility to support this policy.

Policy Outcomes

This policy reinforces our Climate for Learning strategy; in delivering effective learning in our school

Guidelines

Behaviour for Learning is taught at Melksham Oak Community School through the tutorial programme to ensure that the school body has a clear understanding of expectations. The school actively promotes the use of TEEP in order to improve pupil motivation, pupil involvement and as a result, behaviour.

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Students learn from the examples set by adults and with this in mind we expect all staff to reward and sanction students appropriately and consistently, guided by this Policy.

We intend to support our principles by:-

- 1) Ensuring that every member of the staff supports the policy and implements it consistently within classrooms and around the school.
- 2) Ensuring that the students understand the policy through staff modelling, reinforcement as appropriate, and through tutorial lessons.
- 3) Ensuring that parents are involved in the Behaviour for Learning Policy through student journals, newsletters and personal contact.
- 4) Ensuring that we develop an effective monitoring system which values the opinions of :
 - (i) Students, informally and then formally via the School Council
 - (ii) Staff, both formally and informally
 - (iii) Heads of Department, Learning Directors and Heads of House
 - (iv) Governors
 - (v) The Senior Leadership Team.
 - (vi) Parents informally through personal contact and formally through an annual questionnaire.
 - (vii) The findings will be fed back to all the above with suggestions for improvement.
- 5) Ensure all parties adhere to the Home School Contract.

Roles and Responsibilities

All members of the school community and their parents / carers share a responsibility to value and support this policy and work within it.

The Headteacher

Responsible for:

- oversight of the policy and its impact
- leading the review with AHT (Inclusion) on a yearly basis
- being final referral point to SLT when supporting staff in dealing with poor behaviour

Governors (C&W Committee)

In consultation with the Headteacher and Assistant Head (Inclusion), responsible for:

- establishing the policy
- the promotion of good behaviour and
- review of it at the appointed review date.

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Assistant Headteacher (Inclusion)

Responsible for:

- leading the development of behaviour and attendance and
- co-ordinating support from outside agencies.

Senior Leadership Team

Responsible for:

- the implementation and day-to-day management of the policies and procedures
- supporting staff in dealing with poor behaviour
- encouraging staff to use strategies to avoid such behaviour
- monitoring behaviour in the whole school and
- offering support and training in assisting with any behaviour issues.

Student Welfare

Responsible for:

- dealing with matters within their year group
- supporting staff in their use of rewards and sanctions and
- seeking support for those students whose behaviour is deteriorating.

They will also identify issues which arise and seek appropriate support for staff and students.

- To ensure that parents / carers are kept informed and involved where appropriate.
- To monitor an overview of patterns of behaviour and for individuals as necessary.
- To liaise with other colleagues across the curriculum and outside agencies as appropriate.
- To implement, monitor and review Pastoral Support Plans (PSP)

Tutors

Responsible for:

- maintaining an overview of patterns of behaviour within the tutor group and across the curriculum
- sharing this information with the Learning Director to allow for celebration, support or further action as appropriate.

The tutor is the first point of contact for staff and parents to discuss individual student academic and pastoral issues.

Staff

All members of are responsible for:

- applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all students.
- rewarding students in an appropriate way every lesson.

As role models to students, staff must model high standards:

- being punctual,
- preparing lessons and resources thoroughly and
- remaining professional in their interactions with students, colleagues, parents and members of the community.

All staff will have access to all policies and guidelines associated with behaviour through the school staff support computer system.

These policies specifically include:

- These Behaviour for Learning guidelines
- Human Rights Act
- The Equalities Policy

New staff will have the opportunity to read and be trained in all policies during their Induction and to evidence their understanding.

Our intention is that staff are intelligently consistent in the implementation of this policy enabling the students to have a greater understanding of themselves and how their behaviour can contribute to a positive school environment.

