

The Quest Academy – Coloma Trust

Student Discipline, including Anti-Bullying (Behaviour) Policy

PRINCIPLES

The Academy's Student Discipline including Anti-Bullying (Behaviour) Policy (from this point on referred to as The Behaviour Policy) is a practical working document and as such is subject to ongoing review in the light of developing practices and initiatives (internal and external) to ensure that it remains relevant and reflective of the current situation. The Policy aims both to guide and to reflect the Academy's good practice as we set out to create, within our daily work, an environment which develops appropriate behaviour for learning and, more widely, supports the attainment of the aims of the Every Child Matters agenda. That is, that every child, whatever their background or circumstances, has the support they need to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

The Policy outlines what we have in place by way of:

- structures which encourage and reward positive behaviour;
- support structures for students, Parents and staff;
- an effective system of referral;
- fair, appropriate and consistent sanctions to be applied as situations demand;
- anti-bullying strategies.

We believe that The Quest Academy is successful by giving priority to:

- creating a morally and spiritually positive, active, yet reflective educational environment of lasting benefit designed to meet the aspirations and needs of each student in this technological age;
- enabling each student to realise his or her full potential by assimilating those values and skills necessary for long-term self-development and the development of society;
- positive and accountable relationships between individual members of the Academy community as well as with Parents and the wider community;
- a commitment to carefully planned and continuing development as an institution for the nurturing of beneficial human achievement;
- effective staff recruitment, support, development and training.

Students are encouraged to believe actively that:

- learning changes lives;
- to work well we must all act with Courtesy, Co-operation and Common Sense (the 3C's);
- they will play a part in shaping the present and future world;
- they control their own destiny through their own actions.

Towards achieving these objectives the Academy's Behaviour Policy has evolved, to direct and reflect the good practice that underpins The Quest Academy's growing reputation.

1. Student Discipline including Anti-Bullying (Behaviour) Policy Aims

The Quest Academy's Behaviour Policy aims specifically to create an atmosphere, both in classrooms and on the Academy site, which allows staff and students to engage in worthwhile and constructive activities in class and to move freely, safely and in good order around the buildings and grounds, treating each other and visitors with politeness and mutual respect.

Towards these aims, the Policy should:

- contribute towards the successful development of the Academy's overall aims;
- encourage and reward good behaviour;
- develop mutual respect between staff and students and between all students themselves;
- allow the effective teaching of the Academy's curriculum;
- develop in students a sense of responsibility for their own actions, whether these affect:
 - their own progress in class;
 - the progress of others;
 - the happiness of other students in the Academy;
 - their relationships with members of the teaching and Support Staff;
 - visitors to the Academy;
 - the upkeep of the buildings and the general Academy site
 - the reputation of the Academy in the community.

2. Teaching and Learning – Behaviour for Learning

We believe that all students at The Quest Academy are entitled to receive and actively participate in lessons that deliver high quality teaching and learning opportunities. We believe that good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate.

We believe that all stakeholders have their part to play in this process. Students' behaviour should enable both themselves and others to take part in the lesson and allow the Teacher to deliver the curriculum free from distraction and hindrance. Students, with the support of their Parents, therefore need to follow the common ground rules set out below.

- students are expected to follow the Classroom Code, which is displayed in each classroom and in the 'Student Diary';
- punctuality by all is expected;

- lessons have a formal start - most often this will mean that students will be standing in silence;
- seating arrangements are determined by the Teacher;
- an attendance register is taken for each class in every lesson;
- the Academy's referral system is used to deal with inappropriate conduct;
- homework is to be set before the end of lessons, with student diaries used by students to record specific details - such diaries should be checked at regular intervals by the Teacher as part of the curriculum area's Policy on monitoring student performance;
- there is a formal end to the lesson, initiated and controlled by the Teacher, and lessons do not overrun;
- Teachers will ensure that classrooms are left in an orderly state with straight desks and chairs under them/stools under benches – any paper should be put in the bin;
- the Teacher controls exit from the room and behaviour on to the corridor.

