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# FOJANGA ACADEMY

## ACHIEVING EXCELLENCE TOGETHER

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## Behaviour Management Policy

### **Mission Statement**

The mission of our behavioural management document at Fojanga Academy is to create a supportive and inclusive learning environment where each child's innovative mindset can thrive. Our document aims to foster positive behaviour, cultivate a love for learning, and ensure the well-being of all students. Through effective behavioural management strategies,

we seek to provide a safe and respectful atmosphere that encourages students to take responsibility for their actions, make positive choices, and develop essential social and emotional skills. We are committed to working in partnership with parents, teachers, and students to implement consistent and fair practices that promote a sense of belonging, mutual respect, and personal growth. At Fojanga Academy, we aspire to be the preferred school for parents and children, known for our excellent teaching and dedication to providing a fun, inspiring learning experience that sets the stage for lifelong success.

### **Aims of Behaviour Management through the School:**

In interpreting the aims, the School believes that high levels of academic achievement are integrally linked to high expectations of student discipline and behaviour. The procedures and practices put in place to achieve high standards must be supported by a sound philosophy. Every student has the right to:

- Feel safe
- Be happy
- Achieve up to and beyond their potential
- Grow in their knowledge of their faith
- Experience equality of opportunity
- Know that they have value and worth within the school community

### **The Policy aims to:-**

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying, discrimination, and harassment.
- Summarise the roles and responsibilities of different people in the school community concerning behaviour management
- Outline our reward and sanction system

### **Responsibilities**

All members of staff have a responsibility to ensure that excellent student behaviour is upheld in all areas of the School and when in contact with the local community. This forms an integral part of upholding the teachers' standards.

The Board of Governors and members of the PTA will also review this behaviour policy in conjunction with the principal and monitor the policy's effectiveness, holding the principal to account for its implementation.

The principal is responsible for reviewing this behaviour policy in conjunction with the Board of Governors and the PTA who approve this policy. The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents. In accepting a place at Fojanga Academy parents agree to uphold the expectations laid out in the Behaviour policy and Code of Conduct.

#### **Parents are expected to:**

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### **Expectations of the School Community**

Disruptive behaviour can be an indication of an unmet need. Fojanga Academy adopts a trauma-informed approach to investigate underlying reasons for the behaviours that are presented so that the underlying issues can be addressed.

#### **The School accepts that:**

- every member of the School community has the right to feel comfortable, safe, secure, equally valued and respected;
- every member of the academy has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;
- every student in the school has the right to equal access to a curriculum that meets their needs;
- learning is the entitlement and responsibility of every member of the School community;
- every member of the school academy has the responsibility to treat others with respect;
- the school adopts zero tolerance in cases of peer-on-peer abuse;
- we are a 'Telling School' without fear of recrimination.

### **Our Rewards and Sanction Systems**

#### **Rewards**

To help the school community and individuals within it to pursue excellence, success must be acknowledged, praised and celebrated.

Praise and reward can be acknowledged and celebrated in several ways, such as:

- Verbal praise
- Written comments on students' work
- Achievement points for good performance in class and out-of-class activities.
- Individual and Tutor group prizes
- Regular promotion of 'student success' in the parent & student newsletter, assemblies, and school website.

- Praise postcards home.
- Positive phone calls home.
- Motivational rewards to support students to always try their best.

Fojanga Academy operates where students can gain Achievement Points for excellent work, personal achievement or service to the school or the wider community. The Points are converted to certificates of achievement and rewards these are celebrated weekly, termly and annually.

