

BEHAVIOUR POLICY APENDICES

JANUARY 2017

 ASPIRE
ACADEMY
BEXLEY

 ENDEAVOUR
ACADEMY
BEXLEY

 HORIZONS
ACADEMY
BEXLEY

CONTENTS

Appendix 1	3
Restorative Justice Approach	3
The Restorative Questions:	3
How to use the Restorative Questions:.....	3
Restorative Chat.....	3
Corridor/Impromptu Conference	3
Circle or Classroom Conference.....	4
Formal RJ Conference	4
Scripts for managed return to class.....	4
Appendix 2	5
Policy for Preventing and Dealing with Racist Incidents.....	5
Introduction.....	5
What is a racist incident?.....	5
Roles and responsibilities.....	6
Expectations of pupils.....	7
Expectations of parents	7
Responding to incidents	7
Recording and Reporting Incidents.....	8
Performance indicators for preventing and dealing with racist incidents	8
Appendix 3	9
Drugs and Alcohol Policy	9
Introduction.....	9
Aims	9
Good practice in relation to drugs education	10
Drugs related incidents	10
Confidentiality	12
Parental/carers drug use.....	12
Staff Issues.....	12
Smoking.....	12

APPENDIX 1

RESTORATIVE JUSTICE APPROACH

The approach requires all staff to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the Federation community.

The principles and use of Restorative Approaches will be a regular feature in the Federation's Continuing Professional Development programme, both at the beginning of the Federation year and where appropriate at other times.

In addition to this, a team of trained staff will use the model to resolve more difficult problems in a formal and structured manner. These staff have been trained to apply Restorative Approaches to conferences with the "Wrong-doer and the Harmed", with the aim of creating restoration and reparation between those involved.

Similarly, the Federation will maintain a team of pupils who are trained to resolve low level conflict amongst peers.

THE RESTORATIVE QUESTIONS:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

HOW TO USE THE RESTORATIVE QUESTIONS:

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrongdoer and the harmed including working with whole classes.

Examples of restorative approaches in action include:

RESTORATIVE CHAT – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

CORRIDOR/IMPROMPTU CONFERENCE – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

CIRCLE OR CLASSROOM CONFERENCE – a more-structured conference that requires a degree of preconference preparation and, possibly, a contract, debrief and a follow up session. Referral for support can be made to the HT for the students concerned.

FORMAL RJ CONFERENCE – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, debrief after the conference and a follow-up session. This process must be led by a trained conference facilitator.

N.B. Restorative Justice Interventions should be recorded as appropriate on the Federation's behaviour tracking system (SIMS).

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the Federations sanctions may be negotiated or applied to the wrong-doer

SCRIPTS FOR MANAGED RETURN TO CLASS

- On return to class, pupils are given a fresh start.
- Apologies are not demanded.
- Staff use an agreed script to help pupils return successfully.
- E.g. "We have talked about the incident and X would like to come back to work now."
- This indicates to the teacher that no discussion is needed at this time and the pupil should be allowed to return quietly to work.
- Or "We have talked about it and X would like to talk to you when possible."
- Or "X and I would like to talk with you later if possible."
- After an incident, all staff aim to repair and rebuild relationships as soon as possible.

APPENDIX 2

POLICY FOR PREVENTING AND DEALING WITH RACIST INCIDENTS

INTRODUCTION

All members of the Federation community (staff, pupils, parents and visitors) have a right not to experience racism at Federation, whether or not this is directed at them.

New Horizons Federation values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of our Federation ethos.

Racism is evident in wider society and therefore inevitably will occasionally occur within Federations.

Racist incidents can occur in any School setting, including this one.

At New Horizons Federation we work actively

- To develop a climate which is intolerant to racism,
- To ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed.

Pupils are taught about racism, that it is unacceptable and that it diminishes us all.

As a Federation we aim to recognise and value diversity by ensuring that

- All pupils have an equal and strong sense of belonging within the Federation community
- There are few racist incidents and these are dealt with effectively
- Pupils from different ethnic and faith backgrounds mix and get on well with each other.

WHAT IS A RACIST INCIDENT?

Federations are required to use the following definition for recording and responding to racist incidents: "any incident which is perceived to be racist by the victim or any other person".

The Home Office Code of Practice explains that, "The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis".

In recording incidents under this definition, it is not the intention to label individuals as racist.

Records of incidents are held centrally in the Federation and not on individual pupil's or adults' records.

By recording all incidents the Federation is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the Federation from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the Federation will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded.

Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism.

Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the Federation itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include*:

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on Federation furniture, walls or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

*N.B. This list is not exhaustive

This policy is fully consistent with and should be considered alongside the Federation's policy on anti bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

ROLES AND RESPONSIBILITIES

1. The head teacher is the member of staff responsible for investigating incidents where this is required, for overseeing the application of the policy across the Federation, for monitoring the effectiveness of the policy and for reporting to governors. A designated governor and the Curriculum Committee work closely with the head teacher in this regard.

