Behaviour and Anti Bullying Policy

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Statement of Behaviour Principles

Approved by:	Board of Governors	**Date:** 03/09/18
Last reviewed on:	21/09/20	

Next review due by: 21/09/21

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in The Academy's community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires The Academy to have a written behaviour policy and paragraph 10 requires The Academy to have an anti-bullying policy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying policy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (Please see the students planners or our website for the uniform guidelines).
- Use of mobile phones - Mobile phones are allowed on school site but must be turned off and in the student's bag. They may be used at the discretion of the classroom teacher as a tool to enhance learning. The Gainsborough Academy does not accept any liability for lost, stolen or damaged phones, either in school or on extra-curricular activities.
- Energy Drinks and Soda drinks e.g. Coke, are not allowed in The Academy.

Serious misbehaviour is defined as:

● Repeated breaches of The Academy rules
● Any form of bullying
● Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
● Vandalism
● Theft
● Fighting
● Smoking
● Racist, sexist, homophobic or discriminatory behaviour
● Possession of any prohibited items. These are:

      o Knives or weapons
      o Alcohol
      o Illegal drugs
      o Stolen items
      o Tobacco and cigarette papers
      o Fireworks
      o Pornographic images
      o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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, often over a period of time
● There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can include (this is not meant to be an exhaustive list):

• *Physical:* using one's body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.
• *Verbal:* using language (e.g., insults, teasing, etc) to gain power over peers.
• *Emotional:* Excluding from social group and/or and persistent tormenting
• *Sexual:* any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It can be carried out to a person's face, behind their back or through the use of technology.
• *Racial:* subjected to abuse and harassment because of your race, colour or beliefs.
• *Homophobic:* when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

- *Indirect:* spreading rumours, excluding individuals from social groups, family feuds being brought into school.
- *Cyber:* the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. See further detail below.
- *Transphobia:* is a range of antagonistic attitudes and feelings against transgender or transsexual people, or against transsexuality.
- *Biphobia:* is aversion toward bisexuality and bisexual people as a social group or as individuals.

4.2 Cyber Bullying

Cyber Bullying is bullying through the use of communication technology such as mobile phones, computers etc. This type of bullying has become prevalent over recent years. It should be noted that this form of bullying may be deemed as illegal activity and as such may result in Police involvement.

There are seven main types of cyber bullying;

- Text message bullying involves sending texts which are threatening or challenging.
- Picture/ video clip bullying via mobile phone cameras can be used to make the person being bullied feel threatened or embarrassed; these images are usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone bullying using silent calls or abusive messages. Sometimes the victim's phone is stolen and used to harass others who then blame the phone owner.
- Email bullying involves sending bullying or threatening messages sometimes using an assumed identity.
- Chat room bullying involves threatening or upsetting others in a chat room environment.
- Bullying through Instant Messaging is an online based form of bullying where threatening and upsetting messages are sent in 'real-time'.
- Bullying via websites and social networks.

4.3 Implications of bullying
- Bullying is always taken seriously because of the potential impact upon young people.

- Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety. If unchecked, others may come to see bullying behaviour as acceptable within the Academy. Victims can become bullies of younger or more vulnerable students. Bullying can have long term effects on victims which may stretch into their adult lives.

4.4 Roles and Responsibilities in dealing with Bullying incidents

- The Principal has ultimate responsibility for the well-being of all students and staff.

- The Designated Safeguard Lead has been designated to oversee the safeguarding and well-being of students.

- All staff, students, parents and Governors must be aware of the policy and share responsibility for enforcing its principles.

4.4 Dealing with Bullying

The Academy takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including; assemblies:-

o   PSHE / RE
o   Tutorials
o   Curriculum themed lessons
o   Themed assemblies
o   Reinforced in 'Stay Safe' Days
o   High staff presence / visibility during lesson change over, both breaks
o   Key workers for Vulnerable students
o   Use of Alternative curriculum to reduce social contact with more extreme
        behaviour students

Minor incidents or disagreements should be addressed by Form Tutors or subject teachers. However, any suspicions of bullying must always be reported to the appropriate Head of Year or SPM as soon as possible.

All allegations of bullying by students must be referred to the Head of Year or SPM. Bullying taking place during the journey to and from school should be reported to the Head of Year or SPM as soon as possible.

The Head of Year / SPM will investigate the concern or allegation to clarify the facts, taking statements from the alleged bully, victims and independent witnesses.

Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in the vast majority of cases involve parents/ carers of both the alleged bully and victim being informed at the earliest opportunity. All cases will be recorded on the Academy's CPOMS (Child Protection on Line Monitoring System) or Connect Dashboard pending on nature and severity of each case.