### **Sanctions**

There are several ways in which a student may be asked to reflect and embrace discipline. Each incident is unique and any of the sanctions may be used in line with our category system on Page 20. The opportunities to reflect are usually provided in the following ways:

- A verbal reminder to correct behaviour
- An apology and/or community service ( for example picking up litter around the school/watering the school garden/helping organise the classroom after school etc)
- Removal of privileges
- Detention (Principal, Teacher, Head of Department) during School or after school.
- Monitoring on positive focus reports – these will start with the form tutor/class teacher and escalate upwards as per the referral system outlined.
- Removing students from a lesson to allow them to reflect on their behaviour without disrupting the learning of others further.
- Internal Exclusion – a student to be removed from lessons for a fixed period
- Fixed term Exclusion – to be sat externally in the family home
- Alternative provision
- managed move to another school
- Fair Access Panel
- Permanent Exclusion

None of the above should be seen as primarily punitive, rather they are implemented to assist the pupil to improve their behaviour so that they can be successful in everything they set their minds to do.

### **Zero-Tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

#### **The school’s response will be:**

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be issued in line with page 4:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### **Exclusion**

Fixed-term exclusions and permanent exclusions can only be sanctioned by the principal and only when other opportunities of supporting the student to embrace discipline have failed. There will be very rare exceptions to this when a single incident would warrant either a fixed-term exclusion or permanent exclusion. The school endeavours to use alternative approaches to exclusion before this in all cases in line with our trauma-informed approach. Although these occasions will be rare, they too have a positive purpose in supporting the expectation of good discipline and behaviour in the school.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, over some time
- Difficult to defend against

Different types of bullying have been outlined in the document. All incidents of bullying will be investigated, they can be reported to any member of staff or the principal.

Sanctions will be set as outlined on page 4. All incidents of bullying are recorded. The school works to support students in making positive future choices and utilises both internal and external support. Whole-school proactive strategies to prevent bullying. These include sharing assemblies, tutor time activities, positive displays and taking part in National anti-bullying activities.

### **Guidelines for Staff**

Affirmation and high expectations are important to students in their personal development and achievement in school. To this end, the rule should be "praise in conjunction with a balance of consequences". There must be a consistency of approach by all staff especially in routines in class, these are laid out clearly in the student expectations.

All staff should make themselves familiar with the school rules and pastoral procedures contained in this policy. Teachers should feel they have the support of senior colleagues in establishing discipline across the school.

There is a clear expectation that the teacher's direction will always be followed. If a student feels he or she has been unfairly treated they can speak to the teacher in private at the end of the lesson or at a mutually convenient time. Teachers should not refuse to meet with a student but this does not mean that the teacher has to change what has been decided originally, but may offer to do so. Students should respond positively to teachers recognising mutual issues.

All teachers have a responsibility for discipline outside of the classroom and any behaviour or actions which is against the spirit or discipline in the School should be challenged. If the teacher considers the incident or behaviour serious enough, it should be referred to the Heads of Department, Principal.

Members of staff should monitor students' uniforms, planners, and equipment and work daily to ensure that the expectations are followed. Students represent Fojanga Academy on their journey to and from school and are expected to behave in such a way as to promote the highest standards to members of the public. Students who bring the name of the school into disrepute will be dealt with and sanctioned according to the seriousness of each incident through school consequences/sanctions and procedures.

### **The Power to Search**

The Principal, and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items include knives, weapons, alcohol, illegal drugs, lighter, stolen items and other items that are not allowed on the school premises. In these cases, another adult is present during any search. School staff can also search students, with their consent, for any item which is banned by the School. In such circumstance the teacher request that students turn out their pockets, bag or locker and hand over any item that contravenes School policy.

### **Confiscation of inappropriate items**

The school has the power to confiscate property which is deemed to be inappropriate or unacceptable for students to have. The School has the right to determine when such items may be returned or if they will be disposed of.

The following items are NOT allowed; chewing gum, weapons or mock weapons, cigarettes, matches and lighters, alcohol, corrective fluid, explosives, aerosol sprays and illegal substances. When phones are within the school building they should be switched off, if confiscated they will be returned to the pupil's parents/carer as appropriate through student services.

