



Behaviour Policy

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For Office Use Only:

Policy Version: 1.1

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Purpose

Outstanding behaviour in schools is central to outstanding education and should permeate through every aspect of school life. Behaviour management is a continual process, which is integral to:

- Learning
- Children's wellbeing and safety
- The ability to progress and attain
- Growth as an individual

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

This policy should be used by **ALL** staff within the academy to celebrate achievement and also apply sanctions where appropriate.

This policy is written in a manner that all stakeholders can understand allowing it to be applied fairly and consistently. The policy is also based on the DfE publication, '*Behaviour in Schools, Advice for headteachers and school staff, September 2022*,' as well as our own research, considering different ideas and approaches. For example:

"Evidence-based critique states that behaviourist systems relying primarily on rewards and sanctions and exclusion are limited as a tool to change behaviour as they do not provide opportunities for young people to learn positive behaviours." *Education Endowment Foundation – Improving Behaviour in Schools (2019)*

"Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before". *Dan Hughes and Louise Bomber - Settling to Learn. (2013)*

"I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. **It's my daily mood that makes the weather.** As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised." *Haim Ginott (1972)*

"There is little evidence that the phrase 'zero tolerance' is a useful tool for supporting behaviour and behaviour change." *Belonging, Behaviour and Inclusion in Schools, NEU Nov 2020)*

Aims of the Policy

- Encourage all pupils to see the importance of our key values: Kindness, Courage and Respect.
- Encourage a calm, purposeful and happy atmosphere within the Academy.
- Create a culture where pupils and staff flourish in safety and dignity.
- Maintain high expectations for all staff and children.

- Embed our culture as a social norm which can be disseminated into the wider community.
- Create clear boundaries of acceptable behaviour.
- Help children develop responsibility for their actions, learn independence and increase self-esteem, self-confidence and self-discipline, thus allowing them to take their place in society with confidence.
- Allow the academy to act swiftly and decisively to remove potential threat and reduce the likelihood of reoccurrence.

Behaviour curriculum:

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely.

This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Positive reinforcement and sanctions are both important and necessary to support our whole-school culture. Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines will be simple for everyone to understand and follow. 2

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

All Children will be taught British Values, SMSC and have the opportunity to personally develop to be well rounded members of society. Behaviours will not only directly be addressed during PSHE lessons and assemblies, but also during lessons in the wider curriculum. Staff will model expected behaviours at all time and all stakeholders are expected to engage with each other in a way which promotes respect and dignity.

Leadership and Management:

Responsibilities

All stakeholders have a responsibility to ensure that the Behaviour Policy can be implemented and deployed to ensure its aims can be achieved.

The role of school leaders:

- The school leadership team will be highly visible and routinely engage with children, parents and staff.

- Set and maintain a behaviour culture and an environment where everyone feels safe and supported.
- Make sure all staff understand the behavioural expectations and the importance of maintaining them.
- Make sure that all new staff are inducted clearly into the academy's behaviour culture, and that they understand rules and routines and how best to support pupils.
- Consider any appropriate training which will allow staff to deploy their duties.
- Continually promote development in understanding behaviour culture.
- Monitor and record behaviour through the academy.
- Ensure effective support is in place for staff who may need additional advice and guidance.
- Ensure staff have appropriate and adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour.

The role of teachers and staff:

- Develop a calm and safe environment for pupils.
- Establish clear boundaries of acceptable behaviour at all times during the academy day.
- Teach and model expected behaviour and positive relationships.
- Communicate academy expectations, routines and values both explicitly through teaching behaviour and every interaction with pupils.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Consider the impact of their own behaviour on the academy culture.
- Implement the behaviour policy to ensure consistency within individual classrooms and across the school.
- Ensure routines are embedded and all pupils understand and are regularly familiarised with the routines.

The role of pupils:

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Fundamental expectations include:

- Always be ready to learn and work to the best of their abilities, and allow others to do the same.
- Be kind
- Be courageous
- Be respectful
- Follow the routines and instructions provided by academy staff. For example:
- Silent lining up at the end of break and lunch times; coming into school; and going to assembly/library
- Shirts tucked in at all times
- Sensible walking down corridors
- Sitting sensibly on chairs
- Be respectful of property and the environment within the Academy and the local community.
- Co-operate with other children and adults.
- Wear the correct Academy uniform at all times with pride.

NB: Some more explicit examples can be found in the section on Categories and criteria for rewards.

