

<b>Behaviour Management and Anti-Bullying Policy</b>	
Policy Ref	Educ 005
Status	Statutory
Purpose	To encourage and develop behaviour of the highest standard, as part of developing the full positive potential of every individual. To create a strong, positive and caring ethos that values every individual and their achievements
Committees	Staff and Pupil Wellbeing
Other linked policies	Safeguarding; Confidentiality; Inclusion; Child Protection; Special Education Needs; Anti-Bullying Policy; Assessment, Recording and Reporting Policy; Pastoral Policy; Health and Safety Policy; Child Protection Policy; Five Steps to Risk Assessment (HSE)
Date of Issue	October 2022
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### Core Principles

- Everyone has a right to:**
  - recognition of their unique identity;
  - be treated with respect and dignity;
  - learn, work and play in a safe environment;
  - expect that information about them will be kept confidential unless it relates to the safety of themselves or others; and
  - be protected from harm, and physical, verbal or emotional abuse.
- Pupils have a right to:**
  - participate in environments carefully planned to nurture their individual progress in the social, emotional, spiritual, physical and cognitive areas of development;
  - expect staff to undertake their duties and responsibilities in accordance with the agreed values, policies and procedures;
  - be informed about rules, relevant policies and the expected conduct of all pupils and staff; and
  - be consulted and have an opportunity to have their voice and opinions heard.
- Staff have a right to:**
  - expect children and other staff to behave in accordance with the behaviour policy; and
  - be consulted and have an opportunity to have their opinions heard.
- The Academy aims to create a strong, positive and caring ethos based upon a set of behaviours, which all staff, pupils and their parents are expected to observe:

Honesty  
Loyalty  
Kindness  
Patience  
Tolerance

Respect for self, others, authority, property  
Politeness  
Fairness  
Trust  
Diligence  
Perseverance

### Duty of Care

- All staff have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty of care requires all to provide a safe and healthy environment in which pupils feel valued and secure, and where they can thrive both personally and educationally.

6. We expect that staff undertake their duties, with fairness, integrity, honesty, compassion and work to secure the very best outcomes for the pupils. Staff should model the behaviour expected across the academy. This document acknowledges that sound professional relationships between staff and pupils are vital to ensure good order in every setting. It is recognised that the majority of pupils respond positively to the discipline and sanctions practised by the staff who work with them. This contributes to and ensures the well-being and safety of everyone.

7. We believe that good relationships are at the heart of everything we do. If our children are to make the most of every opportunity offered to them, we need to offer an exciting, safe and secure environment in which to learn. It is our expectation that at all times the behaviour of our pupils will be good or outstanding and this is evidenced as part of our daily life in the Academy.

8. We provide comprehensive pastoral support for children whose behaviour may be affected by external factors and/or additional needs. This may be in the form of mentoring, interventions, parent workshops, staff training, in-class support and appropriate signposting.

### **Overall Aims**

9. The overall aim of the policy is to support the whole Academy community in maintaining high standards of behaviour:

- To develop a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these;
- To communicate these messages clearly to parents, children and all staff; and
- To establish clear systems which promote positive behaviour.

### **Responsibilities**

#### Academy Staff

10. All Academy staff have an equal responsibility for the welfare and discipline of children in the Academy. Staff have both discussed and agreed the Academy's aims and strategies to encourage good behaviour. Ongoing guidance and training is provided to staff in order that they can support, guide and manage pupils in order to ensure the best possible outcomes. Staff have a responsibility to put preventative measures in place which support children to effectively manage their behaviour.

#### Children

11. All children are made aware of the Academy behaviour policy and the consequences of inappropriate behaviour. At the beginning of each Academy year class teachers and their children will be reminded of our 'Good to be Green' behaviour system and expectations.

#### Governors

12. Governors have agreed to the Academy policy with regard to behaviour and discipline and support the Academy staff in its implementation.

#### Parents

13. Parents have access to and are asked to read this policy, with regard to behaviour and discipline expectations, and thereafter support Academy staff in meeting the academy's aims.