### **School Code of Conduct**

At the root of Fojanga Academy's attitude to discipline and behaviour is a belief that good behaviour depends upon respect accorded to others and the school. Around the school, respect and good manners are due between staff and students. In the classroom, students are expected to abide by the wishes of the staff at all times. Outside the school, respect must be maintained towards members of the public. Respect for the school is indicated by maintaining our good reputation through thoughtful behaviour for example; on public transport, at bus/tram stops and in shops.



Respect for fellow students is also an aspect of behaviour that Fojanga Academy expects of its students. All students are entitled to the respect of their peers and an awareness of this should inform behaviour. Please see the code of conduct in which students and families will be held.

## **Off-site Behaviour**

***Behaviour in public:*** Including while on School educational visits; the journey from and to home; wearing a School uniform in public areas; public electronic communication; any behaviour which impacts the school's reputation or on any of its student's well-being in or out of School. All students are expected to uphold the good name and tradition of the School. Any action which damages the reputation of the School at any time or place is regarded as a serious breach of School discipline. The good name of the School greatly depends on behaviour on buses, trams, trains, at bus/tram stops, train stations, on the roads, in shops and even at home, if it impacts School behaviour (such as cyberbullying etc). These 9 misdemeanours will be taken very seriously and sanctioned accordingly in line with the school's behaviour policy.

***Uniform and appearance:*** The full uniform must be worn on the way to and from School and during the School day. Cleanliness and tidiness are expected at all times. The uniform is described fully in the Student Planner, this includes the school PE kit.

***Attitude to authority:*** Students should treat all members of the School community including their peers with respect and good manners at all times. Teachers' instructions should be followed in full about the classroom, playground or extra-curricular activities. If any student is a victim or becomes aware of any misconduct that breaches School Rules or bullying of anyone, they must tell a member of staff.

## **Community Code of Conduct/ Out of School**

While travelling to and from School students should be mindful of the following:

- While dressed in School uniform you represent Fojanga Academy. Wear it with pride in a tidy and appropriate manner. Wear full School uniform at all times (including school PE kit).
- Do not produce electronic devices such as mobile phones, headphones or iPods etc. These make students vulnerable to crime.
- Always walk in a safe and orderly fashion. Do not form large crowdly groups that appear to intimidate.
- Form calm queues at bus stations. Do not jostle or push when boarding public transport. Allow members of the public to board public transport first.
- Do not shout, scream or use any offensive language.
- Always act courteously, especially with members of the public.
- Do not loiter on pavements or outside shops. Make your way quietly and directly.
- Avoid "problem areas" where possible on the way home from school.
- Absolutely no physical contact, not even as a joke.
- Always be vigilant when crossing the roads – observe the Highway Safety Code at all times.
- You must report to the School any misbehaviour as soon as you can.

- Students who bring the good name of the School into disrepute by fighting or attending any unacceptable scene outside the School will be sanctioned severely. There is zero tolerance for these incidents. This applies to School visits, games, and related activities while wearing a uniform or if it is on the School's reputation on discipline on the well-being of any student. The principal may consider the involvement of the Police in these cases.

### **Playground Protocol**

The following is a list of some examples of practices; however, is not an exhaustive list, which must be observed in the playground:

- Lining up is undertaken in silence.
- Do not engage in boisterous or unruly games.
- Large crowds are forbidden to assemble.
- Keep the playground areas clean and tidy.
- No rushing around in large groups.
- No coin or gambling games.
- Objects must not be thrown at other students.
- Do not drop litter – use bins available.
- Avoid physical contact.
- No personal electronic devices to be used for example phones, headphones, etc.
- No name-calling, bullying, jeering or booing towards other students.
- Do not search or interfere with other students' coats or bags.
- To set off the fire alarm unnecessarily is a serious offence.

### **Property**

Students should take great care of their property and respect the property of others as well as school property. Valuables, including electronic devices and unnecessary large sums of money, must not be brought to school as they will be confiscated. Parents or guardians will be expected to recover such items.

Nothing of value should be left in bags or in pockets that are left unattended. If a valuable item is brought to school by mistake or if a valuable item is found it should be handed to a member of staff for safekeeping. Students may enquire at student service for lost property.

