



**Ivingswood Academy
Behaviour and Anti-Bullying Policy**

September 2019

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Policy Statement

Ivingswood Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the core rules of: ***'Be Ready, Be Respectful, and Be Safe.'***

Aims of the policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for pupils, staff and parents / carers of expected levels of behaviour
- To ensure that all pupils are treated fairly, shown respect
- to promote good relationships between all members of the school community
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To build a community which demonstrates our values of Respect, Aspire, Integrity and Nurture
- To use restorative approaches instead of punishments
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise expected behaviour and that which is 'above and beyond'
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Code of Conduct

- All pupils and adults are expected to support the school values.
- Pupils are encouraged to be proud to belong to Ivingswood Academy and always wear the correct school uniform. Jewellery or trainers should not be worn.
- Pupils should always walk around the school, keeping to the left wherever they are.
- Physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Pupils are expected to be punctual.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.

We expect every adult to:

- Take time to welcome pupils at the start of the day (Meet and Greet)
- Use a visible recognition method throughout every lesson to encourage good behaviour (e.g. Recognition boards)
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to ***'Be Ready, Be Respectful and Be Safe'***

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to pupils.

The Senior Leadership Team must:

- Take time to welcome pupils and parents / carers at the start of the day
- Be visibly present around school, especially at the end of the day and during busy transitional times
- Celebrate staff, leaders and pupils whose effort goes ***'above and beyond'*** expectations
- Regularly share good practice
- Support class teachers in managing pupils with more complex or entrenched negative behaviours

- Use behaviour data (recorded on Safeguard) to target and assess school wide behaviour policy and practice
- Regularly review provision for pupils who fall beyond the range of written policies
- Encourage staff in the use of positive praise - phone calls/emails/certificates/Tweets
- Ensure staff training needs are identified and targeted

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and not react emotionally to poor behaviour
- Demonstrate unconditional care and compassion

Pupils at Ivingswood Academy want their teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident through engaging, fun and challenging lessons
- Be fair and consistent

Have a sense of humour!

The home-school agreement (appendix 4) gives further, clear expectations for both school and home.

Recognition and rewards for effort

We recognise and reward pupils who go **'above and beyond'** our expectations. Everyone at Ivingswood Academy recognises that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

Positive rewards include positive messages home for behaviour that is **'above and beyond.'** This may take the form of a Marvellous Moment email, a positive note home, a phone call or a face to face chat. Other rewards and recognition for going **'above and beyond'** may include: visits to Senior Leadership or other key members of the school, leadership roles, certificates and stickers – all of which will earn **'above and beyond'** pupils 1 house point.

Celebration Times

Our celebration times are during school assemblies where pupils who have consistently gone **'above and beyond'** will be identified by staff and celebrated in front of their peers. Equally, pupils who have gone **'above and beyond'** outside of school will be identified and celebrated during this time. In addition to celebratory assemblies, outstanding pupils from each year group who have consistently gone **'above and beyond'** the school's expectations and consistently shown the school values will be chosen as **'Values Superstars'**. These pupils will attend **"Hot Chocolate with the Head"** which is sharing a hot chocolate and a chat with the headteacher.

Managing Behaviour

Engagement with learning is always our primary aim at Ivingswood Academy. For the vast majority of our pupils a gentle reminder is all that is required. Although there are some occasions when it is necessary for a pupil to leave their classroom for a short period of time, the behaviour steps below should always be worked through with care and consideration, taking individual needs and circumstances into account where necessary.

At Ivingswood Academy, we praise the behaviour we want to see. We do not pander to attention seekers. All pupils must be given 'thinking time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Practical steps to managing and modifying poor behaviour

Pupils are held responsible for their behaviour. All Staff will deal with behaviour without delegating. Staff will use the steps in behaviour below for dealing with poor conduct.