A range of approaches will be used to support the victim and help them build resilience;

   a) Staff may offer coaching and problem solving strategies to enable the victim to tackle what has happened. This builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower level problems and where the victim wants to regain some control.
   b) Staff may work alongside the victim to resolve the problems actively through a restorative justice model.
   c) Serious incidents such as safeguarding, violence, threat of weapons or sustained serious bullying will be dealt with swiftly and severely.
   d) Repetitive bullying will be addressed through a stepped approach;

   i;   A verbal warning
   ii;   A contract between 'bully' and the Academy
   iii; Restorative work, group work and mediation
   iv; Fixed term exclusion and permanent exclusion will be used for the most serious, persistent cases of bullying

At all times the Academy will endeavour to work alongside parents and families to involve them in the restorative process when relationships between friends has broken down and both parties report Bullying behaviour retrospectively. This may include involvement with outside agencies where relationships in the community have also broken down causing disputes across extended family members.

Students have a responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied by making it clear to the bully that their actions are disapproved off. Students should inform a member of staff if they suspect bullying is taking place.

Serious or persistent cases of bullying will be referred to the Assistant Principal and could lead to a Fixed Term Exclusion or ultimately Permanent Exclusion.

5. Roles & Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.
The headteacher will ensure that The Academy's 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.

5.3 Staff

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 on The Academy's CONNECT system

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

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

6. Pupil Code of Conduct

Pupils are expected to:

● Attend The Academy regularly, on time and fully equipped.
● Behave in an orderly and self-controlled way
● Show respect to members of staff and each other
● In class, make it possible for all pupils to learn
● Move quietly around The Academy
● Wear the correct uniform at all times
● Treat the school buildings and school property with respect

- Accept sanctions when given
- Refrain from behaving in a way that brings The Academy into disrepute, including when outside The Academy.

7. Rewards & Sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Words of praise
- A cause for praise (CFP)
- Phone calls or letters home
- Written praise through positive postcards.
- Special responsibilities/privileges
- Work to be displayed around The Academy.
- To be awarded certificates and prizes in end of term assemblies.
- To be given an award at the end of year Award's Assembly.
- Gold, Silver, Bronze Awards.
- Effort Ranking. All students are given an effort score and ranked against their peers. Those with a good effort rank will be rewarded.
- Attendance rewards.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A warning.
- To be moved to a different seat.
- Cool off period.
- Sent to the sanction room.
- A detention (break, lunch or after school)
- To be sent to your Head of Year/SPM.
- Your parents to be contacted.
- To be moved classroom groups.
- To be excluded from lessons under supervision
- To be excluded from school for a period of time
- To be excluded from school permanently.

We may use the isolation room in response to serious or persistent breaches of this policy. Pupils may be sent to the sanction during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention, will be issued with a Headteacher's detention, failure to attend a Headteacher's detention attend they will be placed in the isolation room.

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing The Academy, such as on a trip or on the bus on the way to or from The Academy.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

● Create and maintain a stimulating environment that encourages pupils to be engaged
● Display the pupil code of conduct or their own classroom rules
● Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons
  o Establishing clear routines
  o Communicating expectations of behaviour in ways other than verbally
  o Highlighting and promoting good behaviour
  o Concluding the day positively and starting the next day afresh
  o Having a plan for dealing with low-level disruption
  o Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

● Causing disorder
● Hurting themselves or others
● Damaging property

Incidents of physical restraint must:

● **Always be used as a last resort**
● Be applied using the minimum amount of force and for the minimum amount of time possible
● Be used in a way that maintains the safety and dignity of all concerned
● Never be used as a form of punishment
● Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to The Academy's discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

● Exclusions policy
● Safeguarding policy
● OnlineSafetypolicy

Appendix 1: Written Statement of Behaviour Principles

The Gainsborough Academy Behaviour Policy seeks to encourage pupils to make positive choices. We expect that pupils will meet the expectations of this policy and that parents will support the Academy in maintaining a positive approach to behaviour. We are all members of the school community and it is expected that everyone acts with consideration and courtesy for others at all times.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Principal every year.

Appendix 2: UPDATE RE: COVID19 PREVENTION

The school behaviour policy is adapted in line with the most recent DFE 'behaviour principles'/guidance and will take into consideration these changes. Student behaviour is considered in relation to management of Covid 19 prevention guidance. This affects the following areas relating to safety in school.

● Routine and expectations e.g.; school gates, playground, and lunchtimes
● School hygiene rules
● Students moving around the school site
● Use of toilets
● Maintaining social distancing; classroom, corridors, playground
● Expectations if students feel unwell
● Use of equipment/resources
● Rules about coughing and spitting towards any other person
● Rewards and sanctions

Individual risk assessments that take into account the new circumstances will be reviewed or new one's instigated on specific students by members of the SLT. These will be judged on a case by case basis e.g.: students who may be prone to violence or in need of physical restraint. A reduced timetable or to continue learning remotely from home will be considered.

Any student who ignores the measures outlined in this risk assessment and compromises the safety and wellbeing of staff and/or students will be removed from the lesson and sent home immediately after contact is made with parents/carers. This may involve a student ignoring ('purposefully and wilfully disregarding') social distancing instructions and/or deliberately spitting or coughing at another student or member of staff. Any sanctions applied will be clear, consistent, reasonable and proportionate.

● The school will operate an isolation room/sanction room/detention room in each zone.
● Fixed/permanent exclusions be used appropriately by HTs.
● Any changes will be communicated to staff, students and parents.
● School is committed to working with local agencies