### **Equipment**

Every student is expected to provide the following basic item of equipment for each lesson:

- Black or blue ballpoint pen or fountain pen (and a spare). No gel pens can be used in classrooms.
- Colouring pencils or fine fibre tips.
- Scientific calculator.
- Pencils.
- Pencil eraser.
- Pencil sharpener.
- Ruler 30cm/12 inches.



- Protractor.
- Dictionary.
- Reading books.
- Notebook or Diary

Textbooks and specialised equipment will be issued on loan and students will be required to pay for any loss or damage to School property.

## **Uniform Policy**

Fojanga Academy expects all students to wear full school uniforms. Each pupil should wear the uniform with pride. The school endorses our uniform to promote status, consistency and the school identity.

The Fojanga Academy's uniform is distinct. We insist on all students wearing full uniform at all times including on their journeys to and from school. Parents or guardians are required to support the school in this matter. Staff will, regularly, check that uniform is worn correctly.

Uniforms must be fully labelled with the owner's name to avoid misunderstanding or confusion between the pupils when they exchange uniforms when they take them off either in the classroom or playground or during PE.

If any students arrive at school in non-school uniforms, they must see their teacher immediately.

The list of uniform, and uniform restrictions, are clearly stated in the Uniform Policy Document.

## **Monitoring and Evaluation**

Monitoring and evaluation will be conducted in the following ways:

- The School will keep records of incidents of bullying and strive to identify if patterns are emerging, for example, location within the School, times within the school day, etc. These details may be discussed by the staff members and acted upon.
- The school may take appropriate action to address any problems or patterns emerging
- The Behaviour Management Policy and Procedure will be amended accordingly each year.
- The Board of Governors may at any time evaluate this Policy and offer comments.
- Pupil surveys.

## **Summary of Procedures when Dealing with Breaches of school rules.**

Any breach of the school rules falls into one of the **three** Categories. The list below is not exhaustive, but staff should use it as a guide when deciding the Category for Breach of the school.

**Category 1 (Misdemeanours): Issued only after 2 warnings at the time of the incident.  
The 3<sup>rd</sup> point is the warning Behaviour Point**

- Purposely ignoring repeated instructions.
- Talking out of turn.
- Making silly noises.
- Moving out of their designated seat.
- Graffiti of diary or books.
- Throwing objects for example rulers, sharpeners, pencils and paper, etc.
- Persistent Low-Level disruption.
- Untidy uniform.
- Persistent lack of PE kit (pupils who cannot participate in PE are still expected to wear the kit and perform an alternative role within the lesson such as official/ coach etc.)
- Late to lessons on two separate occasions.
- Lack of equipment books on two occasions.
- Silly cussing or offensive language.
- Mobile phone visible or in use (confiscate to student services or reception for collection at the end of the day) running in the classroom, library or corridor.
- Answering back teacher (defiance or rudeness).
- Chewing gum or eating in a lesson

**Category 2 (Serous Misconduct): Warrants an interview with parents or guardian – immediate Behaviour Point**

- Total breakdown of lesson due to repetitive and/or serious challenge to teacher's authority.
- Physical contact that results in minor injury (or could do).
- Use of derogatory language to humiliate and intimidate.
- Graffiti of furniture and/or buildings and similar.
- Walking out of lesson without permission/Truancy.

**Category 3 (Highly Serious Misconduct) – Other Interventions or Exclusion**

- Swearing or bad-mouthing a member of staff.
- Bullying another student(s).
- Intentional discriminatory comments or actions for example sexist, racist or towards another religion etc.
- Proven theft of property.
- Smoking or drinking alcohol.
- Violent and intentional abuse which results in extreme physical contact or serious injury where First Aid is needed or hospitalisation is necessary.
- Carrying or displaying dangerous weapons or sharp objects which could cause harm.
- Intentional physical abuse or assault on staff.
- Initiating a fire.
- Abuse of dangerous chemicals or equipment.
- Illegal substance abuse.
- Behaviour on the journey to or from school that brings the good name of Fojanga Academy into disrepute. This includes behaviour on public transport, on roads and in shops.