Step	Actions
1. Reminder	<p>A simple reminder of the three simple rules – Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary. Try and keep things at this stage!</p> <p><i>Example - 'I notice that you're not getting on with your learning. You are breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please start now. Thank you for listening.'</i></p>
2. Caution	<p>A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Please think carefully about your next step"</p> <p><i>Example - 'I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please think carefully about your next step. You need to stay behind and speak to me for 2 minutes at the end of the lesson. If you don't start and I need to speak to you again you will miss 10 minutes of playtime to complete your learning. Thank you for listening.'</i></p>
3. Last chance To be recorded in Safeguard	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> ● I have noticed that you are... (list the behaviour they have broken again) ● It was the rule about... (say the rule) that you have broken. ● You have chosen to... (explain the sanction you will impose e.g. missing playtime/lunchtime/take the learning home to complete.) ● Do you remember this morning, yesterday when... (give time when they showed positive behaviour)? ● That's what I want to see now... ● Thank you for listening <p>At this stage you may also choose to move the pupil to a different location in the classroom.</p> <p>In addition to the missing of breaktime/lunchtime to complete learning, the pupils should also be engaged in a restorative chat, see step 5. If the pupil reaches this stage after lunch, then the sanction carries over to the next day.</p> <p><i>Example - 'I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. So, you have chosen to miss playtime/lunchtime to complete your learning. Yesterday you got started straight away so I know you can do it.'</i></p>
4. Time out To be recorded in Safeguard	<p>Time out might be a short time away from the classroom with another class/TA/calm space/short walk and talk. It is a few minutes for a pupil to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>If a pupil is spoken to again during the same session that they have already had their</p>

	“Last Chance”, then missing of breaktime still continues, even though the pupil has been given “Time Out”.
5. Repair	<p>This might be a quick chat at a breaktime or lunchtime while the pupil is completing their missed learning or when the member of staff is walking around on duty. Pupils may also complete a ‘Think sheet’ if the behaviour is of a disruptive nature.</p> <p>Restorative Conversation: 5 questions out of the following 8 are usually enough:</p> <ul style="list-style-type: none"> ● What happened? ● What were you thinking at the time? ● What have you thought since? ● How did this make people feel? ● Who has been affected? (Important to list everyone and not just themselves) ● How have they been affected? ● What should we do to put things right? ● How can we do things differently in the future?
<p>Imposition given if needed: An imposition is additional work that must be completed at home, acknowledged/signed by parent and returned the next day. This is to help the pupil to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.</p> <p>This might be necessary only if a pupil’s behaviour has escalated so much during that day that they haven’t completed the required amount in class.</p>	
<p>Think sheets: If the behaviour is of a more disruptive nature then the pupil will be informed that they will have to miss break/lunch time in reflection time where they should complete a “think sheet” (Appendix 3 - Think Sheets).</p> <p>Where possible this should be completed with the class teacher who can guide the pupil through the process, explaining that the sheet will be kept and if necessary shared with parents / carers at a later date. If the staff member has a duty then where possible they should get this covered as it is important that the reflection time is done with someone who observed the behaviour and understood the impact it had.</p> <p>For serious incidents that occur at break or lunchtimes, the pupil will be expected to stay inside with an adult for the remainder of the break – this should be supervised supervision in the library or with a member of SLT.</p>	

Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place and what happens during the sanction that is important.

Consequences	
Communication with parent	If a pupil has two (Step 3 or above) incidents in a week requiring reflection, the class teacher must inform parents / carers via email or phone call (contact must be made and acknowledged). Step 3 and 4 incidents are recorded on Safeguard
A formal meeting with SLT, class teacher and parents / carers	If a pupil has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SLT, class teacher and parents will be arranged. This must be recorded on Safeguard.
Weekly behaviour meetings	Pupils who regularly receive more than three reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the class teacher
Exclusion	Serious incidents may lead to a period of exclusion

Serious incidents

Depending on the age of the pupil, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to a member of SLT and recorded on Safeguard. SLT will deal with such incidents as soon as possible. If a pupil is upset, angry and showing potential signs of distress then they should be allowed to sit in a designated area to calm down. Pupils must be supervised by an adult who is available until SLT arrive or the pupil has calmed down and is ready to re-join the classroom. After this Step 5 - repair should be implemented.

