



BREDON HILL ACADEMY
SCHOOL BEHAVIOUR POLICY
(including Anti-Bullying Policy)

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Author:	SLT (Behaviour)
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BREDON HILL ACADEMY

SCHOOL BEHAVIOUR POLICY

The staff and governors of BHA are determined to enable pupils to succeed at the highest levels, both academically and socially. The pastoral work of the school is designed to support academic success, to build both self-respect and respect for others within and beyond the school community.

Central to the effectiveness of the school is the quality of the relationships between staff, pupils, parents and governors. As a school we strive to create an orderly, safe, calm and supportive atmosphere where all may thrive. We expect and encourage good behaviour and self-discipline from all pupils in order to establish an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community.

An understanding of the pastoral needs of the pupils is the responsibility of all staff, who work together to meet the needs of the individual. The pastoral leader, year leaders and SENCo meet regularly to monitor and review day to day practice with the aim of having a consistent approach to rewards and sanctions across the year groups. Year leaders regularly meet their tutor teams for the same purpose.

A firm but fair reinforcement system seeks to marginalise patterns of behaviour which do not meet the school's expectations.

Our Behaviour for Learning procedures form the basis of our School Behaviour Policy.

Policy Aims:

- To support learning, teaching, pupil progress and success.
- To promote good behaviour.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To prevent bullying, discrimination and harassment.
- To promote equality of opportunity and inclusion.
- To support pupils' welfare.
- To establish an environment where children feel safe, happy and respected.

School Values

Our values provide the foundation and support our aim to provide a safe learning environment where all pupils will receive the necessary support and challenge to reach their potential.

- We believe that all should be treated fairly, courteously and with respect.
- We believe that all should be supported to achieve their full potential.
- We believe that our environment should be a safe, healthy and happy place in which to learn and work.

The Role of Governors

The governors have a responsibility to work with the leadership team to establish the appropriate ethos and moral framework for the school. The governors have defined a Statement of Principles, which provides the framework for the school's behaviour management plan. They further recognise that they, the Headteacher and staff of the school, have a duty to ensure the young people attending Bredon Hill Academy should not have their education disrupted by unacceptable behaviour from a very small minority of pupils.

Governors Statement of Principles for a Behaviour Policy

We believe that good behaviour is essential to allow all of our students to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promote good behaviour. No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other students from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the headteacher and key staff are expected to use discretion in their use.

The school has an effective and easily understood behaviour policy which is reviewed and adapted on an annual basis. This policy will clearly outline the Behaviour for Learning procedures, including rewards and sanctions used, monitoring practices and liaison with parents and external agencies.

Behaviour for Learning Procedures

All the strategies used in the school are designed to encourage children to behave in an acceptable and appropriate way. Behaviour expectations are made clear to pupils and parents through our Behaviour for Learning procedures (see Appendix 1). This consists of staged consequences indicating rewards and sanctions.

Central to the school's management of pupil behaviour is to encourage and reward good standards of behaviour. House points, certificates, merit badges, planner prizes, Pupil of the Month prizes, notes in planners and emails or letters home are used to emphasise positives. These strategies actively remind and encourage pupils to behave in line with expectations. In addition, our expectations are reinforced in assemblies, PSHE lessons and through day-to-day interaction. Pupils are encouraged to contribute ideas on our behaviour systems through the School Council.

All incidents are recorded on SIMs, the school's administrative system. Entries are accessible to relevant staff and are shared with parents when necessary.

Where there is poor behaviour the teacher/adult will firstly try to establish the nature of the behavioural difficulty. Form teachers and Year Leaders work together to provide a system of support which responds to the needs of the individual child. Discussions will involve the pupil and possibly the SENCo who may offer a place on the Pupil Support Course (nurture group) when appropriate. Sanctions (outlined in our Behaviour for Learning flow chart – appendix 1) include a lunchtime detention or after school detention. The next step is to establish a plan of action that will lead to improvement. In some instances, this could take the form of a report card. In cases where there are difficulties with work, it may be the Subject Manager who monitors behaviour and progress.

Positive Physical Intervention

Staff at Bredon Hill Academy are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with the DoH/DfES RPI guidance to intervene when there is an obvious risk of safety to pupils, staff and property.

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

It should be emphasised that if used at all, restraint (referred to as **Positive Physical Interventions**) should be seen in the context of a further positive action of care and concern. We recognise that most of the time PPI will be used infrequently, that is, as a last resort to maintaining a safe environment. Refer to Positive Physical Intervention Policy.

Flexible Learning Centre (FLC)

Purpose: To support students with behavioural and/or emotional difficulties.

The school has a Flexible Learning Centre where pupils can reflect on their behaviour, receive mentoring and support. Pupils who have an internal isolation are based in the FLC.

Target Group:

- Students on the verge of temporary or permanent exclusion because of repeated challenging behaviour.
- Serious disruption/confrontation.
- Students who need short term isolation following an emotional outburst (1-2 hrs max).
- Longer term isolation for fixed term exclusions (where parents are unable to accommodate at home).
- Short term withdrawal from a subject (agreed with SLT). When a pupil is temporarily withdrawn from a specific subject for an agreed time span, there will be a brief meeting to include pupil, subject teacher and year leader where strategies can be put in place to ensure smooth transition back into the lessons.
- Support phased integration back into mainstream or following illness.

Arrangements:

- Worksheets/ books to be provided by subject teachers prior to the start of the placement.
- Mentoring time to discuss self-esteem, mutual respect and co-operation with clear boundaries about how the student will function in the group.

