



Behaviour and Anti-Bullying Policy 2021-2022

**To be read in conjunction with
Lister's Staff Handbook for
Behaviour**

| | |
|------------------------------------|---------------------|
| Leadership Team Responsibility: | Jaskaran Kaur Johal |
| Version Date: | October 2021 |
| Updates: | |
| Presented to Local Governing Body: | December 2021 |
| Review Date: | October 2022 |



1. Introduction

Aim of the policy

2. Uniform and personal appearance

3. Classroom Management

Praise, Warning, Concern (PWC)

4. Detentions

5. 'On Call'

6. Safety around the school

7. Peer on Peer harassment or abuse

8. Maintaining the good reputation of the school

9. Permanent Exclusion, Fixed Term Exclusion and Internal Exclusion

10. Tracking Behaviour

11. Students on report to tutors

12. Pupils on report in subject areas

13. Safeguarding and Behaviour Support

14. The Early Help Process

15. Rewards

Lister Character Award

16. Anti-Bullying Policy

Definition

Cyberbullying

Key Staff and Responsibilities

Working with the School Community

Preventing Bullying

Identifying and Responding to Bullying

Appendices

Appendix One: Use of Positive Handling and Restraint

Appendix Two: Confiscation and Searches

Appendix Three: Pastoral Care for Staff accused of Misconduct

Appendix Four: Mobile Phones and other electronic equipment

Appendix Five: Directed Placements to Alternative Provision

Appendix Six: Voluntary Seclusion of Pupils with SEND

Appendix Seven: List of praises and concerns

(n.b. this list is not exhaustive and may be amended during the school year)

Appendix Eight- Tips for using PWC in the Classroom

Appendix Nine - Restorative practice

Restorative practice at Lister Community School

Appendix Ten - Pupil Code of Conduct

Pupil Code of Conduct

1. Introduction

Lister Community School seeks to provide the highest possible standard of education for all our pupils and to provide a world class education for young people in Newham. In order to achieve this, we attach the highest importance to ensuring a safe environment and the safety of all members of the school community. This policy should be read in conjunction with the Safeguarding Policy and the Staff Handbook for Behaviour.

Lister Community School is committed to creating a calm and orderly environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct by adhering to the three core values:

- 1. always aiming for excellence;**
- 2. treating others with kindness, politeness and consideration;**
- 3. accepting responsibility for their own conduct and not making excuses.**

Aim of the policy

- To create a culture of exceptionally good behaviour:
 - for learning,
 - for the community
 - for life
- To recognise, **reward and celebrate** good conduct.
- To ensure that all pupils are treated fairly and **consistently**.
- To help pupils take responsibility for their behaviour and be responsible for the consequences of it.

Behaviour is always a form of communication. Understanding that children are communicating through their behaviour gives adults the opportunity to respond differently. When children feel valued, respected and have their needs met, they are more able to recognise the needs of others, and there is no longer a reason to use challenging behaviour to communicate.

2. Uniform and personal appearance

The uniform guidelines will be reinforced consistently:

- Non-uniform items will be confiscated, and the school cannot take responsibility if items are mislaid during the period of confiscation.
- Pupils who are not in uniform will work in isolation from other students.

The school discourages pupils from wearing any makeup. However if makeup is worn it should be discreet and minimal. Fake and acrylic nails are NOT permitted, pupils who have these will be told to remove them as they pose a health and safety risk. Fake eyelashes are NOT permitted. **Only small sleeper or stud earrings are allowed, no other jewellery should be visible.**

Coats should be black and not worn in the building.

- Bags should be black and of appropriate size to carry the correct school equipment.
- Hoodies, body warmers and hats must not be worn anywhere on the school site.

If items of jewellery or makeup are deemed inappropriate, pupils will be asked to remove them and they will be confiscated.

If items of clothing are worn in breach of the school uniform expectations, or, coats are worn inside the building, pupils will be asked to remove them and they will be confiscated.

Items will be confiscated until the Friday of that week up until 3pm. Students can collect the items after school from the house office.



School Uniform

Blazer

School Blazer with House Colours worn at all times in the school building. Removed with permission from class teacher during lessons.

Tie

House Coloured Tie, long enough to reach the top of school trousers or shirt with a thin knot.

Hijab (if worn)

Plain black.

Shirt

Plain white, tucked in, all buttons done up. A short sleeved shirt can be worn in summer.

Jumper

Option plain black V-neck jumper with Lister Logo.



Trousers

Black tailored trousers (with plain black belt if required.)

Skirt

Black tailored skirt, knee length or longer.

Shoes

Plain black shoes with black laces. No coloured laces or stitching or plimsolls.

Outdoor Clothing

Coats and other outdoor clothing to be worn outside only. Black woollen hats can be worn outdoor.

Jewellery and Make-Up

Only small plain studs or sleepers may be worn by those with pierced ears. No other jewellery at all. Make-up should be minimal and discreet. No nail varnish.

Uniform Code for PE:

- White polo shirt (boys & girls) [with or without school logo]
- Plain, black shorts (boys & girls) or plain, black tracksuit bottoms (girls only)
- *OPTIONAL (in cold weather):* House-coloured rugby shirt (boys) or black fleece (girls)
- Hoodies are NOT to be worn at any time whilst on the school site

There is a strict **NO JEWELLERY** requirement in **ALL** PE/Dance lessons and extra-curricular activities at Lister Community School. Students are therefore advised not to wear jewellery on days where they have a PE/Dance lesson, or a PE/Dance-related extra-curricular activity.

For health and safety reasons, any student without a proper PE kit, or who refuses to remove item/s of jewellery will not be permitted to participate in their PE/Dance lesson or activity.

