

**Les Beaucamps School  
Good Behaviour Policy**



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## **AN INTRODUCTION TO THE GOOD BEHAVIOUR POLICY**

### **SCHOOL RULES**

We have some rules which you will need to know. Really though they come down to two

1. Everyone has the right to come to school and be safe
2. Everyone has the right to come to school to learn

**Nothing you do should go against these basic rights**

**Source:** Les Beaucamps School, Information for Students.

This policy acknowledges that good behaviour in school has to be worked for. Students need to know what is expected of them and all staff are involved in setting up and maintaining acceptable standards of student behaviour. The policy is founded on the notion that good relationships between all members of the school community are vital. Students appreciate a clear framework of rules within a caring environment. “Problems” are normal where young people are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.

This policy has been revised following consultation with staff and students in 2010-2011. Further changes may be made during 2011-2012.

## **Guidelines for students**

- **There is no excuse for rudeness, disrespect or insolence.**
- **Any reasonable request from a member of staff must be carried out at once and without argument.**

Breaking either of these rules will be treated as a **very** serious matter.

- **Everyone has the right to come to school and be safe.**
- **Everyone has the right to come to school to learn.**

### **At All Times**

#### **PLEASE**

- Be polite to each other and to all adults.
- Respect your own, the school's and other people's property.
- Do not eat and drink in the corridors.
- Keep to the left and do not run in the corridors.
- Do not drop litter.
- Leave your bag and coat out of the way.
- Do not go into areas that are out of bounds. These are the Hall, the area in front of the zebra crossing and the car park areas.
- Do not walk across the grass in front of the school.

### **Before School**

#### **PLEASE**

- Remember that coming into school before the bell is a privilege. Behave sensibly.
- Be in your form room by 8.40a.m.
- If you arrive in school too late for registration you **MUST** report to the school office.

### **At Assembly Time**

#### **PLEASE**

- Leave your coat and bag in your form room.
- Move quietly to the hall.
- Sit in silence and face the front.
- Do not leave the assembly hall until a member of staff dismisses you.

### **At Break Time**

#### **PLEASE**

- Queue sensibly and politely with your year group, if you wish to buy food or drink from the canteen.

- Go outside or to the library as soon as possible. Only if it is cold or damp, will you be allowed to remain inside. On very wet days, when everyone is inside, Year 7 should go to the Hall or to rooms 1, 2 and 3.

### **At Lunch Time**

#### **PLEASE**

- Queue sensibly and politely with your year group, if you wish to buy food or drink from the canteen.
- Please queue in a single line for the canteen. The teacher by the hatch will operate a “filtering system.”
- Buy food for yourself; not for other people.
- If you choose to eat inside then please sit down. Years 7 & 8 should eat in the Hall and Years 9, 10 & 11 should eat in the dining area. If you are eating inside, you must ensure that you clear all rubbish and replace chairs before leaving.
- Make sure that by the time the bell goes at 1.20p.m, you are either outside, in the library or in the appropriate place if you are attending a lunchtime activity as advertised in the Student Weekly Bulletin and on the Electronic Notice Board.
- ICT 1 is normally open for work from 1.20pm. Normal rules for ICT rooms apply at all times.
- Do not wander the corridors after 1.20p.m. You should go to the toilet, use the drinks machine etc. in the first half of lunch time where possible. You will not be allowed to fill water bottles after 2pm, so please come in from the field before 2pm if you need water.
- Remember, if you do not behave sensibly at lunchtime, rooms will be withdrawn from student use or you may find yourself in a lunchtime detention.

## CLASSROOM EXPECTATIONS

**LISTEN**

**LEARN**

**RESPECT**

### **Les Beaucamps School Policy against Bullying**

#### **Who is this document for?**

- Everyone – staff, students and parents/guardians.

#### **What are its underpinning principles?**

- “Everyone has the right to come to school and be safe”
- Telling on a bully doesn’t make it worse.