Serious incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults or other pupils.

Exclusions

Ivingswood Academy believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for all pupils to achieve their maximum academic potential at school they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school's behaviour policy and the pupil remaining in school would seriously harm the education or welfare of other pupils in the school, the Headteacher may take the decision to exclude a pupil for a period of time. If this decision is taken, learning will be set for the pupil to complete at home. Following a period of exclusion, the pupil and parents / carers will meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support them. Each day is a new day and where a pupil has transgressed it is expected that they will be welcomed and treated without any resentment when they return. Further details can be found in the Red Kite Schools Trust Exclusion Policy.

Restorative Practice

Ivingswood Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom.

(Appendix 1 - Ivingswood Academy Behaviour Blueprint).

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all pupils' access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 2 – Restorative Practice approach at Ivingswood Academy)

Understanding the School Rules

Each teacher will lead a discussion about the rules with the pupils at the beginning of the school year. The purpose of this discussion is to ensure that all pupils and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule, but these should be decided with the pupils at an age appropriate level. The discussion should start with the question 'What do we want being ready / respectful / safe to look like in our classroom and the playground?'

The ideas formulated by the pupils should form a small display (illustrations and or captions by the pupils) so that the rules can be referred to throughout the day.

Be Ready	Looking at the person who is speaking Coming into the classroom promptly in the mornings and after playtime /lunchtime Good listening Getting involved in class / group discussions Facing new challenges Being resilient Wearing correct uniform
Be Respectful	Being kind and polite Caring for school property and the property of others Being honest Following instructions the first time we are asked Waiting our turn to speak Showing good manners Wearing correct uniform Keeping the school rules Understanding that not everybody has the same views
Be Safe	Keep hands and feet to ourselves Walk inside school Use lesson resources / playground equipment for what they are intended to be used for Four chair legs on the floor Know and follow the fire procedures No play fighting Treat other people kindly

Physical Contact with Pupils

Ivingswood Academy recognises that there are occasions when physical contact (other than reasonable force) with a pupil is appropriate and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid.

Positive Handling

Adults are trained in how to move pupils safely and effectively and know that lifting pupils is not a strategy endorsed by the school.

In addition:

- Pupils must not be pulled by their clothes or wrists.
- Pupils over three should not be carried.
- Pupils must not be picked up off furniture.

Verbal Strategies

Verbal instruction and active ignoring are effective strategies.

Overstating - you are over the fence and it's not safe rather than 'get down'

Follow me - I'll wait for you

I need you to...

Disengagement

If a pupil is not responding, they might need processing time. Staff should use a form of ignoring and backing away to avoid giving attention or escalating the situation. Pupils should still remain supervised during this time.

Liberty

Under The Pupils Act 2006, any practice or measure such as 'time out' or seclusion, which prevents a pupil from leaving a room or building of his or her own free will may be deemed a 'restriction of liberty'.

There may be instances where it is appropriate to restrict a pupil who may be at risk due to a lack of awareness or danger to a room or a particular area in order to keep him/her safe, e.g. if s/he has a severe learning disability and/or their ability to make safe choices is temporarily impaired by severe anxiety or rage, resulting in challenging and unsafe behaviour. However, it must be ensured that they are cared for under close adult supervision at all times and the incident fully recorded and reported. We will avoid 'trapping' pupils unless it is unsafe for them or the other pupils to let them go. We will support pupils who might have been 'targeted' by another pupil by making it a priority to move them to keep them safe.

The use of seclusion where a pupil or young person is forced to spend time alone against their will would not normally be seen as appropriate except for short periods of time in extreme situations whilst help is obtained. This is in contrast to a time out known as 'thinking time', where a pupil or young person would be supervised or accompanied in a neutral manner, and to withdrawal where they are removed from a difficult situation and accompanied while they calm down. It is an offence to lock a pupil in a room without a court order except in an emergency while seeking assistance. However, in educational settings, it is acceptable for double or high door handles or locking of outside doors to be used for safety and security reasons when pupils are supervised in the same room or area by staff.

