

BEHAVIOUR POLICY (Smallthorne)

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Document Type	Behaviour Policy (Smallthorne Primary Academy) (Including measures to address bullying)			
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Summary	Our policy is based on the beliefs that good behaviour is not automatically learned but needs to be taught and supported by role model adults. Parents and carers, children and staff all need to operate in a culture of mutual respect.			
Associated Documents	<ul style="list-style-type: none"> SEND Policy Alcohol & Substance Misuse Policy Equal Opportunities Policy 	<ul style="list-style-type: none"> Safeguarding & Child Protection Policy Attendance Policy Positive Handling Policy Uniform Policy 		
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
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1.0	Annual Review	Nov 2021	
1.1	Annual Review	May 2022	Updates to Section 7, 8, 9 & 11
1.2	Annual Review	Sept 2022	Updates to Section 4.1, 12.2.1, 12.2.2 & 12.2.3
1.3	Interim update	Dec 2022	Document type to include measures to address bullying
1.4	Interim review	Nov 2022	Section 6 and Appendix A added
		June 2023	Review not completed
1.5	Update to dates	Oct 2023	Version date changed to Academic year 2023/24

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1. STATUS

- a. Non statutory.

2. INTRODUCTION

- a. Our policy is based on the beliefs that:
 - i. Good behaviour is not automatically learned but needs to be taught and supported by role model adults. Parents and carers, children and staff all need to operate in a culture of mutual respect.
 - ii. Respect must be given in order to be received. Parents/carers, staff need to have a clear understanding of their rights and responsibilities in supporting and maintaining good behaviour in the Academy.
 - iii. The quality of teaching, learning and behaviour are inter-related and it is the responsibility of all staff to work collectively to support our children to develop positive behaviour for learning and life
 - iv. Poor behaviour cannot be tolerated, as it is a denial of the right of children to learn and teachers to teach. To enable learning to take place, preventative action is most effective, but where this fails, our Academy has clear, firm and sensible strategies in place to help children manage their behaviour
 - v. All school staff have a critical role and responsibility in establishing and maintaining high standards of teaching, learning, and behaviour.

3. AIMS

- a. For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect
- b. For staff to have high expectations of standards our children can achieve, as learners and as citizens.
- c. For staff to support children to have high levels of self-esteem
- d. To provide a broad, balanced and differentiated curriculum which is both inspiring and relevant
- e. To provide a varied range of teaching and learning styles to suit the needs of children
- f. To provide an attractive learning environment and quality learning resources.
- g. To track every child's progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that their progress matters
- h. To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- i. To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child
- j. To consistently and fairly implement reward recognition and sanctions systems
- k. To encourage a positive Academy and home partnership, to promote children's education and maintain standards of behaviour.

4. PURPOSE

- a. To maintain levels of excellent behaviour
- b. To develop effective citizenship and character traits in all members of our community
- c. To provide a consistent approach in rewarding good behaviour and attributes
- d. To provide a consistent approach in responding to unacceptable behaviour
- e. To ensure that behaviour does not inhibit learning or impede potential.

4.1 Legislation and Statutory Requirements

- a. This policy is based on advice from the Department for Education (DfE) on:
 - i. Behaviour and discipline in schools 2022
 - ii. Suspensions and Exclusions 2022
 - iii. Searching, screening and confiscation at school 2022
 - iv. The Equality Act 2010
 - v. Use of reasonable force in schools
 - vi. Supporting pupils with medical conditions at school
 - vii. Special Educational Needs and Disability (SEND) code of practice
 - viii. DfE guidance explaining academies should publish their behaviour policy and anti-bullying strategy online

4.2 Children Can Expect

- a. To be treated fairly as individuals and as part of a class.
- b. To have their contributions valued.
- c. To be rewarded in various ways for good work and good behaviour.
- d. To be encouraged and assisted to make positive choices about their conduct.
- e. To be allowed to share emotions.