In order for **Effective Learning** to take place, we believe students should have opportunities to **Achieve**, that is:

- work at an appropriate level, make good progress, be challenged;
- acquire knowledge, make connections, move from the simple to the complex.

Be active learners:

- generate and test ideas and hypotheses, use strategies for thinking and problem-solving; e.g. talking, drawing, actions, maps, notes, diagrams;
- critically respond and evaluate;
- come prepared for the lesson with appropriate materials and preparation work/homework assignments completed.

Become independent learners:

- have clear objectives and outcomes;
- ask when they do not understand;
- give opinions confidently, secure that they will be valued;
- manage class, homework and coursework tasks;
- self-correct as they work;
- use and develop a repertoire of skills, including ICT;
- select, use and evaluate information sources and evidence independently;
- use self-evaluation to reflect on learning progress.

Work co-operatively:

- behave appropriately;
- work flexibly and supportively with a variety of others in pairs and groups;
- contribute ideas, listen to and learn from others;
- be prepared to compromise;

- act as group leader.

Display positive attitudes about work so that they:

- stay on task and persevere through difficulties;
- accept new learning challenges;
- learn from mistakes, misconceptions and strategies that fail;
- respond positively to praise, feedback and constructive criticism.

Each of these **Effective Learning** characteristics must be seen at the core of the Academy's Behaviour Policy, as must the essential elements of **Effective Teaching**.

Teachers must ensure:

Careful Preparation that has:

- identified clear short-term achievements and objectives as part of long-term strategy; i.e. utilising prior knowledge, understanding, skills and student outcomes;
- thorough planning incorporating assessment for learning;
- an awareness of the appropriate assessment criteria for the programme of study/scheme of work; e.g. curriculum area objectives, National KS3, KS4 and A/S – A2 levels;
- effective lesson structures designed to employ a variety of methods and strategies throughout the lesson;
- differentiated resources.

A positive 'Classroom Climate' where there are:

- ownership of the class and the students within it;
- clarity about the purpose of the lesson;
- order within the classroom environment;
- fairness and lack of favouritism by staff;
- a clear set of standards related to behaviour and work expectations;
- varied teaching strategies, including speaking and listening, group work;
- good time management and balancing of activities;
- effective differentiation;
- efficient and apt use of additional resources; e.g. classroom, Teaching Assistants, ICT and library resources;
- interaction with and among students;
- effective management of student contributions;
- inclusion of all students; i.e. all students are valued as individuals and are of equal worth;
- the feeling that the classroom is an interesting and exciting place to be;
- critical thinking starters with plenaries for review;
- rapid responses and ongoing feedback to students;

- a reinforcement of learning with the setting of regular, appropriate and challenging homework assignments;
- a celebration of effort and attainment; e.g. use of students' work in displays;
- an attractive environment, a classroom that is comfortable, well-organised and clean.

Reflection that includes:

- consistent, transparent, helpful assessment and evaluation that is appropriate to the needs of its audience; i.e. be they students, Parents, Teachers, Governors and/or Examination Bodies;
- listening and responding to feedback/advice, including the 'student voice';
- identifying the next step in terms of student need and/or the Schemes of Work and/or Curriculum;
- adaptation of material and strategies to meet student need;
- sharing good practice and resources with colleagues;
- identifying professional development needs.

3. Recognition and Motivation

The Quest Academy understands the importance of recognising and celebrating students' achievements. The development of schemes and systems to facilitate forms of motivation and encouragement are an ongoing whole Academy priority.

Celebration Evenings

Towards the end of the Academy year, curriculum areas are asked to nominate deserving students who have achieved excellence or made great progress in their work. Awards are given out also for charity work, sport, drama, music, dance and good attendance.

