



BEHAVIOUR FOR LEARNING

**STANDARDS AND EXPECTATIONS
REWARDS
SYSTEM OF CONSEQUENCES AND PROCEDURES
STRATEGIES AND SUPPORT**

Adopted: July 2018

Review: July 2019

ETHOS

At Laurence Jackson School, our core purpose is to 'Improve the Life Chances' of ALL students regardless of ability, background or circumstance.

This we achieve by setting and maintaining high standards and expectations, emphasising the positive and instilling a 'can-do', aspirational approach to learning and life's challenges.

Positive behaviour maximises learning, enables students to reach their full potential and gives them every opportunity to fulfil a meaningful role in society when they leave school. The governors work closely with the Headteacher to support Laurence Jackson School expectations and to ensure all students feel safe and secure in school.

Laurence Jackson School behaviour policy is based around the rights and responsibilities of students and is delivered through our Behaviour for Learning (B4L) policy, supported by a clearly defined system of rewards and a restorative approach to our consequences.

This policy outlines systems and processes that are followed to support positive behaviour, including details of our:

STANDARDS AND EXPECTATIONS
REWARDS
SYSTEM OF CONSEQUENCES
STRATEGIES AND SUPPORT

The expectations of all students are based around our 3 fundamental principles:



Ready



Respectful



Safe

Laurence Jackson School believes that to facilitate high quality teaching and learning, appropriate behaviour must be exhibited in all aspects of school life.

We are committed to:

- Recognising and promoting outstanding behaviour
- Building self-esteem, self-discipline, proper regard for authority and positive relationships based on respect, ensuring equality and fairness of treatment for all
- Rewarding good behaviour, with a culture of praise in which all students can achieve
- Challenging and consistently managing poor behaviour
- Providing a safe environment; free from disruption, violence, discrimination, bullying and any form of harassment where all relationships are built around respect
- Encouraging a positive relationship with students, parents, carers and external parties

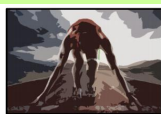
_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

1 ROLES AND RESPONSIBILITIES

Students

Are responsible for their own behaviour both inside school and out in the wider community.
Are responsible for their social and learning environment and agree to report all undesirable behaviour.
Are responsible for following the Standards and Expectations as set out in the policy, following the principles of:



Ready



Respectful



Safe

Working together The Staff, Parents and Carers

Will be responsible for following the policy and also ensuring students do so. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.

Will be expected to take responsibility for the behaviour of their child/children inside and outside of school.

Will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home. At the start of each academic year parents/carers sign the home school agreement.

Take an active interest in all aspects of my child's school education/life by ensuring my child/children:

- ✓ Attend school regularly and punctually.
- ✓ Is properly equipped and organised with a minimum of a bag capable of carrying an A4 folder, school books and PE kit, a pen, a pencil, a ruler, a calculator and his/her school planner.
- ✓ Travels to and from school in an orderly respectful manner.
- ✓ Communicate to school all relevant information which may affect my child/children's work, behaviour, or attendance.
- ✓ Notify the school if, for any reason, my child/children cannot attend school, is going to be late or absent during the school day.
- ✓ Encourage their child/children to follow the school's Code of Conduct and anti-bullying procedures and support associated action taken by the school.
- ✓ Take responsibility/monitor my child/children when they use any social networking websites such as Facebook, Twitter, Instagram etc.
- ✓ Support Laurence Jackson School's policies on homework, uniform, standards and expectations.
- ✓ Provide suitable working facilities at home and encourage my child to make the required effort.
- ✓ Attend parents' evenings and other meetings at which my presence is required.

Avoid taking holidays during term time. All absence from school has a detrimental effect on a student's learning.

The Headteacher

Will be responsible for the day-to-day implementation and management of the Laurence Jackson School behaviour policy and procedures.

The Governing Body

Has overall responsibility for the implementation of the behaviour policy and procedures of Laurence Jackson School.

Has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.

2 DEFINITIONS

2.1 Laurence Jackson School defines "serious unacceptable behaviour" as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and marital status

- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Provocative behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved persistent actions, criticism or personal abuse which humiliate, intimidate, frighten or demean the individual. **For further details, see attached annex**
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature via Facebook, Twitter, Instagram or any form of social media
- Inappropriate use of technology or social media
- Possession of legal or illegal drugs, alcohol or tobacco
- Presenting at school under the influence of drugs or alcohol
- Possession of banned items
- Truancy
- Smoking
- Refusal to comply with our system of consequences
- Theft
- Swearing
- Fighting
- Any illegal behaviour
- Physical violence/intimidation to staff
- Dangerous behaviours which threaten the wellbeing of any member of the school community

2.2 Laurence Jackson School defines “unacceptable behaviour” as behaviour which may disrupt the education of the perpetrator and/or other students including but not limited to:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness/defiance
- Lack of correct equipment as outlined in the policy
- No homework
- Disruption on public transport
- Use of mobile phones without permission (inside the building)
- Graffiti.

2.3 “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach. Where the behaviour is deemed unacceptable a teacher should report this to their Director of Learning/Subject Learning/Year Leader for further action, subsequent decisions related to the incident will be made by DOL/SL/YL/Senior Leadership Team.

3 STANDARDS AND EXPECTATIONS

Students will be expected to follow the school B4L agreement, built around 3 fundamental principles.




Ready

Students are expected to arrive to school **Ready** for learning, such that they:

- Arrive to school punctually, and are in form tutor rooms by 08:30 and in assembly by 08:25 for registrations.
- Support a prompt start to lessons, aiding the learning of themselves and others.
- Leave mobile phones/MP3 players/electronic devices/smart watches etc. switched off in bags **at all times** so full focus can be given in lessons.
- Be a good ambassador for the school at all times.
- Attend all lessons with their planner and subject specific equipment (blue and green pens, pencil, rubber, ruler, calculator essential every day)
- Approach their learning positively, from solving the bell-task all the way through to the plenary.
- Ask and answer questions.
- Work hard to reach your full potential, always try your best.
- Work independently and show resilience when undertaking more challenging activities and tasks.
- Are team players and lead by example
- To take risks with your learning and accept failure in order to succeed
- To record all homework in your planner
- To put your books neatly at the end of your desks to be collected by your teacher at the end of the lesson
- Follow school uniform regulations as outlined below:


SCHOOL UNIFORM



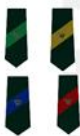
Green blazer




White school shirt (long or short sleeved)



Plain black trousers or plain black pleated knee length skirt



Green/black tie with coloured stripe according to house



Black, grey or white. Plain black tights. NO patterned tights.


