Behaviour and Anti-bullying Policy

Discovery Primary Academy

Contents

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 school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
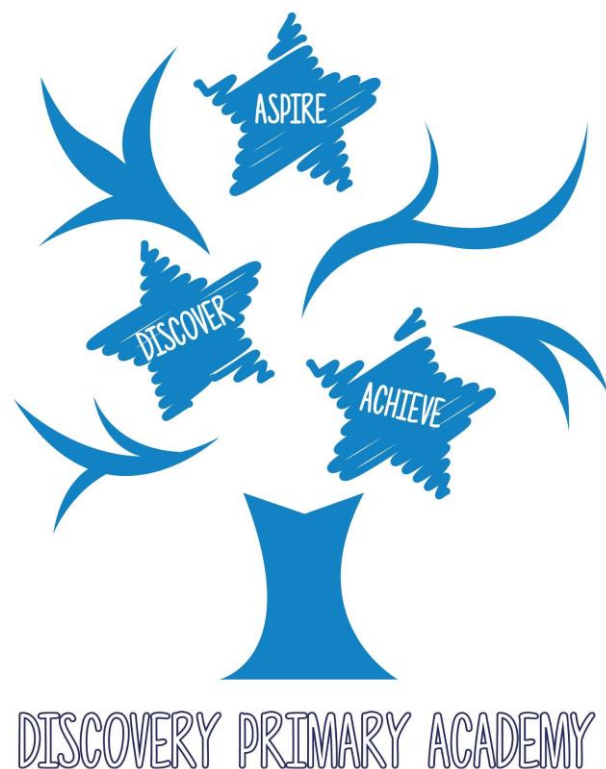
2. Legislation and statutory requirements

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

- Behaviour 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 school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

At Discovery Primary Academy, our aim is to maintain an environment and school culture in which our children feel valued and are nurtured to become self-disciplined and autonomous. We believe this will enable them to develop as thoughtful, caring, considerate adults who are able to base their actions, behaviours and decisions upon the principles of 'Good Citizenship'.
We believe that if our children are supported to reflect on their behaviour, to think about the consequences of their actions and to understand the reasons why praise, rewards and sanctions are given, they will build their own positive values, recognise appropriate behaviour and make positive choices as members of our school community and the wider community.

It is important that there are consequences for negative behaviour and attitudes but our main strategy is to encourage and praise the children for what they do well, so that they perceive themselves as capable and valuable as both individuals and as members of our school. We aim to encourage the children to develop positive attitudes and a respect for other people's feelings, needs and property. The children are expected to learn to take responsibility for their own behaviours.

It should be understood that children need **to learn** how to behave in a positive way. It should be acknowledged that, just as some children find it more challenging to learn to read and write, some children

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will find it more challenging to learn to behave in a positive way. Children should always be given unconditional positive regard. When sanctions are given, children should understand that it is their behaviour that is disliked and not them. We need to support our children in understanding that their behaviour is not innate. They are in control of their behaviour and they can change and improve it.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude or rudeness
- Saying or doing unkind things with the intent to upset others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Deliberately hurting others
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. At Discovery Primary Academy, we believe that all children and young people have the right to learn and work in an environment where they feel safe and are free from harassment and bullying. The academy aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

4.1 Definition of 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
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring- leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Details of our academy's approach to preventing and addressing bullying are set out below.

4.2 Reporting Bullying

- Our school strongly encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident.
- Children, parents and carers can confidentially report incidents of bullying to any member of staff. The report will be logged on CPOMS under 'Behaviour Related Logs' then under 'Bullying'. Before

saving to CPOMs, the member of staff completing the log will 'alert' the members of SLT (Senior Leadership Team).