- Walking out of school without permission.
- Verbal or physical harassment or abuse
- Verbal or physical sexual harassment or abuse.
- Malicious allegations

**Category 1** – Incurs a 15-minute detention during break or lunchtime only after a minimum of 2 warnings. No more than one should be set in any lesson, if there is a need for more the student is to be removed from class and contact with home is to be made.

The Incidents are correctly recorded in the records book leading to detention that afternoon or during the break. Teachers are to follow the detention systems. If a pupil gains persistent Category 1 Behaviour Points in the same lesson the teacher must follow the procedure to ensure a phone call home and parent meeting will be required. This may lead to behaviour referral for further intervention.

**Category 2** - Within lessons, the student is removed from class and taken by the Middle or Senior leader to the Intervention room to see the teacher on duty who will be in charge of the detention. The teacher follows the Referral System and sanctions are issued as appropriate. An action plan is developed and monitored, shared with both parent and student, this may include a positive focus report.

**Category 3** - The student is removed from class, or around the school, and immediately a member of SLT or staff on-call is contacted, and placed in the Intervention room. The teacher follows the Referral System. Exceptions can be made depending on each student. The student then attends all lessons except there may be a reason to keep them from those where the category was imposed until the interview and the reconciliation has taken place. Consequences are imposed at the interview in line with the behaviour policy, and the relevant member of the staff or the Principal writes up the outcomes in the 'Initiatives' section on SIMs. 'Restorative Justice' is sometimes needed between parties to ensure all involved can move on from the original incident.

## **Appendix 1 – Searching a Student A List of Items**

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Phones

- Headphones
- iPod
- Earphones
- Vaping items
- Fireworks
- Replica weapons

This is an example list which is not exhaustive.

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## **Appendix 2 – Uniform**

Fojanga Academy uniform is listed on the school website.

A standard of personal appearance is expected of all students at all times.

If any student arrives at school in a non-school uniform, they must see their teacher immediately.

**School Uniform:**

- Red Shirt or Blouse with logo
- Navy Blue Trousers
- Navy Blue skirts
- Navy Blues shorts
- Navy Blue Dresses
- Red Dresses
- Navy Blue or Red Blazer
- Navy Blue or Red cardigan or sweater with logo
- Black shoes with flat heels. ( No Trainer)
- White socks for girls
- Black or Grey socks for boys

**PE Kit:**

- White/ Yellow/ Grey/ Blue / Green Polo shirt
- White or Navy-Blue shorts or jogging bottoms
- Black Trainers with flat heels

**Equipment:** The following items need to be brought to school every day and are checked by form tutors

- Pencil case with pens, pencils, ruler, rubber and sharpener
- Maths equipment (no compasses) and scientific calculator
- Coloured pencils
- Dictionary
- Reading book
- Diary or Note Book

**Uniform Restrictions**

- Jackets, scarves and gloves may be worn outside the school building but must not be worn anywhere else
- Fashion belts or bandanas are not permitted. Hair bands should be plain black or white or red or dark blue.
- Socks and tights are not permitted to be worn together.
- Any other items of clothing are not permitted including hooded tops

We acknowledge that some faiths require females to wear headscarves or Hijabs the school prefer a plain colour like black or white. Hats should not be worn inside school buildings.

- Caps are not permitted.
- Jewellery of any kind is not permitted, apart from a small watch or studs.
- Coloured nail varnish or imitation nails are not permitted, nails should be short and neat
- Kilts must be worn on or below the knee
- Makeup is not allowed

- Shaven lines in hair or eyebrows and facial hair are not permitted.
- Piercings on the face, including the tongue are not permitted and earrings are not permitted to be worn.
- When specialist lessons require it for health and safety reasons students will be asked to tie their hair back if past collar length.
- Only prescription glasses are permitted in class.
- A reminder that mobile phones should not be visible. If they are seen they will be confiscated and returned at the end of the school day via reception. If this behaviour is repeated further sanctions will apply. Whilst mobile phones are allowed on site they should remain out of sight, and switched off, at all times.