Merits

Merits are a way of saying "well done" to students. They may be awarded for a wide range of reasons, including: being helpful, achieving well in classwork or homework, achieving well in tests or exams, improvement, participation, positive attitude, achievement in extra-curricular activities, being supportive of the Academy or of friends. Merits are recorded in the student diary and termly totals are passed to the Achievement Co-ordinators who arrange for the presentation of end of term Certificates. At the end of the year, overall totals result in the award of Gold, Silver and Bronze Certificates to three large groups of students.

Assemblies

Assemblies provide weekly opportunities for student achievement to be recognised. Awards following, for example, sporting successes are often made and news of charity events, 'Form activities, whole Academy events and Duke of Edinburgh activities are covered. In addition, there is always the opportunity to say "well done" and/or "thank you" to groups and individuals within the Year Group or on the staff.

Achievement Boards

Students' achievements are displayed around the buildings. At various times the boards incorporate:

- photographs of particular extra-curricular achievements;
- lists of praiseworthy students provided by curriculum areas;

- nominations of individuals or groups by Teachers;
- lists of high merit scores;
- news of charity efforts;
- local newspaper coverage.

Curriculum celebration

Team Leaders are encouraged to develop their own strategies for recognising and rewarding achievement within their areas. The strategies currently include the use of prizes/awards, displaying lists of students, letters home, postcards home, gatherings and trips.

4. Managing Behaviour Issues: General advice for staff

Subject Teachers

All staff should make every effort to deal with everyday classroom problems as they arise. When it is necessary to refer a problem, where possible, follow the guidelines listed below (Referral Guidelines).

Form Teachers

Through their daily contact with their forms, Form Teachers should be able to support students and colleagues, through discussion with the students and by:

- monitoring students;
- liaising with the Achievement Co-ordinators;
- supporting the work of the Achievement Co-ordinators;

Team Leaders

All areas have their own behaviour management structures in place. Initial student concerns should be raised within the curriculum areas via informal discussion or under the 'Students Causing Concern' section at area Team Meeting agendas. Leaders should be asked to offer behaviour management advice and organise an area 'referral system' for more serious cases.

Achievement Co-ordinators

Achievement Co-ordinators play a key role in the Academy's Behaviour Management system. They will track and review student behaviour within their year group. Their systems will ensure that students with 'behaviour issues' and vulnerable students are closely monitored and supported. A wide range of strategies are currently used to prevent problems developing and support children, Parents and staff where difficulties have arisen.

Achievement Co-ordinators will liaise with the Assistant Principal as appropriate and joint action will be taken as required. They will liaise with the Team Leaders and Form Teachers, as matters are dealt with. They will contact Parents and relevant outside agencies where appropriate.

5. Referral Procedures

In this section the word referral is used to describe a situation in which a student is removed from the normal teaching class within the curriculum area as a result of poor behaviour in lessons. Referral may be made within the area. These guidelines should be read alongside the Referral Flowchart.

Referral within the Curriculum Area

Sending a student to another classroom because of poor behaviour should never be the first option when imposing classroom discipline. Staff should ensure that the full range of sanctions has been used before this step is taken.

This will include the following:

- a verbal warning identifying the poor behaviour;
- a repeated warning and/or possible re-seating;
- use of detentions.

Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others.

It is not Academy Policy to send students out of lessons to stand unsupervised in the corridor, other than to isolate them for a short period of time with a view to reintegrating them in the lesson.

Behaviour referrals, in the first instance, will result in the student being sent to a designated member of staff in the team. This referral may be pre-arranged in response to earlier or ongoing problems in lessons, or may be as a result of poor behaviour during the lesson in question.

Team Leaders' responsibility:

- to ensure that all staff within their subject area know where to refer students, if the need arises. A timetable is produced within the area showing the referral room and designated Teachers;
- to log the names of students and reason for 'referral'. This will usually be confirmed during discussion of students causing concern in Team Meetings. The details of all referrals should be forwarded to the relevant year team.