3. Classroom Management

Praise, Warning, Concern (PWC)

Staff should ensure that they use the Praise, Warning, Concern - assertive behaviour system in every lesson. **Consistency** is key and matters to students.

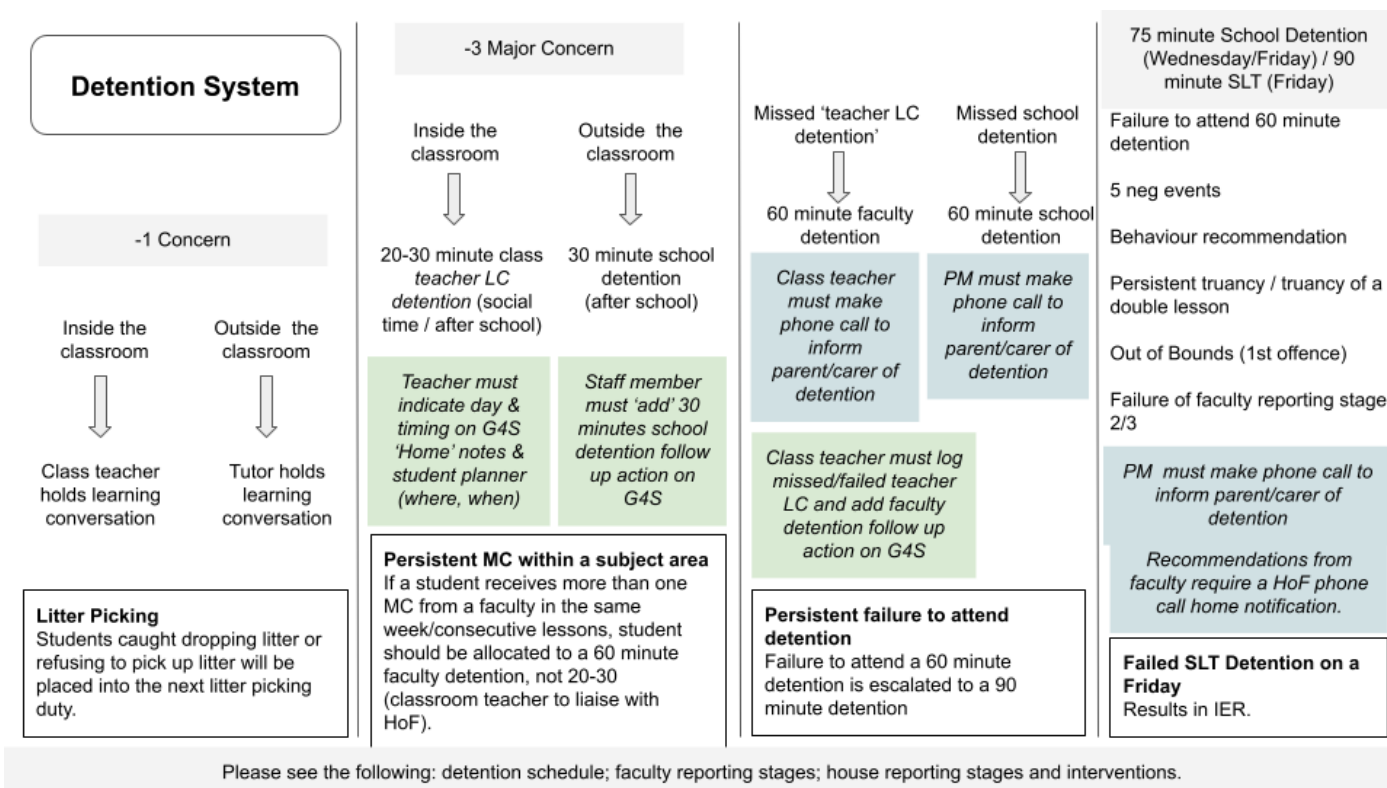
- The letters PWC should be on display and pupils' names added under the appropriate column to indicate whether a pupil has earned praise, been given a warning or put on concern.
- Staff should praise visibly and sincerely. Use praise before warnings and ensure that all students are aware of what is expected of them. PWC is important in recognising behavioural norms and reinforcing positive behaviour is just as important as sanctioning negative behaviour. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hard working pupils.
- Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.
- Teaching Staff can find support with their behaviour for learning in a range of places including:
 - Line manager meetings
 - Behaviour for learning toolkits
 - Pastoral manager lesson support
 - Behaviour for learning coaching
 - External CPD as directed by the Assistant Headteacher responsible for behaviour
- Staff will find further guidance on behaviour for learning and for working safely with students in the below government guidance.
 - <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>
 - [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2019](#) (updated from the 2015 Document)

4. Detentions

Faculty detentions run weekly alongside the 'School Detentions' that run everyday. Detentions should be used fairly and only when a student has failed to follow the rules stated in the behaviour policy. When a detention is given by a class teacher contact should be made with the parent/carer of that child to explain why the detention has been given and ask for support in addressing and resolving the issue that lead to the sanction having to be given.

- Notification for 20-30 minute detentions will happen via Go4Schools 'Home Notes' and indicated in the student planner. A detention of up to 30 minutes can be given on the day.
- Notifications for 60 or 90 minutes detentions will always happen personally over the phone or in person and be indicated on Go4Schools.

Outlines of all detentions can be found overleaf.



5. 'On Call'

Teachers and faculties are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'On Call' system if required. All faculties will have systems in place for the supervision of pupils who are removed from a lesson. If a pupil has to be removed from a lesson the class teacher and the Head of Department must decide on an appropriate course of action together and share this with the pupil before the next lesson. **'On-call' should only be called when faculty systems are not adequate to manage the misbehaviour.** Eg the pupil is refusing repeated requests to leave the lesson;

the pupil leaves but runs off; the pupil refuses to work with another teacher; the pupil is generally beyond verbal control. If 'on-call' is used the HoF must be notified and an appropriate sanction must be decided and shared with the pupil.