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Students

Students have the responsibility to:

- respect the rights of others and school property
- accept rewards and
- co-operate with consequences.
- be polite and respectful to all staff, other students and visitors to school
- allow learning to take place
- wear their school uniform correctly
- arrive to lessons properly equipped and
- treat all property and surroundings with respect.

The school council is regularly consulted on the implementation of the Behaviour For Learning Policy and the nature of extended rewards.

Parents

Responsible for:

- supporting the good behaviour and high expectations of the school.

Parents are also encouraged to work in partnership with the school and to support the School Expectations as outlined in the student planner.

Rewards

Melksham Oak Community School promotes reinforcement of positive behaviour and attitude and recognises the role of self-esteem and self-discipline in the learning process. It also works within the bounds of a Restorative approach. Staff build positive relationships with students by using verbal and non-verbal praise regularly as well as a hierarchy of rewards designed to recognise the positive behaviour and attendance of students. We also recognise the value of sharing these successes both in school and with parents and carers.

There are a variety of reward incentives across the school, which all feed into the House Reward system.

Restorative Practices

As a school we are committed to endeavouring to resolve issues of conflict in a conciliatory way. To this end we have begun a rolling programme of continuing professional development focusing on the technique of Restorative Justice.

Whenever possible we will try to resolve conflicts between members of our school community by allowing them time to recognise that harm has been caused and to take responsibility for the part they played in that. Following a set pattern a trained member of staff will lead a process where students identify for themselves the solutions required.

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We consider this manner of conflict resolution to have a more lasting effect, ensuring that a person can see the harm they have caused and allowing them responsibility for restoring the relationship or repairing the harm. This means we create far more emotionally intelligent beings who are less likely to cause harm in this way again.

Whilst this policy discusses the use of this method for solving conflict between students, this approach can also be used for conflict between staff and staff, staff and students and students and their parents: although staff may choose to decline the offer and deal with conflict through the Grievance Procedures.

Consequences

The system of consequences is designed to be predictable and fair and used by all staff. It is important that students are aware of the importance of good behaviour and that there will be consequences for behaviour that is unacceptable. In all cases however, a student must be given the opportunity to put matters right.

C1 - Formal verbal prompt

Given by any staff (is not recorded formally on the SIMs system). Issued for low level disruption e.g. out of seat; unpleasant remarks; chatting; calling out; chewing; not enough work; eating in corridor/playground, first time a homework deadline is missed etc. Staff must make sure a student is aware of the inappropriate behaviour and the consequences should that behaviour continue.

C2 - Second verbal prompt

Essential to have a conversation with student(s) which makes reference to the previous verbal warning.

Students may be required to attend for 10 minutes at lunchtime or after school if requested by a member of staff in order to have a more meaningful conversation.

Issued for a repeated action, eg the second time a homework deadline is missed

A C2 is not recorded formally on the SIMs system.

C3 – Detention

Recorded electronically by any staff via the SIMs system. Detentions are administered by individual staff members, commensurate with the behaviour displayed. This may be a five minute restorative conversation or a ten minute detention to complete work or make reparation for poor behaviour. These detentions should happen as soon as possible, be recorded in planners and on the SIMS system.

In lessons

It is expected that most misdemeanours will be resolved using a combination of C1 & C2, particularly after having had a conversation with the student. Subject teachers may wish to consult with their HoF, the student's tutor, Learning Director or the SEN Dept if the student is still not getting it right.

A C3 should be issued on the third occasion that a homework deadline is missed, either as the third piece missed or a piece missed on three occasions.

The issuing of a C3 will result in a breaktime/after school detention and must be followed up by the member of staff issuing the C3 making contact with the parent. It is sufficient to write a comment in the journal, however staff should be mindful that a phone call and / or meeting with parents is generally more effective. If after-school detention is set, which is longer than ten minutes, please allow parents 24 hours' notice that this will happen so that they can make alternative arrangements home.