The role of the Student Leadership Team:

- Be positive role models.
- Respond in a caring way to others needs.
- Mentor children new to the academy.
- Be **courageous** in challenging unacceptable behaviour.
- Be involved in reviewing the behaviour policy.
- Sharing pupil voice with SLT.

The role of parents:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Fundamental expectations include:

- Support the school in deploying this policy and re-enforce at home, as appropriate.
- Develop an understanding and adhere to our policies – remember, that they exist for a reason.
- Take part in the life of the academy and its culture.
- Promote courage, kindness and respect inside and outside of the academy setting.

- Work with the academy to maintain a positive relationship between the academy and home. Remember that we are a partnership.
- Celebrate pupils' successes.
- Be involved in your child's education.
- Ensure children are in correct uniform and if this is not the case, ensure the school knows why.
- Only use social media as a tool for positivity.
- Be kind
- Be positive
- Be respectful

Responding to behaviour

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Responding to good behaviour:

Staff at the academy should be pro-active in their approach to behaviour management. Creating an environment where issues are less likely to arise allows staff to be **courageous** in their approach to teaching and provide **inspirational** opportunities for learning. Underpinning this is the opportunity for children to experience success and develop an intrinsic desire to achieve.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of our behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

The academy uses the 'Carrot rewards' system to promote good behaviours amongst the children at the academy. Children will earn carrot points for behaviours which encompass **kindness, courage, and respect**.

Examples of categories and criteria for carrot rewards

<u>Category</u>	<u>Expected Behaviours</u>	<u>Carrots Awarded</u>
Kindness	Doing a good deed	1 Carrot will be awarded for each of these acts. This is at the discretion of members of staff at the Academy.
	Helping a member of staff	
	Helping another pupil	
	Making a new pupil feel welcome	
	Holding a door open for someone	
	Thinking of others	
	Looking after someone who might be upset	
	Letting a teacher know if you are worried about someone	
	Inviting someone to play who might be on their own	
	Being thoughtful	
	Other relevant reason	
Courage	Attending a new club	1 Carrot will be awarded for each of these acts. This is at the discretion of members of staff at the Academy.
	Challenging yourself	
	Leading an activity	
	Making the correct decision	
	Not joining in with a negative situation	
	Not joining in with the crowd	
	Offering an alternative view to someone else	
	Putting your hand up and answering or asking a question	
	Saying or doing the right thing	
	Speaking to someone if you have a worry	
	Trying something new	
Other relevant reason		
Respect	Consistently following instructions	1 Carrot will be awarded for each of these acts. This is at the discretion of members of staff at the Academy.
	Playing nicely with other children	
	Setting a good example to others	
	Showing good listening skills	
	Using excellent manners	
	Being polite	
	Be considerate of an alternative view	
	Displaying key British Values	
	Showing tolerance	
	Listening	
	Other relevant reason	
Attendance	100% attendance – every full week	2 carrots
	100% attendance for a full half term	3 bonus carrots
	100% attendance for a full term	6 bonus carrots

Examples of rewards for carrots:

Reward	Number of Carrots required
Non-uniform day	300
Face paint	300
Spend the afternoon with a custodian	200
Telephone call from the principal	200
Cinema afternoon	200
Teaching assistant for the afternoon	200
Lunch for two	150
Skipping rope	150
Mini football	150
Hoola hoops	150
Pilgrim sports bottle	150
Queen/King for the day	150
Extra break	100
Trip to the park	100
Be the teacher	75
Special chair	50
Telephone call from your class teacher	50
Postcard from your teacher	50
Seat choice	50
Pilgrim pencil - Courage	40
Pilgrim pencil – Kindness	40
Pilgrim pencil - Respect	40

Responding to misbehaviour:

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the guidelines set out in this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

Our response to any misbehaviour is based on the following aims:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules.

Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Reflective approach

This approach is crucial to our values and ethos as a school.

Every member of the academy should treat each other with dignity, kindness and respect. The academy should also build positive relationships based on predictability, fairness and trust. When conflict arises we often focus on who is right and who is wrong, who should apologise and who should be punished. With a reflective approach we guide children to a genuine and lasting solution, whilst also equipping them the skills to successfully navigate conflict in their lives. This approach will also build relationships and community among the adults (parents and staff) and not just the children. A reflective approach focuses on these positive relationships and collaborative teaching and learning.

The approach

Reflective approaches centre around a set of key questions that help children think about their behaviour and understand how they can correct it. The questions below will be used in various situations such as conflict between children, or a child who is causing disruption. **It must be remembered that a reflective approach is not explaining away or excusing poor behaviour, but trying to stop repeat offending. Sanctions will still be used, but administered proportionally and fairly.**

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Once a child has been through this process it is imperative that they are given the opportunity to have reflective conversation with the person to whom they have caused harm. This will be supported by an adult and allow the child to understand their responsibility and develop empathy for others' feelings.