Additional points to consider:

1. Staff must balance the desire to support pupils and encourage them to remain in the lesson with a clear understanding that all pupils have the right to learn, and that no pupil has the right to disrupt others' learning.
2. **Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**
3. Whilst faculties should lead on dealing with poor behaviour in their areas, it is acknowledged that there are times when a pupil has particular difficulties. This means that they require additional support to improve their behaviour and conform to the expected standards. When a pupil displays continuous disruptive behaviour, it may mean that they are experiencing behavioural, social, emotional or other difficulties that might impede self discipline and effective learning. Concerns about these pupils should be raised with the Pupil's Head of House/ Pastoral Manager who will follow the referral process for such pupils and discuss additional interventions.

6. Safety around the school

To ensure the safety of all members of the Lister community high expectations must also apply with regard to movement around the corridors and in the playground. Unacceptable behaviour includes:

- breaking the school's "No Hands Rule";
- running in areas other than the MUGA;
- eating and drinking in areas other than the seated eating areas ;
- excessive noise;
- being impolite and/or failing to follow instructions the first time.

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of **all staff** at all times to challenge unacceptable behaviour.

7. Peer on Peer harassment or abuse

At Lister Community School we believe that all children have a right to attend school and learn in a safe environment. As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying). Children should be free from harm by adults in the school and other students; this includes a zero tolerance approach to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual assault and sexual harassment such as;
 - unwanted touching,
 - pressuring others to engage in sexual activity and/or to provide sexual imagery,
 - unwanted or inappropriate sexual comments including sexist name-calling,
 - being photographed or videoed without knowledge and/or consent,
 - circulating photographs or videos without knowledge and/or consent,
 - sexting (also known as youth produced sexual imagery);
- gender-based violence; and,
- initiation-type violence and rituals.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Leads or Child Protection Officers (Ruthana Christofides, Deborah Hegan, and Carla Colquhoun).

Young people are not always able to articulate that they feel uncomfortable with others touching them. At Lister School we recognise that this can be a difficult issue for pupils and therefore take the decision out of the pupils hands. Any touching of another pupil is not allowed and all pupils should follow the 'no hands rule'. This is to ensure that pupils are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.

Bullying and intimidating behaviour in all its forms is unacceptable and does not adhere to the key values of treating others with kindness, politeness and consideration. If cyberbullying takes place outside of the school gates the school will treat the matter in the same way as any behaviour that occurs on the school site.

- If an allegation is made then we will support the victims of peer on peer abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by:
 - if appropriate, removing the alleged perpetrator from any classes they share with the victim;
 - considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school;
 - providing support in the form of counselling, mentoring or a 'safe space' if requested.

- These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person - please refer to the Child Protection and Safeguarding policy for more details.

- Staff will find further useful guidance in the policies below.

[Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](#)

[Sexual violence and sexual harassment between children in schools and colleges - May 2018](#)

8. Maintaining the good reputation of the school

Pupils on their way to or from school or on school trips have an additional responsibility to ensure that their behaviour does not bring the school into disrepute. By bringing the school into disrepute the pupil impacts on the rest of the school community.

All pupils at Lister Community School are bound by the expectations of the school whilst:

- they are wearing the school uniform;
- when they are taking part in any school-organised or school related activity;
- are in some way identifiable as a pupil at the school;
- are taking actions which affect students in the school community.

The school will apply behaviour sanctions where a pupil is found to have breached the behaviour expectations if any of the above apply.

There may also be occasions when the above does not apply but the pupils actions:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- could adversely affect the reputations of the school.

If a student is found to be involved in such an incident the school will also apply behaviour sanctions up to and including permanent exclusion from the school.

9. Permanent Exclusion, Fixed Term Exclusion and Internal Exclusion

Fixed Term Exclusion and Internal Exclusion are serious sanctions applied in different cases. Internal exclusion is a serious alternative to Fixed Term Exclusion.

Internal Exclusion is used where a student:

- puts members of the school community at risk;
- disrupts the good order of the school;
- fails to meet the standards set out in the schools behaviour policy and it is necessary for safety or for the good order of the school to remove them from general circulation for a period of time or until sufficient interventions can be put into place to help prevent further incident.

FTE is used where:

- a pupil fails IER - the pupil will need to complete IER on return from external exclusion;
- incidents that require a more formal record such as weapons, injury caused to staff, illegal substances;
- there is a particular reason why a pupil will respond better to FTE than IER;
- it is necessary for the health and safety or good order of the school to remove a pupil from the school site immediately.

Occasionally directed placements at an off-site provision may be used as:

- a respite placement for pupils at risk of exclusion after discussion at the 'Pastoral Panel';
- an alternative to internal exclusion where an offsite sanction is preferable;
- a day 6 provision for pupils that have an FTE.

There are some situations where Permanent Exclusion is unavoidable and in these cases all relevant people, including the borough will be informed on the day the decision is made by the headteacher.

10. Tracking Behaviour

At Lister, behaviour is tracked through the use of the school's behaviour tracking system (G4Schools) upon which all members of staff are able to log behaviour - both positive and negative.

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- the school is able to monitor more effectively patterns of behaviour by individual pupils and across the school, thus enabling more effective intervention;
- parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

11. Students on report to tutors

A pupil may be placed on tutor report for one or more of the following:

- concerns expressed in a number of subject areas (via G4S / incident reports / discussion with staff);
- concerns about underachievement;
- concerns about bullying or anti-social behaviour etc;
- truancy;
- frequent lateness (to school or lessons).