### Rewards

14. Our expectation is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole Academy 'Good to be Green' and 'Dojo' schemes focus on promoting, encouraging and rewarding learning behaviours that will benefit children during their time at the Academy and beyond, as life-long learners.

### Dojos

Children are rewarded Dojo points throughout the day based on their classroom conduct. Children will also receive a 'Dojo' for every day which they remain on 'Green'. At the end of each term children with 100 'Dojo' points will be rewarded with an on-site treat. The top 20% of children in each class will receive an additional treat.



## Good to be Green

The 'Good to be Green' scheme promotes positive behaviour rewarding those pupils who consistently behave appropriately. The scheme is very visual with child friendly resources which allow our pupils to easily see how they are doing in class.

	Behaviour examples	Reward / Sanction
Green	Following the school rules and expectations and demonstrating our school values	<ul style="list-style-type: none"> <li>All children start on Green each morning</li> <li>Green card displayed on class wall chart</li> <li>Dojo at the end of the day for staying on Green</li> <li>20 minutes of 'Good to be Green' time every Friday (5 minutes earned per day)</li> </ul>
Stop & Think	A gentle reminder for children	<ul style="list-style-type: none"> <li>Show child the card then display the blue card in the wallet</li> <li>Aim to get back on green as soon as possible, but definitely by the end of the day</li> <li>Staff should carry stop and think cards around with them. These cards can be given to other children in assembly / corridor if needed.</li> </ul>
Amber	<div> <p><b>Disruptive behaviour such as:</b></p> <ul style="list-style-type: none"> <li>Calling out</li> <li>Out of seat</li> <li>Not listening</li> <li>Distracting others</li> <li>Inappropriate physical contact, e.g. poking, flicking, pulling hair,</li> <li>Encouraging others to misbehave</li> </ul> <p><b>Unkind behaviour such as:</b></p> <ul style="list-style-type: none"> <li>Pushing and shoving</li> <li>Rough play</li> <li>Name calling</li> <li>Interfering with others property</li> <li>Telling lies to get others into trouble</li> </ul> </div> <div> <p><b>Attitude and behaviour such as:</b></p> <ul style="list-style-type: none"> <li>Running indoors</li> <li>Not completing work</li> <li>Not clearing up</li> <li>Complains or mutters disruptively/persistently</li> <li>Minor deliberate damage (pencils)</li> <li>Questioning adults decision / answering back</li> </ul> </div>	<ul style="list-style-type: none"> <li>Amber card displayed on class wall chart</li> <li>Miss 5 minutes of break or lunch</li> <li>Aim to get back on Green before the end of the day</li> <li>Persistent amber behaviour will result in a red card</li> </ul>
Red	When amber behaviours persist	<ul style="list-style-type: none"> <li>Red card displayed on wall chart</li> <li>Miss 5 minutes of break or lunch</li> <li>Lose 5 minutes of 'Good to be Green time'</li> <li>Can move back to green and earn the end of day Dojo (5 mins break and good to be green time still lost)</li> </ul>
Instant Red	<ul style="list-style-type: none"> <li>Racial/homophobic language</li> <li>Serious damage to property</li> <li>Physical or violent assault causing injury, or persistent violent behaviour</li> <li>Endangering yourself or others</li> </ul>	<ul style="list-style-type: none"> <li>Red card displayed on wall chart</li> <li>Refer to SLT</li> <li>Lose all of 'Good to be Green' time</li> <li>Behaviour log on Arbor</li> <li>Parents informed</li> </ul>



## **Sanctions**

15. Instant 'red' behaviours will be referred to a member of the Senior Leadership Team who will then decide on an appropriate course of action, which may include:

- Discussion with parents
- Behaviour log on Arbor
- Individual behaviour plan
- Internal or external exclusion period

16. Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff will aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the academy and the specific context in which each set of behaviours occurs.

## **Incident Logs**

17. Should behaviours consistently fall short of those expected, or be deemed sufficiently serious in a single instance (instant red), staff will send the child to a member of the Senior Leadership Team. Incidents referred to the Senior Leadership Team, will be documented in a 'Behaviour Log' on our Arbor system: date, time and a clear summary of events / behaviours.