Sanctions

Staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, a member of staff can apply a sanction on that pupil.

Sanctions should be reasonable, appropriate and proportionate. In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them

Reasonable adjustments could be made for those children with additional needs and work will be completed in conjunction with parents/carers and appropriate external agencies.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Consideration will also be given to whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

The following are examples of sanctions that might be used at Pilgrim Academy:

Sanctions	Examples of Behaviour (please note, these are only examples; this is not an exhaustive list and consideration will always be given to individual circumstances and the context of any given situation)
A verbal reprimand and reminder of the expectations of behaviour	<p>This is likely to be the most common form of sanction and will normally be for one-off minor incidents such as:</p> <ul style="list-style-type: none"> • Running down a corridor • Speaking when lining up and/or coming into the building/classroom • Calling out, without putting up your hand • Talking in class at an inappropriate time • Not listening or not engaged when an adult is speaking • Uniform infringement, such as having your shirt untucked • Generally, not paying attention at an inappropriate time • Swinging on a chair • Distracting others • Minor infringement of our core values: kindness, courage and respect

<p>Conversation with an adult outside of the classroom</p>	<p>This is likely to be where there has been a repetition of any of the above, where an adult has had to ask on more than one occasion and a verbal reprimand has not been sufficient. In addition, it could be for incidents such as:</p> <ul style="list-style-type: none"> • An incident has occurred at breaktime /lunchtime, where a conversation is deemed necessary. • Where any of the incidents mentioned in the first section are deemed to warrant more than a quick verbal comment from an adult. For example, where an unkind comment has been made to another child; refusal to follow a basic instruction; any action that leads to the disruption to education of others and it is felt a separate conversation will be sufficient. • Where it is felt a quick reminder of our values and rules will be sufficient to get the pupil 'back on track.'
<p>The setting of written tasks such as an account of their behaviour or a letter of apology</p>	<p>This could be in conjunction with the above, though this will not always follow. It may well be as part of a reflective conversation with an adult and/or another child, depending on the nature of the event. It may be a letter of apology to an adult or another child.</p> <p>The purpose being to support the child in reflecting on what they have done in a calm and purposeful manner with a view to them considering how their actions have had an impact on others, with a view to them being more considerate and thoughtful next time.</p> <p>This might be for the following:</p> <ul style="list-style-type: none"> • Any of the examples set out in the first section, where it is felt the nature of the incident warrants more than a verbal reprimand, in addition to a conversation with an adult. • Incidents, where a pupil has clearly not engaged with our core values of kindness, courage and respect. For example, name calling, being rude, repeated disruption.
<p>Removal from the classroom to another classroom (this could be for a short period of time e.g. 15 minutes, where a brief period of reflection is required).</p>	<p>This is likely to be for the following and will be considered a serious reason, where other classroom action has not had an impact or is not deemed appropriate.</p> <ul style="list-style-type: none"> • Where it is felt that any incidents, including the examples already given are of a more serious nature and a conversation with an adult and/or a letter or reflection/apology is not sufficient. For example: <ul style="list-style-type: none"> ➤ Where our core values of kindness, courage and respect have repeatedly been ignored.

<p>It may be for a longer period e.g. a lesson or a morning, where it is felt some time with a senior leader might be appropriate.</p> <p>It may also mean missing break/lunchtime for a period of time.</p>	<ul style="list-style-type: none"> ➤ Continual disruption to the education of others or for a one-off incident within the class that has seriously disrupted the education of others. ➤ Rudeness to a member of staff ➤ Rudeness to another child ➤ Blatant defiance ➤ Use of derogatory language ➤ Use of foul language ➤ Use of discriminatory language ➤ Refusal to complete work ➤ Verbal or physical aggression towards an adult or another child ➤ Repeated breach of the uniform policy
<p>School-based community service e.g. tidying a classroom</p>	<p>This might be, where it is felt the nature of an incident would be appropriate for such a consequence. These incidents are likely to be swift activities and for one-off incidents: For example:</p> <ul style="list-style-type: none"> • Creating a mess in the classroom • Refusing to put equipment away at the end of a PE lesson • Throwing litter on the floor, when in the lunch hall.
<p>Loss of privileges, for example the loss of a prized responsibility or representing the academy</p>	<p>This is likely to be a short-term measure, where a child has been sanctioned for any of the above and has a position of responsibility.</p> <p>For example, if a playground monitor has been unkind to a pupil, some of the other sanctions may have been applied and where it is felt a temporary time away from their role may help them reflect on what they have done.</p> <p>Where an incident is more serious, a role may be taken away on a permanent basis. For example, if a member of the school council has been excluded for foul and abusing language towards a member of staff.</p> <p>In addition, where appropriate, a child may forfeit a reward afternoon, for example, where it is felt that their misbehaviour does not warrant them having a 'treat-style' experience.</p> <p>In some circumstances, a child may not be permitted to represent the school, for example, in a sporting event, where the nature of their behaviour is felt to not warrant this privilege.</p> <p>This sanction may also be applied, for a repeated breach of the uniform policy</p>
<p>Being placed on report</p>	<p>This is likely to be for repetitive behaviours, where it is felt regular monitoring is necessary, following one or more of the above sanctions having already been applied. For example:</p> <ul style="list-style-type: none"> • Repeated disruption to lessons

