

Working Party: Tuesday 25th May/Wednesday May 26th

Aims

The aim of this Working Party is, to establish guidelines to help encourage and maintain positive behaviour and positive relationships amongst our students.

These guidelines will be closely aligned to the school aims specifically:

- to encourage respect and consideration for other people and the environment in which we live and work.

Statement of Intent

At Latifa School for Girls:

- All students have the right to enjoy respect, care and consideration
- All students have the responsibility to avoid behaviour that could make others feel uncomfortable or threatened (whether this is intentional or not).

Definition of Terms

Respect and consideration encompasses **three defined areas of concern:**

PHYSICAL

All students have the right

- to enjoy respect for their person
- to enjoy respect for their property

All students have the responsibility

- *to respect other people*
- *to respect others' property*

VERBAL

All students have the right

- to be treated with courtesy
- to be treated with consideration and thoughtfulness

All students have the responsibility

- *to treat others with courtesy*
- *to show thoughtfulness and consideration to others.*

EMOTIONAL

All students have the right

- to feel included
- to acceptance as an individual

All students have the responsibility

- *to include others*
- *to accept others as individuals*

Possible Signs

Behaviour, which shows others a lack of respect may take a variety of forms, some of which are not always evident.

These are some of the behaviours that we have identified, which would be considered inappropriate:

- Taking things/ possessions from lockers
- Ostracizing/isolating people
- Giving 'bad looks'
- Spreading rumours
- 'Talking down'
- Hiding things
- Writing unkind notes
- Tormenting physically (pushing/pulling etc)
- Name calling
- Taunting

Possible Signs that a student may be having difficulties with her relationships with other students may include the following:

- constant absences
- consistent absence from a particular lesson/s
- visits to matron(especially at break and lunch-time)
- withdrawn behaviour
- changes in friendship group
- reluctance/refusal to work with a particular student
- changes in behaviour and work patterns which may or may not

include the following:

- not going to a particular place
- late to lessons(in order to avoid groups)
- late to lesson so that the student is never alone in a room with other students
- uncharacteristic behaviour e.g. suddenly becoming the class 'clown' in order to deflect problems

Encouragement to Tell

It is important we create an atmosphere where students feel they will be listened to sympathetically and any further action taken will be sensitive to their concerns.

Procedures

Guidelines for Students

If you are unhappy about the way you are being treated by another student/other students:

- tell a trusted adult (e.g. teacher, matron, Head of Year)
- talk to us we **WILL** listen
- we can only help if we know

Guidelines for Staff

We recommend the introduction of a 'No Blame Approach'.

What is the 'No Blame Approach'?

The No Blame approach does not emphasise punishment. The focus is on dealing with the feelings of **all** parties involved in order to resolve the situation. Individuals are encouraged to take responsibility for and to understand the impact of, their behaviour on others.

We understand that it is difficult to abandon punishment as a response to these situations, however it has been found that it will often make the situation worse. Where the 'no blame ' approach has been used, it has proved more effective and is not more time consuming.

It has also been found that students are more likely to confide in you if they know effective action will be taken but will not lead to punishment.

If a student approaches you with concerns:

- listen sympathetically
- avoid being judgemental
- try to establish whether this is an isolated incident or part of a recurring pattern
- inform the student, in order to help them further, this information **may** be passed to the HoD if appropriate and **will** be passed to the HoY.
- inform the HoY.
- inform the HoD if appropriate

For the purposes of this document the term '**Student X**' refers to the person whose rights have been infringed.

Student(s) Y refers to the student/s responsible for the inappropriate behaviour.

It is often difficult to get to the bottom of what has happened because perceptions of the situation may vary from one person to another – fact-finding can be time consuming and counterproductive, increasing hostilities rather than resolving the situation - hence the teacher should take a 'no blame' approach.

Seven Steps

Step One – interview with Student X

When the teacher finds out that a problem exists she starts by talking to Student X about her feelings. She does not ask for specific details but she does need to know who was involved, including bystanders and colluders (student(s) Y).

Step Two – convene a meeting with Student(s) Y

The teacher arranges to meet with the group of students who have been involved. This will include some bystanders or colluders who joined in but did not initiate any inappropriate behaviour (numbers will depend on the individual situation). It is **not** helpful to ask students why they have behaved in this way as it is very difficult to explain our actions.

Step three – explain the problem

The teacher tells them about the way Student X is feeling. At no time does she discuss the details of the incidents or **allocate blame to the group**.

Step Four – share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step Five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which Student X could be helped to feel happier. The teacher gives some positive responses but she does not go on to exact a promise of improved behaviour.

Step Six – leave it up to them

The teacher ends the meeting by passing over the responsibilities to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step Seven – meet them again

At a later date, preferably within a week, the teacher discusses with each student, including Student X, how things have gone. This allows the teacher to monitor the situation and keeps the young people involved in the process.

Continue to monitor the situation.