Subject Teachers' responsibility:

- **to organise the referral with the Team Leader;**
- to supply work for students who have been referred to another member of staff;
- to work with the Team Leader to ensure effective reintegration.

Further steps

- In the case of repeated misbehaviour, it may be necessary to refer students to a designated member of staff for a longer period (up to two weeks). If this extended referral is used, Team Leaders must, after consultation with the appropriate Achievement Co-ordinators, write to Parents informing them of the action taken.
- An alternative strategy to referral within the subject area is to place a student on Subject Report.

Referral to Achievement Co-ordinators

- in some instances it may be appropriate to refer students directly to the Achievement Co-ordinators - this applies to students currently being monitored by the Achievement Co-ordinators or if serious behaviour issues arise;
- an email should be sent documenting the referral and the incident logged on SIMS.
- if departmental referral or Subject Reports do not help students amend their behaviour, then they should be referred to the Achievement Co-ordinators. Again an email should be sent to confirm the details of the problems and outline action taken to date. A SIMS entry should also be made

Referring praiseworthy students

- students who have consistently completed excellent work, made considerable progress or worked extremely hard may also be referred to Team Leaders for recognition;
- in all cases an appropriate email should be sent or the news logged on SIMS;
- in some cases Parents may also be written to.

6. Managing Behaviour Issues - Behaviour and the Special Needs Register - Code of Practice

The SEN Code of Practice, 2014, removed the classification of 'Behaviour, Emotional and Social Difficulties' and replaces it with 'Social, Emotional and Mental Health Difficulties' (SEMH). This places the emphasis on the underlying needs of students rather than their expression through behaviours.

We recognise that the behaviour of children and young people can have various and often complex causes which require identification and appropriate support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, and as a first step the school's behaviour management systems will be utilised.

For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register categorised as Social, Emotional and Mental Health Difficulties (SEMH).

A decision to include a student under this category will be made by the SEND Manager after consultation with the Assistant Principal, (SENCo). In making this decision they will consider:

- evidence that a medical condition, or severe emotional reactions, leads to the student having greater difficulty than their peers in regulating their behaviour
- the student's response to support and sanctions in the Behaviour Management System
- reports of extreme behaviour
- reports of behaviour that has been particularly difficult for staff to control using the behaviour systems
- any dangerous or self-harming behaviour that may result from lack of executive function (self-control)

We also recognise that students with learning difficulties, often experience stress and frustration in school, which can make it more difficult for them to manage their behaviour. When dealing with a student's poor behaviour we consider to what extent this might be a mitigating factor, their ability to access the curriculum and whether additional learning support is required in order to secure improvements in their behaviour.

Transition: When students arrive at The Quest Academy in Year 7 in September, having been on the Primary School's Inclusion Register, we will deal with them at the stage reached in their previous school. Their position will be reviewed at the time of the first year group Review and, where appropriate, changes made to the Register. When students join at other times and/or in other year groups, their position on the Inclusion Register will be reviewed over the course of the first term.

7. Managing Behaviour Issues - The structure and application of sanctions

As previously stated, the Academy understands the importance of encouragement and positive reinforcement of students' achievements and contributions to Academy life. It also works hard to make clear the boundaries of acceptable behaviour to the student and the wider Academy community. Where a student's behaviour fails to meet the Academy's expectations, sanctions will be applied. We will use our professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case.

Reprimand

For minor misdemeanours an immediate reprimand is required. This could be accompanied by a number of actions, e.g. follow-up conversation at the end of the lesson, verbal warning, or moving the students to another place in the classroom.

Break or Lunch-time Detentions

Individual Teachers, curriculum areas or the Pastoral Team may issue students with detentions during morning break or lunchtime. These are given for repeated or more serious misdemeanours or incomplete/missing work and are of fifteen to thirty minutes' duration. It is vital to be clear with the students about when and where the detention is and what will happen if they do not attend. A record should be kept of detentions and reasons given. Failure to attend a break or lunch-time detention may result in an after-school detention. All details of detentions should be entered in the student's diary and logged on SIMS.