### **Hair Colour**

Hair should only be one colour that is naturally grown by humans or a neat hairstyle. Any unnatural colours are not acceptable and will be counted as a breach of our uniform policy.

*In all matters of dress and appearance the Headteacher, is the arbiter of what is acceptable*

## **Appendix 3 – Anti-Bullying Guidance**

Bullying affects everyone in the school community and any form of bullying is abhorrent to the aims and ethos of the Fojanga Academy. Bullying is not inevitable and every step should be taken to eradicate it from the School.

### **Definition of Bullying**



Is defined as a behaviour that is:

- Repeated
- Intended to hurt either physically or emotionally
- Often aimed at certain groups for example because of race, religion, gender etc

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name-calling
- Cyberbullying – bullying via mobile or online ( for example email, social networks etc)

### **Who is Bullied?**

Anyone can be bullied – student, parent or guardian or a member of staff. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing, possessions, accent, and perceived inappropriate behaviour.

Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, racist, religious, or sexist.

People can be assigned or be a member of more than one group.

### **What is classist bullying?**

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the person but on his or her family and others perceived to be from the same group. The types of classist bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a classist way.
- Mocking clothing and belongings.
- Refusing to cooperate in work and play (refusing to sit next to someone).
- Cyberbullying – using electronic devices such as mobile phones, social networking sites, etc., to bully others.

### **What is Disablist bullying?**

People with special educational needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied both directly and indirectly, usually about their specific difficulties or disability. The types of disablist bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.

- Defacing of property.
- Graffiti.
- Inciting others to behave in a disablist way.
- Mockery of specific difficulty or disability.
- Mockery of a person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).

### **What is Racist and religious bullying?**

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts the person but on his or her family and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin. The types of racist and religious bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Pretending not to understand/using gibberish.
- Physical threats or attacks.
- Mockery of physical appearance.
- Wearing provocative badges or insignia.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a racist way.
- Mockery of a person's demeanour or way of speaking.
- Mockery of a person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).
- Mockery of dress, religious observance, and dietary habits.
- Mockery of the country of origin.

### **What is sexist bullying?**

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the person and on all men and women. The types of sexist bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Inappropriate and uninvited touching.
- Sexual assault.
- Display of pornographic material.
- Mockery of physical appearance.
- Wearing of provocative badges or insignia.
- Having sexist leaflets, comics or magazines.
- Sexual innuendo.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a sexist way.
- Mockery of a person's demeanour or way of speaking.

- Mockery of a person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).
- Mockery of clothing.
- Mockery of subject and career choice.

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident

## **Cyberbullying**

Cyberbullying is the use of cell phones, instant messaging, email, chatrooms or social networking sites such as Facebook, Instagram, WhatsApp and Twitter to harass, threaten or intimidate someone.

## **Prevention**

Students' behaviour is affected by the behaviour around them. Therefore, we expect members of the Fojanga Academy community to model respectful and courteous behaviour. In the promotion of the school's anti-bullying work, academic Curriculum areas and all School staff will reflect the School's Equal Opportunities Policy and practice in all their work.

The School will develop partnerships with external agencies such as multiagency personnel, local voluntary groups, theatre in education projects, victim support and the Police where appropriate, both to inform students, staff and parents or guardians of the issues and to offer them support. All areas of the School including toilets and playgrounds should be appropriately supervised.

Assemblies, particularly assemblies during Anti-Bullying Week, the School environment and displayed material should consistently reinforce the School's Equal Opportunity Policy and Anti-Bullying Policy.