Failure to achieve the targets set on the tutor report could lead to: contact with home, appropriate sanction such as the setting of detentions or going on report to pastoral managers / senior staff.

The hierarchy of pastoral reports pupils may be placed on follows the sequence below:

- Tutor Report
- Pastoral Manager Report (if behaviour)
- Head of House (if academic)
- Assistant Headteacher

12. Pupils on report in subject areas

If there are concerns about a pupil in a specific lesson or subject area, the pupil may be placed on a subject report with specific targets for that subject.

Heads of Department / Faculty should be informed and support this process. Tutors should be informed. Parents should be contacted and informed of this by subject staff.

If the problem continues the matter should be referred to the Head of Department / Head of Faculty. Tutors and Pastoral Managers should be kept informed.

13. Safeguarding and Behaviour Support

When a pupil displays continuous disruptive behaviour, it may mean that they are experiencing behavioural, social, emotional or other difficulties that might impede self discipline and effective learning. We believe that the most effective way to manage behaviour is to praise and reward good behaviour. However, we recognise that there are times when further intervention is required.

The pupils who may be experiencing difficulties are referred to the 'Pastoral Panel' via their house teams where their needs are tracked, monitored and discussed and appropriate interventions are put in place.

These may include:

- referral to groups run by the SSC;
- referral to the SSC for a respite placement;



- behaviour support plan (internal);
- referral to Learning Support and the SENCo;
- in school counselling service provided by PPlace2B and Place2talk.

It may be appropriate to consider multi-agency referrals such as a referral to:

- children's social care if there is reason to believe that the behaviour of a child is an indication of abuse or harm;
- an Educational Psychologist;
- a internal Pastoral Support Plan (PSP);
- CAMHS or CFCS.

Please see the school's Safeguarding policy for further details.

14. The Early Help Process

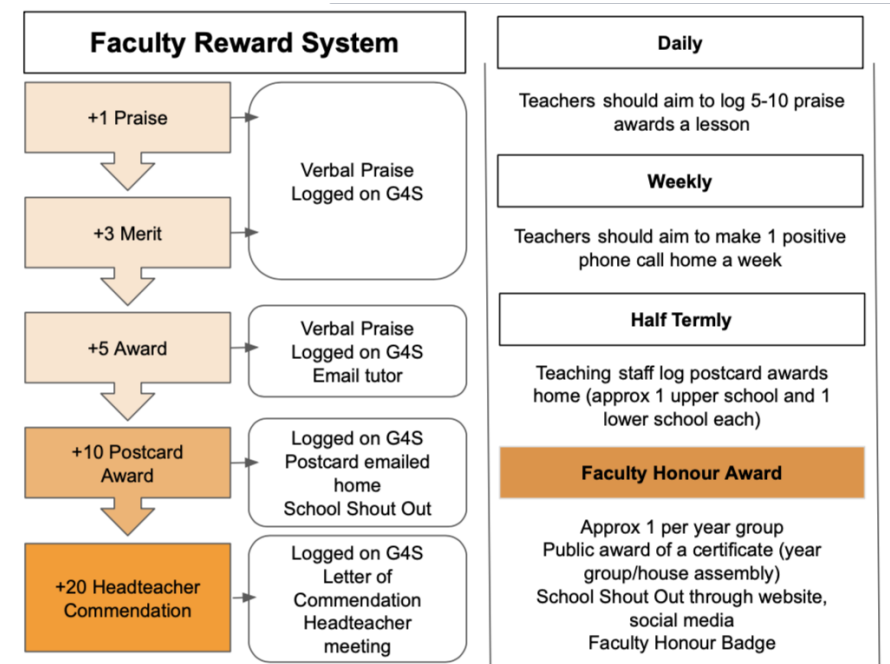
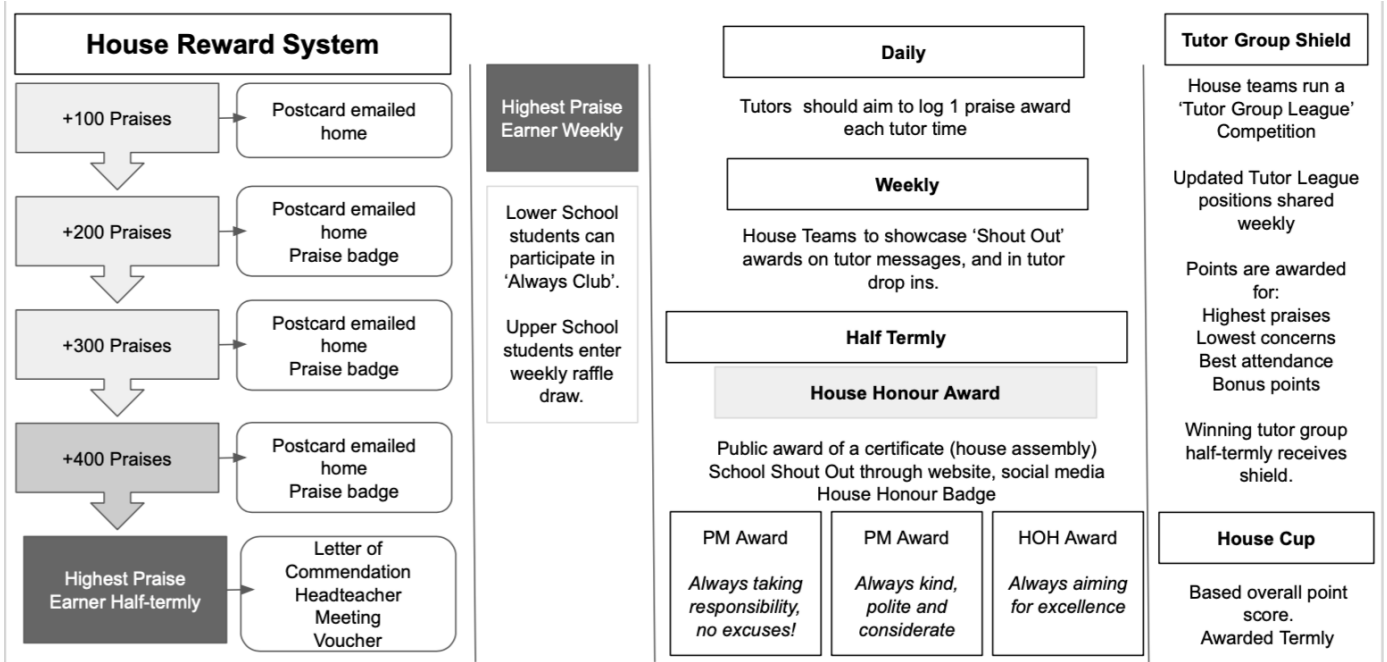
Where appropriate Pastoral Managers will instigate an Early Help process and maintain an Early Help Record to ensure that there is a plan for working with and supporting a family to improve the circumstances for a young person. An Early Help Record would be reviewed regularly and escalated if there are no or limited improvements.