4.3 Parents/Carers May Expect

- a. To receive regular information about the behaviour of their children.
- b. To be welcome in school as a key person in their child's life.
- c. To be consulted swiftly when problems arise so that staff and parents / carers can work together to help improve performance, attitude and behaviour.

4.4 Staff May Expect

- a. A positive environment to teach in.
- b. To receive support from colleagues.
- c. To get support from parents and carers to enable the children to achieve their best.

5. RULES

- a. School rules are included in our home/school agreement. They have been developed to be meaningful to children and are all designed to develop courtesy, good manners and mutual respect. Any behaviour that affects the learning and safety of others will not be tolerated. It is essential that parents / carers and school staff work together through discussion and action on any issues which develop.
- b. Our school motto is **Smile, Strive, Shine**. This helps our children to aspire to be whatever they want to be.

6. BULLYING

- a. 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.
- b. Bullying is, therefore:
 - i. Deliberate
 - ii. Repeated, often over a period of time
 - iii. Unbalanced in interaction
- c. Bullying behaviours under the above definition can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical or verbal abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

- d. Students can report, in confidence, if they have concerns regarding behaviour directed towards them, or to others.
 - i. Students, parents/carers and staff can report incidents of bullying to any member of the safeguarding team
 - ii. We investigate any allegations of bullying thoroughly via statements, any relevant evidence, if possible the use of CCTV, as well as liaising with all potential witnesses or affected parties
 - iii. We record, analyse and monitor incidents of bullying via our safeguarding software, CPOMS.
- e. Please refer to Anti-bullying Policy - see Appendix A.

7. ROLES AND RESPONSIBILITIES

7.1 Teachers And Classroom Support Staff

- a. Teachers and classroom support staff need to establish consistent levels of good behaviour with the support of parents / carers, the Academy Governing Committee and the senior team. **Positive expectations, praise and rewards** are key to successful classroom management and a positive learning environment in which all children can achieve.
- b. Children **need to know how to make good choices**. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.
- c. Staff recognise that effective conditions for learning: (excellent planning, high expectations, collaborative working, enthusiasm etc) will impact positively on general classroom behaviour.

7.2 Staff

- a. Staff are responsible for:
 - i. Implementing the behaviour policy consistently
 - ii. Modelling positive behaviour
 - iii. Providing a personalised approach to the specific needs of particular children
 - iv. Recording behaviour incidents accurately
 - v. Ensuring lessons are fun and challenging
 - vi. Ensuring that classrooms are calm
 - vii. Ensuring that good behaviour is rewarded fairly and consistently through rewards system and tracking
 - viii. Informing parents and carers of any problems or concerns
 - ix. They are good role models
 - x. They are proactive and willing to adapt their approach to meet every child's needs.

7.3 Parents And Carers

- a. Parents and carers are our partners so they should ensure that:
 - i. Their children arrive at school punctually and are collected at the correct time.
 - ii. Their children are in full school uniform and have the correct equipment, including PE kit.
 - iii. They support the Academy and follow our Academy rules
 - iv. They show an interest in their child's education.
 - v. They keep school informed of any concerns and help us to resolve them.
 - vi. They are good role models.

8. BEHAVIOUR FOR LEARNING AND LIFE

- a. Behaviour for Learning and Life is carefully tracked every day with class teachers using a 1 - 4 grading system that is also linked to our house system. This system takes into consideration attendance, punctuality, behaviour in class, around the Academy and the playground. Class teachers also consider the levels of learning, effort and homework when awarding the level for the day. Children can move up and down the levels during the day.

8.1 Grade 1 Behaviours

- a. A 'grade 1' child:
 - i. Goes 'over and above' as a learner
 - ii. A role model for learning at all times
 - iii. Enthusiastically tackles learning challenges
 - iv. Models the super learner skills at all times
 - v. Perseveres with learning when it is challenging thinking, knowledge and understanding.