In consultation between the member of staff and their HoD arrangements may be made for a student to join a buddy class for a week. On return to normal class, a student is placed on subject report monitored by teacher and parent / guardian. It is expected that a member of staff will have used this 'respite' time to plan a way forward for when the student returns to the class. C3s will be a standing item on regular departmental meetings, year meetings and senior leadership line management meetings.

Outside lessons

Major breaches of the school's code of conduct and rudeness to staff will result in the issuing of a C3, which may be administered by Learning Directors or SLT, this may be at break or lunchtime or alternatively it may be an after-school detention.

Punctuality

Students are expected to arrive punctually to school in the mornings by 8:40, when the student entrance will be locked. Students who arrive after this time will be signed in and issued with a same day 30 min Learning Director detention in L53. If students have a valid reason for lateness, this can be discussed and agreed with the appropriate LD. In the first instance we will endeavour to make contact with carers with a phone-call; if this fails we will notify by text message.

If there is a good reason why a student can not make the first opportunity to sit the LD detention, it is at the discretion of the LD to agree for students to attend the following day. Students who do not appear for a LD detention on the second chance will be placed into a Senior Detention on the first available Friday, which will last for one hour. In the event of a Senior Detention on a Friday a letter communicating this will be sent home to inform parents and explain why.

Monitoring

Receiving a number of C3s in more than two subjects will result in communication with the student, parent(s), Learning Director and may also include AHT(Inclusion). Students may be put on report by their tutor or Learning Director. Students who are placed on report are monitored by the SIMs 'report card' system, which reduces the chance of them losing or forgetting to have their report card filled in by staff. This is completed by every subject teacher and is monitored by their tutor / Learning Director / member of SLT. Completed printed versions can be sent home to parents / guardians to ensure they are able to support the process. Progress will be reviewed. Paper format reports are also available.

If at a review meeting, none or limited progress is being made then any of the following may occur:

- (i) Targets will be reviewed and if appropriate modified.
- (ii) Statement Process begins, co-ordinated by Special Educational Needs Co-ordinator.
- (iii) Student and parent(s) / guardian meet with Governors' Sub-Committee Student Discipline.
- (iv) Student discussed (with parent's permission) at next Multi-Agency meeting.
- (v) A further meeting is set in 6 weeks time to review progress or sooner as appropriate.

If at the second review meeting there is still none or limited progress then a Multi-agency meeting may be set up, involving all the above and external agencies. Students will be on a daily monitoring report and progress will be reviewed.

Pastoral Support Plans will be used for students at risk of permanent exclusion, this is triggered by 3 exclusions either externally or to the Lancaster Centre.

C4 – Exclusion; Internal or External (Appendix 2)

Issued by Learning Director or Senior Staff for extreme behaviour.

Note: Fixed term exclusion will be a consequence for serious and / or persistent offenders. The Headteacher or Deputy Headteachers will decide which sanction is appropriate.

Direct swearing at staff and unprovoked physical violence are likely to result in exclusion.

Exclusion may take the form of Fixed term exclusion to the care of parents or to the Lancaster Centre. In both cases work should be set to prevent students falling behind. This work could be set electronically or via Websites supporting students' learning.

Readmission meetings, following a fixed term exclusion or a Lancaster Centre exclusion, will be held with parent(s), the student and the appropriate Learning Director. Repeated readmission meetings will be escalated to a member of Senior Leadership Team. A readmission meeting form will be completed during the meeting, which follows the principles of the restorative approach and allows students a chance to reflect on their behaviour.

If parents / guardians are unable to attend the readmission meeting then it should still continue with the student. A letter should be sent to the parent / guardian following the meeting to inform them of its outcomes.

Permanent exclusion from Melksham Oak School community will be a consequence for serious and / or persistent offenders. This will be decided by the Headteacher and is detailed in Appendix 2.