Moving a pupil

It is imperative that staff use the strategies taught in 'Positive Touch' training i.e. two people must walk a pupil in from the classroom using speed to move the pupil quickly and safely explaining to the pupil what they are doing as they move.

Use of Reasonable Force

The use of force is founded upon three underpinning principles:

- the use of force should, wherever possible, be avoided
- there are occasions when the use of force is appropriate
- when force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

The application of a restrictive physical intervention should be an act of care not of punishment or aggression and should not be used purely to force compliance with staff instructions when there is no immediate risk to the pupil or other individuals.

Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the pupil/young person know what they need to do to remove the need for restrictive physical intervention.

The scale and nature of any physical intervention must be proportionate both to the risk presented and to the nature of the harm they might cause or suffer. As soon as it is safe to do so, the restrictive physical intervention should be gradually relaxed to allow the young person to gain self-control.

There is no absolute legal definition of 'reasonable force' as it is viewed in the context of the individual case. It is judged to mean no more force than is needed in the circumstances.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, physical force could not be justified to prevent a pupil or young people from committing a trivial misdemeanour or in a situation that could clearly be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the risk or behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the pupil or young person. It is also important to recognise that where a restraint might be considered reasonable in one instance it may not be in another.

Who can use reasonable force?

As part of our ongoing CPD, all staff will receive de-escalation training and some will be trained in Team Teach techniques. All staff, whether trained or not, including temporary or agency staff, may use reasonable force to physically intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a pupil or young person or indeed any adult may be at risk.

It is essential that staff prevent injury to themselves or others and avoid placing themselves in a position where they may get hurt. It is best practice to disengage and move a safe distance away or to use positive touch to move the pupil outside to a safe place.

An effective risk assessment procedure together with well-planned preventative strategies will help to keep the emergency use of restrictive physical interventions to an absolute minimum. However, staff

should be aware that, in an emergency, the use of force may be justified if it is reasonable to use it to prevent injury or serious damage to property and, in schools, to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.

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

Even in an emergency, the force used must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. Before using restrictive physical intervention in an emergency, it should first be considered if physical intervention can be avoided by evacuating other pupils and staff from the vicinity of the risk. The person concerned should be confident that the possible adverse outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences that might have occurred without the use of a restrictive physical intervention.

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person to whom the Head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

NB: Use of force should only be used as a last resort.

The school does not encourage the use of force and it will only be used as a last resort. There is no definition of when it is reasonable to use force, as every situation is different and it will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

Pupils can often feel as though they have been subjected to being overpowered by adults. It is critical that work takes place to help restore those relationships and pupils are enabled as much as possible to understand the decision made by adults to 'hold' them. An appropriate time and place will be arranged with the pupil and adults involved. Following a high incident episode either the HT or one of the AHTs will meet with all adults involved to debrief, preferably as a team. If all leaders have been involved during the episode, another member of the SLT will be asked to debrief.

Debriefs should occur ideally as soon as possible post incident in order to gather the facts and perspectives of all those involved. It is critical during the post incident debrief, that priority is given to both learning and increasing everyone's awareness.

All incidents involving the use of force will be recorded by staff involved as soon as possible after the incident and copies will be given to Headteacher.

Parents / carers will be informed of the incident although, lawfully, the school has the right to not inform a parent if they decide it is inappropriate to do so.

Screening and Searching

The Code of Conduct and associated School Rules makes it quite clear what items are prohibited at Ivingwood Academy. Staff reserve the right to screen all pupils for banned objects – this could involve asking pupils to turn out their bags.

It may occasionally be necessary to search a pupil with their consent. This will only be done in extreme circumstances when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- There will always be two members of staff present when a search takes place and wherever possible, both members of staff will be of the same sex as the pupil.
- All searches will be logged:
- Parents/carers will always be informed if a pupil has been searched and the result of that search.

Pupils will NOT be searched without their consent. If the school has reason to believe the pupil requires searching and he/she refuses consent the Police will be called and parents/carers informed.

