

# HEMLINGTON HALL ACADEMY



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## ANTI-BULLYING & BEHAVIOUR POLICY

### **A Positive Partnership**

This policy has been written to form a partnership between the staff, children and parents. Our aim is that we can work together so that our children and staff can have a happy school life.

### **The Benefits of Good Social Behaviour**

At Hemlington Hall Academy we believe that because staff, pupils and parents value good social behaviour and as such, there is an ethos of mutual respect.

### **Children**

- Learn what good behaviour means.
- Learn to care for one another.
- Learn the value of friendship.
- Develop self-confidence.
- Do as well as possible in their school work.

### **Teachers and Staff**

- Teach effectively with few behavioural problems.
- Meet the needs of all pupils.
- Make positive contact with all parents.
- Develop personally and professionally.

### **Parents**

- Feel confident that their children are growing personally, socially and academically.
- Know that their children will receive support when they need it, including ideas for you to help your child at home.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

### **What we mean by good behaviour**

After discussion with parents, teachers and children we have agreed that good behaviour means that everyone in school is:

# HEMLINGTON HALL ACADEMY



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- Respectful to all.
  - Careful and kind.
  - Polite and friendly.
  - Helpful to each other.
  - Positive and hard working attitude.

At Hemlington Hall Academy we aim to provide a happy, caring and secure environment where children feel safe, happy and valued, and will learn effectively and positively. We want the children to understand and value good behaviour in every school activity. We are all partners in the learning environment working towards achieving our aims.

## **How we encourage Good Behaviour**

All children and adults enjoy praise. We believe that good behaviour should be recognised and praised by means of rewards and privileges, such as:

- Class rules negotiated with the pupils and used for re-enforcement.
- House points awarded to individuals and collected for a team achievement.
- House team weekly star badge award winner and end of term celebration.
- Goal to aim for (Y6), such as nomination for House Captain / Vice Captain and leavers awards / trophies with celebration events.
- Nomination for a responsibility, such as Playground Buddy, Peer Mentor.
- Focussed praise so children are aware of what they are doing well/ good work / effort reward from Head Teacher.
- Proactively encourage child to think about their behaviour / attitude and identify it as a target 'Reach for the Stars', which will be monitored / discussed with parents.
- Written comments on a piece of work / celebration wall / displays.
- Informing parents / postcards home.
- Celebrating success within an assembly / public event / media / photos.
- Reminding children of the school's commitment to good behaviour and noticing positive behaviour as it occurs.
- A range of house points, class merits, stickers, star charts, raffle tickets, marbles in a jar etc. (as appropriate to the age of the children).
- Class awards / responsibilities; 'Star of the week/star Selfie award in whole school assembly.
- Peer Mentors are encouraged to help solve peer to peer low-level conflict situations

In conflict situation we would always point out and offer the child a choice so they are encouraged to make the right decision based upon the realisation of consequences.

# HEMLINGTON HALL ACADEMY



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## **How we discourage Inappropriate Behaviour**

There are times of course when children forget our aims for good behaviour and are inconsiderate to others. Everyone in school has agreed to try to prevent this from happening, but depending on the situation, it may be necessary to deal with persistent misbehaviour by:

- Giving effective reprimands and reminders about appropriate behaviour
- Discussing the problem with the child and or their peer group
- Moving the child's seat / position in the class
- Working in partnership with parents at the earliest opportunity
- Monitoring persistent bad behaviour
- Using the Restorative Approach to resolve issues and encourage children to take responsibility for the own actions / words
- Record on a 'think sheet' to explain their behaviour
- Consequences by way of loss of privileges

## **Procedures to Follow**

### **Step One**

- Give effective reprimands (as above).
- Move the child's seat (as above).
- Separate the child from the peer group within the classroom.
- Separate the child from class a time out, cooling off period (this will either be a set time or rejoin the class when you feel you are ready to behave). The child must still be able to be supervised and should not be out of the main group for longer than five minutes.
- Advise parent of incidents / disruption in class

### **Step Two**

- Send the child to a colleague with work to complete for the remainder of the lesson. Explain to the child what will be required from them in order to return to their classroom.
- If possible/practical teacher or support staff go to the receiving member of staff with the child and discuss the problem.
- Speak to parent / phone call to parent from Teacher / Support Assistant to more formally share concerns and outline what needs to improve

# HEMLINGTON HALL ACADEMY



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## **Step Three**

- Inform Head Teacher, Class Teacher or Key member of staff
- Letter sent to parent / phone call to parent from Head Teacher / Class Teacher or Key member of staff
- Invite the parent in to discuss behaviour with Class Teacher / Head Teacher / Key member of staff
- Impose sanction, withdraw privileges as discussed and agreed at meeting.