18. In addition to recording events in a 'behaviour log', staff may also consider:

- Discussing difficulties with a senior colleague
- Requesting a member of the SLT to carry out observations of the child in class, to identify possible causes for inappropriate behaviour;
- Set up an Individual Behaviour Plan (IBP) with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents;
- Deciding on the time scale for implementation (approximately 1-2 weeks); or
- Reflecting, with named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

19. We acknowledge that, in exceptional circumstances, staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Parents will be invited in to discuss and sign a 'Reasonable Force Agreement' (Appendix A).

20. If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse
- Educational Welfare Officer
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services
- Healthy Young Minds

The Victorious Academies Trust Exclusion Policy can be found on the Policies page of our school website.

## **Anti-Bullying**

Children learn best when they feel safe, happy, valued and respected. At Inspire Academy we believe that every child has the right to feel safe and secure both in the academy and on their way to and from the academy.

### **Rationale**

. Bullying may take a number of forms:

- Name calling;
- Use of discriminatory language (racist, homophobic etc.);
- A physical attack;
- Deliberate exclusion;
- Damage to property or theft; or
- Internet or mobile phone bullying

Bullying is a persistent 'attack' by one or more children on another, or the deliberate exclusion of one child by others. It is not an argument or disagreement between children or the break-up of a friendship, although this could be a cause of bullying later. Bullying will not be tolerated at Inspire Academy.

**Aims of our anti-bullying policy:** • The academy aims to provide a caring and supportive environment for all children.

- To enable all pupils to develop the personal skills necessary to deal with bullying if they encounter it.
- To enable pupils to recognise actions that may lead to bullying and therefore prevent bullying behaviour.
- To encourage pupils to take appropriate action if they see bullying behaviour.
- To promote positive strategies to combat bullying.

## **Guidelines**

- All teachers discuss friendship issues and bullying with children regularly at assemblies and in PHSE sessions. Activities that emphasise co-operation will be emphasised at these sessions.
- We emphasise that incidents of bullying are taken very seriously and are unacceptable.
- All children are given a number of strategies to deal with bullying such as:
- Tell yourself you do not deserve to be bullied and that it is wrong;
- Stay with a group of friends if you are feeling uncomfortable;
- Remember it is good to be an individual;
- Speak to an adult;
- Be proud of yourself and remember that no one has the right to make you frightened or upset;  
□ Be assertive and say "Please stop I don't like it" or "No!" and walk away. Walk straight to an adult who will help you; or
- Save any messages which make you feel uncomfortable or frightened.

If a child feels they are being bullied they are encouraged to speak to any adult and a member of the teaching staff will investigate. If a child feels that another child is being bullied they can speak to any adult and a member of the teaching staff will investigate.

If a parent is concerned that their child may be a victim of bullying behaviour they should discuss this with the academy, via the class teacher, who will investigate. It is not advisable for parents to approach the suspected bully themselves or tell their child to fight back as this could make matters worse. If a parent feels their child is involved in bullying behaviour please discuss the issues with them and discuss it with the academy.

## **Implementation**

We have a number of agreed strategies available to staff in response to bullying. Our emphasis will be one where each child is listened to carefully and fairly. Staff will:

- Talk to the suspected victim and witnesses;
- Talk to the child / children accused of bullying to hear their side of the story;
- If the person admits that they have bullied another child apologies will be made, appropriate sanctions will be agreed and the child's / children's parents will be informed. It is made very clear to children that excuses such as, 'I was only playing' or 'It was a fun fight' are unacceptable';
- Incidents of bullying will be logged and retained in the Principal's room;
- If the suspected bully does not own up, further investigations will be made by a senior member of staff, witnesses sought and the situation will be discussed with parents and an agreed plan of action will be made;
- A Playground Log will be kept so that staff supervising over break and lunch time play are informed and can monitor the affected pupil;
- The situation will be monitored to ensure that it does not become an issue again; or
- There will be individual counselling for 'victims' and 'bullies'. Bullies are often victims too and they will be given care and support to change their behaviour.

