

Behaviour Management and Anti-Bullying Policy	
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	July 2024
Review Date	July 2025

Overall Aims

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.

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 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.

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.

Principal Mrs L. Armstrong

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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.

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.

Responsibilities

Academy Staff

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

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.

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Governors

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

Parents

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 academies aims.

Rewards

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 conduct in class and outside/ in less structured times. They can choose to cash in their points for a prize or continue saving points for a bigger prize.

On reaching 50, 100, 150 they will have the opportunity to visit a dojo shop to redeem their points and choose something.

Good to be Green

All children start each day on a green card and the aim is to stay on green all day. If a child demonstrates undesirable or unacceptable behaviour they may be given a blue, amber or red card, dependent on the severity. For low level behaviour incidents, children will first be given a blue 'stop and think' card and this may escalate to amber or red if the behaviour continues. For more serious behaviour incidents, children may be given an amber or red card. When a card is given, there will be a chance for the pupil to reflect. The child will be given a clear explanation of what they need to do in order to return to a green card, with the aim always being to do so before the end of the school day. All conversations relating to behaviour are done in a supportive and respectful manner.

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	Behaviour examples	Reward / Sanction
Green	Following the school rules and expectations and demonstrating our school values	<ul style="list-style-type: none"> All children start on green each morning Green card displayed on class wall chart 20 minutes of 'Good to be Green' time every Friday (5 minutes earned per day)
Stop & Think	A gentle reminder for children to consider their behaviour choices and make improvements	<ul style="list-style-type: none"> Remind child of expectations and display the blue card Aim to get back on green as soon as possible
Amber	<p>Disruptive behaviour such as:</p> <ul style="list-style-type: none"> Calling out Out of seat Not listening Distracting others Persistent noises Inappropriate physical contact, e.g. poking, flicking, pulling hair, Encouraging others to misbehave <p>Unkind behaviour such as:</p> <ul style="list-style-type: none"> Pushing and shoving Rough play Name calling Interfering with others property Telling lies to get others into trouble <p>Attitude and behaviour such as:</p> <ul style="list-style-type: none"> Running indoors Not completing work Work refusal Not clearing up Complains or mutters disruptively/persistently Minor deliberate damage Questioning adult's decision Answering back 	<ul style="list-style-type: none"> Explain to child that this behaviour has resulted in an amber card. Card is displayed on wall chart. Miss 5 minutes of break or lunch to have a reflective discussion with an adult If the amber card is received after the final playtime of the day, 5 minutes will be missed the following morning Aim to get back on green as soon as possible
Red	When amber behaviours persist	<ul style="list-style-type: none"> Explain to child that this behaviour has resulted in a red card. Card is displayed on wall chart. Miss 5 minutes of break or lunch to have a reflective discussion with an adult If the red card is received after the final playtime of the day, 5 minutes will be missed the following morning Lose 5 minutes of 'Good to be Green time' on Friday Aim to get back on green as soon as possible (can go straight back to green from red).
Instant Red	<ul style="list-style-type: none"> Racial/homophobic language Serious damage to property Physical or violent assault causing injury, or persistent violent behaviour Dangerous behaviour that endangers yourself or others 	<ul style="list-style-type: none"> Explain to child that this behaviour has resulted in an instant red card. Card is displayed on wall chart. Refer to Senior Leadership Team (SLT) for next steps Miss lunch time play on same day or next day if in the afternoon for a reflective discussion with an adult Lose 5 minutes of 'Good to be Green' time on Friday. Instead have period of reflection Behaviour log on Arbor Parents informed

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Sanctions

When an incident is referred to a member of the Senior Leadership Team (SLT), they will decide if any further action needs to be taken which could include:

- An individual behaviour plan
- Internal seclusion period
- External suspension period
- Exclusion

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 and the specific context in which the behaviour occurs. The Victorious Academies Trust Exclusion Policy can be found on the Policies page of our school website.

Incident Logs

Should there be any severe behaviour incidents or where behaviours consistently fall short of those expected or be deemed sufficiently serious in a single instance (instant red card), the incident will be logged on Arbor. This will include the date and time of the incident, the names of any children involved and a summary of what happened. It will also detail any action that has been taken. Each term, the data collected from these logs is analysed by the SLT to identify any patterns and trends.

Physical Intervention

In certain circumstances it may be reasonable, appropriate, proportionate and necessary to the situation to use physical intervention to keep everyone safe. Some members of school staff are trained to do this; however, in an emergency, legally any member of staff has a duty of care to intervene when necessary.

Team Teach

Team Teach supports staff to help children when they are dysregulated. Staff are trained in a variety of strategies for de-escalation and the principles behind each of these. When appropriate, proportionate and necessary, staff may support children to move from one place to another in school. Only when absolutely necessary, staff may use holds to support this de-escalation process and to keep the child and those around them safe.

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. This may involve outside agencies such as:

- School Nurse
- Educational Welfare Officer
- The Outreach Team

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Educational Psychologist
Community Paediatrician
Social Services

- Children and Adolescent Mental Health Services (CAMHS)

Anti-Bullying

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.

Children learn best when they feel safe, happy, valued and respected. Bullying will not be tolerated 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. Bullying is not an argument or disagreement between children or the break-up of a friendship.

The definition of bullying, in accordance with the Anti-Bullying Alliance, is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying may take a number of forms, including:

- 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

Guidelines

- Relationships, friendships and bullying is discussed regularly with the children during assemblies and in PHSE sessions.
- We emphasise that incidents of bullying are taken very seriously, are unacceptable and will not be tolerated.
- We educate children about, and strongly encourage children to speak up about unkind behaviour and bullying behaviour
- We will engage with direct Anti-bullying work for at least one week each year.

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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 what is happening and any action needed

If a child feels that another child is being bullied they are strongly encouraged 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 does not encourage our values and could incite.

If a parent feels their child is involved in bullying behaviour please discuss the issues with them and discuss it with a teacher/ member of SLT at the academy.

Implementation

We have a number of agreed strategies available to staff in response to bullying or suspected bullying.

Our emphasis will be one where each child is listened to carefully and fairly.

Staff will:

- Remind all parties of the clear expectations and known consequences around behaviour and also of the serious impact of bullying
- Talk to the suspected victim and witnesses;
- Talk to the child / children accused of bullying to hear their side of the story;
- If the child 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. Parents may be met with/ spoken to by telephone.

It is made very clear to children that excuses such as, 'I was only playing' or 'It was a fun fight' are unacceptable';

It is also made very clear what a child should do if they have been offended or hurt, in lieu of any retaliation. Children MUST not be encouraged to retaliate by parents.

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It will be made clear that bullying under any circumstances will not be tolerated.

- Incidents of bullying will be logged and retained on behaviour incidents on Arbor;
- 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;
- The incident will be recorded and shared, so that staff supervising over break and lunch time play are informed and can also monitor the affected pupil;
- The situation will continue to be monitored

Bullying in any form will not be tolerated and this message will be clearly given to all children and staff at the school. There will also be regular communications as appropriate with parents and carer of both the victim and the suspected bully.

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