15. Rewards

House and Faculty Rewards

The House system encourages this through:

- all behaviour points, merits and commendations generating house points for the relevant house;
- excellent pupil attendance generating house points for the relevant house;
- inter-house competitions generating house points.



Lister Character Award

At Lister, we not only recognise academic efforts but also encourage students to become an empathetic, resilient, autonomous and innovative member of our society.

Throughout the year, we will provide students with plentiful opportunities to participate in learning beyond the classroom through a variety of enrichment activities. Active engagement in these opportunities will support in developing character traits reflective of a good leader in society.

Throughout the year, pupils who have met key character milestones will have the opportunity to acquire either a bronze, silver or gold award half termly.

To achieve this award, students must meet certain expectations in the following areas:

1. Attendance and Punctuality
2. Behaviour Points
3. Participation in Competitions and Clubs
4. Participation in Citizenship
5. Personal Skills Development

Parents/carers are able to track their child's progress via the Character Award pages in the green sections in their planner and on Go4Schools.

All rewards will be recorded on Go4 Schools and these will be used to identify pupils eligible for the Lister Character Award. Pupil progress towards the Character Award is reviewed and updated by tutors half-termly.

Staff should refer to the separate guidance document.

16. Anti-Bullying Policy

All members of the Lister School Community have the right to learn and work in an environment where they are treated with respect and are free from fear and intimidation. Bullying is damaging and unacceptable. Bullying damages self esteem and confidence and can impair a child's academic achievement. Bullying can have long term consequences for the victim, and can contribute to a negative atmosphere in the school which affects other pupils as well as the victim.

Lister Community School will take all possible steps as laid out in this policy to reduce and eradicate instances of bullying and also to empower all stakeholders to take action in order to rebuild and counteract the impact of bullying on the victim.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying

having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Bullying can happen to anyone.

Specific types of bullying include:

- bullying related to race, colour, nationality (including citizenship) or ethnic or national origin
- bullying related to learning difficulties or disability
- bullying related to sexual orientation (homophobic bullying)
- sexist or sexual bullying
- transphobic bullying
- bullying related to appearance or health conditions.

Cyberbullying

1. Cyberbullying is when someone uses technology (such as the internet or a mobile phone) to bully others. Being a victim of cyberbullying can be very distressing for a young person as most of the time they don't know who is bullying them. Cyberbullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site. The bullying may also happen 24/7 and the victim is often targeted even when they are in the comfort of their own home. Images and text messages can be circulated very quickly and widely on the internet which makes it very hard to combat cyberbullying.
2. Bullying is not new, but some features of cyberbullying are different from other forms of bullying.
 - a. Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
 - b. The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
 - c. People who cyberbully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

- d. The profile of the bully and target. Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to bullying; for example, by passing on a humiliating image.
- e. Some instances of cyberbullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example, saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
- f. Many cyberbullying incidents can themselves act as evidence. This is one of the reasons why it's important to know how to respond.

Key Staff and Responsibilities

There are several post-holders across the school who contribute directly or indirectly to the prevention and eradication of bullying within Lister Community School:

- **Assistant Headteacher for Behaviour** coordinates all Anti-Bullying work across the school including the use of restorative practice.
- **House Leadership Teams** - investigate, sanction and complete restorative work for all incidents of bullying.
- **The Pastoral Manager with whole-school responsibility for the Anti-Bullying Student Ambassadors** - coordinates pupils in leading restorative practice in their Houses and promoting an anti-bullying ethos through House assemblies and campaigns.
- **Student Anti-Bullying Ambassadors** - provide peer support, lead restorative practice, and promote an anti-bullying ethos across their House.
- **The Head of RSHE** - responsible for the Anti-Bullying message within the curriculum
- **The Leader of Whole-School SMSC** - Ensures that pupils regularly reflect on the rights and responsibilities of all members of the community and the importance of tolerance and treating all members of the community with kindness, respect and consideration.
- **The E-Safety lead** - ensures that pupils are made aware of how to keep themselves safe online and the effects of cyberbullying.
- **All members of staff** - are responsible for identifying and reporting suspected cases of bullying. All staff are also responsible for challenging unacceptable language and
- **School Governors and the Headteacher** - are responsible for monitoring and review of this policy.

Working with the School Community

Lister Community School:

- discusses, monitors and reviews our anti-bullying policy on a regular basis involving all stakeholders.
- ensures that all staff understand the impact that bullying can have, can identify bullying, are aware of what to do when bullying is suspected or reported.
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensures that parents/carers know who to contact at school about bullying-related issues and are able to access independent advice.
- reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints.
- seeks to learn from good anti-bullying practice elsewhere.