Footwear

NOT ALLOWED - canvas type footwear, designer leisure leather upper footwear (Vans, Converse, Kickers, Nike, brand names etc.), trainers or footwear with stripes or logos.

ONLY LEATHER UPPER SCHOOL SHOES (not patent leather) which are professional and business-like will be acceptable.


Please purchase leather shoes in one of the **ACCEPTABLE STYLES** – see photographs below – which are available from shoe shops in the local area.

ACCEPTABLE SHOES




Failure to wear correct footwear will result in student having to wear school issue footwear

Jewellery
For Health and Safety reasons no jewellery, except one pair of small stud earrings, gold or silver, (one in each lobe) is permitted. **No body piercing (including ear stretchers and clear facial piercings). No tattoos or body modification are allowed.**



Heavy Make up
Discreet make up only is allowed – discreet means that it is not noticeable. The following are not allowed in school:

- False eyelashes
- False nails – gel and acrylic etc
- Nail varnish, including gel nail varnish
- Fake tan
- Unnatural colours, e.g. blue mascara etc.



Hair
Extremes of fashion, as determined by the school, eg bright colours, bands of colour, hair sculpting/tramlines, **hair cut with a number 1 or no guard**, will not be acceptable. No large hair accessories. Hair accessories must be functional, not decorative. Only plain green, black or white hair bands are permitted.

During extremely warm weather students will be advised of the following:

- Blazers must be brought to school each day - a decision will be made at the start of the day as to whether blazers need to be worn inside the building. Staff will be informed at the start of each day via all staff email.
- In lessons students may take their blazers off.
- In exams students are allowed to take their blazers off.
- Ties are to remain on at all times.



Respectful

Students are expected to conduct themselves in a **Respectful** manner, such that they:

- Respect all school property.
- Be polite and courteous to all members of the school community, never displaying any confrontational, aggressive or threatening behaviour.
- Take care of their own property and not mistreat that of others
- Treat everyone with respect, and not humiliate or hurt them verbally or physically.
- Do not display any racist, homophobic or intolerant behaviour towards others, and challenge those who do.
- Speak to staff and other students with respect, in the manner

they would wish to be spoken to.

- Conduct themselves sensibly in lessons, respecting every student's right to learn.
- Arrive to lessons calmly, lining up quietly and sensibly outside the classroom, in single file.
- Meet and greet your teacher and other students with a smile and 'good morning' or 'good afternoon'.
- Listen to contributions to lessons from teachers and other students without talking.
- Ensure that all learning environments are left tidy.
- Look after the school environment and put litter in the bin and eat in designated areas.



Safe

Students are expected to conduct themselves in a **Safe** manner, such that they:

- Act and move sensibly in and around school in a calm manner using the designated one way systems and entrances/exits.
- Use the school's ICT facilities in line with the school's Acceptable User Policy which is signed at the beginning of each academic year.
- Use any Social Media platforms responsibly, without any intimidation or threat towards any member of the school community or school itself.
- Do not bring to school smoking materials, or nicotine products to school. This includes but is not limited to cigarettes, e-cigarettes, vaping materials lighters, matches or pipes. Keep our school a smoke free environment.

- Refrain from smoking or using any smoking materials within proximity

of the school boundary in the interest of health and hygiene.

- Refrain from bringing any banned substances into school such as alcohol, drugs and/or anything that might endanger another person.

Items banned from Laurence Jackson School

Fire lighting equipment (matches, lighters etc.)

Drugs and smoking equipment (cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs), alcohol, solvents, any form of illegal drugs, any other drugs except medicines school are aware of)

Weapons and other dangerous implements or substances such as knives, razors, catapults, guns (including replicas and BB guns/air rifles), laser pens, knuckle dusters and studded arm bands, whips or comparable items, pepper sprays and gas canisters, fireworks, dangerous chemicals.

Other items not allowed in school are chewing gum, caffeinated energy drinks, offensive materials such as pornographic/racist/homophobic materials, aerosols including deodorant and hairspray.

Fidget spinners and stress balls are only allowed when stated on a student's EHCP when agreed with individual class teachers.





The Headteacher will ban any items from school which put the health and safety of the site at risk in any way.

STUDENT REWARD POLICY










In order to be kept updated with your child’s rewards and sanctions please ensure you have access to the school Gateway app. For instructions on how to access this please visit this link on our school website:

[School Gateway FAQ](#)











AIMS

-  To sustain a culture where praise, rewards and achievements are accepted and celebrated.
-  To develop a system of rewards that are known, understood and are **consistently** applied.
-  To support the school’s Code of Conduct.
-  To reinforce the school ethos and promote **a praise and celebration culture** within school.

HOW WILL I BE REWARDED AS A STUDENT?

-  Positive attendance will be rewarded / recognised throughout the school year
-  Verbal praise/encouragement during lessons, registration or whenever appropriate.
-  Displaying your work - in class and around school.
-  Phone calls home
-  Positive postcards
-  Nominated for half term ‘Star Student’ Reward by your subject teachers
-  Nominated for achievement assemblies at end of each term by your subject teacher/form tutor
-  Achievement points which can be logged electronically on Class Charts
-  Nominated and invited to ‘Milkshake Mondays’

HOW CAN STUDENTS EARN ACHIEVEMENT POINTS?

A1	A2	A3
 Classroom expectations met	 Examples include:  Working to a high standard in a lesson  Excellent standard of homework  Equal to 2 Achievement points	 Examples include:  Consistent high standard of work  Being a good ambassador  Involved in a school event / production  Equal to 5 Achievement points

GLOSSARY OF REWARD TERMS

ACHIEVEMENT POINTS

- 🏆 These are electronically recorded by staff on the students file. They feed into the whole school rewards and over time demonstrate the positive behaviour students are showing in the school.

POSITIVE POSTCARDS:

- 🏆 Positive postcards can be sent out by any member of staff to a student.