8.2 Grade 2 Behaviours (Every child starts each day on 2)

- a. A 'grade 2' child:
 - i. Models our learning behaviour code
 - ii. Engages with every aspect of learning throughout the lesson
 - iii. Demonstrates clear effort and engagement with the learning activities.

8.3 Grade 3 Behaviours

- a. A child will be moved to a level 3 if they are:
 - i. Speaking disrespectfully to staff/peers
 - ii. Interrupting the lesson deliberately – repeatedly.
 - iii. Failing to use equipment carefully such as scissors and rulers
 - iv. Failing to move sensibly around the classroom.
 - v. Failing to adapt behaviour after a warning.

8.4 Grade 4 Behaviours

- a. A child will be moved to a level 4 if they are:
 - i. Deliberately hurting a member of staff or peer
 - ii. Deliberately dangerous behaviour, compromising the health and safety of themselves, staff or their peers
 - iii. Leaving the classroom/premises without permission
 - iv. Blatant defiance despite opportunities to make the right choices
 - v. Abusive language or threat to any member of the Academy community.

9. REWARDS

- a. Each half term there will be a whole-academy treat. To receive this reward, the children must reach a set B4L score. Those in the winning house will also receive regular recognition and treats. Reading rewards take place weekly and all children who read at home are entered into a draw to win a visit to Waterstones and an Afternoon Tea. Our Ready to Learn Initiative rewards children for attendance, punctuality and uniform. Those who reach a score of 96% are eligible to win a big family breakfast.
- b. Every Friday each class teacher will choose a child to have a Principals certificate and prize. One child from each class will also be drawn out of the behaviour raffle ticket box.

10. THE HOUSE SYSTEM

- a. At Smallthorne, all children will be part of a house. A house point could be allocated for the following reasons:
 - i. Good work
 - ii. Supporting others
 - iii. Doing homework to an excellent standard
 - iv. Showing respect and politeness to the Academy community
 - v. Going above and beyond
- b. House points will be placed into the classroom house point box. Points are collated each week and added to the whole school house point box. The House Leader is responsible for collecting totals and ensuring the Principal has the results each week.

11. SANCTIONS

- a. We have an agreed system of sanctions which provide a consequence of unacceptable behaviour. Responses range from verbal prompts and preventative conversations to a permanent Suspension, and are intended to:
 - i. Provide clarity and consistency of suitable responses in a calm manner
 - ii. Minimise disruption to others especially teaching and learning time
 - iii. Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
 - iv. Allow early involvement of parents / carers, line managers, SENCO and support agencies
 - v. Do everything reasonably possible to avoid Suspension from the Academy.

11.1 Unacceptable Behaviour During Lesson Sessions

- a. When rules are broken the following sanctions may be used to remind individuals that, just as positive behaviour results in rewards, negative choices result in consequences. In learning sessions, our consequences system is linked to the Academy behaviour for learning and house system.
- b. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Universal strategies to be used in the first instance include regular feedback delivered in an appropriate manner that supports a child's needs.
- c. Depending on the nature of the incident, there may need to be immediate Suspension, which following appropriate investigations may lead to a permanent Suspension. However, as a general rule, the following sequence should be adhered to, with steps 1 and 2 being compulsory.
- d. **Step 1:** A first warning from the member of staff. Focus the child on keeping the level 2 attitude to learning. Consider repositioning, separating etc.
- e. **Step 2:** A second warning. Remind the child about the Academy expectations and move to level 3. Children are then offered the opportunity to move back up the chart. Staff to actively observe to "notice" a change in behaviour
- f. **Step 3:** Behaviour continues to escalate –Children receive a further warning about their behaviour and reminded that they will be sent to Reflect if the behaviour continues.
- g. **Step 4:** Child will be sent to spend time in Reflect. Children are expected to move to the Reflect zone willingly. If they refuse a member of WISH or SLT will come to escort the child.
- h. Time spent in Reflect zone will depend on age and incident.