Preventing Bullying

Lister Community School:

- recognises that bullying often happens because of perceived or actual differences and can be motivated by prejudice.
- recognises that cyberbullying has some features that are different to other forms of bullying and consequently needs to be treated differently.
- uses curriculum, RSHE and assemblies opportunities to raise awareness of bullying relating issues.
- actively provides systematic opportunities to develop pupils' social and emotional skills including their self esteem and resilience.
- involves pupils in anti-bullying campaigns in schools.
- publicises the details of helplines and websites.
- creates "safe spaces" for vulnerable young people.
- ensures pupils know how to express worries and anxieties about bullying.
- has a peer support programme that pupils can access if they feel they are being bullied.
- seeks to systematically collect the views of pupils and parents in order to evaluate and improve anti-bullying practice.



- records all incidents of bullying including specific types and means of bullying in order to evaluate and improve anti-bullying practice.
- ensures that pupils and staff know how to identify and deal with cyberbullying in its own right.

Identifying and Responding to Bullying

Lister Community School:

- will ensure that all reported cases are fully investigated and sanctioned.
- will ensure that pupils who experience bullying: feel heard; know how to access support; feel confident in the school's ability to deal with the bullying; have steps taken to make them feel safe and rebuild confidence and self esteem.
- will ensure that pupils who engage in bullying behaviour are sanctioned or held to account using restorative means for the harm they have caused and supported to learn to behave in ways that do not cause similar harm in the future.
- will ensure that bystanders and supporters are aware that the behaviour they have witnessed is thoroughly unacceptable and will not be tolerated.

Appendices

Appendix One: Use of Positive Handling and Restraint

At Lister Community School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- physical intervention should be used only as a last resort when other appropriate strategies have failed;
- any physical contact should be only the minimum required;
- physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- incidents must be recorded and reported to the Head teacher as soon as possible;
- parents/carers will be informed on the day of each incident.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others;
- committing an offence;
- damaging property;
- prejudicing the maintenance of good order & discipline.

Our approach

At Lister Community School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Lister's Staff Handbook for Behaviour contains clear guidance for staff on positive interactions with young people. Please ensure that you have read through this guidance and raised any queries or questions you have with your line manager or the Assistant Headteacher for Behaviour, Jaskaran Johal.

Key Legal References

- 'Reducing the need for restraint and restrictive intervention' - HM Government 27th June 2019.

The NEU also produces a guidance document called Education, The Law and You, which provides a helpful summative overview.

Appendix Two: Confiscation and Searches

This section of the policy has been written with reference to the Government guidance on Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018

Screening

Lister Community School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' pupils as they arrive at school. This might involve pupils walking through a metal detector (arch) or being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of pupils and parents is not required and is part of the School's statutory power to manage the safety of staff, pupils and visitors. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

Searching with Consent

There are occasions when schools must use their power to search, screen or confiscate items from pupils in order to ensure the safety of all members of the school community and to maintain school discipline and good order. At Lister Community School school staff are permitted to search a pupil for **any** item **if the pupil agrees**. However, if a pupil does not agree they may receive a sanction for non-cooperation.

Searching without Consent

There will be rare occasions the Headteacher (or a member of staff authorised by the Headteacher) decide to search a pupil if they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession.

At Lister Community School searches without consent should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteachers. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

However, it should be noted that the Headteacher will **always** authorise a 'search without consent' if there are reasonable grounds to suspect that a pupil has an item in their possession which **endangers themselves or other members of the community**. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. At Lister Community School staff may also search a pupil's locker for any of the prohibited items, even without their consent. When conducting a search the staff members will adhere to the government guidance: [Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018](#)

Prohibited items are as follows:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to the property of any person (including the pupil).

Additionally, Lister Community School bans the following items and identifies these as items which may be searched for:

- E-cigarettes or vaporizers
- Steel combs
- Mobile phones or electronic devices which may contain content of malicious communication or content that has been used to bully, intimidate or humiliate others, or places a young person at risk of harm.

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- confiscate the device as evidence and to prohibit further use;
- take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police);
- delete the malicious content from the device, if they believe there is good reason for doing so, and return it to the pupil.

Appendix Three: Pastoral Care for Staff accused of Misconduct

All members of staff are expected to treat pupils with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. If there is a concern that the member of staff may have:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children;

then a referral will be made to the LADO (Newham - Local Authority Designated Officer) and any investigation will follow guidance from them. A designated member of staff will make contact with the member of staff to check on their welfare, throughout any resulting investigations or suspensions.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Headteacher about what further action may be appropriate. In relation to the student, exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Appendix Four: Mobile Phones and other electronic equipment

Mobile phones are a part of everyday life, but can cause problems in school – they may be stolen, they may be used as a way to bully people, and they may be a distraction. If a pupil brings their phone to school **it must be switched off all day and kept safely out of sight.**

If a member of staff sees a pupil using a phone on the school site, or if their phone causes a distraction, e.g. by ringing inside their bag, they will be asked to hand it over. **It must then be handed over straight away without argument.** Confiscated phones must be handed to the Lead Pastoral Manager. Phones may only be collected from the School Reception from 3.00pm to 4.00pm by a parent/carer on an agreed day of collection. Phones cannot be collected on the same day that they are confiscated.

If a student fails to handover their phone in a lesson please inform 'oncall' by emailing oncall@lister.newham.sch.uk.

If a student fails to handover their phone at any other point during the day i.e. corridor, playground etc please email behaviour@lister.newham.sch.uk and cc in that pupil's Pastoral Manager. If you are unsure of the name of the pupil please include a full description.