Smoking

Melksham Oak Community School is a non-smoking school. If a student is found to be smoking then an initial letter of warning from the Headteacher is sent home to parents warning of the dangers of smoking and reinforcing our legal responsibility with regard to smoking in public places. This is accompanied by a day in internal exclusion. Repeated occurrences will lead to a fixed term or Lancaster Centre exclusion.

Students who smoke inside school buildings will also lead to escalating exclusions.

By being in a smoke filled room students are not making a positive choice to avoid such behaviour and as such will be treated as if they were smoking whether they are actually seen to be doing so or not.

Removal of Students by Duty Staff

If a student is preventing teaching and learning in your lesson, or is refusing to engage appropriately in the learning activities then staff are expected to use the departmental buddy system. Staff should make an assessment as to whether a student can make their own way, with a

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note, to the buddy when sent or whether they should be escorted by a duty member of staff, in which case an email to **Duty** should be sent.

Duty should be informed and used to escort students if:

- Their behaviour seems to be so 'out of control' that they would disrupt the buddy's lesson.
- They pose a risk on Health & Safety Grounds.
- They refuse to go to the buddy lesson.

Whenever a student is removed to the buddy they should be issued with a C3 by the sending member of teaching staff. Students should leave their belongings in the original classroom, taking with only what they need for their lesson to continue.

Support Systems for Students

The school recognises that some students require additional support to help them manage their behaviour and learning. The Special Needs Department and The Haven will provide additional support as appropriate.

Support System for Parents / Carers

Expectations of students are made explicit to parents / carers via the Behaviour for Learning Policy. All parents are informed of issues through the student journal and there are regular references in newsletters.

Support Systems for Staff

The Behaviour For Learning Policy and its implementation is a regular feature of the staff development programme and features in the induction programme for new staff.

Staff have opportunities to become part of both the staff mentoring and coaching programme.

Staff in need of additional support with regard to behaviour management, have the opportunity to observe colleagues, to have informal support and classroom observations and to be involved in a coaching relationship with one of our trained coaches.

Staff who have persistent concerns about individual students should refer in the first instance to the Head of Department. If their strategies are unsuccessful at changing the behaviour then they should forward their concerns to the relevant Learning Director.

Monitoring and Evaluation

Heads of Department are responsible for monitoring classroom practice and the implementation of the Behaviour for Learning Policy within their departments.

The Senior Leadership Team will monitor the effectiveness of the Behaviour For Learning Policy. The policy will be evaluated at regular intervals using samples of staff, governors, students and parents / carers.

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Review cycle of policy

This policy will be reviewed by the Governors (ECM Committee) every three years in accordance with the school's review cycle.

Linked Policies

- Climate for Learning
- Attendance Policy
- Human Rights Act
- The Equalities Policy

Equality and Diversity Statement

The processes within this policy are reviewed every year by the HT and AHT (Inclusion) and then the policy is reviewed every three years by the Governors to ensure that students are not discriminated against due to any of the protected statuses outlined in the Equalities Policy.

Positive Handling

Non-statutory Guidelines state that:

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

We will not use force as a punishment – we recognise that it is always unlawful to use force as a punishment.

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In addition to the general power to use reasonable force, head teachers and authorised staff can "use such force as is reasonable given the circumstances to conduct a search for knives or weapons, alcohol, illegal drugs and stolen items."

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and smoking paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules, for instance: Scoobies or hoodies.

Training:

Key staff in vulnerable locations will undertake Positive Handling training, through Team-Teach to support students who need this support as outlined in a risk assessment in the best interests of the child.

These members of staff authorised are:

Members of SLT, staff at the Lancaster Centre, staff in the Learning Zone and The Haven.

Following any incident where positive handling has been used, details will be recorded, carers, staff and students debriefed and the Positive Handling log (appendix 5) will be updated. This log will be monitored and evaluated by the Governors at the Community and Welfare committee on a termly basis as part of the Key Indicators report.