After-School Detentions

Individual Teachers, curriculum areas or the Pastoral Team may give students after-school detentions. These are held between 4.00 and 5.00. Details must be entered by the Teacher in the students' diaries and logged on SIMS.

SLT Detention

This takes place each Friday from 3.15 until 5.15 and is issued by a member of the SLT following an interview.

Principal's Detention

This takes place on Saturdays between 9 and 12. Students must attend in full school uniform. This detention is issued by the Principal. A letter is always sent home. Failure to attend results in an internal or external exclusion.

Referral

Curriculum areas may arrange for students to be withdrawn from their normal lessons and placed with other classes (See Referral Guidelines).

Curriculum Area Reports

These may be used following problems which have arisen in a particular subject area and are usually monitored by the Team Leader.

Report Cards

Various report forms are used within the Academy for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Form Tutor, Achievement Co-ordinator or, on occasion, by a member of SLT. Parents are asked to check and sign these reports every day.

Community Service

Following minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students will be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying.

Confiscation

Teachers and other Academy staff have a statutory power to use confiscation as a sanction. At The Quest Academy confiscation will be applied in a reasonable and proportionate way as part of the Academy's Behaviour Policy. Our criteria for confiscation will include:

- An item which poses a threat to others, e.g. a laser pen;
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone;
- An item which is against Academy uniform rules, e.g. rings, baseball caps;
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE;
- An item which is counter to the ethos of the Academy, e.g. material which might cause tension between one ethnic group and another;
- An item which is illegal for a child to have, e.g. racist or pornographic material.
- Confiscated items must be delivered into the hands of the Achievement Co-ordinator, Pastoral Manager or Assistant Principal;
- A written record of the confiscation will be kept showing the date confiscated; a description of the item; the Teacher confiscating; the student and form; and date returned;
- Items will be stored in a safe place until returned;
- When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student;
- Mobile phones – separate guidance regarding the use of mobile phones in the Academy has been published. Mobiles should be switched off during the Academy day. Use of a mobile phone during the Academy day will result in confiscation. Confiscated phones should be kept in a safe place by the Achievement Co-ordinator and will be returned to the student at the end of the one month. Where the student is a 'repeat offender', Parents may be asked to collect the mobile phone by appointment after a longer period of confiscation;
- Personal music players should also be switched off during the day and will be confiscated using the protocol outlined above.

Internal Exclusion

When it is felt necessary, the withdrawal process outlined above will be formalised as an 'Internal Exclusion'. This will follow an interview with a member of the Senior Leadership Team. The Parents will be informed by letter and warned that ongoing or further misdemeanours may result in a period of external exclusion. A copy of the letter will be sent to the Principal.

Exclusion - Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used on a student. If a student is excluded, the Parents will be informed as soon as practicable, initially by telephone and then by letter. The Quest Academy's Policy on exclusion is designed to be understood very easily both by students and by their Parents.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to accept the normal discipline of the Academy;
- repeated unwillingness to complete the normal activities of that student's programme(s) of study both in the Academy and for homework;
- abusive language towards a member of staff;
- physical violence towards another student;
- serious harm to the reputation of the Academy through grossly irresponsible behaviour outside the Academy;
- persistent bullying or intimidation of another student (refer to the Anti-Bullying Policy);
- significant involvement by a student with items or substances that should not legally be in his or her possession in the Academy.

Permanent Exclusion

We will have no hesitation in seeking a permanent exclusion for a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the Academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act The Quest Academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons;
- the distribution of drugs;
- large scale theft of property from the Academy site;
- acts of violence against a member of the Academy community;
- sexual assault against a member of the Academy community.