**Steps can be progressive or move directly to advanced level depending on the situation and circumstances.**

## **Specific Procedures for Individual Pupils**

Some children may be identified as needing additional support with behaviour. Such pupils may require:

- An SEND support plan agreed with the SEND Co-ordinator.
- An individual contract / positive behaviour programme.
- A report book based or shared with parent.
- Targeted small group work, which for a period of time will be removed from the yard and placed in the care of an identified member of staff (activities during this time will be varied, sport, quiet games etc.)
- Removal for extended period from class group and placed in another class or in a controlled environment.
- Parents to liaise with school on a daily / weekly basis to monitor consistent improvements in child's behaviour. The parent would meet with the Class Teacher / Learning Mentor in the first instance
- In the event of little / no improvement, Head Teacher to arrange a time to speak / meet with parents to establish targeted next steps and a monitoring period
- Parent to offer additional support, e.g. accompany the child in lessons / visits, take the child home at lunch times
- Involvement of Outside Agencies (Bungalow Partnership, Psychological Service etc). This would be done in discussion with Head Teacher / SEND Co-ordinator and the parent/s.
- Family Liaison Office Mrs Harrison and / or Learning Mentors can support individuals and families with a program of targeted work during the school day and can also liaise / mediate with external agencies.

# HEMLINGTON HALL ACADEMY



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## **The Respect Room with Restorative Approach**

The majority of staff have received training in the Restorative Approach, which enables children to discuss the issue and consider the effect of their words and actions on others. In school, Mrs Harrison, Mrs Shepherd and Mrs Walker are the key staff taking a lead on managing restorative groups and offering support to individuals who are 'victims' and 'perpetrators' in an effort to reduce the number of incidents involving bullying, intimidating, racist, unkind or inappropriate behaviour. The Respect Room is a strategy implemented if any child is verbally abusive and / or physically aggressive to another child or adult at any time during the school day. The child should take time out from large, social situations which he / she may continue to find difficult to manage and also as a punishment for causing distress, harm or injury to others. Consequently, the child / children involved will be kept off the playground directly following the incident for an agreed period of time. They will be supervised by a member of staff at Break Times or a designated Lunchtime Supervisor. A letter *will* be sent home to inform parents and usually a phone call would be made to make the parents aware of the concerns and to invite them into school to discuss the matter if appropriate. The class teacher will be informed by the Senior Lunchtime Supervisor if children are in the Respect Room during a lunchtime. If a child is in the Respect Room for three sessions in any given half term, parents will be advised that they need to take their child off the premises over lunchtime for a fixed period. In the event that a parent cannot remove their child, an alternative arrangement will be agreed, such as family member will supervise child in a designated place in school over lunchtime for a fixed period.

## **Positive Handling and De-escalation Techniques**

The positive handling and de-escalation techniques are used to support staff encountering difficult situations and children posing challenging behaviours. Key members of staff have received the certified basic training enabling them to use effective de-escalation strategies of a non-verbal, verbal and physical nature. The aim is to provide security, safety and acceptance for the child, allowing time for recovery and repair following an incident. Positive handling and de-escalation is concerned with feelings and thoughts as much as with behaviour and is regularly updated to reflect the latest psychology of behaviour management. It is designed and supported by medical, psychological and educational teams.

If a member of staff needed to employ a physical technique, a formal report would be recorded and shared with the Parent / Carer. For legal reasons, reports will be kept on record for 10 years following the member of staff's retirement from education.

## **Exclusion**

### **Internal Exclusion**

This is aimed at eradicating some of the worst behaviours, such as:

# HEMLINGTON HALL ACADEMY



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- Verbal and physical abuse, to children and staff.
  - Bullying, particularly following a warning.
  - Absconding from school.
  - Incremental inappropriate behaviour, at the discretion of the Head Teacher.

## **Procedures**

- Children will sit at a table outside the Head Teacher or senior teacher's offices.
- Children will bring work for the day provided by the class teacher and it is the class teacher's responsibility to mark the work on the child's return
- The children are isolated from peers.
- The time spent in internal exclusion is decided by the Head Teacher or Senior Leadership team depending on the severity of the behaviour.
- There will be no break times and the child will be escorted to lunch by a member of the Leadership team and supervised throughout.
- The child will work in silence.