STAR STUDENT AWARD:





- 🏆 'Star Student' – nominations are made prior to half term (see calendar dates)
- 🏆 All members of staff can nominate their "Star Student" by completing a form in the staff room.
- 🏆 All nominated "Star" students receive a certificate issued in assembly and a letter is sent home.
- 🏆 Certificates will include the staff's nomination quote about the student

ACHIEVEMENT ASSEMBLIES:









- 🏆 A Celebration Assembly will take place at the end of each term e.g. Christmas, Easter and Summer
- 🏆 Certificates and prizes will be issued per subject per year for 3 categories
 - **Progress**
 - **Achievement**
 - **Subject "fair play" award**
- 🏆 DOL/SL will issue an A3 to all students nominated by the department in recognition of their nomination.
- 🏆 A Form tutor prize will also be issued during the Celebration Assembly based on the following
 - **Form "Fair play" award**

REWARD POLICY






Attendance – The following are ways in which student’s positive attendance will be celebrated:

	<p><u>Fridays – Be in to win!</u></p> <ul style="list-style-type: none"> - Each week 2 students per year group who were in school on the previous Friday will be randomly selected to receive a break time canteen voucher (waffle/bacon sandwich / sausage sandwich).
	<p><u>100% attendance in a term.</u></p> <ul style="list-style-type: none"> - All students will receive a positive postcard and be entered into a prize draw to win a £25 shopping voucher.
	<p><u>100% attendance throughout the whole academic year</u></p> <ul style="list-style-type: none"> - All students will receive a positive postcard and be entered into a £50 shopping voucher prize draw.
	<p><u>100% attendance over 5 years</u></p> <ul style="list-style-type: none"> - All students will receive a cinema voucher and be entered into a £100 shopping voucher prize draw.

Behaviour - The following are ways in which student’s positive behaviour will be celebrated:

	Positive postcards
	<p>Achievement assemblies and Star Student assemblies throughout the year.</p> <ul style="list-style-type: none"> - Staff will nominate students in their subject area based on their approach to learning, behaviour and effort to receive a certificate in assembly.
	<p><u>Milkshake Mondays</u></p> <ul style="list-style-type: none"> - Year leaders will invite students from their year group each month to discuss their positive contribution to LJS with Mrs Jukes over a milkshake.
	Every half term:
	The top 10% of students with the highest conduct points (Achievement points – Behaviour points) will receive a letter home from Mrs Jukes
	The boy and girl in the whole school who received the highest number of conduct points (Achievement Points - Behaviour points) will receive a cinema voucher and a Headteachers commendation certificate.
	In order to attend the end of year rewards trip at KS3, a student’s conduct points must be 100 or more (Achievement points - Behaviour points)
	Students who receive all 1’s on their progress checks will receive a ‘Well Done’ letter from their Year Leader

Specifically, for KS4 (Y10 & 11)

 Every student must have at least 96% attendance in school throughout Y11 to be allowed to purchase a prom ticket, visit Alton Towers or watch the hypnotist show in Year 11. Unauthorised absence will be deducted from your student's overall attendance. Only evidenced medical reasons or other authorised exceptional circumstances will be accepted as reasons for absence.
 Every student who has a 100% attendance record in KS4 will have their name put into a prize draw and three students will have their prom tickets (or a shopping voucher to the same value) paid for by the school.
 In order to attend Alton Towers a student's conduct points must be 100 or more (achievement points minus behaviour points) by 15th March
 In order to attend the Prom a student's conduct points must be 150 or more (achievement points minus behaviour points) by 24th May
 For year 11 students only, there is also the "Passport to Success" which allows more opportunity to achieve points by attending additional revision sessions.

STUDENT SYSTEM OF CONSEQUENCE

At Laurence Jackson School, we recognise that early intervention can prevent unacceptable behaviour. As such, teachers will receive training in identifying potentially at-risk students.

Teachers and support staff will receive training on the behaviour policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development.

<p>Step 1: CLEAR CAUTION</p>	<p>Students are all aware of the school expectations 'Ready, Respectful, Safe'. A reminder may be delivered if necessary where the intention is always to prevent any escalation and keep things at this stage. The reminder should come with a clear verbal caution delivered discretely wherever possible, making the learner aware of their behaviour and outlining consequences should the behaviour continue.</p> <p>Other strategies used to encourage appropriate behaviour – move seats, quiet word, praise and encourage if possible, asked to leave class to reflect.</p>
<p>Step 2: TEACHER DETENTION</p>	<p>Students will be spoken to privately and be issued with a Teacher Detention, where the intention is to give the student clear instructions to engage. Students will be offered strategies to use from this point in the lesson to meet expectations.</p> <p>At this stage staff will log this conversation on ClassCharts for their records. When logged, 1 behaviour point will be given and a 15-minute detention issued to take place over break or lunchtime with that member of staff. Failure to attend will result in a Subject Detention being issued.</p>
<p>Step 3: SUBJECT DETENTION</p>	<p>At this point, the student will be managed within their subject area. The student will be issued with a Restorative Detention which will take place after school within the department area.</p> <p>The teacher will make the student aware of when the detention will take place and it is an expectation that the student attends.</p> <p>At this stage, staff will log the incident on ClassCharts for the school's records. When logged, a further 1 behaviour point will be given and a 45-minute detention which will take place in department areas after school. Part of the detention will be a Restorative Conversation.</p> <p>The teacher will contact home to discuss the behaviours with the parent/carer. Details of the incident will be available for the parent/carer to view on School Gateway.</p> <p>Failure to attend the detention will mean it is referred to Middle Leaders in school and rearranged, increasing to 1 hour in length. The Senior Leadership Team will support staff in school, detaining students after school on a Friday. Failure to attend will result in a formal parental meeting before the student is back in circulation.</p>
<p>Step 4: REFERRAL</p>	<p>This only applies if either:</p> <ul style="list-style-type: none"> ☛ A serious behaviour incident takes place that may result in a fixed term exclusion; The student will be taken to Endeavour. ☛ A student is behaving in a manner which means they need to be removed from their learning area due to sustained disruption to learning or behaviour which threatens the safety of others. The student will be taken to a Middle Leader in the Subject area. The subject detention will still stand. 3 behaviour points will be logged by the Middle Leader. <p>In this instance, a member of staff 'on call' will be called to collect the student. In the event of an exclusion, our procedure for exclusions will be followed.</p>

6 PROCEDURES

There is no corporal punishment at Laurence Jackson School. Where aggressive and/or threatening behaviour is displayed, or illegal activity discovered, Laurence Jackson School will not hesitate to contact the police if necessary. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises. If behaviour raises concern about student safety/CP issues our nominated persons in school will contact the necessary organisations such as the police/Social Services.

Where students continue to challenge Laurence Jackson School expectations they are placed on our B4L cause for concern route. Laurence Jackson School uses its 'Endeavour/Resolution Centre' provision to provide a range of behaviour support initiatives to promote improved behaviours.