Reference: Department of Education Use of Reasonable Force advice, July 2013

APPENDIX 1

Melksham Oak Community School Behaviour for Learning System

‘Everyone in our school shows respect for self, each other and our work place’



REWARDS

Different types of rewards are assigned different point values and these reward points add together to define the reward structure.

1 point for 'Spot on! Students behave in the correct manner for the whole lesson

5 points for 'Learning' i.e. excellent piece of class/home work and class contribution.

20 points for Postcard. For an excellent piece of class/home work as well as effort and achievement. (Postcards are available from the reprographics room). Postcards are then filled in by the member of staff, most teachers get the student to fill in the address bit! Once completed the postcards are given to reception staff who record and then send them home.

Some of the other rewards you may receive:

- Non-uniform days for tutor group with the most points
- Vouchers for student with most points
- Vouchers for students recognised in SLT lesson visits
- Early bird lunch vouchers for Tutor Group Heroes
- Pop corn and movie afternoon for tutor groups with most points
- Money off your ball ticket in Year 11
- Vouchers for best/improving/100% attendance

All points feed into the House Cup - so every point makes a difference to your house.



CONSEQUENCES

C1 Formal verbal warning - Given by any staff (is not recorded formally on the SIMS system).

Low level disruption e.g. out of seat; unpleasant remarks; chatting; calling out; chewing; not enough work; eating in corridor/playground etc.

C2 Second formal verbal warning – Given by any staff (is not recorded formally on the SIMS system).

Repeated offences.

C3 Detention – Sent electronically by any staff via the SIMS system. Persistence of behaviour despite C2; smoking; misuse of equipment (minor); walking away from staff; unacceptable uniform (no note); internal truancy; relatively minor graffiti/walls and furniture, no PE kit for 2 lessons (KS3) and 1 lesson (KS4) ; refusal of staff instructions.

C3 will be issued if late to registration.

Faculty/Learning Director Detention

Failure to attend your teacher C3 will result in you sitting a Head of Faculty or Learning Director Detention, which is usually longer than a regular C3.

C4 Exclusion (Internal or External) and Senior Detention – issued by Learning Director or Senior Staff for extreme behaviour or refusal to engage in the C3 system.

APPENDIX 2: Fixed Term and Permanent Exclusions

Reference

A *Exclusion from maintained schools/academies and pupil referral units in England, (Sept 2017); Department for Education*

B Melksham Oak Behaviour For Learning Policy

Introduction

1. The decision to exclude a student will be taken in accordance with Reference A:-
 - (a) In response to a serious breach of the Behaviour for Learning Policy;
 - (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.
2. Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Fixed Term Exclusion

3. A fixed term exclusion will be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:
 - (a) Verbal abuse to Staff
 - (b) Verbal abuse to students
 - (c) Physical abuse to / attack on students
 - (d) Indecent behaviour
 - (e) Damage to property
 - (f) Possession of illegal drugs in the first instance
 - (g) Theft
 - (h) Serious actual or threatened violence against another student or a member of staff.
 - (i) Sexual abuse or assault.
 - (j) Possession of an offensive weapon in the first instance
 - (k) Bullying
 - (l) Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.
4. This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

5. In the majority of cases exclusions will be to the Lancaster Centre, unless the student's attendance there would pose a threat to the staff, centre or smooth running of the centre, or the Headteacher doesn't believe that the use of the Lancaster centre isn't appropriate in which case

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the exclusion will be a fixed-term exclusion.

6. In accordance with Reference A it allows the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
7. The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination
8. Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.
9. A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve either a member of the Senior Management Team, the Learning Director or other staff where appropriate. Parents will be invited to this meeting, however should they not attend or not be available to attend, then they will receive a letter informing them of the content of the meeting.
10. During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is prohibited from entering School premises, and that daytime supervision is the responsibility of the parents/guardians.