Other portable electronic devices will be treated in the same way and will be confiscated if staff members see them in school or, if they cause a distraction. Portable electronic devices include:

- iPods,
- gaming devices,
- headphones, and
- smartwatches.

If a pupil's phone is confiscated and a parent needs to contact the pupil during the school day, they may do so by calling the Reception and a message will be passed. If a pupil needs to call home the pupil should ask permission from the student reception.

Appendix Five: Directed Placements to Alternative Provision

Directed Placements

The school may from time to time use the powers outlined in the [DFE Statutory Guidance of January 2013 "Alternative Provision"](#) (last updated June 2016) to direct a pupil to off-site provision for the purpose of improving their behaviour. Exercise of this power is delegated to the Headteacher. Where this power

is exercised, the school will inform the parents of the reasons why the decision has been taken. Wherever possible the school will meet with the parents before the beginning of the placement, although it should be noted that parental consent is not an absolute requirement for such placements. Parents will also be informed of the outcomes of reviews of the effectiveness of the placement which will take place after no more than six weeks attendance at the placement, and no less regularly than every eight school weeks after that. Although the decision to direct a pupil offsite may be triggered by a serious incident and may follow a sanction, the placement itself is not a sanction, but a measure taken to support a change in patterns of behaviour.

The school will work with the Alternative Provision provider to ensure that the pupil is able to access a good quality of education during the placement. During the placement the pupil remains on the roll of the school, and is subject to the same expectations on behaviour and attendance as other pupils. The length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

The relevant committee of the Governing Body will receive a summary report at least once per term of the number of such placements, where the pupils have been placed, or whether any reviews have taken place, and of the outcomes of such reviews.

If parents have concerns about the placement they may request a meeting with the Governing Body. Such a meeting will be arranged by the Chair of the relevant governing body committee, and will be held with at least two members of that committee, who will also receive information from the school and the alternative provision provider on the reasons for and the effectiveness of the placement. Such a meeting is only required by statutory guidance if there has not been a review within the previous ten weeks, but the Governing Body committee may use their discretion to hold such meetings if they feel they will help to clarify any concerns about the placement.

Appendix Six: Voluntary Seclusion of Pupils with SEND


Lister Community School does not use seclusion as a form of behaviour management or punishment. In extremely rare cases it may be necessary to provide a place for students with recognised SEND to 'cool down' or 'self regulate'. If this is the case, this will be explicitly mentioned in that child's behaviour plan and logged methodically every time the student requires this type of support.

If this is a recognised need the parents/carers of this child will be informed and a copy of the behaviour plan or individual education plan will be shared with them.

No student should ever be left unsupervised and must be in direct eyesight of a member of staff at all times through an open door. This is unless there has been a prior agreement with parents and child regarding the particular needs of a child to 'self regulate', and does not form part of a sanction but is a method that has been chosen by the child and family to regulate.

Appendix Seven: List of praises and concerns

(n.b. this list is not exhaustive and may be amended during the school year)



Praises List

| | |
|---------------------------------------|---|
| Praise (+1) | Aiming for excellence |
| | Being kind, polite and considerate |
| | Taking responsibility |
| Merit (+3) | Excellent quality work |
| | Representing the school in a positive way through good conduct |
| | Significantly improved attendance |
| Award (+5) | Exceptional piece of work involving sustained effort |
| | Exceptional representation of the school in a positive way through good conduct |
| | Meeting AR Target |
| House and Faculty Awards (+10) | Postcard (to be used for Excellent % Attendance, end of half-term House and Faculty Rewards: 'Outstanding achievement; Outstanding contribution to the life of the school') |
| Headteacher Commendation (+20) | Exceptional and outstanding achievement |
| Character Award (+1) | Club Participation |
| | Competition Entry |
| Character Award (+3) | Competition Entry |
| | Skills Demonstrated |
| Character Award (+5) | Citizenship |
| Character Award (+10) | Completed bonus challenge |



Concerns List

| Concern (-1) | MOVE | EQUIP | COND |
|---------------------|--|--|---|
| | Late to lesson | Missing item/s of equipment | Failure to follow staff instructions |
| | Failure to line up for lessons quietly | Failure to place equipment on desk | Repeated Interruption of Lesson |
| | Failing to pack up and leave the room in silence | No instrument | Breaking the 'No Hands Rule' |
| | Running, noisy or unsafe behaviour in corridor | WORK | Unkind remarks or conduct towards peers |
| | UNI | Missing HW | Swearing or other unacceptable language in or around school |
| | Missing item of uniform | Failure to keep your equipment/books in a good condition | COND |
| | Missing item of kit | Poor attitude to learning | Having electronic devices out in school |
| | Wearing inappropriate uniform | | Bringing banned food/drink into school |
| | | | Littering and/or having food outside of the canteen area |

GO 4 SCHOOLS **Concerns List**

| Concern (-3) | MOVE | EQUIP | COND |
|---------------------|--|--|--|
| | Late to school | Repeated failure to bring full equipment | Repeated failure to follow staff instructions |
| | Truancy either in or outside of school | Repeated no instrument | Major disruption to others' learning |
| | UNI | WORK | Serious rudeness to or disrespect towards staff/visitors |
| | Repeated missing item of uniform | Repeated failure to bring HW | Dangerous, aggressive or irresponsible behaviour |
| | Repeated missing item of kit | Breach of online learning protocols | Serious rudeness to or, unkind conduct towards peers |
| | Missing full PE kit | COND | LC/DET |
| | Littering | Missed/failed teacher/staff LC | |

| Excludable Concern (-5) | CONTRACT | |
|--------------------------------|------------------------------|--|
| | Breach of behaviour contract | |
| | Breach of travel plan | |