## **Strategies used by the school – we are a “Telling School”**

The following is a list of strategies in place to counter anti-bullying:

- The School will give a high profile to its anti-bullying stance to staff, parents or guardians, students and the community.
- The School will encourage the ethos of a “Telling School”. There will be no room for the principle of “we do not tell on others”. All staff should swiftly and firmly address words such as ‘snake’ which attempt to reinforce this principle. It will be made clear that all members of the community have a responsibility to tell if they are being bullied or they have witnessed someone else being bullied or if they know of someone being bullied. Not to tell is to allow the bullying to continue. All staff will treat this area very sensitively and encourage a climate of telling by treating matters confidentially and supportively. Students who do tell should be affirmed and praised. Rewards are issued for responsible community behaviour.

- The School will always be vigilant in monitoring teaching materials which give a deficit or negative view of any group.
- The School will encourage an ethos of mutual respect for others and the value of one's own worth. This will be done through the Curriculum, Outdoor Learning, Extra Curriculum by encouraging students to discuss how they get on with other people and to form positive attitudes towards other people.
- The School will support all members of staff in identifying bullying and developing strategies to deal with it effectively. Incidents should be immediately referred to any staff member or the Principal.
- The School will treat bullying as a serious breach of School discipline and investigate each incident, effectively and according to its seriousness.
- Incidents and allegations brought to the School's attention will be investigated and recorded. Feedback will be provided to individuals who have made the allegations or complaints.
- All incidents of bullying are to be recorded on the School information system and their frequency and type are monitored by the staff member. This information will be used to inform the development of the School's anti-bullying work and where requested by a parent or guardian.

**The School will support the victims of bullying by:**

- ensuring that the person who has been bullied is seen immediately;
- taking the person's concerns seriously;
- allowing the person to speak with a teacher of his or her choice;
- informing parents or guardians;
- offering continued support;
- obtaining support (if necessary) from Schools Police Team
- applying Restorative Justice (where possible).

**The School will also support the person who has carried out the bullying by:**

- ensuring that the person who has carried out the bullying is seen and dealt with immediately;
- establishing what actually happened and the reasons why the person became involved;
- informing parents or guardians;
- continuing to work with the person in order to get rid of the prejudiced attitudes or behaviour traits as far as possible;
- taking whatever disciplinary measures deemed appropriate;
- offering support group work with those involved to tackle issues of the bully and the person being bullied (Multiagency Team);
- applying Restorative Justice (where possible)

The school will use the help of external agencies and personnel to work with the victim and the person who has carried out bullying where appropriate.

Although the school will never condone bullying, it is inherent in Fojanga Academy ethos that we should be looking towards forgiveness and reconciliation in the school between the

person who carried out the bullying and the victim. This will require courage from all sides and a firm purpose of amendment from the person who carried out the bullying.

In the rare cases when the person who carried out the bullying cannot or will not make a firm purpose of amendment and embrace discipline then the school will use the sanctions at its disposal including permanent exclusion.

Parents and guardians are very important and in particular, they have much to contribute. As part of the home-School contract, all should commit themselves to the principles included in this Policy. The School will discuss any incidents of bullying in which a student is involved either as a victim or perpetrator.

Parents or guardians must report any bullying incidents to any staff member. Bullying can be a crime, we may therefore choose to involve the Police where appropriate. The School will implement severe sanctions such as exclusion if students abuse the use of ICT, mobile phones, etc. to intimidate or embarrass another student. The Police will be informed in each case. The School operates zero tolerance in these instances.

All students are prohibited from communicating in a negative manner about any member of the School community on social networking sites including staff, students, volunteers, etc. An annual Internet Safety Week will be held at the School.

Internet safety is part of the School ICT Curriculum. From Year 3 students are taught how to use the Internet responsibly and safely. Students are also taught to report immediately to their teacher anything that causes them concern whilst using the Internet.