4.3 Investigating Allegations of Bullying

- The school will investigate the incident including the context and the roles of the people involved and then decide on an appropriate course of action. All incidents reported, no matter how small, will be taken seriously

- A member of SLT will investigate any allegation of bullying. This will involve listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will be logged on CPOMs and will detail what happened and who was involved including the views and observations of any bystanders. Follow up action/strategies and the monitoring and impact of these strategies will also be recorded. The log will also include the details of when parents and/or carers were informed.

- When an incident of bullying is reported, the academy will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents will help to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It will enable the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. In cases of racist bullying or racist incidents, a written record will be given to the governing body to submit figures in relation to racist/bullying incidents to the local authority on a termly basis.

4.4 Response to Instances of Bullying

- After listening to the account of the targeted child, the school will discuss an appropriate course of action with them.

- Immediate and longer term action will be taken to ensure that any child who has been bullied feels safe and supported. Actions will be decided after discussion with the child and their parents/carers.

- All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable.

- The academy's response will endeavour to meet the circumstances of the particular situation. Serious, persistent and long term cases of bullying will have more serious consequences. In new cases of bullying, bullying of a less serious nature and situations where it appears that with some intervention, the behaviour of the bully can be modified and the bullying stopped, the school will initiate the agreed process for problem solving and reconciliation between all parties.

- Sanctions will include one or more of the following:

- Removing or separating a child from other individuals or groups of children
- Loss of privileges
- Removing or excluding the child from certain whole school, year group or class activities
- Internal seclusion
- External seclusion
- Suspension

- The sanction given will reflect the nature and circumstances of the bullying incident. Sanctions are intended to impress upon the perpetrator that what they have done is unacceptable, deter them from repeating the behaviour and to signal to others that the behaviour is unacceptable.

- Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the academy will take account of the nature of the child's disability, vulnerability or SEN and the extent to which they understand and are in control of what they are doing.

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- When deciding upon appropriate sanctions for bullying, the academy will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it.

- A restorative approach will also be used. Perpetrators of bullying will focus on their unacceptable behaviour in an emotionally intelligent way. It will ensure children causing harm are held to account. They will be supported to recognise the harm caused and take action to repair the harm.

- Part of the academy's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The academy does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed. The timing of this monitoring will depend on the agreed approach.

- The academy recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the suggestions below.

  - Raise awareness, as appropriate, among the whole school community of possible risks within the community e.g. trouble spots
  - Alert colleagues in other schools whose pupils are bullying off the school premises
  - Make contact with local police officers if necessary
  - Map safe routes to school in the event of a child being bullied on their journey to school
  - Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

4.5 Working with Parents and Carers

Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the academy to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded on CPOMs.

4.6 Protective Strategies to Prevent Bullying

Our academy believes that the whole school community should work together to stop bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment for children and the whole school community. Alongside the academy's responsive strategies for dealing with incidents of bullying, the academy adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to prevent and reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Adopting positive behaviour management strategies
- Implementing a whole school approach to the teaching of PSHE
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Implementing the Success for All Getting Along Together (GAT) programme
- Ensuring that anti-bullying is actively promoted in assemblies and other formal occasions

- Providing opportunities to celebrate effective anti-bullying work
- Providing training on behaviour management and anti-bullying for all relevant staff
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing confidential communication systems such as Worry Boxes
- Working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages.

4.7 Training
- There will be annual training, for all staff, addressing the prevention and handling of bullying.

5. Roles and responsibilities

5.1 The Local Governing Committee

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 school 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 CPOMs

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 school 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:
- Uphold our school values of determination, confidence, aspiration, kindness and responsibility
- 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 school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 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 classroom rules and cooperative learning strategies
- Develop a positive relationship with pupils with strategies which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2 Strategies that can be used to support positive behaviour for learning

Each child is different and each class has a different dynamic. Teachers and TAs should use their knowledge of their class and the individual children in their care to choose the most appropriate and effective strategies to meet their children's needs. Below are some strategies to be considered.

- **Use assumptive language**

Praising pupils for making positive behaviour choices before or as they begin a task. Verbalising the assumption that the children will make a positive choice so they make the same assumption. i.e. thank you for walking down the corridor or well done for lining up quietly and sensibly.