2. All staff are involved in dealing with racist incidents and maintaining good race relations.
3. Teachers wherever necessary will
 - a. Immediately address any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
 - b. provide support to any pupil who has experienced offence from another person
 - c. refer language or behaviour that has been hurtful to the head teacher for further investigation and resolution
 - d. provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society
4. All staff will be vigilant at all times and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously.

Distressed pupils will be supported and all incidents reported on to the appropriate member of staff.

EXPECTATIONS OF PUPILS

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious Federation community and challenging and/or reporting racist and other hurtful behaviours. (It is understood however that it may be difficult for pupils who are the targets of racism to report it.)

EXPECTATIONS OF PARENTS

We always take parents' concerns seriously. However, the Federation can only respond to incidents that are drawn to their attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of Federation with their Federation fellows. When problems arise in Federation we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the Federation's race equality policies.

RESPONDING TO INCIDENTS

1. In responding to incidents that may occur the Federation will aim
 - a. To provide appropriate support to pupils
 - b. To deal with any unacceptable behaviour,
 - c. To prevent racism and discrimination and
 - d. To re-establish good race relations across the Federation.
2. Support will be given to anyone who has experienced offence. Their concerns will be listened to.
3. An investigation will look into the details of what has occurred.
4. The cause of offence will be clearly identified and an educational response provided where appropriate.
5. Where offence was intentional pupils will be subject to disciplinary procedures. Where offence was unintentional pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the Federation on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.
6. Pupils who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident

RECORDING AND REPORTING INCIDENTS

As required variously by the Local Authority and Home Office Code of Practice:

1. All incidents will be recorded, including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought:
 - a. Physical violence or serious damage to property
 - b. Repeated or orchestrated harassment, including text messaging and cyber bullying
 - c. Links with extremist groups, including distributing of racist literature
 - d. Racist graffiti
 - e. Absence related to a racist incident
 - f. Exclusion related to a racist incident
3. On an annual basis the Federation will report numbers of incidents to the Local Authority. Individuals will not be identified in this process.

PERFORMANCE INDICATORS FOR PREVENTING AND DEALING WITH RACIST INCIDENTS

In reviewing the effectiveness of this policy staff and governors will consider:

- The feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- The continued good progress and high self-esteem of those who have been offended
- The continued good progress and high self-esteem of those who have caused offence
- Whether the action taken successfully prevented repeat incidents
- The willingness of pupils (and parents) to draw their concerns to the attention of staff
- The consistency of response and confidence of all staff in following Federation policy
- Whether good race relations are being maintained in the Federation community
- Underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the ongoing review of practices through Operational Managers meetings which take place weekly.

APPENDIX 3

DRUGS AND ALCOHOL POLICY

INTRODUCTION

New Horizons Federation does not accept drugs on the premises; these include prescriptive drugs not intended for that person and any from the list below. The exception to this being prescription medication that has been prescribed by a doctor for a specific person and kept in the appropriate place i.e. the medical cabinet in the SSC s room.

The World Health Organisation classes a drug as, "a substance which on entering the body, changes the way that body functions".

The following list constitutes the model the majority of organisations would follow:

- Any prescribed medication used by someone it is not prescribed to
- Amphetamines
- Alcohol
- Anabolic Steroids
- Cannabis (has many slang names)
- Cocaine/Crack
- Cigarettes/Tobacco
- DMT
- GHB
- Herbal Highs
- LSD (Acid)
- MDMA (Ecstasy)
- Methadone
- Nitrates (Poppers)
- Opiates (Heroin)
- Psilocybin (Magic Mushrooms)
- Solvents (Gas, Glue, Volatile Substances)
- Tranquillizers
- Ket

As new drugs come on to the market this list needs to be reviewed annually. Not all listed above are illegal. Alcohol and cigarettes are drugs and should be thought of in the same way as illicit drugs for the purpose of drug education.

AIMS

- To increase the awareness of pupils
- To increase the knowledge of pupils, changing their attitudes towards drugs through factual and age appropriate information and empowerment
- To ensure consistency of information throughout all Federations
- To influence pupil behaviour, for example, extending the age of first use of any drug
- To minimize the number of young people trying drugs
- To minimize the adoption of dangerous drug use practices (i.e. injecting)
- Through education to persuade current users to stop or reduce their drug use, harmful using practices or seek help
- To challenge stereotypes

GOOD PRACTICE IN RELATION TO DRUGS EDUCATION

- The needs of the pupil should be paramount throughout
- All information should be age, gender, ethnic appropriate
- Information should be updated regularly
- A wide range of teaching methods should be employed
- Staff in their entirety should be well trained and should feel supported in all they do
- Young people may live within situations where drug use is a part of everyday life; this has to be taken into account. A non-judgemental attitude should be employed
- Scope/opportunity for the involvement of all relevant parties in devising the education programme. This to include pupils, parents, governors and all other staff
- Agreement of consistency of information/attitude in Federation from all staff. Own opinions may need to be forgotten for the greater good
- Involvement of outside organisations for support if needed
- Making pupils aware of support agencies that they can contact confidentially if they feel they want/need to i.e. posters

The parents/carers of children need to be consulted with prior to their children undertaking any form of drug education programme

Drug education can span the whole curriculum and education packages to meet the Key Stage requirements. Opportunities to attend training with regard to drug issues should be made available for parents/carers and governors

DRUGS RELATED INCIDENTS

If staff have knowledge – either by what has been seen or has been told by a reliable source – that a prohibited activity is taking place, the Headteacher must be informed. There is no legal obligation to inform the police, though they may be able to give relevant support or advice.