## **Formal Exclusion:**

- Always at the discretion of Leadership team.
- The six day rule now applies and Local Authority guidance will be followed.
- During the first five days of any fixed-term exclusion or a permanent exclusion, the school will try to arrange an alternative education placement for the excluded pupil.
- Where it is not possible, or appropriate, to arrange alternative provision during the first five school days of an exclusion, school will take reasonable steps to set and mark work for pupils.
- Work provided will be accessible and achievable by pupils outside of school. It is important for school to help minimise the disruption that exclusion can cause to a pupil's education.
- Whilst the statutory duty on Local Authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible.
- For a fixed period exclusion of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age (for example; home tutoring, a pupil referral unit or online studies).
- This provision must begin no later than the sixth day of the exclusion.
- For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the sixth day of the exclusion.
- In addition, where a pupil has a Statement of Special Educational Needs or Education Health Care Plan the Local Authority has a duty to ensure that an appropriate full-time placement is identified in consultation with the parents.

# HEMLINGTON HALL ACADEMY



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## **Local Authority Support**

The Local Authority Pupil Support Team is on hand to advise schools when problems arise or to support as a preventative measure to exclusion. (Current contact David Ball 01642 201828)

If a child is experiencing increasing behavioural difficulties and attitude problems that have not been managed through the usual strategies, school will take advice from the L.A and/or other professionals services such as 0-19 service.

1. Initially, a meeting would be set up involving the school, Parent / Carers and in some cases, the child. A programme of action would be agreed and monitored to address the behavioural concerns. If the child's behaviour improves, the programme ceases. If not, additional strategies will need to be employed.
2. A referral for CAMHS is usually advised. This happens more swiftly if initiated by the Parent / Carer through the child's own GP.
3. A referral to Oaktree (RTMAT) or the Holmwood Base may be made by completing a form which is considered at a monthly Panel Meeting, via HT Cluster. Children experiencing high levels of behaviour and aggression may access part of their learning for a 6 week block of either morning or afternoon sessions in a controlled, supportive environment with staff trained in advanced behaviour management. The child would also receive therapeutic support to address the root of their issues as much as possible. Transport is provided by the Local Authority.
4. Outreach support from a specialist school such as Holmwood may be sought. If agreed by parent and specialist school, child would be observed in class by a member of specialist staff. The Specialist Teacher would work in school with the child for a fixed short-term period of 2 or 3 half day sessions per week and an agreed programme of behaviour support would be implemented and monitored closely in liaison with Head, class teacher, parent and specialist teacher.
5. If it is deemed that a child would find a 'normal' mainstream curriculum and environment unmanageable and would not be beneficial to their learning or the learning of others, a Statutory Assessment for an Education Health and Care Plan (EHCP) may be completed and submitted to the Local Authority. Depending on the views of the Panel, the child may receive a Statement and as such will have a designated program to support their learning, either with support in Mainstream education or in a more specialised placement.



# HEMLINGTON HALL ACADEMY



6. In some cases, a Managed Transfer may be a suitable measure to enable a child to have 'a fresh start'. A 6 week trial would be set up with another school as agreed by Parent / Carers and the school. Monitoring and reviews of progress and outcomes would be carried out regularly to establish the success of the move. After the trial, a decision will be made as to whether the child will officially transfer to the new school or return to their own school.

It is crucial to recognise that Parents have to agree to any support strategy planned by the school / L.A. Consistent engagement of parents to support their child to improve his / her behaviour and work in partnership with school is vital. If a parent does not agree to additional support, or disengages, the school may have to consider whether or not it becomes a safeguarding issue.

## **Bullying**

Parents, staff and children need to know how to recognise bullying and what to do about it – why it happens at home, or at school, or in the street.

## **What Is Bullying?**

Bullying is the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying is not accepted in any form. Children and staff have the right to expect that they will not be bullied at school and school will seek to provide a safe, caring, protective environment for all.

Bullying can take many forms including:

- **Verbal:** name calling, insults, comments, nasty teasing.
- **Physical:** pushing, shoving, kicking, damage to belongings, injury to person, waylaying someone on the way home from school.
- **Indirect:** behind someone's back, rumour spreading, alienation of friends, leaving out of group texts and social arrangements.
- **Emotional:** relational aggression, shunning, leaving someone out.
- **Cyber:** using any electronic means, device on the internet, mobile phones or games consoles. This includes messaging of all types, misuse of images, online treats, use of social networking sites and chat rooms or any other forums to bully someone.

Bullying can also involve:

- Stealing possessions and/or mis-using them
- Requesting money with threats



# HEMLINGTON HALL ACADEMY



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- Misusing images of children or adults

Bullying is often, but not always, linked with prejudice towards perceived difference. It can be linked with views about

- Race, religion or culture
- Disability or special needs
- Sexism, because you are a girl or a boy
- Sexual orientation, homophobic bullying
- Health such as chronic or long term illnesses
- Appearance
- Ability
- Family circumstances

In compliance with the Equality Act 2010 our school acts proactively to prevent discrimination of any kind.