11.2 Break Time / Lunchtime Behaviour

- a. If unacceptable low-level behaviour occurs during break times or lunch times:
 - i. The staff on duty at play time should report any incident to class teachers, who must then decide on the appropriate sanction according to the level of the unacceptable behaviour.
 - ii. At lunch times, lunchtime supervisors should report any incident to a member of SLT, who will record the incident in the Lunch Time Incident on CPOMS.
- b. If serious misconduct occurs during play times or lunch times:
 - i. Duty staff must escort the child/children to the office and report the incidents immediately to a member of SLT. The Principal/Assistant Principal will decide on the appropriate sanction.

11.3 Possible Consequences Of Poor Behaviour

- a. Removal of break or lunch with class teacher.
- b. Removal of Break-time or lunchtime with time spent in Reflect
- c. Longer visit to Reflect
- d. Meeting with Parents and alternative timetables/behaviour charts put in place
- e. Suspension from the Academy.

11.4 Possible Interventions

- a. Specific support from an additional member of staff. This could be in the form of in-class intervention or specific social and emotional intervention for a set period of time.
- b. Pupil passport written with specific targets to achieve.
- c. A behaviour support plan.
- d. Set up target sheet to report to a member of the senior team or member of the WISH team.
- e. Home school diary for communication between parents / carers and the Academy.
- f. Referral to multi agencies.

12. POSITIVE HANDLING

- a. For children who demonstrate behaviours which may need positive handling intervention, a positive handling plan will be discussed with parents / carers and agreed.
- b. There are rare occasions when a member of staff may need to use reasonable force to protect children from hurting themselves or others, or causing damage to property. Staff use positive handling techniques in line with government guidance on reasonable force. If a situation such as this happens the staff member involved will record the details and inform parents. This will be uploaded onto CPOMS We try every option open to us, including, where possible, asking parents to come in and help diffuse the situation before using reasonable force.
- c. Please refer to the Positive Handling Policy for further details.

13. SUSPENSIONS

- a. Only the Principal/Assistant Principal can exclude a child from the Academy. A permanent Exclusion will be taken as a last resort and can only be decided by the Chief Executive Officer of the City Learning Trust.
- b. The Academy are committed to following all statutory Suspensions procedures to ensure that every child receives an education in a safe and caring environment.
- c. A decision to suspend a child will be taken only:
 - i. In response to serious or persistent breaches of the Academy behaviour policy, and
 - ii. If allowing a child to remain in school would seriously harm the education or welfare of others
- d. Before deciding whether to suspend a child, the Principal will:
 - i. Consider all the relevant facts and evidence
 - ii. Allow the pupil to give their version of events
 - iii. Consider if the pupil has special educational needs (SEN)

13.1 Roles And Responsibilities When A Child Is Excluded From The Academy

13.1.1 The Principal will:

- a. Provide the following information, in writing, to the parents of a suspended pupil:
 - i. The reason(s) for the Suspension
 - ii. The length of a fixed-term Suspension or, for a permanent exclusion, the fact that it is permanent
 - iii. Information about parents' right to make representations about the Suspension to the Local Governing Committee and how the pupil may be involved in this
 - iv. Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting
- b. The Principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of a Suspension, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
- c. If alternative provision is being arranged, the following information will be included when notifying parents of an Suspension:
 - i. The start date for any provision of full-time education that has been arranged
 - ii. The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
 - iii. The address at which the provision will take place
 - iv. Any information required by the pupil to identify the person they should report to on the first day
- d. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a Suspension, in which case the information can be provided with less than 48 hours' notice with parents' consent.