	<ul style="list-style-type: none"> • Several incidences of name calling at breaktime • Continual refusal to complete work during lessons • Regular infringements of the uniform policy
Suspension	<p>This is likely to be for any serious incidents, where it is felt that one or more of the above sanctions is not appropriate and/or is necessary in line with our aims – deterrent; protection and improvement. Examples may include:</p> <ul style="list-style-type: none"> • Physical assault against an adult or another child • Verbal aggression towards an adult or another child • Threats of violence towards an adult or another child • Foul and abuse language towards an adult or another child • Continual defiance • Refusal to follow instructions from any adult • Use of derogatory and discriminatory language • Repeated misbehaviour, where on or more of the above sanctions has not had an impact • Repeated failure to follow the academy’s behaviour policy <p>Please note, the nature and context of any of the above will be considered and could result in permanent exclusion.</p>
Permanent exclusion	<ul style="list-style-type: none"> • This will be for extremely serious incidents and may include any of the examples mentioned in the Suspension section. Consideration will be given to the nature and context of the incident. • Please note, this could be for a one-off incident or for particular incidents over a period of time. • Examples may include: <ul style="list-style-type: none"> • Physical assault against an adult or another child • Verbal aggression towards an adult or another child • Threats of violence towards an adult or another child • Foul and abuse language towards an adult or another child • Continual defiance • Refusal to follow instructions from any adult • Use of derogatory and discriminatory language • Repeated misbehaviour, where on or more of the above sanctions has not had an impact • Bringing an offensive weapon on site • Bringing an illegal substance on site • Repeated failure to follow the academy’s behaviour policy

Supporting pupils following a sanction:

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school, as referenced to an extent, in the above chart. These might include:

- a targeted discussion with the pupil, 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/carers
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate

Removal from lessons:

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. *This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.*

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. It is highly likely that it will be a continuation of the curriculum.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- c) to allow the pupil to regain calm in a safe space

Removal should be distinguished from the use of separation spaces, for example our Sensory Room, for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Where a child misses their break-time/lunchtime for a period of time, staff should allow reasonable time for the pupil to eat, drink and go to the toilet.

Prohibited Items

The academy has a duty to keep all students safe and reduce opportunity for harm to occur. As such, the below items are prohibited from the Reynolds Academy site:

- Mobile phones. In certain circumstances these can be left at the pupil office. This must be agreed by the academy and parent/carers. The child will be expected to sign an agreement about the usage of this phone when travelling to and from the academy.
- Electronic devices, including Smart watches, MP3 players, portable games consoles and laser pointers
- Jewellery including rings, bracelets/bangles and rings (one small stud per ear is permitted).
- Weapons of any sort including knives, BB/pellet guns, blunt force objects.
- Illegal drugs, medicines, alcohol and tobacco (including vapes). Prescribed medicines should be handed to main reception and held by the appropriate member of staff.

Children can be searched should the principal or staff they have authorised feel that a child has a prohibited item. This will be conducted as per the guidance in '**Searching, Screening and Confiscation Advice for Schools July 2022**'.

Bullying and Child on Child Abuse

The Academy wants to ensure that all children have the opportunity to learn in a supportive, caring and safe environment without the fear of being bullied regarding their endeavours or other aspects of their lives. Bullying is an anti-social behaviour and not only has an impact on the victim, but also the Academy as a whole. Bullying and child on child abuse will never be tolerated at the Academy.

Bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that is

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups (e.g., race, religion, gender or sexual orientation)

Bullying can take many forms including physical assault, teasing, making threats, name calling and cyberbullying.