8. The Use of Detentions

Clause 91 of the Education and Inspections Act 2006 gave a statutory power for Teachers and other staff to discipline students. Detentions are one of the sanctions available to Academies. At The Quest Academy detentions may be used as a sanction on occasions when a student's behaviour falls below the Academy's required standards.

Detentions may be given as detailed above at the following times:

- before school;
- during morning break;
- during lunch time;
- after school.

Procedures

1. Parents/Guardians are notified about detentions via the student's diary. It is expected that diaries are shown to the Parents every day;
2. The relevant member of staff must indicate in the student's diary why the detention has been given and its time, duration and venue. Detentions are served on the same day as they are given. A letter to this effect has been sent to all parents. Any parent with concerns about this procedure should contact the Vice Principal, Community & Enrichment to discuss alternative arrangements.
3. Students may telephone home to inform their parent(s) of a detention and or dismissed from the main reception entrance upon its completion.
4. In the case of curriculum area detentions, Form Teachers should inform the Achievement Co-ordinator if it is obvious that a more general problem is developing;
5. Parents, of course, may contact the Achievement Co-ordinator at any time to discuss their child's progress.

Class Detentions

Staff should **NOT** give 'whole class' detentions. In such cases it is certain that some members of the group will be blameless. It is, therefore, unfair and impossible to justify the punishment to those students or their Parents.

AROUND THE ACADEMY SITE

1. Students must move around the School in a sensible, calm, courteous and appropriate manner. They should keep to the left in the corridors and stairways and keep moving. Students should not run around the Academy site (except in the playground or field areas). Students should not shout or make other loud noises;
2. If there are visitors in School, students should be polite and helpful;
3. Students should keep off grassed areas and flower beds. Use the paths to move around the site – do not cut across grassed area;
4. Students are expected to respect the rights of others to use the playgrounds;
5. Never drop litter. Always keep the Academy site, canteens, halls, classrooms and corridors tidy;
6. The possession or use of cigarettes, alcohol, and illegal substances is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the School site under any circumstances;
7. Electronic equipment such as computer games, iPods, etc, are not to be used on the Academy site;
8. The use of mobile phones on the Academy site during the normal hours of the Academy day, including breaks and lunchtime, is forbidden. If families feel that it is necessary for students to carry mobile phones, such phones must be kept securely hidden in bags and must be switched off. Any breach of this rule will lead to the confiscation of the phone for one month. Any further breach of the rule will

lead to a longer period of confiscation, disciplinary action and the requirement for a Parent, Guardian or Carer to collect the phone from the Academy office;

9. Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas;
10. All accidents must be reported immediately to a member of staff;
11. Students must have signed permission from their Parent(s)/Guardian(s) and an 'exeat form' in order to leave the Academy during the Academy day. They must show the exeat to their Teacher before they are allowed to leave. Upon returning to the School site, students must report to the Academy Office;
12. Students who are late for registration must report to the Duty Teacher in reception;
13. Only students with written permission from their Parent(s)/Guardian(s) may cycle to School. The wearing of a cycle helmet is compulsory. Bicycles should not be ridden in the grounds.
14. Students or visitors who need to arrive or leave the Academy during lesson times must check in and/or out at the main reception;
15. The School uniform should be worn correctly at all times.

Expectations of students' conduct and behaviour outside the Academy premises

The Quest Academy has high expectations of students with regard to their behaviour off the Academy site. This includes behaviour on activities arranged by the Academy, such as work experience placements, educational visits and sporting events; behaviour on the way to and from the Academy and behaviour when wearing the Academy uniform in a public place. The Academy will apply appropriate sanctions to regulate off-site behaviour whenever there is a need. Where there is a concern about student behaviour off-site in situations other than Academy arranged activities, The Quest Academy will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions.

These factors will include:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- related to this, whether the student(s) in question were wearing Academy uniform or were otherwise readily identifiable as members of the Academy;
- the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from the Academy, outside the Academy gates or otherwise in close proximity to the Academy.

Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of the Academy.

- Smoking - smoking is not permitted on the way to or from the Academy, or during lunchtimes;
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public;
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners;

- Cycling/Walking - sensible use of roadways and pavements is expected and ensures safer journeys;
- Language - the use of loud and bad language is unacceptable.

Students must always be aware of other members of the Academy community and members of the public. We will respond in the Academy to any complaint received about unreasonable behaviour.

Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the Academy rules as directed by the member of staff in charge. Such activities will include Academy trips, work experience, further education courses or other courses organised as part of the students' Academy programme and sports events.

In all such situations students are expected to act as ambassadors for the Academy and ensure that, through their behaviour, our excellent reputation is maintained or enhanced. Where a student's behaviour is found to have fallen below the Academy's expectations, appropriate sanctions will be applied.

Abuse or intimidation of staff outside the Academy

Members of our Academy staff have the same rights of protection from threat as any citizen in a public place. The Quest Academy will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the Academy site and when not under the lawful control or charge of a member of staff of the Academy. The Academy will always take seriously reports of such behaviour and apply rigorous sanctions when the student is next in the Academy.

Anti-Bullying Policy

Statement of intent

We are committed to providing a caring, friendly and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a 'telling' Academy. This means anyone who knows that bullying is happening is expected to tell the staff. The staff should then pass any information about incidents of bullying to the appropriate Achievement Co-ordinator.

What is bullying?

- Bullying results in pain and distress to the victim. Bullying can be:
- Emotional: excluding from groups, tormenting (i.e. hiding books, threatening and intimidating gestures), humiliating;
- Physical: any unwanted physical contact (i.e. punching, kicking, hitting or any use of violence);
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Verbal: name-calling, sarcasm, spreading rumours, teasing;
- Written: unpleasant comments about someone or offensive use of text messages, message boards (e.g. MSN), emails or websites.

This is not intended to be a definitive list of examples of bullying behaviour. There are many more examples of behaviour that can cause distress and pain to others.

- Bullying can be deliberate or unintentional;
- Bullying can be caused by individuals or by groups;
- Bullying can be an isolated incident or be of a more persistent nature.

Why is it important to respond to bullying?

Bullying is damaging. No-one deserves to be a victim of bullying. Students who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect.

We all need to recognise that bullying can:

- have an adverse effect on both physical and mental health;
- have long term effects for both the bullies and the victims;
- seriously disrupt a young person's education;
- cause much stress and anxiety to both victims and their families.

We all have a responsibility to respond promptly and effectively to issues of bullying. The Academy must be informed about all incidents of bullying if it is to carry out this responsibility effectively. To allow or

condone bullying may lead to consideration under child protection procedures. This includes homophobic, gender and race-related bullying.

Objectives of this Policy

All students, Parents, Governors, teaching and non-teaching staff:

- should have an understanding of what bullying is;
- should be opposed to and actively respond to acts of bullying;
- should know what the Academy Policy is on bullying, follow it when bullying is reported and model appropriate behaviour consistently.

As an Academy we take bullying seriously. Students and Parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated;
- Parents, students and staff should have an understanding of the procedures that will be followed when a bullying incident comes to light;
- Support and advice will be offered to students who are experiencing bullying.

Possible signs and symptoms to look out for

- being frightened of walking to or from the Academy;
- not wanting to go on the public bus;
- change their usual routine;
- being unwilling to go to class;
- becoming anxious and withdrawn;
- attempted or threatened suicide;
- crying themselves to sleep at night/nightmares;
- feeling ill in the mornings;
- truanting;
- beginning to do poorly in their work;
- coming home with clothes/books torn;
- having possessions 'go missing';
- asking for money or stealing money;
- unexplained cuts/bruises;
- coming home hungry (money/lunch has been stolen);
- becoming withdrawn, lacking in confidence;
- becoming aggressive and unreasonable;
- bullying other children or siblings;
- giving improbable excuses for any of the above.