(For more information see DfE Guidance, 'Screening, Searching and Confiscation July 2011)

The School Community Police Officer may be the first point of contact for the School.

Confiscation and Disposal

The school has the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

- Illegal items (fireworks, weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be returned to the parents/carers of the pupil.
- High value items (£20+) e.g. mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.
- Low value items will be returned to the parents/carers of the pupil.

(For more information see DfE Guidance, 'Screening, Searching and Confiscation July 2011)

Behaviour Out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The following guidance is issued by the Department of Education in 'Behaviour and discipline in schools - Advice for headteachers and school staff; January 2016':

Pupils' conduct outside the school gates – teachers' powers what the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *wearing school uniform or*
- *in some other way identifiable as a pupil at the school.*

or misbehaviour at any time, whether or not the conditions above apply, that

- *could have repercussions for the orderly running of the school or*
- *poses a threat to another pupil or member of the public or*
- *could adversely affect the reputation of the school.*

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The school will always cooperate with the Police in any investigation of incidents which are thought to involve Ivingswood Academy pupils.

Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

The policy will be reviewed every three years, which will include consultation with staff, pupils and parents.

Anti-Bullying

All cases of bullying are serious, whether physical, online or emotional/psychological.

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community should have an understanding of what bullying is and be familiar with the school policy on bullying: therefore the aim of the policy is to help members of the Ivingswood Academy school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the school community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally hurts another pupil or group physically or emotionally. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice. Examples of unacceptable bullying behaviour include:

- Physical (including sexual) assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy regularly.

The Headteacher ensures that all pupils know that bullying is wrong, and that it is unacceptable at Ivingswood Academy. The Headteacher draws the attention of pupils to this fact at suitable moments, for example, if an incident occurs, the Headteacher may decide to use an assembly as a forum in which to discuss with other pupils why this behaviour was wrong, and what and why consequences have been imposed.

The role of all staff

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Records of all incidents that happen in class, and throughout the school, are kept. If teachers witness an act of bullying, they do all they can to support the pupil who is being bullied. If a pupil is being bullied over a period of time, then, after consultation with the Headteacher, the teacher always informs the pupil's parents / carers.

If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the pupil who has carried out the bullying. Teachers spend time talking to both the pupil who has been bullied and the pupil who has carried out the bullying. They discuss why the action of that pupil was wrong, and they will endeavour to help the pupil both recognise, and change, their behaviour in future. If a pupil is repeatedly involved in bullying other pupils, teachers inform the Headteacher and the Inclusion Manager. The pupil's parents / carers are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher always informs external support agencies such as social services.

Teachers attempt to support all pupils in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, the school aims to prevent incidents of bullying.

The role of parents / carers

Parents / carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents / carers have a responsibility to support the school's anti-bullying policy and to actively encourage their pupil to be a positive member of the school.

The role of the governors

The Local Governing Body supports the Headteacher in all attempts to eliminate bullying from Ivingswood Academy. This policy statement makes it very clear that the Local Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors about the effectiveness of the school's anti-bullying strategies. Governors should examine the school's anti-bullying records on file and analyse information with regard to gender, age, and ethnic origin.

Strategies and procedures

Within our PSHCE curriculum the school will ensure that all members of the school community understand what constitutes bullying and are alert to the signs that it is happening. The school will ensure that our response to bullying is clearly understood by everyone in the school community and that everyone is clear about their role and responsibility in preventing and responding to bullying. The school expects all staff to act as positive role models for the pupils.

The following steps may be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

- The pupil and his/her parents / carers are supported and the pupil's account recorded (See appendix 5)
- The nature and response to the incident may be made known to all staff
- A clear account of the incident will be recorded on the Bullying Incident Log and given to the Headteacher
- The perpetrator will also be spoken to about their behaviour and their response recorded
- In serious cases, the Headteacher will interview all concerned and will record the incident, parents will be informed
- The class teacher will be informed
- Sanctions will be used as described earlier in this policy

Appendix 1 - Ivingswood Academy Behaviour Blueprint

At Ivingswood Academy our Vision and Values underpin everything we do.