(Circular 4/95 states that 'Although there is no statutory requirement to do so, the Secretary of State would expect the police to be informed when illegal drugs are found)

When dealing with any drug related incident the following guidelines should be adhered to if there is an allegation/suspicion of a drug related incident in Federation

If you hear/are told a pupil is using/in possession of a drug(s) you need to act immediately.

- Inform the Headteacher, if not present the next senior member of staff
- The first priority is safety and first aid, i.e. administering first aid and calling the emergency services if deemed necessary.
- If any pupil be found in possession of an unauthorised drug, the substance will be confiscated, in the presence of a witness and put in the Head teacher's office. It is permitted by law for Federation staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and the offence of possession.
- A record of the incident and all witness statements will be kept by the Head or delegated staff members, who will record all the relevant details on a monitoring/concern form
- The Head teacher, Deputy or Assistant Head will be informed and will take a lead role in deciding how to respond further
- Parents/carers will normally be informed
- No member of staff should attempt to analyse or taste an unidentified substance

- The local police may be contacted for advice or in order to identify and or dispose of the substance if it's not something we can do ourselves, although it is not a legal obligation for the Federation to do so
- If a pupil is suspected of concealing illegal drugs on their person every effort will be made to secure the voluntary production of such drugs. This will be carried out in the presence of a witness. Federation property such as desks and lockers may be searched
- The range of sanctions used for rule breaking will be similar to those for other transgressions and will depend upon the nature and gravity of the offence.
- Exclusion will only be considered in serious cases and will be in line with DfES guidance on exclusions.
- If any pupil is thought to be 'under the influence' medical help in the form of a paramedic/ ambulance will be sought at once and first aid will be given if required. This is not an appropriate time to question the pupil. The priority will be the pupil's safety
 - The following members of staff are qualified First Aiders:
 - Deborah West (Westbrooke)
 - Lisa Kelsey (Westbrooke)
 - Hannah Brooke (Oakwood)
 - Wendy Denby (Oakwood)
 - Amy Mulrey (Oakwood)
 - Margaret Rozario (Oakwood)
 - Karam Sandhu (Oakwood)
 - Pete Rowe (Oakwood)
 - Alan Farrell (Oakwood)
 - Guled Abdullahi (Welling)
 - Colin Drew (Welling)
 - Sean Franz (Welling)
 - Kayley Bean (Primary PSSS)
 - Jenny Beckett (Primary PSSS)
 - Donna Maloney (Primary PSSS)
 - Emma Tolfrey (Outreach)
 - Hayley Remy (Outreach)
 - Ashton Booth (KS3/4 PSSS)
 - Jonathan Hill (KS3/4 PSSS)
 - Sam Morton Hoare (KS3/4 PSSS)
 - Laura Stoll (KS3/4 PSSS)
 - Lucy Twist (KS3/4 PSSS)
 - Vicky Wadey (KS3/4 PSSS)
- The decision to exclude a student permanently is recognised as serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success
- However, there will be circumstances where a student will be excluded for a first or 'one off' offence
- It is important that those permanently excluded from Federation are given appropriate support and advice
- The Federation will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents in order to act in the best interests of both the pupil and the Federation

CONFIDENTIALITY

In managing a drugs related incident regard will be given to issues of confidentiality. Staff cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. The terms of the Federation's Safe-guarding Policy apply.

PARENTAL/CARER DRUG USE

Disclosure by pupils and/or observed behaviours by staff of parents/carers under the influence of drugs will be dealt with under the Safe-guarding Policy.

STAFF ISSUES

Any employee of the Federation taking illegal drugs on Federation premises or during Federation hours or selling or buying such drugs or under the influence of illegal drugs or alcohol during Federation hours will be reported to the Council's designated officer and will be suspended on the grounds of potential gross misconduct and would face possible summary dismissal following a Management Committee disciplinary hearing. Employees are warned that the effects of taking drugs can last for many days after they are taken. An employee may therefore be judged to be under the influence of drugs days after they are taken.

SMOKING

New Horizons Federation is a smoke free environment in line with Bexley Council policy

DOCUMENT REVISION

Date	Who	Description
Jan 2017	JB	Initial Version
Dec 2017	JH	Re-formatted