Exit Criteria for longer fixed periods:

- Meeting/discussion with parents before/after sanction/support
- Successful completion of the planned programme of work.
- Any agreed targets are met.
- Attitude to school and/or attendance improving.
- A more positive self-image, better motivation and attitude to learning.
- More willing to move on and be aware of the consequences of repeated poor behaviour in mainstream.
- Where appropriate, gradual re-integration through pupils "best subjects". Where possible supported by the TA until back to normal timetable. Inclusion on PSC when appropriate
- Where necessary, accepts referral to alternative agencies/provision.
- Behaviour card to monitor re integration

- Targeted programme to support specific student's needs for anger management and conflict resolution with practical strategies to enable student to re-integrate successfully into lessons. May visit relevant P.S.C. sessions.
- Regular communication with parents/guardian.
- Continuation of the behaviour mentor sessions.

Pupil Support Course (PSC)

The Pupil Support Course is specifically for pupils experiencing difficulties in school who need to get 'back on track' for a variety of reasons. These might include pupils whose sometimes challenging behaviour is impeding their progress and disrupting the learning of others. It also supports pupils who have returned to school after a period of long term illness, pupils who appear to be struggling with low self-esteem or those with a poor attendance record. The course has a focus on academic, social and life skills aimed at raising self-esteem and engagement. Behaviour and progress are recorded on a tracker which the pupils hand in every lesson and share with parents each evening. They earn rewards through achieving targets. Pupils attend the course for one hour per day for approximately 8 weeks.

When needed, specific support may include involvement of appropriate outside agencies i.e. Education Welfare Officer, School Nurse, Social Worker, Educational Psychologist etc.

A decision to exclude a pupil for a fixed period or permanently will only be taken in response to serious incidents. This will only be considered after a range of alternative strategies have been tried and have failed. Exclusion from school, for whatever period, will be avoided if at all possible and the FLC will be used as an alternative to fixed term exclusions when appropriate. Exclusion will be considered where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or of others in the school. Exclusion, either fixed term or permanent, will only be made by the Headteacher or, in their absence, the Deputy Headteacher.

The ultimate sanction of permanent exclusion from school will only to be used in exceptional circumstances, either when there has been an extremely serious incident or when there has been a long series of misdemeanours which has not been modified by all reasonable attempts made by the school staff or by the support services

In the case of a permanently excluded pupil transferring to the school from another institution, the school would work closely with the county and home to ensure the success of re-integration.

Anti-Bullying

This school believes that all people in our community have the right to teach and learn in a supportive, caring and safe environment and we expect everyone to contribute to the eradication of bullying without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person.

What do we mean by bullying?

- Deliberately hurtful behaviour repeated often over a length of time.
- Any occasion when somebody deliberately upsets, intimidates, threatens or harasses someone else over a period of time.
- The intention of bullying is always to upset the victim in some way.
- There is evidence of persistent victimisation.

Bullying is **persistent** and may include the following types of behaviour:

- Being attacked (physically or verbally) through your religion, gender, sexuality, disability, appearance or racial origin.
- Being ignored or left out.
- Receiving abusive messages via any means of communication or social media.
- Being called names.
- Being teased.
- Being hit, pushed, kicked or punched.
- Having your bag, mobile or other possessions taken.
- Being forced to do things you don't want to do.

Peer on Peer Abuse

This can include the following (KCSiE 2018):

- Bullying, including cyber bullying
- Physical abuse
- Sexual harassment
- Sexting
- Initiating Violence

The school takes seriously all complaints of bullying including peer on peer abuse. The school works hard to ensure any complaints of bullying are investigated promptly, fairly and in a caring manner. Reports of bullying may come from any of a variety of sources – from the pupils being bullied, from a friend, from a witness (pupil or staff) or from a parent/carer.

At BHA, we promise to do our best to prevent bullying whenever we can and to try to help to overcome it whenever it is reported.

How will we do this?

- Our Home/School Agreement involves students, parents, carers and teachers in setting out when we expect of each other as a caring community.
- All cases of bullying will be recorded and thoroughly investigated by the appropriate adult.
- The victim will be offered support by a member of staff and/or other pupils (eg. Peer Mentor). They may be invited to attend the Pupil Support Course.
- An attempt will be made to help the bully (bullies) change their behaviour and appropriate sanctions will be applied.
- Parents will be informed and may be asked to attend a meeting to discuss the problem. When necessary, parents of the victim will be made aware of the action taken by the school.
- Sanctions (in line with our “Behaviour for Learning” Policy) will be adhered to.
- If necessary and appropriate, the police will be consulted.

School Planner

The school planner (issued to all pupils) contains a section called ‘Anti-Bullying Code for Students’. This outlines what to do if you are being bullied or know someone is being bullied. It also provides some strategies to deal with bullies.

School Community

All members of our community are asked to:

- Report bullying, either towards you or when you see it happening to others.
- Never stand by and watch.
- Walk away from situations and talk to an adult as soon as you can.
- Complete a bullying report fully and honestly, when asked.
- Avoid situations on instant messaging services and social networking sites where bullying can take place and will try to persuade friends to do the same.
- Avoid text messaging when it is being used in hurtful ways.
- Try your best to keep problems from outside school away from BHA.

Members of the school community (including prefects and our School Council) are involved in reviewing and updating this policy.

Bredon Hill Academy Behaviour for Learning Guidelines 2018/19



Teachers may give 'Sanctions' (S1 S2 S3) for a range of issues.