The Vision of Ivingswood Academy is: Ivingswood Academy is an inclusive school at the heart of our community. We aim to provide a caring and stimulating environment in which all children feel safe, secure and excited to learn. Everyone is encouraged and supported to achieve their full potential. Our goal is to develop self-respect and respect for others and our community, creating responsible citizens for the future.

The Values of Ivingswood Academy are *“Respect, Aspire, Integrity, and Nurture”*

Visible adult consistencies	Rules	Above and Beyond
<ol style="list-style-type: none"> 1. Meet and Greet 2. Attention to best conduct 3. Calm and caring 	Be Ready Be Respectful Be Safe	<ol style="list-style-type: none"> 1. Use of praise 2. Recognition boards 3. Rewards – assemblies, notes home etc... 4. Hot Choc with the Head!

Relentless Routines		
1. Wonderful walking	2. Tremendous transitions	3. Marvellous Manners

Steps to behaviour	Scripts	Restorative chats
<ol style="list-style-type: none"> 1. Reminder – (3 rules in private) 2. Caution – “Think Carefully about next step” 3. Last Chance – (scripted intervention) 4. Time Out – (TA walk, calm space, another classroom) 5. Repair – Restorative chat 	<ul style="list-style-type: none"> ● I have noticed that you are... (list the behaviour they have broken again) ● It was the rule about... (say the rule) that you have broken. ● You have chosen to... (explain the sanction you will impose) ● Do you remember this morning, yesterday when... (give time when they showed positive behaviour)? ● That’s what I want to see now... ● Thank you for listening 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (Important to list everyone and not just themselves) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?

Appendix 2 – Restorative Practice approach at Ivingswood Academy

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in School is about:

- Building a safer school
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, pupils and families to use RP to build a happy community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- There may be kudos or 'street cred' attached to a punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, pupils may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

Behaviour Think Sheet

You have made choices that have caused you to need to stop and “Think about it.”

Name _____

Date _____

1. What was my behaviour? _____

2. What were the reasons for my behaviour? _____

3. How did my behaviour affect others and who did it affect? _____

4. What is my plan to improve my behaviour? _____

5. Do I need to apologise to anyone? If so, who and why? _____

Pupil _____ Parent _____ Teacher _____



Ivingswood Academy Home-School Agreement

We believe that pupils learn best when home and school are working closely together. This home school agreement states the responsibilities of the school, your responsibility as parents / carers and what the school expects of the pupils.

Ivingswood Academy aims to:

- Encourage pupils to develop respect for others and positive attitudes towards their learning and relationships
- Have high expectations of what each pupil can achieve to ensure that they do their very best
- Provide a broad, balanced curriculum which satisfies national requirements, keeping parents / carers informed regularly over what pupils are learning and activities taking place in school
- Provide parents / carers with detailed information about their pupil's progress
- Inform parents / carers at an early stage of any concerns which affect their pupil's work or behaviour
- Seek to involve parents / carers closely in their pupil's education and work collaboratively with outside agencies to support as appropriate
- Provide home learning activities for pupils to complete at home with parental support
- Deal quickly, sensitively and fairly with any concerns of parents / carers
- Celebrate pupils' achievements
- Encourage the pupils to be resilient learners who understand that making mistakes is a crucial part of the learning process

Parents / carers will:

- Ensure that their pupil attends school regularly and on time wearing school uniform
- Telephone the school by 9.00am if their pupil is unwell and unable to attend
- Avoid taking their pupil out of school for holidays during term time
- Let the school know of any concerns that might affect their pupil's work or behaviour
- Inform the school of any changed circumstances (e.g. telephone contact numbers, pupil walking to school unaccompanied) to ensure the welfare and safety of their child whilst at school
- Support their child with any home learning and make full use of the Home Learning Diary
- Attend parents / carers' evenings and discussions about their child's progress
- Support the school's policies to ensure good behaviour, working collaboratively with the school on any behaviour targets to support their child
- Encourage consideration for the local community and the environment
- Endeavour to make medical appointments outside of the school day. If this is not possible, parents / carers agree to provide the school office with a copy of the medical appointment letter or card
- Act as a positive role model by using social media responsibly e.g. by not making negative or disrespectful comments; not sharing photographs or video of the pupils or staff taken on school premises