Permanent Exclusion

11. The decision to permanently exclude a student is taken extremely seriously by the School. There are two main types of situation in which permanent exclusion may be considered.
 - (a) The first is a final, formal step in a detailed and documented process for dealing with disciplinary offences where a wide range of strategies have been applied without successful outcome. . It is the final acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying in accordance with Reference C or in possession and or use of an illegal drug on School premises. Normally in these circumstances the student will have met with member(s) of the Governing Body to ensure that the student fully understands the seriousness of their situation.
 - (b) The second applies to exceptional circumstances where it is inappropriate to implement other strategies due to the seriousness of the breach of policy and where allowing the student to remain in school would put at severe risk the education or welfare of the student or others in the School.

The following offences where this will apply are:

- (1) Actual or threatened violence against a member of staff
- (2) Arson
- (3) Second offence for the possession of an illegal substance
- (4) Second offence for the possession of an offensive weapon
- (5) Sexual abuse or assault

12. The School will reserve the right to refer to the Police

APPENDIX 3: Anti-Bullying Policy

Rational

This appendix forms part of the Behaviour for Learning Policy.

Objectives

The anti-bullying policy defines what constitutes bullying at Melksham Oak Community School and sets out a range of strategies and procedures for dealing with inappropriate behaviour.

Aims

This policy aims to create a learning environment in which students feels safe from bullying.

Definition

Bullying is behaviour which is:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, teasing, threatening, extortion, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, malicious use of text messages, email, via social networking sites or telephone calls

Scope

Not all aggression is bullying, neither is all name-calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

Isolated incidents (which are therefore not regarded as bullying) are dealt with according to the Behaviour for Learning Policy.

Persistent bullies will be managed by a Pastoral Support Programme should their overall behaviour give us cause to feel they may be at risk of permanent exclusion.

Procedures (Appendix 3i)

The procedures associated with this policy are found in full detail within the flow chart attached.

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Circle time

In an effort to ensure that students are able to identify how they feel and in turn feel confident to share concerns or issues with others students we operate circle time from year 7. Although time is not specifically given to circle time in other year groups many classes continue to operate it as they did in year 7 – this is true of all year groups up to year 11.

In year 7 one morning tutor time is devoted to a circle time session. Year 7 tutors are trained in this process, in the July before they start with their tutor group, by the Learning Director responsible for year 7.

The circle time structure allows students a chance to raise issues in a no naming manner and allows their peer group to suggest a range of strategies which help improve individuals' resilience.

Restorative Practices

As a school we are committed to dealing with issues of conflict in a conciliatory way.

Issues involving staff can be dealt with through the Grievance Procedure.

Whenever possible we will deal with conflict between two members of our school community by allowing them time to recognise that harm has been caused and to take responsibility for the part they played in that. Following a set pattern a trained member of staff will lead a process where students identify for themselves the solutions required.

Although this may seem a less punitive measure ensuring a person can see the harm they have caused and allowing them responsibility for restoring the relationship or repairing the harm means we create far more emotionally intelligent beings who are less likely to cause harm in this way again.

Further Support Intervention

Tutors and Learning Directors may choose to explore the concepts of the 'Bill of Rights and Responsibilities' (Appendix 3ii) with a class or group of students who are experiencing particular issues.

All staff are trained in how to implement the above procedures

The PSHE and Learning to Learn (L2L) curriculum support the explanation and implementation of this policy.

The school's reward system reinforces good Behaviour for Learning

Both victims and perpetrator may be supported by initiatives such as Restorative processes, pastoral support and counselling.

Melksham Oak Community School is 'a telling school'. Pupils are told that bullying (verbal or physical) is *not* tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - this is not telling tales.

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The school offers places for those who feel bullied to spend break time and lunch times in.

Each year there is an 'Anti-Bullying Week' in which the theme of bullying will be explored via various media in L2L, assemblies etc.