13.1.2 The Local Governing Committee will:

- a. The Local Governing Committee has a duty to consider the reinstatement of an excluded child.
- b. For a fixed-period Suspension of more than 5 school days, the Local Governing Committee will arrange suitable full-time education for the pupil. This provision will begin no later than the 6th day of Suspension.
- c. The Local Governing Committee will consider the reinstatement of an excluded child within 15 school days of receiving the notice of the Suspension if:
 - i. The Suspension is permanent
 - ii. It is a fixed-term Suspension which would bring the pupil's total number of school days of Suspension to more than 15 in a term
 - iii. It would result in a child missing a public examination
 - iv. If requested to do so by parents, the Local Governing Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the Suspension if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.
- d. The Local Governing Committee can either:
 - i. Decline to reinstate the pupil, or
 - ii. Direct the reinstatement of the child immediately, or on a particular date
- e. In reaching a decision, the Local Governing Committee consider whether the Suspension was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.
- f. Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- g. The Local Governing Committee will notify, in writing, the Principal, parents / carers and the LA of its decision, along with reasons for its decision, without delay.
- h. Where a Suspension is permanent, the Local Governing Committee's decision will also include the following:
 - i. The fact that it is permanent
 - ii. Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - iii. The date by which an application for an independent review must be made
 - iv. The name and address to whom an application for a review should be submitted
 - v. That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the Suspension
 - vi. That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA / Trust to appoint an SEN expert to attend the review
 - vii. Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - viii. Parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - ix. That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

13.2 Child At Risk Of Fixed Term Suspension

- a. Clear specific rules which the child **must** uphold in order to remain in school.
- b. Meeting with parents and City Learning Trust Director for Inclusion to explain seriousness of the situation.
- c. Risk assessment for the child to be put in place.
- d. Following latest DfE guidance:

13.2.1 A Suspension up to five school days per incident:

- a. Parents / carers, Chair of Governors, LA Officer informed by letter.
- b. If the child has a social worker or has support from the Virtual School, the Academy will inform professionals via email and / or letter
- c. Upon return to the Academy, the child will commence a period (as decided by the Principal) of personalised provision, decided at a re-integration meeting attended by the Principal (or designated member of the SLT) and parents / carers.

13.2.2 A Suspension up to 45 days per incident:

- a. Parents, Chair, Clerk to Panel and LA Officer informed.
- b. If the child has a social worker or has support from the Virtual School, the Academy will inform professionals via email and / or letter
- c. Panel Committee meet (parents/child or representative may attend/make representations).
- d. LA Officer must be invited
- e. Panel Committee either reinstate or uphold the Suspension.
- f. Upon return to the Academy (unless the Suspension is permanent), the child will commence a period (as decided by the Principal) of personalised provision, decided at a re-integration meeting attended by the Principal (or designated member of the SLT) and parents / carers.

13.3 Permanent Exclusion

- a. Parents, Chair and Clerk of governors, Suspension panel committee, LA Officer informed.
- b. If the child has a social worker or has support from the Virtual School, the Academy will inform professionals via email and / or letter
- c. Panel Committee meet and consider all representations and reports (parents / carers invited to attend)
- d. LGB Committee either reinstate or decline to reinstate.
- e. Parents notified of right to appeal.
- f. If appeal unsuccessful, remove child from school roll.
- g. Serious incidents will be treated on an individual basis and the circumstances investigated.
- h. In exceptional circumstances permanent Suspension may be considered for a first or 'one off' incident. These may include:
 - i. Serious actual or threatened violence against another child or a member of staff
 - ii. Sexual abuse or assault
 - iii. Supplying an illegal drug
 - iv. Carrying an offensive weapon
 - v. Serious deliberate damage to Academy property.

14. LINKED POLICIES

- a. Positive Handling Policy
- b. SEND Policy
- c. Alcohol & Substance Misuse (Student) Policy
- d. Equal Opportunities Policy
- e. Safeguarding & Child Protection Policy
- f. Attendance (Student) Policy
- g. Uniform Policy

15. MONITORING AND REVIEW

- a. This policy has been approved by the Board of Trustees. It will be reviewed by the Principal and the City Learning Trust Director of Inclusion on an annual basis to ensure continuing compliance.