Bullying behaviours are dealt with through Laurence Jackson School 'anti-bullying approach' procedures.

Unacceptable behaviour – at Laurence Jackson School staff follow our System of Consequences.

THE FOLLOWING BEHAVIOURS WILL RESULT IN AN IMMEDIATE **RESTORATIVE DETENTION:**

Defiance/failure to follow instructions, including walking away from a member of staff, abusive and dangerous behaviour towards others, truancy from a lesson, inappropriate language/swearing, throwing food in the dining areas, damage to school property or site, leaving lesson/site without permission, off site at lunchtime, any areas which are out of bounds, poor behaviour in the community and during school travel. Other consequences will be applied depending on the severity of an incident. **Staff will contact home in line with the school procedure.**

DROPPING LITTER will result in a one-hour session of community service during lunchtime or after school.

SERIOUS UNACCEPTABLE BEHAVIOUR

At Laurence Jackson School, we take serious behaviour breaches very seriously. We will act in the best interest of the students within the school. Following an allegation of serious unacceptable behaviour, the student(s) will be placed in Endeavour/Resolution whilst an investigation is carried out.

If, following an investigation, the allegation is found to require further action, the Senior Leadership Team (made up of HT/DHTs/Assistant Headteachers/Senior Teacher) has several B4L systems of consequence that they may use.

THE FOLLOWING BEHAVIOURS WILL RESULT IN AN IMMEDIATE EXCLUSION:

<p>INTERNAL EXCLUSION – Completed in school in our Endeavour area as soon after the incident as possible.</p> <ul style="list-style-type: none"> ☹ Verbal abuse to staff ☹ Assault on another student ☹ Intimidation of another student ☹ Homophobic/Racist/Intolerant comments ☹ Damage to school property ☹ Smoking on the school site ☹ Persistent bullying ☹ Theft ☹ Breach of E-safety ☹ Refusal to comply with sanctions 	<p>EXTERNAL EXCLUSION – Completed out of school as soon after the incident as possible. The Pupil Inclusion team will be involved.</p> <ul style="list-style-type: none"> ☹ Serious assault on a student/ member of staff ☹ Damage/misuse of Fire Safety materials/alarms ☹ Intimidation of a member of staff ☹ In possession of/selling drugs on school site ☹ Being under the influence of substances such as drugs or alcohol on the school site ☹ Bringing weapons or any other dangerous implements (including substances) on to the site ☹ Any illegal behaviours ☹ Any reason for internal exclusion which when investigated is deemed as serious
<p>Following the exclusion, a student will be placed on a report to monitor their reintegration back into school. Parents/carers to attend a meeting where standards and expectations will be discussed. The Year Leader will be present.</p>	<p>Following the exclusion, a student will be placed on a report to monitor their reintegration back into school. Parents/carers to attend a meeting where standards and expectations will be discussed. SLT and a Governor will be present. Any serious behaviours could be investigated further, the outcome of which is at the Headteacher's discretion.</p>

SEARCHING

Staff members may use common law to search students with their consent for any item. Staff members may ask any student to turn out their pockets. Staff members may search any student's backpack or locker, with student consent.

Under Part 2, Section 2 of the Education Act 2011, the core Senior Leadership Team is authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, as well as illegal drugs and alcohol without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item.

Searches will be conducted by a same sex member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Staff members may require a student to remove outer clothing including hats, scarves, boots and coats.



Safe

CONFISCATION

A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes "legal highs" and other potentially harmful materials which cannot immediately be identified. If necessary, the police will be called for the removal of the item/items.

OUTSIDE SCHOOL AND THE WIDER COMMUNITY

Laurence Jackson School has developed a good reputation over the years. Students at Laurence Jackson School must agree to represent the school in a positive manner.

The guidance laid out in the school code of conduct applies both inside school and out in the wider community, particularly if dressed in school uniform. Complaints from members of the public about bad behaviour from students at Laurence Jackson School is taken very seriously and will be fully investigated and logged. Laurence Jackson School works closely with the local Neighbourhood Police Team and will liaise with them over serious incidents in and out of school.



Respectful

CONTROLLED SUBSTANCES

Laurence Jackson School has a zero-tolerance policy on illegal drugs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and witness/witnesses present.

The staff member will store the sample in the school safe and record information relating to this in the student's personal file. The incident will be reported immediately to the police who will collect it and then deal with it in line with agreed protocols. Laurence Jackson School will not hesitate to give the name of the student from whom the drugs were taken.

A full incident report will be completed. Any further measures will be undertaken in line with the school's safeguarding policy.

Where controlled substances are found on school trips away from the school premises, parents/carers of the student as well as local police will be notified.



Safe



CLOSE MONITORING

At Laurence Jackson School, we closely monitor students whose behaviour is a cause for concern. Students would be identified by the pastoral teams in the following ways:

- ☛ When a student accrues 15 or more **behaviour** points
- ☛ When a student is issued an internal or external exclusion
- ☛ When a student is referred to the pastoral team by staff who are concerned about their behaviour

When a student becomes a cause for concern the pastoral team will provide the following support:

- ☛ Meeting with the student to discuss behaviours and potential triggers/support
- ☛ Contacting parents to discuss behaviours and potential triggers/support
- ☛ Continue to monitor behaviours through contact with subject staff and students' reports

In the event of students continuing to gather behaviour points, the following support will be given:

BEHAVIOUR POINTS	
-15	<p>Student has a discussion meeting with their Form Tutor team. A behaviour report may be issued at this point.</p> <p>When will a student go on amber report? Upon reaching the threshold of 15 behaviour points within a term. This will be monitored by the Form Tutor Team.</p> <p>What constitutes a failure on amber report? And what is the consequence for this failure? An amber report is failed if 3 or more lessons record that the student has been issued with a Teacher Detention or beyond. The consequence for failing an amber report is a day in Remove. Parents are contacted by the Year Leader. A new amber report is issued.</p> <p>What happens if the second amber report is failed? The student will be issued with a 1-day internal exclusion. Parents will be contacted and invited into school for a meeting to discuss the exclusion. At the meeting the student will be issued with a red report. The red report will be monitored by the Year Leader.</p> <p>What constitutes a failure on red report? And what is the consequence for this failure? A red report is failed if 3 or more lessons record that the student has been issued with a Teacher Detention or beyond. The student will be issued with another 1-day internal exclusion. Parents will be invited in for a meeting. The total number of exclusions is accrued as the year progresses, whereby certain numbers of days trigger Governor involvement and independent panel reviews for the student.</p>
-50	<p>YL will meet with student and complete cause for concern documentation, and a copy sent home. Contact made with parents by the pastoral team. Director of KS3/KS4 made aware of behaviour. Student behaviours will be discussed at pastoral meetings to identify strategies or interventions to be used as support. Specialist areas of school such as SENDCO, Behaviour Team, EWO</p>
-100	<p>At this point an internal exclusion will be issued to the student. YL and Director of KS3/KS4 will meet with the student to review the initial cause for concern documentation. Targets will be set and interventions reviewed. A Behaviour Support Plan will be created and circulated within school. Parents/carers will be invited to join the meeting or updated via telephone.</p>
-150	<p>YL, Director of KS3/KS4 and parents will meet with the student to review behaviour points, triggers and interventions.</p> <p>Further interventions in line with the school's 'Strategies and Support' document will be discussed by staff at the half termly Pastoral Panel meetings.</p> <p>The student will be placed on a Pastoral Support Plan to review their behaviours and support on a regular basis.</p> <p>External agencies such as the School Nurse, CAMHS, Local Authority will be involved to support the student where needed.</p>