Monitoring and Evaluation

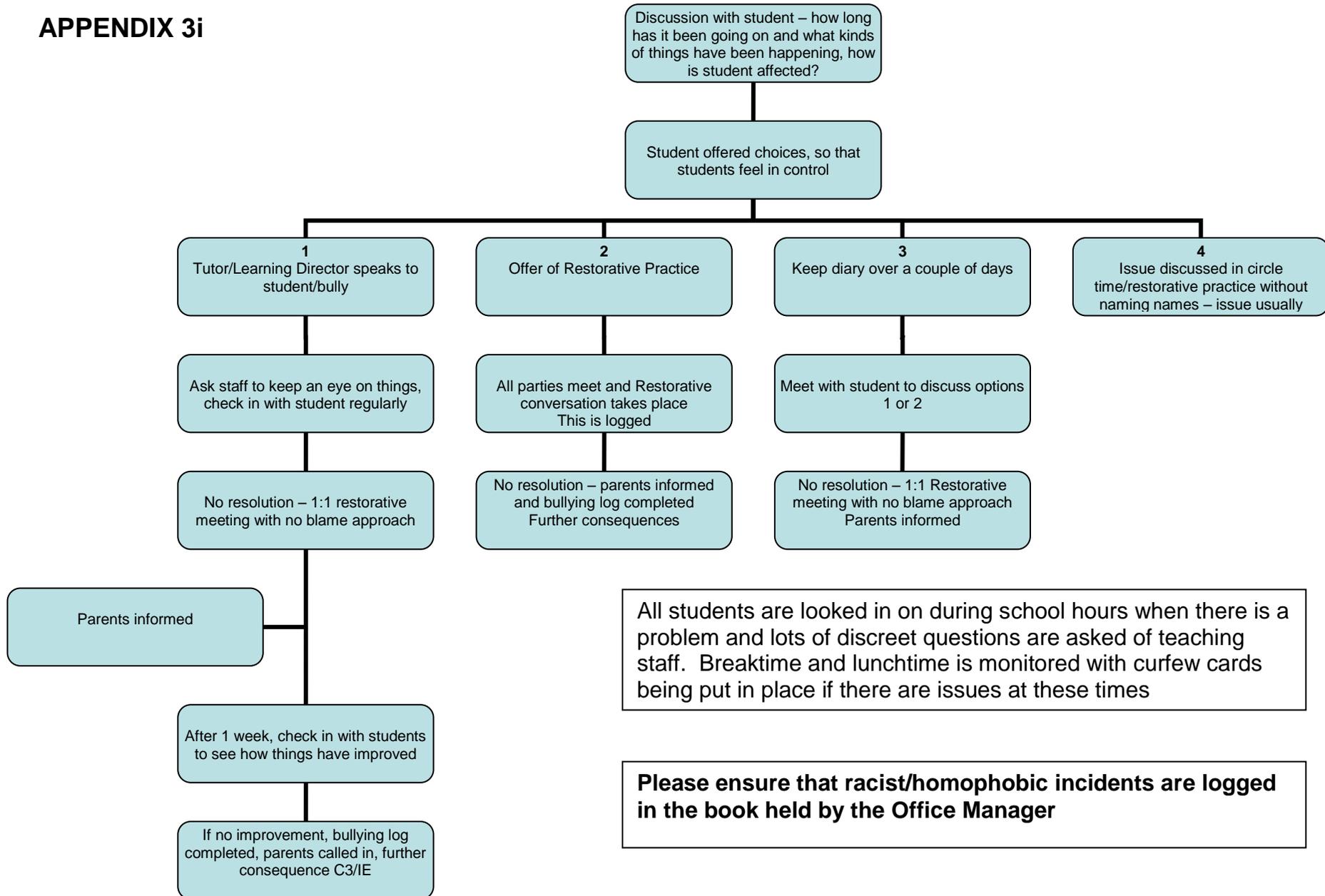
Learning Directors evaluate the success of managing incidents of bullying through the evaluation sheet. (Appendix 3iii).