GO 4 SCHOOLS **Excludable Offences List**

| | | |
|---|--|--|
| Excludable (-10) | Refusal to hand over mobile phone or other electronic device | Aggressive, threatening behaviour or verbal abuse towards a pupil or member of staff |
| | Inappropriate use of social media or online technology | Fighting or arranging participation in a fight in or outside school |
| | Smoking in or near school site /using a smoking device | Any anti-social behaviour and/or bringing the school into disrepute |
| | In an out of bounds area | Any behaviour which puts members of the school community at risk |
| | Persistent truancy breaching health and | Inappropriate sexualised behaviour |
| | Racist, sexist, homophobic abuse or abuse to pupils with disability | Repetition or serious form of major concern behaviour or other breach of school expectations |
| Major Excludable (-20) NB Major Excludable can lead to sanctions up to and including permanent exclusion from school | Bringing a weapon into school or being in possession of a weapon/improvised weapon in school | Physical harassment of a pupil/ member of staff or making malicious/false allegations |
| | Using or being in possession of illegal/banned substances in or near school site | Sexual harassment of a pupil/ member of staff |
| | Arranging assault of a pupil/member of staff | Wilful and repeated transgression of protective measures put in place to protect public health |
| | Physical/ sexual assault of a pupil/member of staff | Repeated or extreme incidents of excludable behaviour |

Appendix Eight- Tips for using PWC in the Classroom

Remember!

Pupils are 11 times more likely to follow a positive instruction and reinforcement rather than a negative instruction. For example:

“Ok, we all need to listen to the next instruction, well done Asif for being ready and listening”

is far better than:

“Stop talking everyone. Asif, I said you need to stop talking”.

| | | |
|--|--|---|
| <p>1. Individual Instruction or reminder/nudge</p> | <p>Offer some pupils individual instruction if they are failing to follow whole class instruction. Privately remind the pupil of the expectations, if they are not yet following instructions. Remember to refer to the core values. Make them aware of their behaviour and give them more than one opportunity to do the right thing.</p> | |
| <p>2. Written Warning</p> | <p>Give a clear verbal caution to the pupil, making them aware of their behaviour and clearly outlining the consequences if they continue (it is best to have this conversation privately rather than in front of the whole class - but ensure that it is recorded on the board as a warning). The pupil has the choice to do the right thing so remind them of previous good conduct to prove that they can make good choices. Aim to decelerate and de-escalate where reasonable and possible and use your professional judgement to help keep things calm. You might decide the student needs a moment to cool down before you return for a more reasonable discussion.</p> | <p>Learning conversation</p> |
| <p>3. Time-out// Concern</p> | <p>Explain to the student calmly that you are giving them a concern and arrange a time for a learning conversation. This may be done at a quiet time in the lesson or after the lesson has finished. However, this learning conversation must be done in private. Please see separate guidance on how to conduct a learning conversation in the appendix.</p> <p>Time-outs are useful tools to give a student a chance to reflect and move on from the disruptive behaviour but, they should be no more than three minutes outside the classroom door.</p> | <p>Up to 20 minute private conversation outside lesson time that refers back to the learning characteristics.</p> |



| | | |
|--|--|--|
| | <p>Explain as privately as possible that they have a concern and what the consequences of this will be. Remind them of their choices to engage positively and remain in the lesson and get things back on track. Make it clear that if they have to be reminded again they will be given a major concern which involves a phone call home and a 30 minute faculty detention.</p> | |
|--|--|--|

Restorative approaches are based on four key features:

Appendix Nine -

Restorative practice

Restorative practice at Lister Community School

The Lister core values encourage all members of our school community to show mutual respect and to take responsibility for their actions. To support these aims, restorative practice shapes all sanctions and rewards in our behaviour policy. ‘The aim of restorative practice is to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.’¹ The principles that underpin our sanction policy at Lister are:

- **RESPECT:** for everyone by listening to other opinions and learning to value them;
- **RESPONSIBILITY:** taking responsibility for your own actions;
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated;
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Appendix Ten - Pupil Code of Conduct

At Lister Community School we recognise that good conduct is important for everyone to ensure a safe and positive environment. Our pupils are expected to follow the Pupil Code of Conduct to make our school a positive learning community. Our Code of Conduct is underpinned by our three core values and all elements of the code can be related to our values:

¹ Restorative Justice Council - ‘Restorative Justice 4 Schools’



Pupil Code of Conduct

Pupils at Lister will:

Always aim for excellence

- stay focused on learning in lessons;
- always approach learning with the character and skills outlined in the 'Lister Learning Characteristics';
- maintain the good reputation of the school and always be an ambassador for the school and our community.

Be kind, polite and considerate

- follow instructions from staff promptly and without argument;
- be polite to staff, visitors and other pupils - always treat others as they would wish to be treated;
- speak to others in an appropriate tone of voice;
- never use insulting, racist, sexist, homophobic language or language that discriminates against others;
- respect other people's privacy, family life, beliefs and opinions;
- do not touch other people's property without permission, and always treat their belongings with respect;
- take care of the school environment so that it is a pleasant place for all members of the school community;
- conduct themselves around the building in a safe and sensible manner;
- always walk safely and sensibly on the left in the corridors, making sure not to run or cause a disturbance;
- always follow the 'no-hands rule', this means no rushing, fighting, play-fighting or touching others in school;
- travel to and from school in an orderly and respectable manner and remember that they share the streets and public transport with other members of the community.

Take responsibility, no excuses!

- be punctual for school and for lessons;
- always bring the equipment appropriate for the lesson;
- hand in homework at the time requested;
- when they have made a mistake, accept responsibility, accept the consequences of their actions and try to make amends.



Above all else Lister Community Students will always behave in a way that will keep themselves and others safe: online; in school, in the community and at home.