Where **behaviour improves**, students can be removed from the cause for concern process. To monitor the behaviours of students and the interventions, detailed chronologies will be kept in school.

LATENESS



At 08:25 each day a warning bell will sound. Students should make their way to registration. Students arriving late to registration between 08:31 and 08:45 will be marked as **late** and issued with a **late mark**. Students arriving after 08:25 to assembly will be marked as **late** and issued with a **late mark**.

Ready Students arriving to school after registration has closed will enter through the main entrance, office staff will mark the student as **late** and issue a **late mark**. For a **late mark 1 behaviour point will be issued, and students will make up the time accrued that week on Friday after school in SLT detention for up to 1 hour.**

Exceptional circumstances such as transport problems will be considered and staff will use their professional discretion and contact parents/carers if necessary.

Appointments should always be supported by a letter/note from parents/carers and appointment cards.

Students who are persistently late will be supported through the 'close monitoring' system in school.

UNIFORM

Uniform will be checked each day in form tutor time in line with the 'Standards and Expectations'. Any uniform infringements will be discussed and noted. Any uniform infringements which can be rectified will be dealt with immediately, such as the removal of nail varnish, jewellery or non-discreet make up.



Ready

DAY 1: Students wearing inappropriate footwear without valid reason, or students with missing ties/blazers will be recorded on ClassCharts by Tutors and **1 behaviour point will be issued. Tutors will contact home.**

DAY 2: Students who are still wearing inappropriate uniform without valid reason, or students with missing ties/blazers will be referred to their Year Team to be issued with a **further 1 behaviour points will be issued for this.**

The YL or SWM will contact home to discuss uniform with parents/carers and a timeframe to resolve the issue will be agreed. The student will be provided with a note to share with staff to cover this timeframe.

BEYOND THE AGREED TIMEFRAME: Students who are still wearing inappropriate uniform without valid reason, or students with missing ties/blazers will be sent to their Year Office.

A meeting will be organised with parents/carers in school and the **student will work in Endeavour until the uniform is resolved.**

HOMEWORK

Failure to bring homework will result in an immediate **Teacher Detention** being issued by staff. **1 behaviour point will be logged for this.** It will be an expectation that the homework is brought on the following working day. Failure to bring homework on the following working day will result in a **Subject Detention** being issued, in line with the procedures. **An additional 1 behaviour point will be logged for this.**

OUT OF LESSON BEHAVIOUR

Our principles of Ready, Respectful, Safe are an expectation both in and out of lessons. Poor behaviour outside of lessons will result in **1 behaviour point** being logged by staff with appropriate follow up. Students will lose 15 minutes of their lunchtime the following day to complete Restorative Time with staff.

INTERNAL AND EXTERNAL EXCLUSIONS

At Laurence Jackson School all internal and external exclusions operate on a ladder system, such that:

STEP ONE	
Behaviour incident results in a 1 day exclusion . Following the exclusion a re-entry meeting will take place where a review of the incident and behaviour contract will be completed. The meeting will be chaired by the Year Leader. The student will spend one week on a red behaviour report. The conditions of the report will be outlined.	
Report Achieved Student comes off red report and completes a week on amber report to monitor behaviours.	Report Not Achieved Student has 3 or more 'not achieved' OR series of small behaviour incidents OR one serious incident Go to step two.
STEP TWO	
Behaviour incident results in a further 1 day exclusion . Following the exclusion a re-entry meeting will take place where a review of the incident and behaviour contract will be completed. The meeting will be chaired by the Assistant Headteacher responsible for that Key Stage. The student will spend one week on a red behaviour report. The conditions of the report will be outlined.	
Report Achieved As above.	Report Not Achieved As above. Go to step three.
STEP THREE	
Behaviour incident results in a further 1 day exclusion . Following the exclusion a re-entry meeting will take place where a review of the incident and behaviour contract will be completed. The meeting will be chaired by the Assistant Headteacher responsible for that Key Stage and a Pupil Inclusion Officer from the Local Authority will be invited to attend. The student will spend one week on a red behaviour report. The conditions of the report will be outlined. If this exclusion results in the student having 5 or more accumulated days exclusion, a Pastoral Support Plan will start to consider appropriate interventions to be implemented and reviewed every 6 weeks. External agencies will support the school where needed.	
Report Achieved As above	Report Not Achieved As above. Go to step four.
STEP FOUR	
Behaviour incident results in a 2 day exclusion . Following the exclusion a re-entry meeting will take place where a review of the incident and behaviour contract will be completed. The meeting will be chaired by the Headteacher. A Governor for the school and Pupil Inclusion Officer from the Local Authority will be invited to attend. The student will spend one week on a red behaviour report. The conditions of the report will be outlined. If this exclusion results in the student having 5 or more accumulated days exclusion, a Pastoral Support Plan will start to consider appropriate interventions to be implemented and reviewed every 6 weeks. For serious breaches of behaviour, in particular those which threaten the safety of the school community, the school may choose to exclude for 2 days in the first instance.	
Report Achieved As above	Report Not Achieved As above. Go to step five.
STEP FIVE	
Behaviour incident results in a 5 day exclusion . Following the exclusion a re-entry meeting will take place where a review of the incident and behaviour contract will be completed. The meeting will be chaired by the Headteacher. A Governor for the school and Pupil Inclusion Officer from the Local Authority will be invited to attend. All interventions reviewed. For serious breaches of behaviour, in particular those which threaten the safety of the school community, the school may choose to exclude for 5 days in the first instance.	