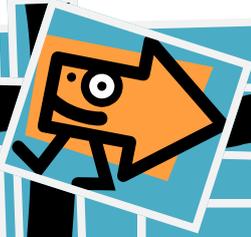
Pupils also fill in an evaluation sheet. (Appendix 3iv).

This policy is monitored through feedback and consultation. The success of the policy is evaluated on a regular basis, at least annually, and adjustments/ changes are made as deemed appropriate.

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APPENDIX 3i





DESTINATION RESPECT

I have the right to be listened to.

Therefore I have the responsibility to listen to others around me.

I have the right to walk around the school site confidently.

Therefore I have the responsibility to not interfere with other people by using inappropriate physical contact.

I have the right to have my property respected.

Therefore I have the responsibility not to touch the belongings of others unless I have their permission.

I have the right to be called by my given name and not be name called or given nick names I do not like.

Therefore I have the responsibility to call everyone else names that they feel are appropriate.

I have the right to have my race, religion, sexuality, and beliefs respected.

Therefore I have the responsibility to respect the race, religion, sexuality and beliefs of other pupils.

I have the right to feel safe.

Therefore I have the responsibility to ensure the safety of others and report any incidents of bullying that I witness.

I have the right to be respected.

Therefore I have the responsibility to treat others with respect.



How are you feeling?

How are you feeling ? On a scale of 1 to 10 [10 is really good !]



1 2 3 4 5 6 7 8 9



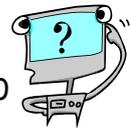
Are you happy with the way the incident of bullying was dealt with? YES / NO

1 2 3 4 5 6 7 8 9 10

Why? / Why not?

Do you think the School Policy is effective?

1 2 3 4 5 6 7 8 9 10

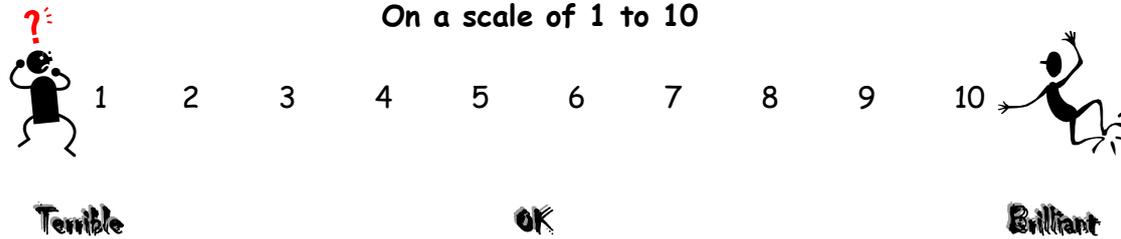


Have you any ideas about how we could be more successful?

If this happens again I will -



How am I feeling?



Describe your feelings as a colour -

Why did you choose this colour?
e.g. I feel **RED** because I am angry

Complete these sentences:

Before school I feel . . .

In the classroom I feel . . .

At lunchtime I feel . . .

After school I feel . . .

I have talked to these people about my feelings (please circle):

Friends Parent Tutor Another teacher Other

My feelings are (please circle):

Unhappy Safe Angry Jealous Insecure
Calm Scared Happy Frustrated

The people involved in making me feel this way are:

I think that they feel (about me):

APPENDIX 4: CCTV Guidance

Our CCTV footage will be used in the same manner that we would use students' statements.

The footage will allow us to make a judgement about the probability of a behaviour/event occurring.

In the same manner that we use our professional judgment whether we share students' statements with other individuals, including other students and parents, we will use our professional judgement as to whether to share CCTV footage.

We would not share any information if we believed it would impact on other students in any way.

APPENDIX 5: Positive Handling Log

Student Name	Staff Name	Date
Details on incident (include location, what type of support and why this support was used.)		
Triggers:		
Why were these strategies considered to be in the student's best interest?		
Follow up (to be completed by CJO):		
Signed	Date	Parents contacted
Witnesses		