APPENDIX A - ANTI-BULLYING POLICY

1. Context

- a. This policy should be read in conjunction with guidelines on behaviour, harassment and child protection.

2. Rationale

- a. To produce a clearly understandable policy against bullying with appropriate procedures, in line with current DfE guidelines, after consultation with all of the users.

3. Purpose

- a. It is the policy of Smallthorne Academy to do its utmost to eliminate bullying, including racial, sexual, homophobic and transphobic harassment, cyber bullying or any bullying that pertains to an individual's mental or physical disposition, whether the bullying be by physical means, verbal means, gesture, extortion or the use of social media. Peer on peer abuse will also be considered as a form no bullying and sanctioned / supported as appropriate.
- b. Smallthorne Academy definition of Bullying:
- i. Bullying is long standing violence, physical or psychological, conducted by an individual or a group and is consciously directed against an individual who is not able or willing to defend themselves in the actual situation.

4. Guidelines

- a. In order to achieve its aims the Academy has adopted a two tier, proactive and reactive approach to bullying.
- i. Prevention: strategies in Academy to lessen the incidents of bullying (proactive)
- ii. Intervention: strategies in Academy to deal with incidents of bullying which have occurred (reactive)

5. Prevention

- a. Use of curriculum opportunities to discuss issues around diversity and draw out anti-bullying messages
- b. Use of opportunities throughout the Academy calendar and during curriculum planning to raise awareness of the negative effects of bullying (e.g. anti-bullying week, assembly themes, PSHE programme)
- c. All staff contribute to an anti-bullying ethos in manner, response and tolerance and are a visible presence between lessons
- d. Use of the student leadership team to represent the student body in their perception of Academy anti-bullying procedures and ideas related to how best to safeguard students from bullying
- e. Focus on transition at key points in student career to ensure that important information regarding student social and emotional needs are shared between professionals

6. Intervention

- a. Despite the comprehensive preventative strategies, there will be occasions when bullying incidents do occur. The aim of Smallthorne Academy is to deal with such incidents in a firm, fair and consistent manner within a system where perpetrators are given the appropriate sanction and the victims supported and protected.
- b. The aim of the Academy is to make it as easy as possible for a student to confide in a member of staff about incidents of bullying. Any member of the Academy community should then commit the details reported to them on CPOMS. This referral is then forwarded to the Academy Safeguarding Lead who investigates the report to determine whether the bullying is established, not established or not occurred. Records of this action are stored as an action on CPOMS
- c. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs or disabilities that students may have and taking into account the needs of vulnerable students.
- i. Disciplinary purposes intend to:
- Impress upon the perpetrator that what they have done is unacceptable
 - Deter them from repeating this behaviour
 - Signal to other students that the behaviour is unacceptable and deter them from doing it.

- d. Sanctions for bullying are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the student to put right the harm that they have caused.
- e. Engage with parents promptly when issues of bullying come to light, whether their child is the victim or the perpetrator.
- f. Restorative justice holds the perpetrator to account for their behaviour and allows them to agree to the sanctions which will enable them to repair the harm they have caused.
- g. Mediation and resolution, following investigation and relevant sanctions, should be offered to the victim and perpetrator and staffed to support closure to the incident.
- h. Monitoring and evaluation should occur after the resolution of an incident to ensure that intervention has prevented recurrence of the bullying and that the victim feels safe again.

7. Monitoring & Evaluation

- a. The Academy monitors and evaluates the anti-bullying policy in line with new guidance and recommendations. The Academy employs its usual procedures involving student tracking and voice samples, parent questionnaires, the use of inclusion data and the anti-bullying database to identify trends and implement proactive strategies aimed at addressing areas of growing concern.
- b. Evaluation is ongoing and this policy is seen as a working document that will be amended to suit the needs of the Academy.