WHEN A STUDENT IS APPROACHING 15 DAYS OR MORE OF EXTERNAL EXCLUSIONS WITHIN ONE TERM PARENTS/CARERS WILL RECEIVE A FORMAL COMMUNICATION FROM THE SCHOOL.

FIXED PERIOD EXCLUSION: A specified number of days when a student is not allowed into school.

PERMANENT EXCLUSION: When the head teacher has decided that a student should not continue at the school and that allowing the student to remain would harm the education or welfare of the student or others in the school.

BEING INFORMED ABOUT THE EXCLUSION: In all cases when your child has been excluded, you will be informed by the school in writing. Permanent exclusion, and exclusions of more than 15 days in one term, will result in governors convening a disciplinary committee which must be held to review the head teacher's decision to exclude your child. For permanent exclusion LJS follows DFE guidelines:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

RE-ENTRY CONTRACT FOLLOWING A FIXED TERM EXCLUSION

Following a fixed term exclusion at Laurence Jackson School the following contract will be completed to re-admit the student into mainstream school. The content of the contract will be discussed and completed during a formal meeting between the student, staff and parents/carers.

The expectations of all students are based around our 3 fundamental principles:



Ready



Respectful



Safe

IF THE CONTRACT IS BROKEN THE STUDENT WILL FACE A FURTHER EXCLUSION IN LINE WITH THE CLOSE MONITORING CONSEQUENCES LADDER.

The contract will be monitored through the use of target record sheets and through referrals made by members of staff at LJS.

Student name: _____ Form: _____ Exclusion Length: _____ Total: _____

IN THE EVENT OF 15 DAYS EXTERNAL EXCLUSION IN ONE TERM, THE POSSIBLE FUTURE OUTCOME COULD BE PERMANENT EXCLUSION

CONTRACT

I agree to abide by the rule of LJS outlined in the Gold Standard Classroom Expectations.

I agree to follow my allocated timetable and arrive prepared to work.

To support the student to achieve these targets the school will:

To support the student to achieve these targets the parents/carers will:

Signed:		Date:	
Student		Parent/carer	
Year Leader		SLT	

STRATEGIES AND SUPPORT

At Laurence Jackson School, it is always our intention to focus on positive behaviours and prevent any problems escalating. To support our students, we have a range of strategies outlined below that can be tried when things are not working.

<p>REINFORCING THE ACHIEVEMENTS: All students are given opportunities to gain achievement points in line with our policy. Students are encouraged to gain achievement points at every opportunity, resulting in positive phone calls home, positive postcards, assembly nominations.</p>			
<p>MONITORING REPORTS: When students accrue 25 behaviour points they will be placed on a report to monitor their behaviour around school. This will help teachers and the Pastoral Teams identify any patterns of behaviour and consider the next steps in supporting the student. The report can be completed electronically and the parent/carer will be able to track their child's progress.</p>			
<p>PARENTAL MEETINGS/PHONE CALL: Staff will contact parents/carers to keep them up to date with any behaviour issues. This will be an opportunity to discuss any strategies that might support improvement with behaviour.</p>			
<p>CHANGE TO CONTEXT: To support the student, it may be agreed in a meeting that there will be changes to their current context which is leading to poor behaviour. A change of form, move to the other half of the year, change of seats or groups are all ideas which may be explored.</p>	<p>TIME OUT CARD: Following work on Anger Management, it may be agreed that the student would benefit from the opportunity time out of the classroom to prevent issues escalating.</p>	<p>MENTORING: To support the student, it may be agreed that they would benefit from a 1:1 mentor. In meetings, the mentor could then assist with trying new strategies, overall wellbeing and academic progress.</p>	<p>1:1 SUPPORT: Key staff in school can meet with students to discuss behaviour and provide support. Where possible, behaviour support in lessons could be explored, depending upon the needs of the student.</p>
<p>PASTORAL SUPPORT PLAN (PSP): Where patterns of persistent poor behaviour are identified, the student will be placed on a Pastoral Support Plan (Child Wellbeing) whereby regular meetings will take place in school to strategically plan further individualised support. Staff, parents/carers, the student and the Local Authority will work together to look at any strategies that can be implemented and then reviewed.</p>			
<p>RESPITE FROM LESSONS: In some instances, it is one area of school where students may experience behaviour problems. After working with the department, it may be agreed that the student works in another area of school short term during this lesson, where the intention is for them ultimately to return.</p>			
<p>RESPITE: Following repeated poor behaviour, a series of exclusions or a serious incident, a student may be placed on respite at another local school. Schools within the Local Authority work together and will provide a base for the student for a period of 2 to 3 weeks. Staff from both schools will support the student and their parents/carers through the process of school selection and expectations.</p>			
<p>MODIFIED TIMETABLE: This is when a student may be removed from specific lessons or courses for the student to succeed. The student will continue to attend lessons where things are working well. This may result in reduced hours for the student. Endeavour will support the student during the times they are not in mainstream lessons to complete additional work for their ongoing courses, or work on behaviour strategies.</p>			
<p>MANAGED MOVE: A student would attend another school for an agreed period of between 6 and 12 weeks on a trial period. The Local Authority will work with both schools and parents/carers to support the student. If successful the student will then become a student at that school, if unsuccessful the student will return to LJS and be placed in Resolution.</p>			
<p>RESOLUTION: This is used as an Alternative Education to main school. Students will usually attend Resolution on reduced/modified hours and reduced lessons with the support LJS staff.</p>			
<p>PERMANENT EXCLUSION: This is always a last resort, and would only be the result of all other options being explored and unsuccessful or in response to a serious behaviour incident which threatened the health and safety of the school site. The Local Authority would support the school and parents/carer to work with the student to explore the next stages of education.</p>			



APPROACHES TO BULLYING

**STANDARDS AND EXPECTATIONS
SYSTEM OF CONSEQUENCES AND PROCEDURES
STRATEGIES AND SUPPORT**

Adopted: July 2018

Review: July 2019

LAURENCE JACKSON SCHOOL ANTI-BULLYING APPROACH

This policy outlines systems and processes that are followed to prevent bullying in any form, including details of our:

STANDARDS AND EXPECTATIONS
SYSTEM OF CONSEQUENCES
STRATEGIES AND SUPPORT

1 STANDARDS AND EXPECTATIONS

The expectations of all students are based around our 3 fundamental principles set out in the school's Behaviour for Learning Policy:



Ready



Respectful



Safe

This **sub-section of the school behaviour policy** outlines

- 1 The aims of the anti-bullying philosophy
- 2 Definition of bullying
- 3 Identification of types of bullying
- 4 Dealing with bullying incidents

1 Aims

- To reduce significantly incidents of bullying
- To encourage students and adults to show respect and consideration for others
- To ensure incidents of bullying are dealt with effectively
- To ensure that all members of the school community (staff, students, parents) are aware of and apply the school anti-bullying protocols
- To involve all members of the school community in the policy review process
- To work as a whole school to reduce bullying incidents and raise anti-bullying awareness

2 Definition

Bullying can be defined as;

'Unwanted, aggressive behaviour among children that involves real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.'