## **Occasions when Bullying may not be repetitive.**

When bullying happens to a child with special needs for example, it may be clearly seen as bullying even if there is only a single incident. This is because it might be very difficult if not impossible for this child to recognise bullying and defend herself or report it. In addition the bullying behaviour is targeting her because of her difficulties. Bullying behaviour can exploit or manipulate the victim with special needs or disabilities.

Racist incidents and sexual bullying also demand that we act at once, rather than wait for this to happen again in order to determine that it is bullying according to the definition.

Physical injury requires swift intervention and could be assault. Generally however we think of bullying as a deliberate 'campaign' to hurt someone.

## **Detecting Bullying**

Parents and teachers need to be able to recognise the signs which may indicate that a child is being bullied:

- Cuts, bruises or aches and pains that are not adequately explained
- Clothes or possessions are damaged or lost
- Child requests extra money or starts stealing
- Child starts going to school, or returns from school, at earlier or later times
- Child uses a different route to school

# HEMLINGTON HALL ACADEMY



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- Child starts to refuse to go outside at break times, or refuses to stay at school for dinners
  - Child requests to change classes, options or school
  - Reluctance or refusal to attend school
  - 'Fabricated' illness/complaints to avoid school/other groups
- Any marked change in a child's behaviour may indicate that the child is under stress:

- Behaviour may become immature (reverts to thumb sucking or tantrums)
- Child may become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative
- Deterioration in school performance and ability
- May have sleep or appetite problems or other issues such as bed-wetting

## **What Do We Do?**

In school children are encouraged to talk about friendships, how to be a good friend, what is not acceptable and to tell others if they are being hurt or upset in any way. We try whenever possible to engage with Local and National campaigns, such as 'Kick it Out' and Anti-Bullying Week to ensure the profile remains high and expectations of behaviour are clear.

## **Prevention of Bullying**

- JIGSAW: a weekly SMSCD scheme of work. Topics include:
  - Being in my world.
  - Celebrating differences.
  - Dreams and goals.
  - Healthy me.
  - Relationships.
  - Changing me.
- Special whole-school events, such as 'Diversity Week'
- Online Behaviour & Safety Days & Workshops for children and parents
- Restorative intervention
- Peer Mentors.
- RE delivery reaffirms acceptance of diverse beliefs.
- British Values taught across curriculum.
- Annual Anti-Bullying week including assemblies / drama groups (November)
- Nurture group interventions – as and when appropriate
- Curriculum resources to support positive relationships, SEMH
- Daily sessions with Sports Coach to build team work skills.
- Regularly trained lunch time staff
- Playground Pals award system
- Community Links / Activities, such as Police / PCSO

# HEMLINGTON HALL ACADEMY



Any child in need of emotional support or needing help to improve their self-esteem may be identified to attend a small group targeted session at an appropriate time in the Nurture Room with trained staff. Enabling children to feel more confident and offer strategies to manage their personal feelings may reduce their vulnerability in incidences of bullying, and empower them to manage situations.

## **Responding**

Every case of possible bullying or intimidating behaviour will be investigated. We encourage Parent / Carers to speak to a member of staff if they are concerned about their child for any reason, as it may be possible that the child has not shared the problem at school.

Bullying can be reported in a number of ways:

- Class teacher
- Teaching assistants
- Peer mentors
- Lunch time staff
- Members of the Restorative / Nurture Team. (J Harrison, C Shephard, R.Templeman and J Walker)
- Surveys: We have two annual surveys: a general anti-bullying survey to coincide with Anti-Bullying days, and a Cyber bullying survey timed to coincide with Online Behaviour & Safety events throughout the year. The results of these surveys are carefully analysed, and should a child indicate any worry, this will be followed up 1:1 with a member of staff. If there is an issue, afternoon visits by restorative members of staff may occur, and the child will be invited to take part in a nurture group discussion in the future - this provides valuable help and support to vulnerable children
- Staff, pupil and / or Parent Questionnaires
- Governors can be contacted by making appointments via the school office

## **What happens next?**

Upon a complaint of bullying a full investigation will take place. Both the parents of the alleged bully and the victim will be informed of any sanctions that will be imposed and of the consequences of any further bullying. Our strategies are always supportive for both parties in order to prevent a reoccurrence.