- **Phrasing instructions positively**

Telling the children what you would like them to do rather than what not to do i.e. work quietly on your tables rather than don't talk.

- **Ignore low level disruptive behaviour**

Ignore pupils making poor behaviour choices and praise and give positive attention to children making good choices i.e. if some children are talking, praise the children actively listening.

- **Introduce an element of competition**

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Challenge children to meet behaviour expectations i.e. which table will be ready with their white boards and pens first? Who is showing me their best listening?

- **Use public praise but give private warnings**

If a child is making a good behaviour choice, praise them in front of their peers. If a child needs to be given a warning about their behaviour, do this quietly at their side.

- **Move around the room**

If a child is not making a positive behaviour choice, move to stand by their side and continue teaching rather than teaching from the front of the classroom all the time.

- **Use visual prompts**

Use pictorial prompt cards to give non-verbal cues about behaviour expectations rather so that reminders do not need to disrupt the flow of teaching.

- **Reward children making positive choices**

Choose children making positive behaviour choices to share their ideas, do jobs with in the classroom, line up first etc. Make it verbally explicit why they are being chosen i.e. 'I am choosing Dan to give out the pens because he was listening so well'.

- **Change the volume of your voice**

It can be tempting to raise your voice if children are not listening. Drop your voice in volume and depth so that children have to be quiet to hear you.

- **Give the children a movement break**

If children are finding it difficult to listen or they are fidgeting, give them a movement break. There are some useful activities on the Go Noodle website.

- **Change where a child is sat**

Move a child who is not making positive choices so that they are sat next to a positive role model or so that they are sat closer to you.

- **Ask children to spot positive behaviour in others**

If a child is not making a positive behaviour choice, ask them to spot children that are behaving in a positive way. Explain that you will be asking who they have spotted in five minutes.

7.3 Cooperative Learning

To support our children when working with different members of staff, we will all adopt the SFA strategies and Co-operative Learning Signals. The children will know how they are expected to respond no matter who gives the signal.

Co-operative Learning Signals

- Zero noise – one hand up
- Active listening – hand to ear
- Thumbs up – to show task completed or they are ready to answer a question
- 1, 2, 3 move. One stand up, two stand being chairs, three move.

The children should use 'thumbs up' to indicate that they have finished their work or that they would like to answer a question. Children will be chosen to answer questions and share their ideas using lolly sticks with the children's names on chosen from a pot or 'random reporter' in which each member of a team is

assigned a number and is chosen if their team name and number is selected. Teachers may also wish to choose children to answer questions based on Assessment for Learning opportunities. Children will usually only put their hand up if they need help.

7.4 Promoting Positive Behaviour

To reinforce these positive attitudes teachers will use:

- Verbal praise
- Discovery Discs (school bank notes awarded for exceptional effort and for demonstrating our school values)
- Stickers
- House Points for personal or comparative academic achievement
- Phone calls home to parents
- Additional responsibilities or privileges

7.5 Sanctions as a Consequence for Negative Behaviour

If children demonstrate negative behaviour, there will be consequences for their actions.