Please discuss your concerns with the Achievement Co-ordinator rather than worrying about whether you should act or not. Bullying may not be responsible for the changes that you have noticed, but there may be other causes that may need investigating.

Procedures to be followed by Parents, students and staff

- 1) Report bullying incidents to the Achievement Co-ordinator.
 - students should tell either their Parents or a member of the Academy staff;
 - Parents should contact the Achievement Co-ordinator through the Academy office.

Teaching and non-teaching staff should:

- contact the Achievement Co-ordinator directly by going to see him/her;
 - record incident on SIMS.
- 2) All reported incidents will be recorded by the Achievement Co-ordinator, the Pastoral Manager or the Assistant Principal, Community & Enrichment in the Academy's bullying register on SIMS.

The bullying register will be administered by the Assistant Principal, Community & Enrichment. It will be used to hold, centrally, information about bullying incidents.

The register will enable the Academy to monitor the number of reported cases of bullying and to evaluate the Academy's current procedures.

- 3) In most cases Parents will be informed about their child's involvement in bullying and, if it is thought to be appropriate, they will be asked to attend a meeting to discuss the problem.
- 4) If necessary and appropriate, the police will be consulted.

The Academy may involve the police if there has been a serious physical assault or if the bullying is happening outside the Academy.

- 5) Bullying behaviour or threats of bullying must be investigated and steps must be taken to stop the bullying quickly.
- 6) Following investigation and confirmation of bullying behaviour, the normal sanctions will be applied if appropriate. This might mean the use of detentions or exclusion (see 'Outcomes' - below)
- 7) An attempt will be made to help the bully (bullies) change their behaviour.

This could involve the Pastoral Manager, the Achievement Co-ordinator, other staff or external agencies as appropriate.

- 8) Achievement Co-ordinators will investigate all incidents and suspicions of bullying that have been reported to them.

Outcomes

- 1) If possible the students will be reconciled.

The Achievement Co-ordinator will discuss the incident with the victim and the bully (bullies) and an attempt will be made to resolve the situation to the satisfaction of the victim without the use of sanctions. A sincere apology may be all that is needed.

However, any single incident of physical assault will result in the bully being considered for a fixed-term exclusion.

- 2) Repeated bullying and unrelenting bullying will lead to serious sanctions being used and eventually permanent exclusion may be considered.

With repeated bullying, the behaviour of the victim and the bully and how it contributes to the situation will be investigated by the Achievement Co-ordinator or Pastoral Manager.

- 3) The Achievement Co-ordinator or the Personal Tutor will monitor all incidents and their resolution.

This will be carried out by arranging for the students involved in an incident to discuss the current state of their relationships with their Form Teacher or Achievement Co-ordinator.

Prevention

In our work across the curriculum we try to encourage students to show a high level of sensitivity and understanding of the needs and feelings of all members of the community, both inside and outside of the classroom.

There are several other methods that may be used if appropriate.

- Assemblies;
- Tutorial periods;
- Signing of a behaviour contract;
- Making up role-plays;
- Having discussions about bullying and why it matters;
- Reading stories or poems or drawing pictures about bullying;
- Production of a range of informative leaflets relating to the different areas of the Bullying Policy; e.g. 'Coping Strategies' for those who have been, or are being, bullied;
- A workshop about mental health issues, including the effects of bullying must be included in immersion days or in the PSHE programme;
- Display anti-bullying posters;
- Arrange counselling for bullies and, if necessary, for those who are being bullied;
- Inform duty staff of areas around the site that may need better supervision.

Parents can help to counter bullying in the Academy by:

- treating their child's anxieties seriously;
- contacting the Academy as soon as any bullying is suspected;
- teaching their children traditional values of honesty, tolerance and what is right and wrong.

Students can help counter bullying by:

- reporting incidents of bullying;
- supporting the bullied person;
- not joining in.