Children who are victims of bullying are more likely to show changes in their behaviours, potentially becoming shy and nervous, feigning illness, taking unusual

absences or being over reliant on adults within the academy. There may also be evidence of changes in work pattern or a general lack of concentration. These signs are not exhaustive and staff are encouraged to be professionally curious in regards to bullying.

All staff at the academy encourage pupils to report bullying whether they are the victim or a witness. This is supported through the PSHE curriculum, assemblies and in the wider curriculum. Children who often suffer bullying may need additional support to develop strategies to become more assertive and confident when dealing with incidences of bullying.

Incidences of bullying will be investigated by the class teacher in the first instance and allocated to a member of SLT should it be necessary. Bullying will be dealt with as per the outcomes listed in the Sanctions section of this policy.

The perpetrator will also be given support to rectify their behaviours and reflect upon how their behaviours have impacted on the victim and the wider academy community.

If you are worried that your child is being bullied, please speak to a member of staff at the academy. Additionally further information and support can be found here [Anti-Bullying Alliance](#)

Child on Child Abuse (Including Sexually Inappropriate Behaviour)

In regards to child on child abuse the academy will follow the general safeguarding principles set out in **'Keeping Children Safe In Education (KCSIE)'**.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the academy's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

As stated in KCSIE, child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children should feel safe from harmful behaviours of a physical and mental nature. All signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online should be responded to and all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Behaviours which are sexually violent and harassing will never be tolerated at the academy and will never be passed off as ‘banter’, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so could lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

The academy’s ethos strenuously advocates high standards of conduct between pupils and staff with every opportunity taken to demonstrate and model manners, courtesy and dignified/respectful relationships. All stakeholders have a duty to assertively challenge inappropriate behaviour such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Victims of child-on-child abuse will be reassured they will be supported, kept safe, and are being taken seriously and that they will be supported and kept safe, regardless of how long it has taken them to come forward.

Children will never be given the impression that they are creating a problem, nor made to feel ashamed for making a report or their experience minimised. Abuse that

occurs online or outside of school will not be downplayed and treated with the same seriousness.

The circumstances around any case of child-on-child abuse will be fully investigated by a member of staff at the academy and the DSL/Deputy DSL will be informed of outcomes and any support/guidance that is required. The academy will support the perpetrators of child-on-child abuse to access relevant interventions or support to prevent abusive and/or violent behaviour in the future (see Part 5, Pages 104 to 134 of KCSIE for further

Racism and Equality

Pupils are encouraged through the curriculum, assemblies and other learning opportunities to challenge racial/social inequalities which can be oppressive and negatively impact on the individual or a specific group of people.

Incidences where a child has been abused based on ethnicity, sex, gender, disability, religion and cultural background will be addressed with the victim and perpetrator. As with other incidences of undesirable behaviour a reflective approach will be adopted in order to stop negative behaviours reoccurring. Staff will pass on any incident of racism to a member of the SLT, whereupon a log will be created of the incident with a definite outcome. This will also be reported to the local governing body on a regular basis.

Parents will be informed and fully involved in discussions and in supporting both the victim and the perpetrator.

Staff Training and Record Keeping

Behaviour incidences are logged on SIMS by class teachers and member of the SLT (Safeguarding incidences are also recorded on CPOM) and monitored by the Principal and Assistant Principal. Repeated behaviours will be highlighted and further action taken where necessary. Staff are consulted in the forming of the behaviour policy annually and thus trained in its implementation in the form of after school meetings, morning briefings and twilight sessions/INSET. In regards to behaviour training is continuous and when appropriate.

Designated Staff

The principal has a responsibility to create a culture where children and staff flourish in safety and dignity. Sanctions will only be implemented under the guidance of this policy, or by the principal directly where the child poses a risk to themselves or other stakeholders in the academy. The Assistant Principal (Mr. G Cookson) is responsible for the monitoring, training, policy development and is the first point of support for staff in regards to behaviour incidences beyond those which can be managed by the classroom teacher. All staff have a responsibility to enact the behaviour policy at the Academy.

Behaviour Outside of the Academy and Online

The same standards of behaviour are expected online as apply offline, and all stakeholders should be treated with kindness, respect and dignity. This is also true of behaviours outside of Academy hours. When wearing the academy uniform children are representing the Academy and its values and as such should adhere to its behaviour policy. Risk taking behaviours and criminal activity highlighted to the academy will be reported to the relevant external agency and appropriate sanctions will be issued by the academy if the behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the academy, and/or the pupil is identifiable as a member of the academy and their actions adversely affect the reputation of the Academy.