## **Sanctions**

The Respect Room is a strategy implemented if any child is verbally abusive and / or physically aggressive to another child or adult at any time during the school day. The child should take time out from large, social situations which he / she may continue

# HEMLINGTON HALL ACADEMY



to find difficult to manage and also as a punishment for causing distress, harm or injury to others. Consequently, the child / children involved will be kept off the playground directly following the incident for an agreed period of time. They will be supervised by a member of staff at Break Times or a designated Lunchtime Supervisor. A letter will be sent home to inform parents and usually a phone call would be made to make the parents aware of the concerns and to invite them into school to discuss the matter if appropriate. The class teacher will be informed by the Senior Lunchtime Supervisor if children are in the Respect Room during a lunchtime. A log will also be kept on CPOMS.

## **How is this monitored and recorded?**

If a child is in the Respect Room for three sessions in any given half term, parents will be advised that they need to take their child off the premises over lunchtime for a fixed period. In the event that a parent cannot remove their child, an alternative arrangement will be agreed, such as family member will supervise child in a designated place in school over lunchtime for a fixed period.

## **Governors**

The Lingfeild Education Trust and Local Governing Body have a Zero Tolerance Policy on Abuse against staff. This includes face to face abuse, remote abuse such as over the telephone and harmful or malicious, written remarks including on social networking sites. Notices are displayed around the school stating that:

***School employees are here to help but also have the right to be treated with respect.***

***Lingfield Education Trust will take appropriate action against anyone who verbally abuses, threatens violence or commits violence to any of its staff.***

As one of it's member schools, Hemlington Hall Academy adheres to the Lingfield Education Trust Complaints Policy, which is kept in the office. Should anyone be unhappy about the conclusion or outcomes of a particular situation, the School Complaints Procedure will be followed. The Summary is distributed to every parent / carer at the start of the Autumn Term and in the School prospectus for new starters / families. A copy can be requested at any time from the main office and is also available on the school website.

Any complaint should be put in writing to the Chair of Governors. He / She:

- may arrange an informal meeting to attempt to resolve the situation amicably

# HEMLINGTON HALL ACADEMY



- 
- will investigate the complaint
  - will put in writing the outcomes of the complaint and correspond with both parties and the Local Authority
  - may involve a professional from the Local Authority to support in dealing with the matter to an appropriate conclusion

Should the above procedures not meet a satisfactory conclusion to the complaint, the Governor Complaints Committee will meet to ensure Policies and Procedures had been appropriately followed. If at this stage the complaint is still unresolved, it should be reported to the Secretary of State.

If staff experience abuse of any kind in their work, an 'Abuse against Staff' form should be completed. A copy of the report will be held centrally in the School Office and a copy is sent directly to the Health and Safety Team at the Local Authority.

Should a Parent or visitor to the school site be persistently abusive or aggressive to any member of staff, the Governing Body may issue a letter of warning under Section 5 of the Education Act. If the person's behaviour does not improve towards staff, he / she may receive a ban from the school site.

Should there be problems or episodes of misconduct between parents on the school site advice will be taken from the Academy's legal team and measures may be put in place to disallow those concerned from the site for a fixed period.

For more advice see the DfE Guidance on malicious allegations against staff.

## **Linked to other policies:**

- **Safeguarding & Child Protection**
- **Online Behaviour & Safety**
- **Peer on Peer Abuse**
- **Acceptable Use of ICT**
- **Complaints**
- **Allegations against Staff**

Date: 1<sup>st</sup> September 2018

Author: Karen Edmenson

Ratification Body: HHA Local Governing Body, (awaiting ratification 1<sup>st</sup> October 201)

Read by all members of staff and on website for all parents to view

# HEMLINGTON HALL ACADEMY



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Review Date: 5<sup>th</sup> September 2019

## **Appendix A**

### **GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT**

#### **Aims**

1. Establish a friendly, positive, supportive relationships in school
2. Ensure children are engaged and motivated through a challenging and interesting curriculum – active minds lead to more positive behaviours
3. As soon as it occurs, reward positive behaviour with attention and praise. **‘Catch them being good’**
4. Where possible, identify when behaviour problems are likely to arise and try to distract, divert or redirect the children’s’ behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know the sanctions you can use, but avoid using them especially if a quiet word or reminder will do.
7. Always remain calm when you speak to children. This will help you maintain your authority and confidence and keep your relationship with them positive.
8. Avoid telling a child off publicly.
9. Use the school’s monitoring, report and behaviour referral systems so that you support each other in addressing the individual student’s needs and those of the whole school.
10. Celebrate the positives! Don’t dwell on negative behaviours. Allow the child and the learning to move on and put incidences behind you as quickly as possible