My child will try his/her best in school and follow the Ivingswood Academy rules:

**Be Ready
Be Respectful
Be Safe**

Signed by:	
Parent:	Pupil:
Headteacher:	Date:

Bullying Incident Report Form

Reported by:		Date:	
Date(s) of incident(s):			
Time(s) of incident(s):			
Location(s) of incident(s):			
Details of those involved			
Please include names, genders, ages, ethnicity, any LAC or SEND information as well as each pupil's role – ringleader, outsider, defender, victim – and level of involvement.			
1 = very involved 2 = involved 3 = slightly involved 4 = indirectly involved			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
Bullying incident related to: (tick all that apply)			
Race		Appearance or health condition	
SEN or disabilities		Sexual orientation	
Gender		Religion or culture	
Age		Other (define)	
Forms of bullying used: (tick all that apply)			
Physical aggression		Damaging or taking personal property	
Deliberately excluding		Verbal threats	
Name calling and teasing		Spreading rumours	
Cyber bullying		Other (define)	
Frequency and duration of bullying behaviour			
Once or twice		Persisting over two months	
Several times a week		Persisting for more than a year	

Other notes on the incident (including relevant previous behaviour):			
Checklist: (tick as appropriate)			
Does incident involve same person?		Has a follow up date been set?	
Parent/carer notified		Action agreed with victim	
Individual discussions with all		Action agreed with perpetrator	
Group discussion with all involved		Notes/comments attached	
Details of actions agreed with everyone involved – including parent/carer where appropriate:			
Follow up actions as necessary:			
Outcome of follow up and further actions taken:			
Has the bullying stopped?	YES		NO
Describe any other outcomes, who was involved and where they occurred:			
Completed by: Role: Checked by: Role: Date:			

Appendix 5 Part 2: **Anti-Bullying Incident Form (to be completed with the victim)**

Name of pupil:

Year

Date of reported incident:

What happened:

Has it happened before? How often?

Who was involved?

Where did it happen?

Was anyone else there?

What, if anything, have you done about it already?

Comments from parents / carers:

Action	Time frame	Lead person	Review date: Review of action

Follow up action checklist – Victim:

Action	Yes/No
Has the victim had the chance to say what happened?	
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	
Has the victim been given support to make sure they feel safe and gain confidence?	
Has a date been set to review the situation?	
Has the school put things in place to try and stop it happening again?	
Have the victim's parents/carers been involved?	
If no bullying has taken place or there is insufficient evidence, are the clear actions to reassure and meet the need of those concerned?	

Signed by:**Pupil:****Parent:****Staff member:****Review date 1:****Resolved/unresolved:****Further intervention/monitoring needed:****Review date 2:****Resolved/unresolved:****Further intervention/monitoring needed:**

Appendix 5 Part 3: **Anti-Bullying Incident Form (to be completed with the pupil accused)**

Name of pupil:

Year

Date of reported incident:

What happened:
Has it happened before? How often?
Who was involved?
Where did it happen?
Was anyone else there?
What, if anything, have you done about it already?
Comments from parents / carers:

Action	Time frame	Lead person	Review date: Review of action

Follow up action checklist – Pupil accused of bullying:

Action	Yes/No
Has the pupil been given a chance to explain their reasons for the behaviour?	
Has the pupil been told what they are doing is wrong and that they will be given a consequence?	
Has the pupil listened to how the victim feels?	
Has the pupil said sorry?	
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	
Has the pupil identified someone they trust to talk about how they are feeling?	
Have parents/carers been involved?	

Signed by:

Pupil:

Parent:

Staff member:

Review date 1:

Resolved/unresolved:

Further intervention/monitoring needed:

Review date 2:

Resolved/unresolved:

Further intervention/monitoring needed: