



Behaviour and Anti-bullying Policy

Please also see:

- individual Academy procedures

Description	By Whom	Date
Established	Greenhill / TM	9/3/15
Reviewed	TM	10/8/16
Approved	D of S	15/9/16
Reviewed	WM	11/7/17
Reviewed	WM	23/7/18

Contents

Aims.....	3
Roles and Responsibilities.....	3
Children’s responsibilities:.....	3
Staff responsibilities:	3
Parents’ responsibilities:.....	4
Trustee responsibilities:.....	4
Good practice	4
Our approach to positive behaviour	4
Our approach to negative behaviour	5
Exclusion	5
Seclusion / isolation rooms	6
The use of “reasonable force”	6
Malicious allegations	6
Children leaving school premises without permission	6
Conduct of pupils outside the school gates	7
Strategies to support inclusion	7
Involving Parents and Carers	7
Anti-Bullying Policy.....	7
Definition	7
Types of bullying	8
Cyber-bullying	8
Racist bullying.....	8
Homophobic bullying.....	8
Vulnerable groups	8
Signs of bullying.....	9
Safeguarding	9
Bullying prevention	9
Addressing and recording bullying incidents	10
Principles.....	10
Recording	10
Training.....	10

At The Harmony Trust we want all our schools to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this.

Aims

- To encourage a calm, purposeful and happy atmosphere within each academy
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour
- To have a consistent approach to behaviour throughout the academy with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose

Roles and Responsibilities

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To be aware of any additional needs

Parents' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

Trustee responsibilities:

- To monitor the implementation of the policy
- To ensure adequate resources and training have been allocated to ensure this policy is successfully implemented

Good practice

There are some general principles which encourage consistent, successful behaviour in school.

- Deal with situations in a calm, firm manner avoiding confrontation where possible
- Give frequent praise for good behaviour as well as for good learning
- Use positive language whenever possible and as often as possible
- Think carefully about what is being said and set realistic sanctions
- Where possible, staff should try to deal with situations themselves to enhance their own credibility and authority
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst taking into account each child's individual needs
- No adult in school should ignore unacceptable behaviour and positive behaviour should be praised as frequently as possible
- Behaviour management needs to be consistent at all times and in all locations, including on the playground

Our approach to positive behaviour

At the Harmony Trust, we understand that the most effective strategies for managing behaviour are those which focus on recognising and rewarding positive behaviour. Each academy employs a range of positive behaviour strategies. The specific strategies used at each academy are to be found in the academy's behaviour appendix document but may include:

- Smile
- Non-verbal recognition (e.g. thumbs up)
- Verbal praise (e.g. well done)
- Written feedback
- Stickers
- Table points
- Class reward charts
- Sharing examples of good behaviour

- Certificates
- Star of the day
- Star of the week
- Phone calls home / messages to parents
- Extra responsibilities for pupils (e.g. prefects, friendship monitors, class monitors, sports leaders, council representatives etc.)
- Celebration assemblies
- End of year awards
- Sending to other members of staff for praise

Our approach to negative behaviour

The majority of our children are well-behaved but we must address any negative behaviour issues that occur. If a child behaves in an unacceptable manner we use the language of Choice and Consequence. Pupils choose their behaviour and choices always bring consequences. We understand that mistakes are normal and therefore consequences should be supportive. The specific sanctions used at each academy are to be found in the academy's behaviour appendix document but these may include:

- "The look"
- Praise others for making the appropriate choice
- Highlight choices
- Warning (linked to academy procedures)
- Adult support
- Time out (in own or partner class)
- Contact with parent
- Sent to SLT
- Use of behaviour contract
- Support from learning mentors
- exclusion

Exclusion

In rare, serious cases, one of the following sanctions may be necessary:

- Isolation at playtime / lunchtime
- Lunchtime exclusion
- Internal exclusion from class
- Fixed term exclusion
- Permanent exclusion

These will be sanctioned by the academy Principal (or in his / her absence another member of the senior leadership team). Fixed term and permanent exclusions will be reported to the Trust. Please see the exclusions policy for further information.

Seclusion / isolation rooms

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. This procedure would be internally managed and relevant risk assessments would be in place prior to the intervention taking place. Adequate staff supervision will be in place at all times.

Seclusion should not be used for long periods and the time used as constructively as possible.

The use of “reasonable force”

In very rare circumstances, staff may use “reasonable force” to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This is always used as a last resort and the action taken will be proportionate.

This may take the form of “control” (e.g. standing between pupils, blocking a pupil’s path or leading a pupil by the arm away from harm) or “restraint” (holding back a pupil physically to prevent harm). It may also include searching pupils and property without consent if looking for prohibited items (as defined in the education act 1996).

There are a number of principles we follow regarding the use of reasonable force:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Any physical contact is only at the minimum required
- Consideration for the safety and dignity of all concerned is considered at all times
- Incidents are recorded and reported to the Principal
- Parents are informed of each incident

The use of reasonable force is rare. For disabled pupils or for those with Special Educational needs (SEN), there is a legal duty to make reasonable adjustments and this would be considered on an individual basis.

The Trust follows the DFE guidance on the Use of reasonable force.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Malicious allegations

Very rarely, a pupil may make an allegation against a member of staff. This will be investigated thoroughly. If, after investigation it is deemed that the pupil has made malicious allegations, they are likely to have breached school behaviour policies. The academy would then apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Children leaving school premises without permission

Children are not given permission to leave the school premises and we put safeguards in place to minimise the risk of this happening. However, if a child chooses to leave the premises without permission:

Every effort will be made to

- Find the child
- Contact the family

If the child is not found within 25 minutes, the police will be informed.

Conduct of pupils outside the school gates

The behaviour of pupils outside the school gates is generally a matter for parents or carers to follow up. However, there are circumstances where it is appropriate for in school investigations and sanctions to occur.

These include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable in some other way as being a pupil at the school

Or when:

- There could have repercussions for the orderly running of the school
- There is a threat posed to another pupil or member of the public
- The reputation of the school could be adversely affected.

Sanctions would be the same as those for incidents occurring in school.

Strategies to support inclusion

Some children may need additional support with their behaviour. Where necessary, individual behaviour plans will be put into place (in liaison with parents and other agencies where relevant). There may also be referrals made to other agencies (e.g. Educational psychology, Healthy Young minds or jigsaw) where it is felt this would support the child's behaviour.

Involving Parents and Carers

Supporting pupils to develop positive behaviour is a partnership between school and home. Parents should be informed of both positive and negative events. When parents are approached, it should be with a view to seeking their help and support as well as to inform them of any incident which has occurred.

Anti-Bullying Policy

Definition

At the Harmony Trust, we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance,

cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Types of bullying

Cyber-bullying

The rapid development of, and widespread access to technology has provided a medium for "virtual bullying" which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

Homophobic bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable groups

Some groups of pupils may be more vulnerable to bullying. These include:

- Looked after children
- Gypsy, Roma and Traveller children
- Children with SEND
- Children from ethnic minorities
- Children entitled to free school meals
- Children for whom English is an additional language
- Children who are perceived to be gay, lesbian or bisexual
- Transgender children

In line with the Equality Act (2010) it is essential that we:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

Signs of bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no apparent reason, lack of confidence, signs of depression
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for money, using different routes to school, “losing” more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Safeguarding

Under the Children Act 1989 a bullying incident (including cyber bullying) should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm”. Where this is the case, the academy should report concerns through their usual safeguarding procedures to Children’s social care. Please see the Harmony Trust safeguarding and child protection policy for further information.

Bullying prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our academies to a minimum. Through assemblies as well as PHSE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents which would not be described as bullying but can still be upsetting. Pupils are encouraged to tell an adult if they are being bullied or are concerned that someone else is being bullied.

All cases of alleged bullying should be reported to a member of the senior leadership team. In any case of alleged bullying, a suitable member of staff should first establish the facts and build an accurate picture of events over time. There should be discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and other pupils as appropriate.

If the allegation of bullying is upheld, the senior leader should consider an appropriate sanction and parents would be informed.

If the situation does not improve, the Principal or senior leader should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Action should be taken until the bullying has stopped.

Addressing and recording bullying incidents

Principles

There are some key principles when investigating alleged bullying:

- All incidents should be dealt with sensitively
- The Senior leadership team is responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, pupils, and parents need to be kept informed of progress and outcomes.
- All incidents of bullying, or alleged bullying should be recorded.

Recording

All alleged bullying incidents are recorded, including the type of bullying (if it is racist, homophobic etc). Incidents are reported to the Trust.

The number and types of bullying will be monitored by each academy and the Trust.

Training

Staff will receive training in how to apply these policies as part of staff inset sessions. There will also be additional training provided where it is required.