Responding to Misbehaviour

- If children are exhibiting actions defined as misbehaviour, they will be given a verbal warning in the first instance. This should be given quietly on a one to one basis rather than publicly in front of the class.
- If misbehaviour continues, they will be given a 'two minute consequence' if they are in Key Stage 1 or a 'five minute consequence' if they are in Key Stage 2. They will miss this amount of time from their next playtime with the member of staff who has issued the consequence.
- If the misbehaviour continues, the child may be given a 'five minute consequence' if they are in Key Stage 1 or a 'ten minute consequence' if they are in Key Stage 2. They will miss this amount of time from their next playtime with the member of staff who has issued the consequence.
- If negative behaviour persists after this, they should be sent to work in the classroom of their Phase Leader and they should receive a 'lunchtime consequence'. If they are in Key Stage 1, they will miss their lunchtime play and spend this with a member of SLT. They will discuss their behaviour with the member of SLT as well as how they can improve their behaviour in future.
- We believe that our children should learn why their behaviour was negative and they should be supported to understand the consequence of their behaviour. The child's class teacher and a member of SLT will discuss the incident and an activity the child can take part in to help them reflect on their behaviour. Once they have taken part in this activity, the child will be expected to discuss what they have learned with SLT.
- 'Lunchtime consequences' should be recorded on CPOMs as a 'Behaviour Related Log' and the Deputy Headteacher should be alerted. The child's teacher should also phone the child's parent or carer to inform them of the incident.
- Teachers in the Foundation Stage and Key Stage 1 may choose to give children demonstrating misbehaviour immediate 'time out' of between one and ten minutes. The length of the 'time out' will be dependent on the nature of the misbehaviour and the age and stage of development of the child. The child will sit in the allocated quiet space for the time out.

Responding to Serious Misbehaviour

If a child is exhibiting actions defined as serious misbehaviour, one of the following sanctions will be put in place:

- A 'lunchtime consequence' as detailed above
- A report card that will be shared with a member of SLT after each lesson
- Removing or separating a child from other individuals or groups of children
- Loss of privileges
- Removing or excluding the child from certain whole school, year group or class activities
- Internal seclusion

- External seclusion
- Suspension

The sanction given will reflect the nature and circumstances incident. The academy will take account of the nature of the child's disability, vulnerability or SEN and the extent to which they understand and are in control of what they are doing.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any child where the academy believes an alternative arrangement would be more effective for that particular child, based on their knowledge of that pupil's personal circumstances. The academy will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Supporting Children following a Sanction

Following a sanction, all children will be helped to understand how to improve their behaviour and meet the behaviour expectations of the academy.

Support might include:

• a targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

• a phone call with parents;

• inquiries into the child's conduct with staff involved in teaching, supporting or supervising the child in school;

• inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or

• considering whether the child needs support with their wellbeing and mental health.

7.6 Pupils with additional needs or vulnerabilities

- 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.
- A Behaviour Risk Assessment will be completed for these children and they will be shared with their parents or carers.
- It may be necessary to devise a 'special contract' or behaviour support plan, tailor made for these children, which includes achievable targets and rewards.
- 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.

7.7 Off-site behaviour

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

7.8 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:

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- **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 on a positive handling form and reported to parents

Procedures

In the event of physical restraint having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

Action Steps

Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;

- Summon another adult;

- Continue to communicate with the pupil throughout the incident;

- Make it clear that restraint will be removed as soon as it ceases to be necessary;

- Appropriate follow-up action should be taken, which may include;

- Providing medical support

- Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

Recording

Staff should report all incidents of restraint in accordance with School Policy and report these to the Head Teacher.

Details should include:

- Name pf pupil(s)

- Staff member(s) involved

- Factors necessitating physical intervention

- The strategies which were employed prior to using physical intervention

- How physical intervention was affected

- Outcome of restraint

- Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

8. Exclusions

- The academy follows Government guidance on Exclusions. We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole school community.

- Parents/carers have the right to make representation to the Local Governing Committee about Exclusions and the Governors will consider all such representations.

- Permanent Exclusion would always be considered in response to serious breaches of this Behaviour Policy and if allowing the child to remain in the academy would seriously harm the education or welfare of others in the school.

9. Searches and Confiscation

The headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. In such instances, the guidance set out in the DFE document, Searches, Screening and Confiscation will be followed.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

11. Training

- Staff are provided with training about managing behaviour as part of their induction.
- Behaviour management also forms part of continuing professional development for all staff who support children during the school day.
- All staff can discuss behaviour management with any member of SLT and they can seek advice and support in managing the behaviour of individuals and groups.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing Committee every year. At each review, the policy will be approved by the headteacher.