3 Identification

Bullying can take many forms and has been categorised in many different ways.

Verbal bullying – this includes name-calling, parodying speech or accent, teasing, taunting, making racist or homophobic, offensive or insulting remarks, and making verbal threats.

Physical bullying – this includes threatening gestures, pushing, prodding, hitting, kicking, taking or destroying possessions that belong to the victim and forcing others to do something they do not want to do.

Social bullying – this is bullying that is intended to harm a person's relationships with others and includes spreading rumours about the victim and excluding the victim from the group.

Cyber bullying – (see E-Safety Policy for further details). Cyber bullying includes harassing or threatening messages or e-mails, the setting up of hate websites, internet notice boards and a sharing of inappropriate images or videos.

Bullying of specific groups – bullying is totally unacceptable whoever is involved. Bullying can occur when any difference may be perceived by the bully as a weakness or a reason to isolate and bully. In this way, any child or young person may be at risk of being bullied, for example perceived social class, accent, hair colour, or not conforming to social stereotypes such as gender.

Racist bullying - Racist bullying is the targeting of an individual because they are of a particular ethnic origin. The bullying may take a variety of forms:

- Racist name-calling, racist jokes, offensive mimicry
- Physical assault because of colour and/or ethnicity
- Wearing provocative badges or insignia
- Showing/talking about racist literature
- Writing racist graffiti
- Socially excluding the victim
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridicule of individual for cultural difference eg food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins

Laurence Jackson School will ensure that the Borough Council's Policy on Race Equality recording and monitoring arrangements are followed.

Religious bullying

Although a significant amount of religious bullying is associated with other discriminatory behaviour such as racism, it is not confined to inter-ethnic conflicts. Some forms of religious bullying can occur within the same ethnic group; religion can be used as a focus for bullying behaviour.

Religious bullying can occur

- Against individuals on the basis of their perceived affiliations or spiritual beliefs e.g. an individual being picked on because of being Muslim
- Between members of different religious groups e.g. as in sectarian violence as has occurred between Protestant and Catholic groups in Northern Ireland
- Within single religious groups where individuals may be subject to coercive behaviour such as discouraging them from associating with members of other faiths or religious groups

Sexual bullying

The bullying may take the form of:

- Abusive name-calling
- Comments about looks or appearance
- Inappropriate and uninvited touching
- Sexual innuendo
- Showing material of sexual nature, intended to cause upset
- Sending text messages of a sexual nature, intending to cause upset

Sexual orientation

Homophobia is an irrational hatred of individuals who are lesbian, gay, bisexual or transgender or questioning sexuality.

The DfES Guidelines on Bullying state “Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different is enough”.

Disability and special educational needs (SEN)

The inclusion of students with a disability and/or special educational needs in mainstream settings requires careful consideration – all aspects of their vulnerability and individual needs should be taken into account to ensure there is not an increased risk of bullying.

Looked after children

There is evidence that bullying is a common occurrence in many Children’s Homes and that bullying is sometimes evident in children’s lives when at school. School will monitor Looked After Children closely and discuss relationships with other students during structured reviews.

4 Detecting bullying

Dealing with bullying incidents is not always easy or obvious – but the following may be signs:

- Cuts, bruises or aches and pains, which are not adequately explained
- Clothes or possessions are damaged or lost
- The child requests extra money or starts stealing
- The child starts going to or returning from school at an earlier or later time or starts using a different route
- The child starts refusing to go outside at break times or refuses to stay at school for school dinners
- The child requests to change classes, options or school
- Reluctance or refusal to attend school
- The child’s behaviour may become immature, i.e. the child reverts to a previous behaviour such as thumb-sucking or tantrum behaviour
- The child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative
- The ability to concentrate and school performance may deteriorate
- There may be sleep or appetite problems

Dealing with bullying incidents

The school will seek to control, as well as prevent bullying. It is important to recognise that that bullying is not the odd or sporadic falling out with individuals or groups, an argument or occasional joke played on others.

It is bullying when it is done **S**everal **T**imes **O**n **P**urpose (**STOP**)



There may be instances in school and out of school where students fall out with one another, and may say things when they are upset. When occasional problems such as this arise it is not classified as bullying. In school we work hard to reinforce how to deal with managing friendships, and encourage students how to learn to deal with difficult situations and rebuild relationships with one another.

The following procedures will be followed in school when incidents of bullying are reported or detected. It is really important that any information about bullying is shared with staff in school so that appropriate actions can be taken.

IN SCHOOL WE CAN ONLY DEAL WITH WHAT WE KNOW – Telling someone is important.

2 SYSTEM OF CONSEQUENCES

Each case will be treated individually and action taken will be appropriate to the individuals concerned and the specific circumstances, in line with the B4L policy.

On the **first instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

Students will be spoken to 1:1 by a member of the Pastoral Team to gather as much information as possible about the alleged incident.

The context and any previous behaviours of the students will be considered that may have influenced the incident, and chronologies reviewed.

Students who have been directly involved or have witnessed the alleged incident will be spoken to and where relevant may be asked to provide a written statement of what happened.

Where evidence confirms or suggests that unpleasant behaviour has happened students will be spoken to and relevant sanctions in line with our B4L policy implemented.

Details of the incident will be kept in student files, added to ClassCharts and chronologies where appropriate.

Based on the severity of the incident. Information will be shared with parents and carers.

Pastoral staff will carefully monitor these students in school.

On the **second instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

All of the procedures above would be repeated, as well as:

All sources of evidence would be explored, including liaising with class teachers where students are banded together, or form tutors.

Students would be invited to a **RESTORATIVE CONVERSATION** with the Pastoral Team or involved in appropriate **MEDIATION** supervised by staff.

Relevant staff in school may be alerted to any incidents that have happened so that they can closely monitor students inside and outside of the classroom.