## **Help Organisations**

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

## **Appendix A: Physical control and intervention**

This guidance on the use of Physical Control and Intervention stands under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support Section 55a education Act 1996. Whilst the principles that underpin this guidance are relevant in the Academy setting, it cannot cover all forms of extreme behaviours. See also our Care and Control Policy.

Consistency of approach is important, both to provide the most effective support for individual learners and to reduce the possibility of confusion. This guidance is intended to help ensure that staff adopt consistent practices in the use of physical control and intervention, based upon a common set of principles.

The guidance has been written in the context of the Human Rights Act (1988) and The United Nations Convention on the Rights of the Child (ratified 1991) Wherever possible physical control and intervention should be used in a way that is sensitive to, and respectful of the cultural expectations of learners and adults, and their attitudes towards physical contact.

Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual. The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention.

Where it is felt that physical interaction may be needed to support or de-escalate a situation, parents will be consulted and asked to sign a 'reasonable force agreement' and methods and strategies will be discussed before use.

### **Assessing and managing risks for learners who present challenging behaviours**

A risk assessment should be in place to help teachers, learning support assistants and other staff to improve practice in relation to the assessment and management of risk posed by learners with severely challenging behaviour. The risk may be to the learners themselves, other learners, teachers, other adults or property.

### **Risk and Risk Assessment**

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

**Risk assessment and management** is a process that helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:

- using what is known, in the light of experience, to make rational judgments about risk issues;
- weighing up options and taking reasonable risks; and
- taking action to implement a range of approaches to support and safeguard learners.

By working in this way it is possible to make decisions and take actions to:

- limit the level of inherent risk to which learners and others are exposed;
- take calculated risks to broaden the child's experience and maximise his or her individual potential;



- avoid unreasonable risks for the child and others; and
- ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to limit risks. At the same time it will help prepare them for times when things go wrong.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule we should:

- explore why learners behave in ways that pose a risk;
- try to understand the factors that influence the behaviour;
- recognise the early warning signs that indicate unacceptable behaviour is beginning to emerge; and
- develop the skills to manage difficult situations competently and sensitively.

The measures agreed for managing identified risks will be set out in an agreed behaviour management plan for the individual child. Risk assessment and management can also be used in emergency situations when unforeseen risks occur.

### **Assessing the risk**

Risk assessment involves a consideration of potential and actual risk. Key steps are:

- assessing the context for risk - trying to predict the situations in which risks do/may occur. For example, situations where learners might feel frustrated, learners being near open roads, on transport or in crowded places;
- assessing probability - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur; and
- assessing seriousness - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post-traumatic stress disorder.

When assessed, all risks should be recorded in accordance with the Academy's policy. In the event that risks are thought to be serious for the child or others, the Academy may need to use formal risk assessment frameworks and tools, such as the Health and Safety Executive's "Five Steps to Risk Assessment".

## Appendix B: Monitoring and evaluating the Policy

The Academy monitors behaviour incidents in order to identify issues and trends, and makes effective use of Management Information Systems to support the implementation of its procedures. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

The Academy monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents);
- Critical days/times of the week;
- Critical places within/outside the Academy;
- Pupils involved;
- Profile of pupils involved (ethnicity/gender/age/SEN);
- Timeliness of response; and
- Outcomes.

The Academy ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender, sexuality and looked after children.

The Academy assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Academy evaluates its policy against key improvement objectives which include:

(i) individual measures:

- improvement of individual behaviour
- academic progress
- improved attendance and punctuality

(ii) class/department/whole Academy measures

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over times;
- effectiveness of the policy in encouraging positive behaviours; and
- the number of referrals to external agencies.

The Academy provides details of issues and trends to staff and the Local Governing Body as a basis for effective decision making. The Academy ensures that behaviour issues are discussed with all parents/carers as part of the parents' meetings.

## Appendix C: Statutory Information

**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 school to have a written behaviour policy and paragraph 10 requires the school to have an anti -

bullying strategy

**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.