### **Guidelines for all members of staff**

As already stated, bullying takes many forms and much of it is done in a very covert way designed not to draw the attention of staff in the School. The following are some guidelines which may be useful:

- Although we are a “Telling School”, we must not assume that all bullying will come to our notice via the students.
- Look for the signs in students, for example, withdrawal; avoiding certain peers; alone in class or in the playground; “lost” equipment; damage to equipment or uniform; mood swings; work being tampered with; cuts or bruises which are suspicious and do not have any reasonable excuse; absence patterns; attention seeking; or evidence of cyberbullying of an individual on the Internet.
- If a member of staff suspects bullying, he or she should enquire about the student in a supportive yet confidential setting. The member of staff might wish to seek the support of the Inclusion team but remember to act immediately.
- Always treat allegations of bullying seriously and initiate action immediately. Any action taken should be recorded and passed on immediately to the Inclusion team.
- Never tell a student to ignore a situation, ignore someone or that an allegation is not serious. It takes great courage for a student to tell a teacher and he or she should be praised for doing so and supported by seeing the teacher act. If no action is taken then the student will learn not to tell as there is no point!

- Never assume that someone else is dealing with an incident which comes to your attention. It may be the case that it is already being dealt with but there is no harm in making sure by seeking outcomes. If you are not assured then advise a member of Staff or the Principal of your views.
- It is important to promote a positive climate within the classroom where students are encouraged to treat each other with dignity and respect and that the students will not tolerate bullying and will bring any incidents to the notice of the teacher.
- It is important to listen to student and to reassure the victim that there is nothing wrong with him or her and that being bullied is not his or her fault. Very often victims of bullying become very scared or self-conscious and look to change things about themselves such as by losing weight or hiding away in the hope that it will stop the bullying. It won't stop the bullying but the consequences could be very serious.

## **Appendix 4 – Code of Conduct**

### **Freedom to learn ,Freedom to teach**

- Treat all staff and students with respect and good manners.



- Attend school regularly and arrive on time
- Wear your school uniform correctly wherever you are.
- Come to school organised and with all the necessary equipment for the day.
- Only use language which is respectful and does not cause offence.
- Physical contact of any kind is not permitted.
- Take care of the school environment, not causing purposeful damage to school property.
- Do not wear make-up, nail varnish, false nails or jewellery.
- Mobile phones are allowed to be brought into school but must be switched off at all times.

If they are used or seen they will be confiscated until the end of the day. The school does not accept responsibility for the loss of any mobile phone.

- Ear buds or headphones are not allowed to be used on the school site with mobile phones.
- Chewing gum is not allowed.
- Cigarettes, vapes, lighters or any illegal substances are not allowed whilst wearing school uniform or on the school journey.
- Knives or any other item, which could be used as a weapon are not allowed.
- Follow the school's IT code of conduct respectfully and use online resources responsibly.
- Home learning including homework should always be completed on time and to the best of your ability.

**Inside and outside the classroom, the member of staff' word is final.**

**If any misunderstanding needs to be cleared up, the teacher may be approached respectfully at the end of the lesson.**

## **Appendix 5 – Expectations**

I will:

- Start the lesson on time, with the correct equipment, standing behind or sitting in my chair in silence.
- Show respect for the Fojanga Academy Ethos
- Be respectful at all times, remembering the classroom is a safe place for everyone.
- Listen carefully to all instructions and follow them with good grace.
- Work to my full potential at all times.
- Appreciate the contribution of others, and I will not interrupt or make unnecessary comments.
- Use language at all times that is respectful and does not cause offence.
- Finish the lesson calmly and move on to my next lesson in an orderly manner.
- Follow the school code at all times.

### **Fojanga Academy's staff Expectations**

I will:

- Create a safe, calm and positive learning environment
- Plan and prepare lessons that engage and include all students, enabling all students to make progress.
- Model expectations through language, punctuality and organisation.
- Follow the school behaviour policy consistently, recognising positive behaviour with rewards and when necessary to sanction do so in a calm manner.
- Provide impactful, clear and actionable feedback to all students.
- Set high expectations which inspire, motivate and challenge pupils.