Parents and carers will be informed by Pastoral staff in school.

These procedures and interventions may be repeated if deemed appropriate, or where the unpleasant behaviour is deemed equal from both parties.

On the **third instance** of unpleasant or unwanted behaviours happening between students the following procedures will be implemented:

All of the procedures above would be repeated, as well as:

Students who are confirmed as being involved in repeated unpleasant behaviour towards any other student or group of students will be placed in **REMOVE**.

Parents and carers would be invited into school for a meeting with Pastoral Staff to agree an appropriate course of action. Between all parties a **CONTRACT** would be created for students to adhere to, with the

intention of preventing any further unpleasant behaviours. All relevant parties would sign the agreed contract.

Minutes and agreed outcomes of the meeting would be recorded and kept in school.

On the instance of unpleasant or unwanted behaviours being repeated between students or **contracted advice or guidance not being followed** the following procedures will be implemented:

Students involved will spent further time in **isolation**, or where deemed serious will be **EXCLUDED** in line with the B4L policy.

A further parental or carer meeting will take place in school, which will be attended by the relevant Pastoral Staff and Assistant Headteacher.

Where appropriate, the Safeguarding Lead in school may be asked to provide advice or guidance on next steps, or external agencies may be consulted, such as the PCSO team.

It is important to recognise that **physical assault, homophobic or racist** behaviours towards other students will **ALWAYS** result in an **EXCLUSION**.

3 STRATEGIES AND SUPPORT

Children who are bullied

Strategies that may be employed

- 1 "Face to face" meeting (with adult support) with bully to discuss issues resulting in/contributing to bullying.
- 2 Information sharing with relevant members of staff i.e. Form Tutor, Subject Teachers and Support Staff.
- 3 Change of seating plan within individual lessons, class groups or form groups.
- 4 Support and regular contact with named adult in school.
- 5 'Safe haven' area of school for out of lesson time.
- 6 Support to raise self-esteem.
- 7 Support of other students, promotion of peer friendship/support, involvement of relevant outside agencies.
- 8 Advice and support to Parent/Carer.

Advice for children on keeping safe

- Suggest that they always tell a teacher, parent or some other person they trust that they have been bullied.
- Suggest that they avoid situations and places where bullying is likely to occur.
- Suggest that they stay close to other children or adults who will provide support.
- Suggest that trying to buy off bullies by giving them things seldom works. The bully is likely to ask for more.
- Suggest that they should be wary of fighting back. The bully is likely to win and it may well make the situation worse.
- Advise against staying off school. This is likely to make the problem worse.
- Tell them that they must not start bullying other children as a response to being bullied. All children have the right to go to school without being bullied.
- Suggest that, when possible, they should walk away from the bullying, looking as confident as they can. If they make a fuss (e.g. shouting) or show that they are frightened (e.g. crying) the bully will know they are unsure of themselves and more likely to keep on bullying.

Children who bully

Strategies that may be employed

- Take action to discourage the bullying. Where possible, use sanctions that are 'a natural consequence' of the behaviour. For example, if the bullying took place at break time, as the child to stay with an adult for a certain number of break times.
- Direct the disapproval at the behaviour not the child.
- Do not bully the bully. The use of strong-arm tactics will confirm the bully's belief that 'Might is Right'.
- In extreme cases, Police involvement or the initiation of exclusion or Child Protection procedures might need to be considered.
- Take steps to ensure that there is a monitoring of whether further bullying takes place.
- In addition to taking action to discourage the bullying, employ a range of measures to encourage appropriate non-bullying behaviour, either informally or using targets or contracts.
- Try to re-direct the enjoyment of exercising power over others, e.g. encourage the bully to take on a caring or tutoring role with a younger student.
- Encourage other children to disapprove of the bullying.
- Try to change the way bullies view their situation, e.g. bullies often perceive that their status is being challenged when this is not in fact the case.
- Break up bullying groups by not allowing the children to sit, eat or socialise together.
- Develop their ability to empathise with others, e.g. provide clear feedback on the extent of the distress their behaviour has caused.
- Give reasons for the actions you take.

Children who bully and are bullied

Some children both bully children and are themselves bullied. The characteristics of these children are similar to those of the small number of 'provocative victims' but they are stronger and more assertive. The help offered to these children should consider both their bullying and being bullied.

The role of the bystander

The presence of an audience is often a key component in bullying. The bully may be motivated by the desire to impress the 'audience'. Bystanders should be encouraged to show by their behaviour that they disapprove of the bullying, that they will take no part in it and should be encouraged to tell a teacher or other adult what has happened.

Prevent bullying

At Laurence Jackson School there will be a clear message that bullying is unacceptable behaviour. The school ethos encourages positive behaviour and consideration for others.

- The School Vision Statement – "everyone equally valued"
- The Code of Conduct – "respect each other"
- B4L policy encourages an environment where teachers can teach and students learn

All members of the school community will take bullying seriously

- Use of anti-bullying posters and advice around the school
- Students encouraged to be open and honest about bullying
- All concerns of/about bullying should be discussed with an adult in school
- Use of Impero confide tool as a means of raising bullying concerns
- Students encouraged to have positive self-image
- Positive relationships encouraged by staff and areas of conflict discussed as and when necessary
- Adults within classrooms ensure students aware of acceptable behaviour and rules

- Adults visible around school buildings/site during out of lesson periods ie before and after school, break times and lunch times
- Adults take all allegations seriously and take appropriate action
- Staff training and regular awareness raising of anti-bullying strategies
- Form tutor group work on anti-bullying strategies
- Assemblies to raise awareness of anti-bullying
- Awareness of hot spot areas around school with close monitoring and strategies put in place
- Involvement in anti-bullying week.

Reporting, recording, monitoring and evaluation

- All incidents of bullying should be reported to a member of staff
- Correct procedures should be followed (see action taken sections)
- Paper copies of statements and action taken to be stored in student's file
- Student(s) files to be marked to identify victim and bully
- Written records to be kept for SEVEN YEARS
- School based monitoring through feedback from Student Welfare Managers and SIMS reports to identify students who are repeatedly involved as either victim or bully
- Use of school council to evaluate and review effectiveness of anti-bullying policy when required – 'Student Action Group' formed to carry out student lead initiatives
- Anti-bullying policy to be reviewed every year

Anti-bullying training

- All existing members of staff will receive annual 'awareness raising' of anti-bullying procedures through staff training day in September of each new school year
- New members of staff will receive training re school anti-bullying procedures as part of behaviour policy