#### **What do we mean by bullying?**

- Using your power over someone to make him or her miserable:  
e.g . **name calling and/or repeatedly teasing someone;**  
pushing or pulling someone about;  
hitting or attacking someone, especially someone weaker;  
taking someone’s possessions and throwing them around;  
spreading rumours;  
ignoring someone or leaving them out;  
forcing someone to hand over money;  
making fun of someone because they are different;  
encouraging others to pick on someone;  
making someone look stupid.

#### **Why do people bully others?**

- They may have their own problems that make them upset or angry.
- They have been bullied themselves, perhaps by adults or other young people.
- They are scared of being bullied so they do it first.
- They want to appear “hard”.
- They want to show-off and always be in charge.
- They don’t like themselves, so they take it out on someone else.

## **What do we do to prevent bullying?**

- The school aims to have a caring atmosphere, which fosters mutual trust and respect.
- Students and staff are encouraged/educated to diffuse problems.
- Bullying is wrong and everyone at Les Beaucamps is encouraged to look out for each other and know that it is O.K. to tell on bullies.
- Victims of bullying are encouraged to tell.
- Victims of bullying are listened to and supported.
- Bullies are given an opportunity, and the support, to change.
- The teachers are encouraged to be good role models.
- All pastoral/subject teachers draw attention to anti-bullying strategies, as appropriate.
- PSHE/Drama schemes of work include anti-bullying activities.
- Anti-bullying is a frequent theme in assemblies.
- Safe havens are available at breaks and lunchtimes.

## **How can an individual prevent being bullied?**

- You **MUST LET A TEACHER KNOW** if you, or someone else, are being bullied.
- Laugh at or ignore comments or teasing. Bullies expect to scare people, so silence or humour might throw them off.
- Walk tall, be confident and walk away.
- If it is a group that is bothering you, look the weakest one in the eye and say, “This isn’t funny.” Then, walk away.
- If a bully confronts you, do not stop. Walk away, preferably towards other people.
- Stop thinking like a victim. You do NOT deserve to be bullied.
- If you are different in some way, be proud of it. It is good to be an individual.
- Remember the times and places where you were bullied and, if you don’t know, find out the names of the bullies. This will help the teachers to react quickly.
- Talk over what to do with a friend, a teacher, someone in your family or someone you trust.

## **You might find it hard to talk so how can you find the confidence to let someone know, if you, or someone else, are being bullied?**

- Practise what you want to say.
- If you find it hard to confide in someone face to face, write a note or a letter explaining what has happened and how you feel.
- Keep a note or diary of what is happening and show it to someone who can help.

- Ask your parents to telephone or visit the school.
- Don't give up.
- Remember that teachers have to listen carefully when a student tells them about being bullied.

## **How does the school encourage students to tell on bullies?**

- Each Y7 form has trained Y11 mentors. The mentors talk with students and pass on the information to the form tutors in the first instance.
- Assemblies reinforce the message that bullying is wrong and that we all need to make a stand against it.

## **What happens when bullying is alleged?**

### **Stage 1**

- A complaint is never ignored.
- Both parties are spoken to before a judgment is made or any action taken.
- In the first instance, blame is not usually apportioned. A calm, logical approach to the problem is adopted.
- The person who has been bullied may be asked to put forward his or her views about what they would like to happen and/or about how the problem could be solved. The Restorative Justice system might be useful at this point.
- The bully's better nature may be appealed to.

### Stage 2

- If the bullying persists, the bully is withdrawn from the bus, playground etc. as appropriate. This is logged and kept on file.
- The parents of all parties are informed and, where possible and appropriate, involved in solving the problem.

### Stage 3

- Outside agencies may be called in to help the bully and/or the bullied.
- Further strategies/sanctions as specified in the school's Good Behaviour Policy may be invoked in an effort to modify the behaviour of the bully. (e.g. Target Report, separate timetable, different breaks & lunchtimes)
- Exclusion is the ultimate sanction.

**Revised July 2011**